



PORTUGAL

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Table of Contents

Table of Contents	3
1) Project design	4
<i>Brief description of the local project</i>	<i>4</i>
<i>Target group.....</i>	<i>6</i>
Selection of participants	6
<i>Training objectives.....</i>	<i>7</i>
<i>Training approach</i>	<i>7</i>
<i>Description of training modules and module contents.....</i>	<i>9</i>
<i>Purpose of the training</i>	<i>13</i>
<i>Learning outcomes.....</i>	<i>15</i>
Knowledge.....	15
Skills.....	15
Competences	16
<i>Benefits to the participants.....</i>	<i>17</i>
<i>Trainers.....</i>	<i>18</i>
<i>Process-oriented structure / systemic approach to the training</i>	<i>18</i>
2) Training curriculum	21
<i>Module 1 (22 TU/16,5h): Biography work – individual orientation – self-reflection –</i>	<i>Strengthening/Empowerment of the individual.....</i>
<i>Module 2(12TU/ 9h) Migration: life in a pluralistic society and analysis of the social environment</i>	<i>.....</i>
<i>(Becoming acquainted with the city of Lisbon, Oeiras or Amadora)</i>	<i>26</i>
<i>Module 3 (20 TU/15h): Different approaches to culture – Understanding of culture – Culture as a</i>	<i>dynamic social system</i>
<i>Module 4 (8 TU/6h) Intercultural competence- Intercultural communication.....</i>	<i>30</i>
<i>Module 5 (12 TU/9h) Conflict management.....</i>	<i>32</i>
<i>Module 6 (24 TU/18h) Presentation techniques – Rhetoric – Speaking in public.....</i>	<i>33</i>
<i>Module 7 (16 TU/12h): Project management – theoretical basis and individual practical project</i>	<i>.....</i>
<i>Module 8 (8 TU/6h) Techniques for guided city tours – Working with groups</i>	<i>37</i>
<i>Module 9 (20 TU/15h) Development of the guided tour.....</i>	<i>38</i>
<i>Module 10 Job application training (8 TU/6h).....</i>	<i>39</i>
<i>One-to-one coaching: Competence Records (8 TU per participant)</i>	<i>40</i>
3) The guided tours.....	41
<i>Development of the guided tours</i>	<i>41</i>

1) Project design

Brief description of the local project

The original CULTURE PILOTS was a further education project for women from migrant backgrounds which was developed by BFI OÖ on the occasion of and together with Linz 2009 – European Capital of Culture, and implemented in cooperation with the AMS Linz/Upper Austria (Austrian Public Employment Service).

In Portugal, the number of immigrants has been increasing systematically since 1975, after the independence of the Portuguese colonies, as Angola, Mozambique, Cape Verde and Guinea-Bissau (PALOPs countries). During the 80's and 90's, the development of immigration was characterized by a consolidation of the immigrants coming from Africa, and, simultaneously, by a diversification of other foreign population: a “resuscitation” of European, especially from Eastern Europe and Brazilian (PALOP country) immigrants and the emergency of small flows of Indian and Chinese immigrants.

Therefore, we are witnessing a social phenomenon directly related to the second generation of migrants, who came to Portugal very young or were born in Portugal and are still in school.

Also in Portugal, the rate of youth unemployment has reached 36%, the highest in Europe, so we consider the Culture Pilots Project an extraordinary opportunity to fight the current youth unemployment but also the promotion of social inclusion, because in Portugal the number of youth of second generation migrant is very high.

Our idea, in order to contribute to a solution which helps fulfilling both objectives (to adapt the curriculum to our national context but keeping the original philosophy of the project), is to implement the Culture Pilots training also (not only) with youngsters (with ages between 16 and 25) who are migrants or have migrant backgrounds.

The youngsters with migrant backgrounds face several difficulties, related with inclusion, but also with their own identity, because they often ‘feel’ like foreign in their own country/ local community.

Implementing the Culture Pilots Project also with youngsters with migrant background will help to overcome social and individual barriers and develop key competencies like interculturality, communication, cooperation, entrepreneurship, project management which will be of great significance for their entrance in the labour market.

The focal points of the CULTURE PILOTS training course will be key competences, but also biography work and build-up of resources as well as project management.

During the training, the participants will develop tours of their everyday world in pairs, making connections between the local community and their migrant background, which are going to be offered to trainers and VET providers, but also to the open public.

In a synthesized way, the project aims to:

- Create unconventional city tours;
- Develop key competencies, such as interculturality, communication, cooperation, entrepreneurship, project management;
- Create possibilities for intercultural contact with effective communication and social understanding between young migrants, migrants in general, locals and tourists;
- Promote awareness of the importance of cultural and linguistic diversity in Portugal and in Europe.

Target group

The target group for the Culture Pilots Training are Youngsters and Adults from both genders, who have migrant backgrounds.

