

“Fit in live” virtually

Documentation

DEVELOPMENT OF A VIRTUAL EXCHANGE AS A FORM OF A
MOBILITY IN A JOINT PROCESS OF THREE PARTNERS



FIT IN LIVE - Online



Co-funded by the
Erasmus+ Programme
of the European Union





Project



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PROCESS OF THREE PARTNERS**

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Dear Reader,

international mobilities indisputably bring positive experience to young people. Education and working abroad not only promote personal development and enhance professional competences and career, but also help understanding European cultural differences and evoke feeling of unity within these differences.

Therefore, one of the goals at the European level and a priority objective in the Erasmus+ Programme is to enable benefits of mobility to as many youngsters as possible - giving special attention to the disadvantaged youth and young adults.

Due to the covid-19 crisis, the partnership had to adapt the training activity originally planned for the LIVE LEARNING project to the digital environment. The project originally planned an intercultural exchange of young French, Germans and Swedes in Marseille, supported by a French artist. So we decided to combine the projects FIT IN EUROPE and LIVE LEARNING to create the FIT IN LIVE online workshop. FIT IN EUROPE is based on an international ESF-project and led by Mainzer Kompetenz Initiativen (MKI in Germany). MKI promotes education, vocational training, youth and elderly care and has a network of structures devoted to the orientation, insertion and inclusion of NEETs in Rhineland-Palatinate region. It was a cooperation of the four partners MKI e.V., EUROCIRCLE e.V., CBLS Barcelona and EUCON e.V..

As a combined concept between FIT IN EUROPE and LIVE LEARNING, a digital pilot project was carried out in April 2021: "FIT IN LIVE". In addition to a virtual orientation week, the participants completed a three-week in-company internship, also online. Through LIVE LEARNING, complementary training elements for empowerment, artistic work and the approach of working with situational learning opportunities (learning environments) were added. In contrast to the classic FIT IN EUROPE programme, the focus during the internship period was on intensive language, culture and communication training. In addition, parent work, social support and learning guidance were carried out on a virtual basis and these approaches were conceptually elaborated. The contents taught in the workshops and the applied methods of non-formal education were adapted to the digital format.

The process was surprisingly successful for all partners involved; the project was externally evaluated in the follow-up, the report of the evaluation is also available at → <http://www.live-learning.eu>.

The approach developed is hereby documented as a concept and can be adopted in the future by other providers as a model for virtual exchange measures with NEETs.

The project "LIVE LEARNING-A Path to Europe for All!" aims to provide methodological proposals, procedures and standards in the field of international mobilities for NEETs. The aim is to facilitate access to mobility programmes for NEETs and to enable the implementation of mobility measures for NEETs. It will provide helpful information for mentors, tutors, social workers accompanying measures, providers (NGOs) designing and implementing measures and also managers monitoring and financing mobility and social actions.

All developed products will be updated, further developed and continuously expanded in the course of the following years after the end of the project. If you would like to learn more about the products mentioned, please visit the website <http://www.live-learning.eu>.

*Wolfgang Hillenbrand
Project Live Learning leader*

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Fit in Live virtually – Report

1. CONTEXT

Due to the covid-19 crisis, the partnership had to adapt the training activity originally planned for the LIVE LEARNING project to the digital environment. The project originally planned an intercultural exchange of young French, Germans and Swedes in Marseille, supported by a French artist, with a presentation of their work in an exhibition at the end of the project. So we decided to combine the projects FIT IN EUROPE and LIVE LEARNING to create the FIT IN LIVE online workshop.

FIT IN EUROPE is based on the IDA project and led by Eurocircle in France and Mainzer Kompetenz Initiativen (MKI) in Germany. MKI promotes education, vocational training, youth and elderly care and has a network of structures devoted to the orientation, insertion and inclusion of NEETs in Rhineland-Palatinate region. FIT IN EUROPE is aimed at young adults between 18 and 25 years of age, far away from their everyday lives and familiar patterns, to enable them to gain experience and opportunities during an internship abroad (see. Description of this good practice on the database: <http://www.live-learning.eu>).

An intercultural exchange is a unique opportunity for young people to gather in groups with their fellow European peers and share their culture. It represents a different learning environment that allows the development of a very wide range of personal and professional skills.

The LIVE LEARNING partnership works in collaboration for a better social and professional inclusion of young people with fewer opportunities. The project allows for young people to gain experience and skills through practice and exchange of experiences with professionals in an international environment.

The cooperation between the two projects to create the FIT IN EUROPE workshop was based on a common ground: the promotion of youth intercultural exchanges as non-formal learning environments.

