



Culmed

Erasmus+ EACEA

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Train the Trainers Guide

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About this Guide

The following document was developed for the CULMED Project by ELTA's Project Team, based on the findings of the:

- (a) **Training Needs Analysis (TNA)** conducted under Intellectual Output 1, which ended up with the following educational axes:
- (b) **DACUM workshop** led by KEK ELTA under Intellectual Output 2, which identified the duties, tasks, knowledge and skills needed by a front-office counter employee, while developing a common occupational profile of the "Cultural Mediator in the Postal Sector".

General knowledge and skills	Behavior of a worker
<ul style="list-style-type: none"> • Excellent knowledge of internal curricula and procedures • Excellent knowledge of products and services • Excellent knowledge in handling the technical equipment (used to carry out postal transactions) • Knowledge of foreign languages • Knowledge of basic cultural differences (e.g. gestures, manners, etc.) • Knowledge of human rights • General knowledge about services that a third-country national may need (shelter, medical care, authorities etc) • Knowledge of basic psycho-social aspects relevant to 3rd country nationals 	<ul style="list-style-type: none"> • Accessible - friendly • Professional • Polite • Eager • Fond of learning • Cooperative • Keep a neat and clean appearance • Be a team player • Positive thinking - attitude • Patient and tolerant • Polite • Effective • Understanding - Respecting diversity • Non-biased, Open-minded • Trustworthy • Willing
Tools, Equipment, Supplies and Materials	Future Trends and Concerns
<ul style="list-style-type: none"> • Post offices must be fully equipped with printed materials needed to run transactions • Post offices must be equipped with well-functioned technical equipment (PC's Printers, Scanners etc) • Forms and leaflets must be translated in foreign languages • Software for translation • Functional tools • Full range of selling products • Support from headquarters • Effective Call Center • Updated mechanical equipment • Internal curricula must be comprehensive 	<ul style="list-style-type: none"> • Continuous job training in: <ul style="list-style-type: none"> - Customer Support - Sales techniques - GDPR - Security Issues (e.g. Fire Safety) - First Aid Training - IT skills • Postal workers must be well trained in customer service techniques. • Postal workers must be familiar with basic PRACTICAL issues dealing with store and customer safety, (e.g. use of a fire extinguisher, first aid)

Fig.2-Final DACUM Matrix

EDUCATIONAL AXE
English Language
Basic Terminology In The Most Commonly Spoken Language Of Third Country Nationals
Cultural And Historical Background Of Third Country Nationals
Legal And Postal Framework For Servicing Third Country Nationals
Conflict Resolution-Body Language

Fig.1-Educational Axes

The main objective of this guide is to provide a concrete training package, as implemented in the 3days "Train the Trainers" pilot training programme held on 18,19,22.06.2020, addressed to those executives who will then serve as coordinators/trainers for front-office employees (end users) participating in the core educational phase of the project.

The content and activities of the guide present the rationale of the learning methodology on the basis of which the training programme was developed, while describing in brief the practical training part (ex. simulation exercises, outdoor activities, body language, language skills learning, project-based activities etc). Of course these activities, as well as the whole document, is always subject to improvements and further adaptation and review.

Apart from the said guide and as regards the theoretical part of the training, ELTA's Project Team has also developed relevant **manuals**- including additional learning resources-corresponding to each educational axis, which can be accessed via the project's e-learning platform.

The Learning Methodology

The designing of the training programme was based on three fundamental concepts:

- The front-office counter-employees' behavior
- The procedures that the "Cultural Mediator in the Postal Sector" follows
- The trainee's self-knowledge in regard to the skills and competencies he/she implements in the context of his/her everyday work (mediation)

The scope of the programme was to make trainees comprehend the cultural particularities and develop a positive attitude towards cultural mediation.

The pedagogical dimension of the training procedure was based mainly on the constructivist approach and on **Kolb's learning cycle**.

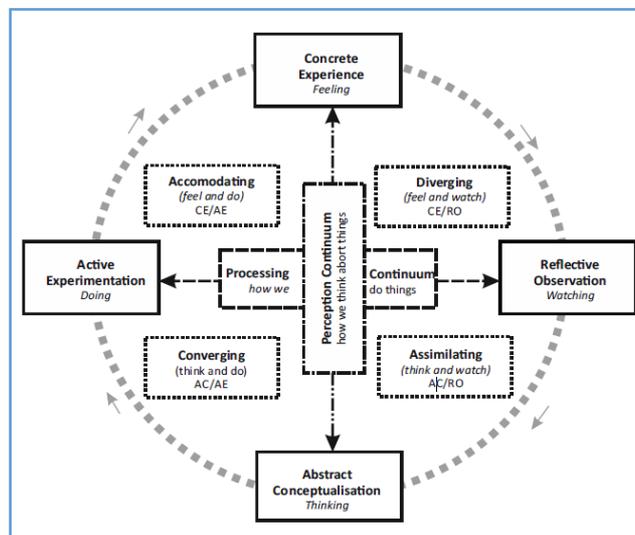


Fig.3- Kolb's Learning Cycle

In the context of Kolb's experiential learning theory (ELT), learning is not a cyclical procedure but can be rather conceived as a circular space, where the trainee "comes directly in contact with all the basic dimensions of learning", namely, it constitutes a cycle of experience, concern, thought and action, in the context of which direct or specific experiences give rise to observation and reflection.