Selection of participants

The selection of the target group will be made through two different ways.

On one hand, the project will be advertised by ISQ mailing list, news in the monthly newsletter, flyers distribution and direct contacts with the youngsters who came for future VET training courses.

At the same time, the project team will make brief presentations about the project in associations under the responsibility of the Municipal Chambers, for migrants and distribute simultaneously some flyers with more detailed information of the advantages of being enrolled in this project.

In this two ways of dissemination, a meeting will be already schedule for more information about the project framework, aims, main contents and advantages of being a part of this.

In the meeting the interested participants will fulfil a registration form and will go through a future selection interview. A final group of 12 trainees with migrant background will be selected taking into account the following criteria: availability to participate in the all training, motivation for the training, interest in cultural matters and enthusiasm for creating an opportunity of a future job.

Training objectives

The main objective of the training is to develop key competences and skills, by focusing on the participants' migration background and to make the participants aware of their own abilities and skills.

By developing guided tours, they will also accomplish knowledge and competencies about project management, and ultimately, will improve their capacities to enter at the labour market

Training approach

The culture pilots training foresee 150 training units (45 minutes per training unit) on 38 days, plus one-to-one coaching for each participant and the independent development of the projects and guided tours.

The training is designed to have a trainer who accompanies the group very intensely, assisted by a facilitator. This leads to a strong relationship build-up between the trainer, the facilitator and the group, which allows for personal topics to be addressed.

The continuous guidance by a qualified trainer and coach who have the functions of main trainer, project manager and process supervisor are designed as such so that personal development and insights should be integrated into the daily routine at a later stage. On specific topics, further trainers can be called in.

By coming to terms with their individual migration stories in connection with the training of key competences (biography work, interculturality, communication, cooperation, entrepreneurship), an extensive analysis of personal and societal topics is facilitated which in the long run leads to a strengthening of the trainees.

In the course of the training and under the guidance of the trainer, the trainees moreover draw up a competence record of their individual abilities and qualifications, which will be useful for further job applications and their self-presentation on the labour market in general.

Another focal point of the training is the development of the guided tours. At least 1 guided tour will be developed and implemented.

Training period:

January to July 2013

Scope:

- 150 training units, 10 modules, 38 training days
- 8 units analysis of existing competences per participant
- 5 units of individual coaching for empowerment
- Training on job within the local municipalities cultural agencies
- Development of at least 1 guided tour

Contents of the training:

- Biography work – Individual orientation – Self-reflection – Self-perception – perception by others Empowerment of the individual (**22** training units 16,5h)
- Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action (**20** training units 15h)
- Migration: life in a pluralistic society and analysis of the social environment – becoming acquainted with the city of Oeiras or Amadora (**12** training units 9h)
- Intercultural competency – Intercultural communication (**8** training units 6h)
- Presentation techniques – Rhetoric – Speaking in public (**24** training units 18h)
- Conflict management (**12** training units 9h)
- Project management – theoretical basis & individual practical project (**16** training units 12 h)
- Techniques for guided city tours (**8** training units 6h)
- Development of a guided tour (**20** training units 15h)
- Job application training (**8** training units 6h)
- Training on job (duration as per individual agreement)

Description of training modules and module contents

Biography work – Individual orientation – Self-reflection – Self-perception – perception by others Empowerment of the individual (22 training units)

The participants engage in their biographies, their migrant backgrounds and their individual migration stories by writing, talking and reflecting. Working with their own biographies is designed to help them come to terms with their individual stories by bridging the gap between life before and after migration. Key competences and qualifications of migrants they acquired before, during or after migration (migration itself is seen as a qualification) are made visible and broadened and can therefore be integrated into their present lives.

Working on visions serves to determine initial positions and can be used to find new ways out of a specific problem situation. It is a creative process in the course of which future is envisioned and designed. Working with visions is the starting point of important decisions which determine the individual work with oneself. It is all about seeing where the first step may lead in order to be able to take a second step.

The process of vision development can be compared to a continuous oscillation between the envisioned future on the one hand and the past with its resources on the other hand.

Individual resources and options already present in the environment are sought, (re)discovered and strategically targeted for future use, while the programme is accompanied by a targeted training for strengthening the participants' self-confidence.

Different approaches to culture – Understanding of culture – Culture as a dynamic system of social action (20 training units)

The participants are confronted with different approaches to culture and question their own understanding of culture (in a workshop-like atmosphere). With a view to their future occupation as culture pilots, the participants should achieve a shared understanding of culture which allows them to perceive their own living environment and their migrant way of life as cultural phenomena and communicate them as such to culturally aware individuals.

Migration: life in a pluralistic society and analysis of the social environment – becoming acquainted with the city of Lisbon, Oeiras or Amadora (12 training units)

Portugal is an immigration country where immigrants from many different countries want to build a life. Migration issues and other related issues such as uprooting, reorientation and intercultural problems are dealt with. Life in a pluralistic society with its impact on coexistence is another topic.