2. THE FIT IN LIVE CONCEPT

Introduction

The FIT IN LIVE pilot workshop was based on a variety of content and methods and richness of expert facilitators in different fields in order to provide an interactive online immersion into interculturality and socio-professional insertion.

In addition to a virtual orientation week, participants completed a three-week internship in Marseille, which took place online. The emphasis during the internship period was put on intensive training in language, culture, art, communication and soft skills. The content and applied methodologies of non-formal education covered during the workshops were adapted to digital format and were provided by the LIVE LEARNING partnership and the FIT IN EUROPE program.

2.Week 12.04 - 16.04	Monday 12.04	Tuesday 13.04	Wednesday 14.04	Thursday 15.04.	Friday 16.04
09h30 - 10h30	Internship	Internship	Internship	Internship	Internship
10h30 - 11h30	Intercultural training: Iceberg	Workshop: Non-violent commu	French class with Claire	Workshop: Non-violent comm	Intercultural training: 'True or false' Karambolage
11h30 - 12h30	French class with Claire	French class with Claire	Cooking of a french recipe	Discovering the Rap of Marseille	Reflexion: First week of internship - what is esay/difficult, strengths/weaknesses
12h30 - 14h00	Lunch break	Lunch break	Lunch break (together)	Lunch break	Lunch break
14h00 - 15h00	Activité Clare		Karen - art workshop	Karen - art workshop	Teammeeting with staff members (Without participants)
15h00 - 16h00	Presentation: Onlinetools		Karen - art workshop	Karen - art workshop	
16h00 - 16h30	Daily evaluation - Self-reflection		Daily evaluation - Self-reflection	Daily evaluation - Self-reflection	

The participants

The participants of this workshop are NEETs, representing a category of young Europeans with fewer opportunities, and not in employment, education or training.

This type of public requires a non-formal learning approach, where the learner and their needs are put at the center of the activities. In a way, the workshop caters to the needs of those young people by analyzing their strengths and weaknesses as well as their personal situation.

Such an approach allows for those young people to feel empowered, acknowledged; and often represents the guidance they need in order to understand their own ambitions. The main goal is to map possible career paths in which they feel comfortable and that put their strengths at use.

The context of a learning environment through an international exchange brings high value to the experience the young people are gaining. Indeed, stepping out of one's comfort zone is a scary but rewarding experience. The young people that participate in those exchanges acquire valuable skills such as adapting to a foreign environment or communicating professionally in an international context.

The FIT IN LIVE online workshop gathered two main young participants: Kevin and Felix.

Kevin completed his internship at Eurocircle where he had the opportunity to discover three different departments: mobility, cooperation and Europe Direct Information Center (CIED).

Among the various tasks that were appointed to him during the internship; we can list researching partners for the Erasmus+ project JEPS with the Mobility team and creating professional social media content through the graphic design platform Canva, **but another task in particular sparked his attention.** Indeed, in the framework of the Foreign Languages Week that will be taking place mid may 2021, Kevin created a workshop for children aged from 6 to 10 where he used his creativity to develop different activities.

Overall, it appears that Kevin is interested in focusing his career towards working with children.

The digital and non-formal learning environment created with the FIT IN LIVE workshop allowed him to strengthen in a significant way his punctuality, organizational skills and his ability to work under his own responsibility.

The second participant, Felix, accomplished a digital carpentry internship in the Share Wood collaborative carpentry workshop.

This experience allowed him to become familiar with the “Sketchup” online design program and consequently work on designing 3D models of various wooden furniture objects. Moreover, he learned a lot of carpentry-related and 3D design technical vocabulary in German, French and English.

Overall, Felix truly enjoyed his digital experience and his desire to pursue a career in carpentry strengthened throughout the internship.

French classes

The participants were provided with French classes for a total of four hours a week.

The emphasis was set on putting the participants at the center of the learning experience and stimulate their interest for French culture and learning the language.

The methodology applied during this workshop put the emphasis on oral communication and comprehension through different medias: videos, movie extracts, and songs, among others.

In addition, the participants were taught useful quotes and expressions in French that may be used in everyday life and allow to broaden the field of communication. Consequently, the participants felt generally more at ease interacting with other French speakers during their internship.

This allowed the participants to feel more at ease speaking French, whether to present their work or to share a discussion with other people.

Regarding written comprehension, the methodology applied focused on a variety of written sources; such as singers’ biographies, recipes, lyrics...

Overall, despite the digital learning environment, both participants and facilitators adapted quickly to the situation and came back to the sole purpose of their time together: sharing their vision, their culture and creating that international space remotely. The international component in this workshop was one of the main points that had to be maintained despite the change of initial plans.