The participants, who deal with their own living environment on different levels, will be familiarised even further with their city district.

Intercultural competence – Intercultural communication (8 training units)

Intercultural learning describes the development process from ethnocentricity to acceptance and appreciation of other cultures. Those who engage in this process should be able to acquire intercultural competences in the course of this exploration. One precondition for this process is the ability to take a critical distance to one's own understanding of culture and values as well as confront oneself with one's own sets of values. A pluralistic society is in need of people who have developed intercultural competence, but also of socio-political framework conditions (legal and social equality, possibilities for participation, etc.)

Presentation techniques – Rhetoric – Speaking in public (24 training units)

The participants are familiarised with presentation techniques, they learn how to present themselves and how to make a good impression in public.

In addition, their appearance in the event of interviews is trained as well as how to work in groups. Once more, strengthening the participants' self-confidence plays a vital role with regard to how they should present themselves.

During a test run, the focus is on presentation technique as well as on possibly arising difficulties / barriers / conflict potential among the individuals taking part in a guided tour, culture pilots and the population with the aim of preventing them. Another essential point is the development of a list of questions aimed at the culture pilots. Still another topic is how to deal with different questions and to outline a possible scope of actions.

Conflict management (12 training units)

This module is concerned with self-perception, perception by others, enemy images, religion, communication and the behaviour in intercultural areas of activity as well as the causes of conflict. Intercultural conflicts are mostly value and distribution conflicts, which cannot be resolved by adopting a stubborn or dominant position, but require a critical and attentive attitude. Intercultural conflicts and their multifaceted aspects shall be discussed and constructive models for conflict management presented and put into practice with the aim to reflect upon individual attitudes, expand the individual range of behaviours and reduce the fear of conflict.

Project management – theoretical basis & individual practical project (16 training units)

The participants shall get an insight into procedures of project planning and organisation, in general and specifically targeted towards the culture pilot project, so they can locate themselves in the project.

The life cycle of a project, project phases and their special characteristics as well as concrete milestones shall be discussed, a timetable shall be drawn up. Further focal points are team-building and allocation of competences.

Teams of two participants each shall be formed and develop a guided tour together.

Techniques for guided city tours – Working with groups (8 training units)

Groups have their own rules and functioning, even though they come together only for a short period. The participants are familiarised with the processes of group work and reflect upon their own group processes as well.

Useful techniques for guided city tours are imparted which should help organise the individual guided tours in a professional way. The objective is not to copy existing approaches to guided city tours, but develop individual methods and approaches.

Developing the guided tour (20 training units)

Based on the analysis of their own living environment, the teams devise guided tours placed under a topic / motto and define “places of interest”. The aim is to grant multifaceted insights (sometimes diverging generation- or gender-based interests and approaches) into migrant living environments.

Job application training (8 training units)

The participants develop professional job application papers and concern themselves with possible occupational profiles and jobs for the future.

Training on job

All participants will receive training on job at a cultural division of the Municipal Chamber. It will be organised individually and will start as soon as possible from the beginning of the training, in order to take into account the requirements of the organisations as well as the constraints of the participants.

The objective is that all participants gain practical experience in the cultural area. In addition, the skills acquired in the course of the training (e.g. project management, communication skills and intercultural competences, etc.) can be put into practice in training in the workplace and further skills can be gained by “training on the job”. As within the group, there occurs exchange on the different work places and the tasks involved, the occupational area “culture and culture mediation” can be explored even more into depth.

One-to-one coaching / Competence record (8 training units for each participant)

In addition to the general training units, there are eight one-to-one units available for each participant. These units are used for drawing up a competence record and, if needed, for coming to terms with individual concerns.

Purpose of the training

The training shall enable the participants to work as culture pilots in their own subjective living environment and has the objective of making already existing key competences visible, broadening them and making them consciously usable. Moreover, the training should impart general project management skills and culture mediation techniques which can be applied/used by the participants in other areas as well.

Based on the understanding of culture as a “dynamic, ever changing system of social action” (Fedorowicz, Hania M., 2006) the participants are meant to reflect upon their own living environment and their intercultural way of life, know and understand these as new phenomena and learn to appreciate them as an asset.

The purpose of the training is empowerment through biography work, self-reflection, increased visibility of key competences (strengths and potentials), confidence building, working on intercultural competence, acquiring general knowledge on project management as well as presentation techniques and self-presentation.

Key competences, also called “soft skills”, is actually a generic term coming from the area of economy and expresses the changing requirements on employees in the context of problem solving strategies, communication skills, capacity for teamwork, etc. What is meant here are “basic abilities and capacities”.

“Soft skills” are opposed to “hard skills” which mean specialised knowledge and professional competence, which job applicants are simply assumed to have. Besides professional competence, key competences are increasingly considered an important selection and employment criterion for the private sector as well as public administrations.