Moreover, the methodology applied here allowed facilitators to discover the participants more personally and therefore put them at the center of the experience. Generally, the participants felt welcomed and really taken into consideration. They were eager to learn French in this context because it had a concrete purpose and it catered to their needs, both on a personal and professional level.

The virtual orientation week

The participants went on a virtual city tour to discover Marseille. In order to make the experience more attractive, each participant had previously received a file containing different photographs that they had to link with the right station, representing the biggest landmarks of Marseille. (MUCEM, Vieux Port, Notre Dame de la Garde, Court Julien).

Padlet : <https://padlet.com/Eurocircle/sq57px48b0v2gogp>

Despite the geographical distance, all of the participants got to discover quirks and specialties of Marseille thanks to the previously sent files; as well as movies and quizzes. This truly represents a completely different and unusual way to discover a city, its ambiance and culture from a distance; while still managing to catch a glimpse of what life is like over there...

Considering the fact that this visit of Marseille was supposed to be “in flesh” and gather the participants of the internships; other activities were created in order to keep somewhat of a group dynamic.

For instance, each Wednesday, we cooked a French recipe together. Afterwards, the food prepared was eaten at a common lunch. The cooking workshop proved to be a very important part of the program, strengthening the cohesion of the group, creating a good atmosphere and, especially when eating together, the participants were often able to open up and talk a lot about themselves.

Padlet : <https://padlet.com/Eurocircle/zrstijctyrqv8lhd>

Closing Rounds: The closing rounds, originally scheduled at 30 minutes, have become an indispensable part of the program, often exceeding the allotted time, and will therefore be scheduled at one hour from the start. The participants greatly appreciated being together at the end of the day. In pictures, words, drawings, songs and GIFs, they reflected on the day. Step by step, the participants were encouraged to talk about their day not only in German, but also in French. The final test should also be an integral part of the program in the future.

Padlet : <https://padlet.com/Eurocircle/k33yk2dcyn11i9hl>

The art workshop

The facilitator has been working in IDA projects for over 10 years, preparing participants or reflecting with them when they have returned. This year, of course, she worked mainly virtually, so she has solutions for that as well. In the project in which she normally works, artistic work serves the young people as a means of personal development. So the art project here would also be a means of self-reflection and development of creativity.

The art workshop with Karen Felgueres took place two afternoons a week. While participants were skeptical at first, this part of the program became very important and participants enjoyed it very much. To showcase the works created, a small digital vernissage was held at the end of the program.

Padlet : <https://padlet.com/Eurocircle/f7u251scd52rs992>

This activity clearly represents the use of non-formal methods for educational purposes. In this framework, art was used as an outlet to develop the participants' creativity on one hand, and as a tool for social inclusion on the other hand.

The development of the final exhibition set a main goal for all the participants and showcased to all the concrete results of their work.

Soft skills modules:

The facilitator developed this exercise for the participants in order to identify and develop their soft skills.

The topic of soft skills is of great importance and the participants of the workshop require a more personal approach about it; through games and multiple entertaining tasks.

The topic was discussed between the facilitator and the participants so they can identify the meaning of soft skills and explain from their perspective how they can relate to it.

The discussion allowed the participants to evaluate their own skills as well as express which ones they would like to develop, whether from a personal point of view or some related to the online internship they were enrolled in.

The aim of this exercise is to make the participants feel in touch with the notion of skills as strengths and valuable competences that are useful in the workplace. The participants were all doing internships at the time of the workshop, so employability was one of the main topics of discussion.

Social inclusion is directly linked to employability, and the place that NEETs hold in the job market is may sometimes make them question their abilities and motivation. Such groups of young people need advice and personal guidance to help them figure out where they are skilled and what they enjoy that may then become a possible career path.

The job market as it is today, especially after being severely hit by the repercussions of the Coronavirus pandemic, is quite a hostile environment. The aim of the facilitators through this type of workshop is to make the young people realize their strengths, their skills and make them want to work towards a goal that motivates them in order to tackle employment with less fear.

"Sonora Desert plane Crash" game:

It's mid-July, about 10am. You have just survived a crash landing in the Sonoran Desert in the southwestern United States. The small twin-engine plane carrying the bodies of the pilot and co-pilot was completely burned. The wings were unharmed. No passenger was injured.

The pilot dumped fuel shortly before the crash to prevent an explosion, but was unable to tell air traffic control the exact location of the crash. The fact that you are about 70 miles southwest of a mine – the nearest human settlement - was still able to be communicated to the passengers before the aircraft impacted.

The immediate area is reasonably flat, with only occasional barrel and tree cacti that appear quite spiny.

The last weather report reported that the temperature in the desert area will reach 40°C in the shade. This means that at a height of 30 cm above the ground a temperature of 47°C is to be expected. They are lightly dressed, wearing a sleeveless shirt, long underpants, underpants, short socks and ordinary street shoes with flat heels. Everyone has a handkerchief with them, money and ID cards, one has a packet of cigarettes and matches, another has a ballpoint pen.

These are the objects to choose from:

- Flashlight with batteries
- Pocket knife with spring blade
- Map of the region of the island
- Large plastic raincoat
- Magnetic compass
- First aid kit
- Pistol, caliber 7,65mm, loaded
- Bottle with 1000 salt tablets
- 1 liter of water per person
- Book about edible desert animals
- 1 pair of sunglasses per person
- 2 liters of vodka
- 1 coat per person
- pocket mirror
- red and white parachute

Possible solution:

One liter of water per person - Dehydration is the greatest danger in the desert.

- a) red and white parachute - This eye-catching signal shows rescuers the crash site from far away.
- b) pocket mirror - This can also be used to send SOS signals over long distances.
- c) flashlight - Used to signal at night.
- d) one coat per person - For sun protection during the day and cold protection at night.
- e) plastic raincoat - For collecting dew water or for water from cacti.
- f) pocketknife with spring blade - For removing thorns and cutting open cacti.
- g) pistol - For additional, but little ineffective signalling.
- h) flight map of the crash area - In case someone does break open.

- i) magnetic compass - in case someone does leave.
- j) book about edible desert animals - There are hardly any edible animals in the desert.
- k) vodka - For wound sterilization; not suitable for drinking.
- l) sunglasses - Against the blinding sun.
- m) first aid kit - For wound treatment, e.g. cactus stings.
- n) bottle with 1000 salt tablets - water for desert trips is generally slightly salted.

The workshop worked very well with the two German participants. Everyone had a lot of fun.

The initial scepticism about the medium PC and the concern that the participants would not be particularly motivated, since they already spend most of their time in front of the screen for months, was unfounded.

The "casual" sessions with the game sequences were a lot of fun for them and I myself was amazed that you can learn and try out a lot of things on the PC. The platform "Padlet" was new to me and was very well suited to work interactively with the participants.

The project was a complete success, but there was simply not enough time to deal more intensively with this very important topic. It could only be touched upon in three hours.

Franco-German tandem

In addition to the language courses, a one-and-a-half-hour digital language tandem with 12 young German and French took place on three Fridays. After a playful introduction, the participants were divided into two German French tandem groups. During the first two meetings, a long jazz song was played to the participants. The associations evoked during the listening experience were to be grouped by each participant into a short story (in German and French).

In the final meeting, the previously written texts were presented, the French participants read the German texts, the German participants read the French texts.

While the digital coordination of a Franco-German tandem group proved to be a very successful element of the program, the organization of these meetings, which took place in large numbers, was not an easy undertaking.

In the future, it will be necessary to ensure that participants have access to their own computer or smartphone. In addition, it should be examined how a spontaneous dialogue between the German and French participants can also be fostered in a playful way in the digital format. It seems sensible not only to work in large groups, but also to mobilize the function of break rooms to divide the group into German-French pairs. However, at the end of each pairing, the group should meet in the main room for a brief debriefing.

Overall, however, the tandem was well received by all participants and should remain a fixed part of the program in digital format.

Learning a foreign language requires an active practice, whether it be with locals, natives, or other speakers sharing a common goal. Taking into consideration the fact that all activities had to be adapted online, this shows the challenges of learning and practicing languages from a distance.

3. LEARNING ENVIRONMENT IN FIT IN LIVE:

The consortium for the LIVE LEARNING project, thanks to years of expertise working with NEETs in mobilities, has defined their version of a learning environment. It represents a place where the learner is put at the center of the approach and the aim is for them to acquire different skills and to broaden their knowledge in real life situations. The framework of the mobility abroad adds an international dimension to the learning environment.

This point in particular results from extensive research conducted by LIVE LEARNING partnership, where it is revealed that situations such as the mobility abroad are part of the most effective situation in which NEETs can learn and develop their skills.

Being in an environment totally different to their own usually results in big improvements, it gives them a sense of self responsibility and a much stronger purpose.

LIVE LEARNING project considers the learning environment is defined through four main elements:

- The space: location and context
- The teaching methods applied
- The audience of learners
- The tools and content used to transmit teachings

In the framework of FIT IN LIVE, the space element of the event plays a major part in the learning environment that has been installed. Switching from a presence in person within a group to being alone behind a screen requires a lot of adjustment and creates a new learning environment that the Coronavirus pandemic made us work with: the online collective learning environment.