In the working environment, the following soft skills or key competences are particularly sought-after:

- communications skills
- capacity for teamwork
- time management
- intercultural competence
- conflict handling skills
- facilitation and presentation skills
- self-confidence, ability to self-motivate
- individual orientation, decision-making ability

These skills are behavioural skills, they become visible when people act and interact and can be trained to certain level!

As the focus of the training is placed on project management, the key competences learned can be translated into action immediately. The basics of project management, in combination with their practical implementation in the context of guided tours, will enable the participants to handle projects in their working environment on their own responsibility.

A major concern of the training will be to build a solid foundation for future professional activities that go beyond the scope of the project

Learning outcomes

Knowledge

- Basic Knowledge of project management
- Ideal project progress
- Time management for projects
- Knowledge about the social environment specific for the district and its characteristics
- Knowledge about the cultural activities on offer in the district / in the city
- Awareness of communication styles and communication behaviour
- Knowledge on conflict solving strategies
- Awareness of cultural differences
- Basic knowledge on culture theories

- Basic knowledge on rhetoric and speaking in public
- Knowledge about different techniques for guided city tours
- Knowledge about group formation and group dynamics

Skills

- Ability to understand different cultural traditions
- Use of cultural awareness in a professional environment
- Application of cultural theory models in practical projects
- Intercultural competence
- Awareness of different job profiles in the context of intercultural competence
- Ability to take into account varying individual needs when developing a project
- Ability to systematically collect and process information in order to make use of it in a project
- Ability to use materials as a basis for a summary presentation
- Taking part in a study or work group / capacity for group work
- Strengthened self-confidence and awareness of individual abilities
- Improved conflict solving skills
- Conflict solving skills in intercultural contexts
- Improved individual time management

- Ability to come to terms with individual biographies and present them in public
- Ability to link personal experience with migration experience in general
- Ability to turn difficult life experience, that may be an emotional strain, into a resource
- Ability to develop visions of one's own as well as positive visions concerning individual future developments in private and professional life
- Presentation skills – presenting oneself positively
- Putting into practice the contents learned by developing and guiding a public tour of the district

Competences

- Competence record
- Practical implementation of the guided tours

Benefits to the participants

- Empowerment: Empowerment of the individual and one self-confidence through resource-based, holistic work with her own biography
- Identifying and further developing specialised and key competences by building upon existing qualifications
- Training a large scale of competences like: biography work, working with resources, project management, different approaches to culture and cultural awareness, intercultural competence and communication, analysis of the social environment, development of the guided tour, rhetoric and presentation skills, conflict management, and many more.
- Drawing up a competence record
- Improved opportunities on the labour market by taking part in the training and the project
- Public presence and media coverage

By participating in training as a possible tourist guides, participants will be qualified to enter into other areas of activity, such as, cultural mediation in cultural institutions, museums, public institutions, schools, etc. Due to the strengthening of their core competencies and their training in project management they will also be more prepared to work in different areas of the private sector.

Trainers

The training is designed to have a trainer who accompanies the group very intensely, assisted by a facilitator. This leads to a strong relationship build-up between the trainer, the facilitator and the group, which allows for personal topics to be addressed.

In addition, specialised lecturers can be invited to present specific areas and topics (rhetoric and self-presentation, Theatre of Change, guided city tours ...)

The main trainer is required to have the following qualifications:

- Experience in project management
- Experience in training and coaching in adult/ youngsters education
- Intercultural and social competence
- Intense involvement in intercultural topics
- Experience in the fields of education and culture
- Experience in dealing with migrants and intercultural conflicts
- Open-mindedness, readiness for getting involved in processes
- Creativity
- Systemic-constructivist approach to the training

Process-oriented structure / systemic approach to the training

The training and the imparting of the modules within the culture pilots training are going to be planned and held in a process-oriented way. This means that it will be up to the main trainer to prepare the contents according to the participants' needs. By doing so, there will be less importance attached to imparting of all the contents in the same way as they are contained in the curriculum, but the emphasis will be placed on the current requirements of the participants.

Although contents for the training are already defined, the exact implementation may be modified again and again in the course of the training. This means that the focal points within the planned contents as well as the timetable can be changed. The overarching goal is the participants' empowerment. Starting out from their previous knowledge and learning

experience, they should benefit to the largest possible extent from the training and therefore also have the best possible chances on the labor market.

The theoretical framework for this structure is a systemic approach to the training. The trainer should be familiar with this approach.

The basic principles of the systemic-constructivist approach are the following:

- Systemic thinking is observer-centred: Whenever reality is described, what counts is who is doing it. Systemic thinking breaks with the assumption that the question what is “true” and “real” can be answered objectively.
- Systemic thinking is inspired by the functioning of living systems as opposed to views of the world and the human beings which define people and social systems as simple input-output machines.
- Systemic thinking is context-oriented. Only the reference to a specific context makes “sense”, i.e. gives meaning to observations. Systemic thinking therefore distinguishes itself from banal and linear descriptions of complex systems.