The idea here is to create a solid group cohesion despite the distance that is naturally put between all participants; and to maintain that cohesion remotely. Physical presence normally plays a fundamental role in creating group cohesion, whereas here the facilitators had to rely on their voices, the screens and each participant's individual environment.

Indeed, when events happen remotely, one of the elements of context that needs to be taken into consideration is the actual environment in which the person will be for the duration of the event. As a matter of fact, other elements are added here that require attention and are fundamental to a successful online event: a calm and quiet environment, good internet connection as well as a solid equipment in terms of laptop, tablet, headphones, microphones...

In this context, both participants and facilitators had to adapt to the situation and use the tools at their disposal to create a welcoming learning environment.

For instance, the software Zoom was the main platform that was used to gather participants and facilitators, it created a common space for everyone to share. The platform allows to create "rooms" where the facilitators could gather participants in smaller groups for activities that required it, and a chat is at disposal for all participants to exchange through text.

Thanks to the various tools at disposal to make an online environment more user-friendly, the activities and the facilitators managed to break the barrier created by the screen and the physical distance of this peculiar environment. Nevertheless, the online format still created a learning environment where participants were at the center of the experience and all had to take an active part in the development of the event.

4. EVALUATION AND SUSTAINABILITY OF THE CONCEPT

Overall, the facilitators and participants both adapted quickly to the online learning environment for the event. Breaking down groups into rooms to create less formal interactions between participants helped them to get to know each other and become more familiar with everyone involved.

5. KEY POINTS AND RECOMMENDATIONS FOR SUSTAINABILITY

Individual support

Individual support is only possible with a very limited number of participants to ensure the quality of the tutoring and to be able to understand their needs.

Multiple facilitators

The plurality of facilitators has contributed to the success of the virtual exchange. Indeed, it has allowed the mentoring to be very dynamic and to benefit from different approaches that would suit a wider range of participants.

Short and various activities

Adapting such activities to a digital learning environment comes with a set of challenges; one of them being the length of activities. Indeed, working on screens may decrease the attention span of the participants therefore schedules were reshaped to fit the environment. Shorter and more diverse activities fit better a digital learning environment.

The facilitators managed to set a balance between on and off screen time.

Make the participants feel welcomed

The participants all received welcome and farewell gifts. This initiative allowed to break the barrier between online and physical presence; it made the participants feel welcomed and acknowledged; they truly felt more valued thanks to this small attention.

Coordination

All of the actors of this workshop worked together as a team to ensure the success of the entire digital experience. Project partners collaborated around establishing good and solid communication between all parties.

Digital tool

The digital learning environment requires an adaptation of activities and learning methods. However, it allows the use of various tools, it is a way of interacting with a great number of people and discover interculturality from one's home.

The participants would sometimes forget the activities were happening behind the screen as the link between them and the facilitators strengthened more each day.

It is highly important for participants to be in a quiet environment without anyone disrupting their focus considering the specificities of the online environment. Finally, the facilitators have to ensure that participants have the right equipment to participate to all activities without being disrupted.

Annex 1: Modules and Internships

FIT IN EUROPE - LIVE LEARNING: FIT IN LIVE

06 April 2021 until 04 May 2021

As part of a programme merger between FIT IN EUROPE and LIVE LEARNING, a digital pilot will take place in April 2021: FIT IN LIVE. In addition to a virtual orientation week, participants will complete a three-week internship, also online. In contrast to the classic FIT IN EUROPE programme, the focus during the internship period will also be on intensive language, culture and communication training. The content and applied methodologies of non-formal education covered during the workshops are adapted to the digital format and are provided by both FIT IN EUROPE and the LIVE LEARNING programme.

MODULE

The FIT IN LIVE programme will include the following modules¹:

MODULE 1: Marseille and surroundings

The film: Discovering the world without borders in Marseille (40 min) gives the participants their first impressions of Marseille and life in Marseille. In order to deepen these first impressions, the participants will be shown an interactive walk through the Calanques created by the Eurocircle volunteers.

With the online tool: gather.town, participants can get to know the city and its many sights in a virtual world through games, videos, conversations and more. Participants are asked to choose one sight or neighbourhood of particular interest. After doing detailed research on the chosen sight or neighbourhood of interest, they are asked to share the knowledge they have acquired with the group in the form of small presentations.

MODULE 2: Culture in Marseille

In addition, participants discover what Marseille has to offer in terms of art and culture through virtual visits to museums, sights and districts.

Depending on interest, various online tours can be explored.

In addition, the participants are introduced to French culture through a compilation and joint viewing of ARTE Karambolage videos.

In the course of the discussions following the film viewing, differences and similarities between French and German culture will also be worked out.

Participants are invited to browse through the collection of videos and films themselves.

Special attention will be paid to video excerpts and emissions dealing with the lives of Marseille-based artists. Thus, they can listen to the acoustic works of local musicians, such as "Massilia Soundsystem", "Kenny Arkana"

or "IAM" and at the same time also familiarise yourself with the "Accent marseillais" - the accent spoken in Marseille.

You will get an impression of the life of musicians in Marseille and learn about some of the local cultural conditions.

¹ The term "module" is not to be understood in a chronological sense, but as a grouping of activities and programme contents that are assigned to a specific thematic content.

MODULE 3: Life in Marseille

In the form of a "True or False" game, the participants can exchange their ideas about typical French habits and prejudices are eliminated. With a "Virtual Tour of Marseille" created by Eurocircle volunteers, participants will get to know everyday life in Marseille and virtually experience a typical day of a volunteer in Marseille. This tour will be either a film (footage of, for example, the markets in Noailles or the Vieux Port with a "tour guide" in the form of a narrator) or pictures.

Marseille is not only a paradisiacal city on the Mediterranean, but also a metropolis struggling with poverty and crime. In the course of the film viewing: "Péril sur la ville - Immersion dans un quartier populaire de Marseille", the participants will reflect on these (downside) sides of a big city. The integration week will conclude with a report on the childhood experiences of several young people living in Marseille.

MODULE 4: Digital working in a French company

During a group meeting, differences and similarities between German and French company structures are worked out.

In addition to raising awareness of working in a French company, a first meeting with the internship site is organised towards the end of the orientation week. The participants can thus familiarise themselves with their respective internship place through video tours and introductions to the employers. Throughout the internship, the participants are in constant contact with a Eurocircle mentor. In case of difficulties and problems, meetings are organised where solutions can be developed together.

Increasingly, solid digital skills are required in the labour market. The virtual format will therefore be used to introduce some useful online tools to the participants. These can then be used to work on the tasks that arise during the internship.

MODULE 5: Language, Culture and Communication Training

Both the integration week and the three-week internship period are interspersed with a framework programme designed to strengthen the participants' intercultural, linguistic and communicative skills. In addition to French courses, language tandems with French young people and playful approaches to intercultural topics, workshops are offered during which the participants are introduced to some "communicative tools" of non-violent communication. The aim is to discuss conflict situations that can arise in professional and other group situations. The aim is to develop strategies that make it easier to deal with such conflict situations.

Participants are trained to formulate their emotions, needs and wishes more clearly. The aim is to gradually raise awareness of the range of feelings that motivate both their own actions and the actions of others. Habitual behavioural patterns in conflictual confrontations can be successively deconstructed and alternative modalities of interaction can be shown.

MODULE 6: Art Workshop

A special feature of the programme are the art workshops that take place two afternoons a week and are led by the artist/designer Karen Felgueres. The workshops offer the opportunity to introduce the participants to a creative dynamic of artistic work through different media. At the end of the internship period, the works created are to be presented at a "digital exhibition" on Padlet.

Internship companies

CATEGORY 1: Internships at EUROCIRCLE

Europe Direct



Helping out at the Europe Direct information centre, a free European Union information service run byEUROCIRCLE, which aims to get citizens as involved as possible in building Europe.

The following tasks will be involved:

- To give local residents the opportunity to receive information, advice, help and answers to their questions regarding the institutions, accreditation, policies, programmes and funding opportunities of the European Union.
- Actively promote local and regional debate on the European Union and its policies.
- Enable the European institutions to improve the distribution of information regarding local and regional needs.
- Offer the public the opportunity to provide feedback on information about the European institutions in the form of questions, opinions and suggestions.

The Europe Direct information centres in France are labelled by the European Commission and hosted by associations such as Eurocircle. Furthermore, Europe Direct informs its citizens, answers their questions about Europe, guides them in the implementation of their projects concerning Europe and supports the increase of information with European bodies. The association also takes over the campaigns of European information, organises conferences and debates and celebrates "European days " such as: la Journée de l'Europe (9 May), la Journée européenne des langues (26 September), la Journée européenne de la Justice civile (24 October).

Link : <https://eurocircle.fr/cied/#>

Service Mobility/Service Mobilité (Eurocircle)



EUROCIRCLE is constantly looking for host organisations for mobility projects in German-speaking countries.

The following tasks will be involved:

An intern can help to find these host organisations and inform them about our projects by sending out information material and forwarding enquiries from interested institutions to us.

Link: <https://eurocircle.fr/#>

Internships in the association CAMI (Eurocircle)



Eurocircle is a founding member of CAMI (Coordination des Acteurs de la Mobilité Internationale) a regional federation of similar associations to Eurocircle. CAMI has a French-language website that shows the different tasks and topics of the member organisations as well as the current mobility offers.