All this implies for learning processes that:

- Learning is a form of perception, a process of constructing or reconstructing reality;
- The outcomes of learning processes are new or modified maps. These maps cannot be perceived from outside. They become visible when they reveal themselves as a behaviour and therefore enter the sphere of communication;
- Learning processes are individual and autonomous and cannot be steered directly from outside: each single system decides on the basis of its structural conditions and experience whether something is learned or not, or what is learned (cf. Ruth Seliger: Theoriegrundlagen Systemisches Training, in: In Aktion – Systemische Organisationsentwicklung und Supervision, ibs Verlag 2000).

This approach implies other forms of teaching.

In this context, teaching is a targeted form of communication working on particular contents and having the intention that these contents be integrated into the other person's own map and activated for new actions. Learning processes cannot be "generated", they can only be stimulated.

Therefore, teaching means:

- Encouraging by irritating habitual patterns of thinking and behaviour,
- Giving room for observation and reflection,
- Creating adequate framework conditions for knowledge building and transfer.

As far as the trainer's attitude is concerned, Ruth Seliger suggests the following:

- **Modesty:** Bid farewell to the desire for direct control of your participants' learning processes. Accept that your participants learn what they want and at the same time may learn what you teach.
- **Respect:** Bid farewell to the old-fashioned fundamental differentiation made by outdated learning and teaching models saying that expertise is incumbent on the teacher, ignorance on the learner. Acknowledge that the participants are experts for their own learning.
- **Curiosity:** Be curious to find out what effects your efforts have on learning processes and allow yourself to be surprised by what you yourself may have learned.
- **Neutrality:** The teacher is always on the side of "new knowledge". Learning also means that things that have already been learned must be unlearned and that each learning process may imply hurt. Neutrality as an attitude implies for the trainers to be unbiased towards old and new knowledge and to recognise the hurt brought about by learning.

For the training itself, it is therefore less important which methods are used; a systemic approach to the training rather attaches importance to the way a method is used and further developed.

2) Training curriculum

The training is composed by 9 main modules. In addition, there will be the competence record, and the internship.

Additional modules may be added, if needed, during the training. Within the modules there is a scope for possible modifications concerning the timing and the selection of focal issues. This means that the final choice of the exercises and the training approach in the exact training will be selected according to the specific needs of the trainees.

Module 1 (22 TU/16,5h): Biography work – individual orientation – self-reflection – Strengthening/Empowerment of the individual

Opening words and welcoming from ISQ / Welcome message by ISQ

Clarification of the framework conditions:

Timetable, breaks, way of collaborating: first name terms, trust, open-mindedness, input, bringing in individual topics...

Objectives: creating a safety feeling, providing initial information

Introduction posters

The trainer and each participant makes a flip chart poster (name, symbols, important personal data, etc.) of him/herself, and presents him/herself to the rest of the group, explaining why they choose those symbols to identify themselves and what they mean to him/her. The posters are to be kept in the room for the duration of the training.

Objectives: getting to know the other members of the group, creating an atmosphere of trust, comparison self-perception/perception by others – how do others perceive me, creating a memory aid which is useful for further getting to know each other, posters can be reused again – starting point, where am I standing now?

Brief presentation of training contents –overview

Objective: providing an initial orientation

Expectations of the participants:

Write down questions on flip chart: Once I have completed the training successfully, what will I have learned? What would I like to learn here? How will I know that this was exactly the right training at the right time for me?

Find answers in groups of four, write them down on cards.

Objective: getting an overview of the participants expectations.

Talking about expectations

The expectations are presented and reconciled with the training contents. As there are provided periods for self-directed learning within the training and contents can always be

modified, the contents requested by the participants can still be taken into account where possible.

The exact timetable for the training is presented and discussed.

Common rules for the group are established (e.g. be on time, have coffee breaks together, celebrate birthdays, give appreciative feedback, ask questions when they come up, turn off the mobile ...)

Objectives: reconciling expectations and contents and promotion of group cohesion

Formal framework conditions to be observed in the training

Attendance, signatures, certificates, procedure in the case of illness, non-attendance etc.

Objective: clarifying formal conditions, creating safety

Biographical method: My story as a “stranger” / migrant / immigrant

When did I realise I was different? What was it like when I was a child, a teenager, an adult?

Who was I before I migrated? Who am I now?

In groups of four, each person speaks for about 15 minutes, the three remaining ones listen and ask questions, stick to the time limit, each participant should have the same time to talk!

Exchange in the small group, subsequently exchange in the overall group, outcomes: identify correlations, details what people may have in common, differences and write them down on the flip chart.

Objective: Coming to terms with one's own individual story – what does it mean to be “a stranger”?