The following tasks will be involved:

The field of work of an intern would be the adaptation and translation of this website into German, possibly afterwards into English with the help of a translation programme and in constant communication with the tutor.

Link: <https://camipaca.wordpress.com/>

CATEGORY 2: Internships with EUROCIRCLE partner companies

For interns who want to work in the **media**, internships with the following partners are possible, for example:

- Tabasco Video



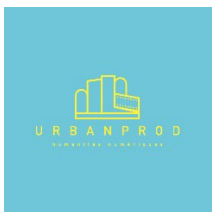
Tabasco Video is an association that uses audiovisual and digital tools as a means of expression and mediation to raise awareness of social issues, communicate citizenship values, generate debate and promote the dynamics of change.

The following tasks will be involved:

As part of the internship, one of the intern's tasks would be to write a short report on a topic of his/her choice. Tabasco Video already offers training in audiovisual tools and digital literacy.

Link: <https://www.tabascovideo.com/>

UrbanProd



UrbanProd is an association that carries out projects with people who want to share their visions and learn about digital technology at the same time. They have an associative pole dedicated to mediation. This pole promotes the integration of young people thanks to digital tools.

Link: <https://urbanprod.fr/>

ZINC

ZINC- (Zone d'Intervention Numérique Culturelle) is a centre for arts and digital culture. Its aim is to combine creativity and digital techniques by offering an innovative range of online training courses that focus on young people, culture and creativity. Based in the media centre of Friche la Belle de Mai, ZINC is a major player in the digital transformation. A distance learning course seems quite conceivable under these conditions.

The following tasks will be involved:

The participant could be involved in the organisation of online training and even in the creation of training tools.

Link: <http://ramimed.com/ZINC-association-a-Marseille.html>

CATEGORY 3: Virtual studio

Studio CELADON



The Atelier CELADON produces jewellery and handicrafts; the products can be found and bought on a French website.

The following tasks will be involved:

A possible field of work for an intern would be the adaptation and translation of this website into German with the help of a translation programme and in constant communication with the tutor.

Link: <https://www.atelier-celadon.com/>

CATEGORY 4: Virtual internships in crafts and food production

For trainees interested in crafts, virtual tours of local businesses, reports on manufacturing processes and interviews with employees can be provided. Furthermore, trainees can try themselves with the help of online tutorials.

Depending on the trainee's interest, several of the same companies (e.g. only bakeries) or different companies (e.g. a bakery, a cheese dairy and a car repair shop) are presented to the trainee in order to offer the trainee the deepest possible insight despite the situation.

Welcome package

- Soap from Marseille
- Culinary delights from Marseille : Navettes, calissons, des épices etc.
- Sardine tins
- Lavender
- Herbs of Provence
- Recipe ingredients
- 6 typical recipes : panisses, bouillabaisse, aioli etc.
- Goodies (Eurocircle) : booklet, pen, France flag etc.
- Printed programme overview
- Small welcome card (postcard)
- Description of the objects (in German and French)
- Welcome booklet

Costs

- Zoom account/Compte ZOOM (14.99 € per month)
<https://www.getapp.fr/software/111633/zoom>
- Account Padlet
- Goodies (see list)
- Ingredients that the participants buy to cook according to recipes.
- Surprise sent by post at the end of the internship period

Internet links:

- Film : " Discover the world without borders in Marseille "
<https://www.youtube.com/watch?v=gHAECnusVtg>
- Film : Pêril sur la ville : immersion dans un quartier populaire de Marseille:<https://www.youtube.com/watch?v=flxhSCUjNr4>
- Film : Belle de Ma&i la resistance en héritage
<https://www.youtube.com/watch?v=yKeUbM0Vvgc>
- Online Gather Town : <https://gather.town/>
- Places of interest : <http://www.calanques13.com/visite-virtuelle-notre-dame-de-la-garde.html>
- Online tours :
 - Mucem : <https://artsandculture.google.com/project/mucem>
 - Museums of Provence : <https://www.myprovence.fr/article/5-musees-visite-virtuelle-provence>
 - Museums Marseille : <https://www.marseille-tourisme.com/vivez-marseille->

blog/le-blog-marseille-a-la-carte/visite-virtuelle-des-musees-et-lieux-culturels-marseillais/

- Musée de Beaux Arts : <https://www.beauxarts.com/videos/sur-les-pas-dinvader-a-marseille-en-100-secondes-chrono/>
- ARTE Carambolage : <https://www.arte.tv/fr/videos/RC-014034/karambolage/>

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Annex 2:

The 10 didactic commandments for digital/online formats

Michael Wenck, Synapse Weimar KG

(Link: <http://www.synapse-weimar.de/mw.html>)