Who am I now?

What experience have I made?

What are the strengths I have developed in the course of my life story?

Where may weaknesses or learning potentials remain?

Individual task of participants

Participants write down ideas and then exchange them while going for a walk in pairs.

Objective: getting to know him/herself, reflecting and getting new ideas while exchanging thoughts, knowing own strengths

My values

Work alone, fill in questionnaire

Objective: self-reflection

My role models

Collect role models in the overall group – who do we admire for what?

What are the characteristics, qualities of these role models?

Which of them can I acquire, too?

Are there role models from different cultures?

Objective: recognising learning goals and opportunities for oneself

I am proud of ...

Work alone, fill in questionnaire

Objectives: self-reflection, strengthening self-confidence

A letter to myself

The participants write a letter to themselves which they will be sent at the end of the training.

Questions: Where am I standing today? What would I like to tell the person I will be at the end of the training? What is particularly important? How would I like to see myself in three months? Who am I going to be? What are my desires?

Objectives: self-reflection, goals for the training

What I am particularly good at

Do task individually – define your own strengths

Step in front of the group, say them out loud, everybody applauding

Gather strengths in the overall group, “I can still learn something from the others”

Objective: strengthening self-confidence

When I did particularly well...

In small groups: each participant tells an event where he/she did particularly well, the others listen and take notes, they write each positive characteristic and strength they hear about in the story on a card and complement them with the participant's qualities they already know about. The participant is then presented with the cards which constitute an individual “record of strengths”

Objective: strengthening self-confidence

Train your quick wit

How can I react when...

In the overall group, gather examples for attacks, prejudices, possible unpleasant situations;
in small groups, devise possible reactions

Evaluation in the overall group

Objective: strengthening of quick-wittedness

My Declaration of Self-Esteem (

Use for meditation

Discuss in small groups how it can be put into practice in everyday life

Objective: strengthening self-confidence

Assertiveness strategies

What helps me in difficult situations? How can I strengthen myself?

Joint development in the overall group

Objective: strengthening self-confidence

The energy sphere

NLP exercise aimed at strengthening inner self-confidence, anchoring in the body

Draw or make a symbol for the energy sphere or look for it out in nature – anchoring in the external world

Objective: strengthening self-confidence

Module 2(12TU/ 9h) Migration: life in a pluralistic society and analysis of the social environment

(Becoming acquainted with the city of Lisbon, Oeiras or Amadora)

Group work on migration

In the group, analyse the terms migration / integration / intercultural / multicultural...

Collect ideas on flip chart, discuss them

Objective: definition of terms

Reasons for migration

Find reasons together – each person names her/his reason for migration or the parents reason for migration

Are there more reasons?

Discussion: In what cases is migration justified?

Objective: linking your own migration story with the migration of others – your own story is at the same time a social phenomenon

How our society deals with migration and interculturality

Work in groups of three: What have I experienced myself? What have others told me? What is my opinion on ...

Appraisal in the overall group

Objective: working out what the participant' impression of opportunities and difficulties are

Tour of the county/region (2 tours)

In small groups of two

Objectives: getting to know the county, gather first ideas for the guided tours

This tour will be done again later, in the same small groups that have been formed for the guided tours, but this time gather information for the individual tours

Gather topics for the tours

Debriefing in the overall group, exchange of information

Objectives: strengthening identification with county, knowing more about the county, gathering information for the individual tour



Presentation of the Municipalities to the overall group

What did we see? What is special?

Draw a map of the municipality together (on a large sheet of paper)

Objective: getting to know the district, gather first ideas for the guided tours

Module 3 (20 TU/15h): Different approaches to culture – Understanding of culture – Culture as a dynamic social system

What is culture?

Brainstorming: What does culture mean to me? What do I associate with it? What words come to my mind spontaneously?

Brainstorming and discussion in small groups collect words on facilitation cards. Finalise in the overall group, pinpoint facilitation cards to pin board.

Objective: finding out where the views of the group members on what culture is converge

Theoretical input: Presentation of different approaches to culture over time - introduction of the dynamic approach to culture

Objective: understanding that culture is nothing given or inalterable, but a construct subject to constant change, a process all the participants themselves take part in.

Culture and identity

What are the cultural characteristics that define me? Where have I been conditioned, what has marked me?

Brainstorming in small groups about these questions, exchange.

Evaluation in the overall group.

Objectives: making aware of cultural conditioning and where it occurred, making aware of cultural identity

Exclusion/marginalisation – my own experience

How did I deal with it? In which cases did I myself marginalise others?

Work in small groups

Finalise in the overall group, theoretical details in addition

Objective: getting to know discrimination as a social phenomenon

Ways of changing society – what are my hopes?

Group work with overall group, theoretical approach in addition

Objective: finding ways to bring about changes in society

Individual approach

The type of behaviour that I usually display has the potential to foster integration?

What type of behaviour I usually display has the potential to prevent integration?

Go for a walk in pairs, evaluation in the overall group

“Theatre of Change”

The selection of the topic is made by the group; in this case, the general topic will be migration, marginalisation/exclusion, integration...

What if miracles truly happened – what would it be like?

Objective: playful method that allows viewing the topic migration from a different angle.

The role of culture in our presentations / guided tours

What are the aspects of our cultures that we want to integrate into our presentations?

What should the visitors and participants come to know?

In what ways we can present culture and our individual way of life?

Work in small groups (mixed presentation groups), evaluation in the overall group.

Objective: getting aware of the cultural aspect of our guided tours and presentations

Theoretical input on the systemic approach

Objective: understanding culture as behaviour

Exercise: Systemic triangle

The behaviour of single persons always influences all of us.

Choose a position in the overall group, then each participant chooses two points of reference (persons), without verbalising whom. Subsequently move through the room and at the same time try to always form an isosceles triangle with your two reference persons (without making verbal agreements).

What happens when I start moving?

What happens when someone else starts moving?

Playing and evaluating in the overall group

Objective: realising that one's own behaviour, and therefore culture as well, can be changed

Module 4 (8 TU/6h) Intercultural competence- Intercultural communication

Theoretical input on communication

Alternately with corresponding exercises

Objective: a better understanding of communication

Game on perception

What is observation, what is interpretation, what is judgement?

The trainer plays a non-verbal role-playing game with a volunteer (whose task is to simply stand still): luring, rejoicing, attacking, rejecting...

Evaluation in the overall group – what has been observed?

Objectives: coming to the conclusion that we cannot observe from a neutral position; bring about a better understanding of communication

Exercise “Four Ears”

Gather example sentences: “It’s green over there”, “The soup is cold”, “The woman is wearing a headscarf”, ...

In small groups: How could these sentences be understood/interpreted by 4 different ears?

How do people “usually” understand it?

Objective: a better understanding of the different forms of communication

Rumours / prejudices

The story of the hammer

Story for playing “Telephone Game”

What is left from the original story when different people retell it several times? – a few participants leave the room; one by one, they come in again, they are told the story and in turn tell it to the next participant coming in ...

Objective: improving communication

Intercultural communication

What particular forms of communication are there in my culture?

Is my culture of origin different from the culture here in terms of communication?

How can I cope with it?



Work in small groups, discussion and presentation in the overall group

Objective: a better understanding of intercultural differences in communication

Module 5 (12 TU/9h) Conflict management

Theoretical input: Conflict management

Objectives: a better understanding of conflicts, finding possible solutions

Questionnaire on conflict management

What is my usual conflict behaviour?

Form small groups depending on your conflict behaviour, discuss: What are the advantages of my conflict behaviour, what are the disadvantages, what can I learn for the future?

Evaluation and discussion in the overall group

Objective: a better understanding of one's behaviour in conflict situations

Drawing game "Still life"

Create a still life in the centre of the participants circle. The participants get the task to make a drawing of what they see, they change their perspective 3 times and at each time have to draw what they see on the original drawing.

Evaluation in the overall group - What feelings are coming up when I have to destroy my drawing?

Objective: achieving flexibility in view of different perceptions of reality

Exercise: "It makes me angry when ..."

Do task individually, debriefing in small groups

Objective: getting to know one's own behaviour in conflict situations

Exercise: "Value judgements"

Do task individually, debriefing in overall group

Objective: broadening one's range of behaviour

Dealing with conflicts

Gather examples, in overall group, find way how to deal with them

Objective: improving the way how participants deal with conflicts

Module 6 (24 TU/18h) Presentation techniques – Rhetoric – Speaking in public

Theoretical input: rhetoric

Objective: becoming acquainted with the basics of rhetoric

Preparing a speech on an individually chosen topic

Individual preparation time, trainer is available for advice and specific questions.

One option is to prepare a speech including a presentation for the opening of the guided tours

Objectives: getting to know individual preparation processes, preparing the opening speech of the guided tours

Theoretical input on feedback

How to give feedback, how to accept feedback

Objectives: knowing about feedback, getting prepared for speech situations

Making individual speeches

5 – 10 minutes per participant, subsequent verbal feedback

Objective: individual speech training

Dealing with stage fright

Joint development of the topic, becoming acquainted with helpful strategies

Objectives: reducing fears, creating a feeling of safety

Relaxation techniques

Objective: becoming acquainted with relaxation techniques

Voice training

Objective: becoming acquainted with voice training techniques

Dealing with incidents

What is the worst thing that may happen during a presentation?