- # 1 Think about what teaching/learning goals you want to achieve.
- # 2 Get an overview of the learners' prerequisites.
 - What equipment do they have, which ones are they familiar with?
 - What kind of internet access do they have (mobile phone data package, fixed network internet connection or wi-fi)?
 - *What experience and skills are available in dealing with digital media?*
- # 3 Consider which digital format
 - a) is suitable for the teaching/learning objectives and
 - b) at the same time also fits the learners' *prerequisites*.
 - Ensure that the chosen digital offer is appropriate for or can achieve learning objectives.
 - Ensure that all learners are technically able to participate in the format offered.
- #4 Make sure that the learners are comfortable with the operation/use of the equipment and the programs *before* you start working on the content.
 - Introduce digital offerings to learners, provide orientation and guidance on how to use them.
 - Plan a practice phase and allow for "stumble phases" or "warm-up phases" with the possibility for questions and problem solving.
- #5 Effort to ensure that the digital offer for teachers and learners is effective and efficient in achieving the learning goal.
 - Less is often more!
 - Effort and benefit are in good proportion.
 - The more complex and demanding the operation/use is, the longer it takes to learn it.
 - Too much complexity or confusion demands mental capacity that may be lacking for learning.
- # 6 Give feedback to learners on their learning outcomes and behaviour.
- # 7 Note: Attention, motivation and memory are limited resources.
 - Therefore, care for variety, relaxing up and recovery phases.
 - In longer learning phases with digital offers, also enable a change of methods (presentation and lecture, exchange and discussion, self-learning parts, research), group work (with presentation of results).

- # 8 Maintain the pedagogical relation between the teacher and the learner, embed the digital offerings in it.
- Embed the digital approach in the learner-teacher interaction.
 - Offer direct interaction possibilities (presence times, video chat, telephone, chat)
 - Be available for queries, give feedback (on learning outcomes, on learning behaviour), provide support.
- #9 Try to create a pleasant learning atmosphere, it is just as important for online learning as the learning content.
- Learning always takes place on two levels: cognitive and emotional.
 - Create „error-friendly“ atmosphere.
- # 10 Check your digital offerings to see if you are reaching learners and learning goals, and improve them.
- Get feedback and suggestions for improvement.
 - Improve your offers as much as possible.

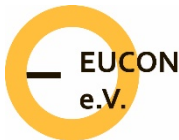
Project Partners' Bibliography



Coordination Europe (NGO) established in 2013 in Sweden. Aim is to empower young adults individually in real life learning environments, inspire entrepreneurship and to lower the threshold for mobility experiences in Europe. Coordination Europe is operating in the EU and Turkey, active within Erasmus+, ESF projects, programs of the Swedish Ministry of youth and civil society and the German Ministry of Labour and Social Affairs. Expertise in project development & management, organisation of real life learning environments for personal empowerment and inspiring entrepreneurship.



CBLs founded in 2012 in Spain and offers various language courses, internship training programs for students (Erasmus+), mobility's for youth, arrangements for employments and apprenticeships. It promotes social and cultural projects connecting mainly Spain and Germany but also other European countries and Turkey. It is a partner in several social and cultural projects funded by EU programs.



Founded in Germany 2016 as an NGO for international youth exchange, research and models in the digital field. EUCON is active in programmes of the ESF, Erasmus+, European Solidarity Corps and in programs of the German Ministry of Labour and Social Affairs. Active in EU, Western Balkans and Turkey. Expertise also in consultancy, development of innovative models of international cooperation, establishing cooperation among municipalities and companies.



Founded in Berlin in 1993, and based in Marseille, France since 1996. It is a European NGO that develops, carries out and promotes transnational projects in the field of youth international mobility, non-formal education, intercultural dialogue, social and professional inclusion, citizenship and diversity. Expertise are also in fostering of social and professional inclusion of young people with fewer opportunities (NEETs) and people with a migration background through intercultural dialogue and non-formal education. Promotion of EU policies and values are also in the core.



Established in 1999 in Slovenia as a consultancy provider in the field of vocational training, employment, enterprising, youth and capacity development. It operates in EU, Western Balkans and Turkey and provides: non-formal learning environments, research, (quality) assessment, management, publicity, development & coaching.



The "Solidaritätsjugend Deutschlands" – "Solidarity Youth" is an independent youth organization based in Germany. The democratic organized federation was founded 1954 in the tradition of the workers' youth movement and has actively been involved in volunteer youth work for almost 70 years now. The youth led NGO offers to its 25.000 members and all young people the possibility to engage in the non-formal areas of youth culture, youth education, youth politics, European and international youth exchange and youth work.