Dealing with fears and actual incidents



Joint development of the topic, becoming acquainted with strategies

Objective: reducing fears, creating a feeling of safety

Training and presentation of the guided tours

In the seminar room; under real life conditions in the district

Feedback coming from the group and the trainer

Objective: finalising the presentations

Module 7 (16 TU/12h): Project management – theoretical basis and individual practical project

Teamwork – theoretical input

Alternately with exercises

Objective: learning more about the theoretical basis of teamwork

Self-assessment: closeness - distance

Do task individually, assessment in small groups, discussion of outcomes in overall group

Objective: getting aware of own behaviour when working in a team

Team-building in view of the guided tours

Who is interested in what?

What are possible topics for the guided tours?

How can we make things fit together?

Objective: first voting on possible topics

Project management – theoretical input

Objectives: learning to understand project management, becoming familiar with terms used

Defining the project objective

Example project: guided tours used at the original Culture Pilots implemented at Linz09 – European Capital of Culture

Work in small groups to define objectives

Evaluation in the overall group

Objective: learning how to define objectives

Basic definition of a project

In small groups, development of guided tours

Evaluation in the overall group

Objective: putting project management into practice

Analysis of the project environment

Who is concerned by our project, possible stakeholders, who could be against it ... who are we aiming at? SWAT analysis. Target-group work

Do task in small groups, evaluation in the overall group

Objective: putting project management into practice

Reassessment of team building

Are the topics and teams still up to date? What other teams could be formed for the guided tours? Group work in overall group

Preparation of a summary of topics by the trainer – bring forward suggestions

Objectives: reaching agreement on team composition; if required, changes within the teams

Project management applied to the tours

Application of project management tools for planning the tours

Project management for the closing event of the training – presentation / planning a public event

Work in small groups, discussion in the overall group

Objective: training the application of the project management tools

Agreement on the guided tours and topics

Developing titles and specific contents, allocation of teams

Team work in the corresponding small groups, exchange in the overall group

Objectives: allocation of teams, developing title and contents as a basic structure for the tours

Self-directed learning and development of the guided tour

In the corresponding groups of two, jointly develop the tours.

The trainer is available for advice.

For each group, concluding round and discussion in the overall group

Objective: developing the guided tours

The trainer is available for advice.

For each group, concluding round and discussion in the overall group

Objective: developing the guided tours

Module 8 (8 TU/6h) Techniques for guided city tours – Working with groups

Keynote speech and presentation by a trained tour guide

Joint discussion and opportunity to ask questions

Objective: getting information on techniques for guided city tours

Working with groups

Theoretical input on group dynamics

As a group, where are we standing in the team culture cycle? How can we use the team culture cycle for the guided tours?

Objective: becoming acquainted with group dynamics

Guessing the groups mood

The group agrees on specific non-verbal mood signals after a few participants have left the room, then those come back in again and try to guess what mood the group is in.

Jointly define strategies for dealing with these moods.

Objective: improved dealing with group situations

Team leadership – making leadership visible

Work in small groups: How can I present myself as a leader?

Evaluation in the overall group

Objectives: developing ideas and gaining safety in group leadership situations and for individual guided tours

Self-directed learning and development of the guided tour

In the corresponding groups of two, jointly develop the tours.

Module 9 (20 TU/15h) Development of the guided tour

Self-directed learning and development of the guided tour

In the corresponding groups of two, jointly develop the tours.

The trainer is available for advice.

For each group, concluding round and discussion in the overall group

Objective: developing the guided tours

Completion of the training

Evaluation, verification of outcomes, celebrating the end of the training

Objective: Completing the training within the group of participants.



Module 10 Job application training (8 TU/6h)

Theoretical input: Job application training

Objective: basics of job application

Preparing a CV and a letter of application

Do task individually, the trainer provides support

Objective: finalising the application portfolio

One-to-one coaching: Competence Records (8 TU per participant)

Each trainee will have the opportunity to start establishing a competence record

A competence record is a coaching procedure designed to help people determine their current situation by making them aware of their strengths and abilities and encouraging them to set specific goals and steps for the future.

A competence record consists of 4 appointments per 2 hours: one introductory workshop and three one-to-one interviews. In the course of these sessions, the participants get aware of important experiences and abilities and recognise the importance of different life situations. Jointly with the coach, these skills and competences are analysed and subsequently the competences identified are handed over to the participants as a kind of certificate, the “competence record”. Its contents are confidential and exclusively intended for the particular culture pilot.

3) The guided tours

Development of the guided tours

The itineraries and topics of the tours will be defined in the course of the training by the participants themselves. In each team, two trainees with different migrant backgrounds will develop a tour.

In addition, they will focus on their own biography topics. Why did they or their family migrate? Where and how did they arrive? What is their everyday life like and where is it located? What kind of obstacles do they have to overcome in Portugal?

Based on this very personal search for topics oriented towards possible expectations of potential visitors, each trainee will define his/hers preferred focal points for the tours in a participatory and independent approach, without receiving any instructions. And on that market of possibilities, all the twelve culture pilots will look for partners, as at any time two culture pilots should jointly develop a tour.