Those concerns are assimilated through the formation of abstract concepts with implications on action, concepts which the individual can test and with whom he/she can actively experiment, whereby successively the creation of new experiences can be facilitated.

The cycle is structured in four learning stages which can be interpreted as an education cycle:

- CE - Concrete Experience → Feel
- RO - Reflective Observation → Watch
- AC - Abstract Conceptualization → Think
- AE - Active Experimentation → Do

Two points need to be stressed:

- Firstly, in order for the model’s fundamental principles to be fully understood, it is often required that the trainees go through the four stages several times.
- Secondly, a repetitive cycle is here the case, which is characterized by a gradual progress when it comes to the distinction of the problem under analysis. That is, each interaction entails a better and deeper acquisition of the concepts.

Furthermore, this model offers a way of understanding the different learning processes of the individuals, as well as an explanation for trainees and trainers consisting in an experiential learning cycle.

On the basis of Kolb’s methodology and the experience of ELTA’s Project Team in designing and implementing training curricula, the 3days training focused mainly on training methodologies which promote: diversity, inclusion, empathy, teamwork and team learning, factors which all affect the participants in the context of their daily duties, both as professionals and as individuals.

The experiential activities and training practices were chosen by an integrated portfolio of methodologies: ice-breaking exercises, outdoor activities, lectures, working in pairs, case study, discussion, demonstration, practice, group discussion, dialogue group, experiential exercises, role playing, dramatization, presentation, etc.

The training was also innovative in terms of the learning methodology used, which has been successfully tested in previous Erasmus+ programmes (“InnovAGE”). Instead of passively listening to theoretical lectures, trainees co-constructed the theory during debriefing sessions with the trainers, after participating in relevant experiential exercises and team activities (building of knowledge, correlation of experience with theory).

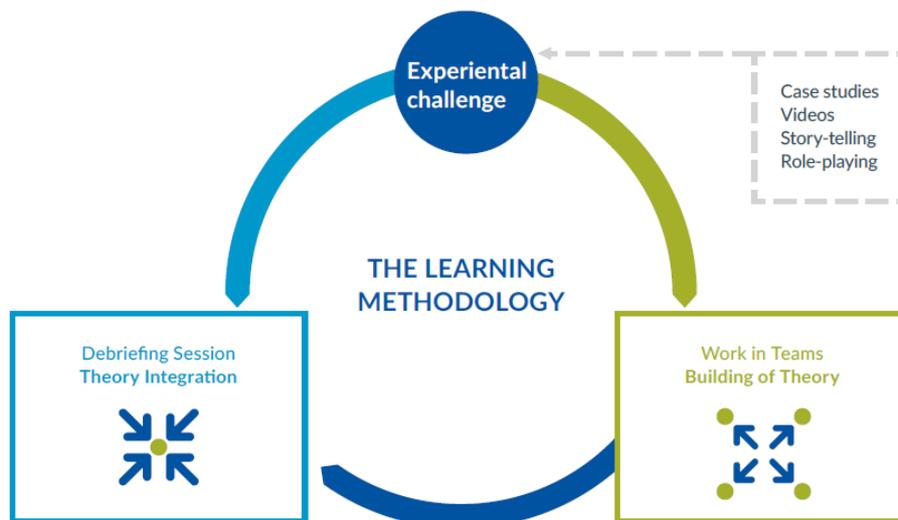


Fig.4-The Learning Methodology

Overview of Training Activities

The present section provides an overview of the training activities implemented in the framework of the **“Train The Trainers” pilot training programme**, held at KEK-ELTA S.A. premises (ELTA’s Vocational Training Center) on 18,19,22.06.2020.

The programme aimed at testing in practice the developed training curriculum and training material among 14 ELTA’s executives, who will then serve as coordinators/trainers for front-office employees (end users) participating in the core educational phase of the project.

Training was initially inspired by **“Passages- An awareness game confronting the plight of refugees” by the United Nations High Commissioner for Refugees**, a non-political, humanitarian agency devoted to protecting and assisting the world’s refugees. *Passages* is an educational tool, in a form of a simulation game, designed to create a better understanding of the problems of refugees. It is noted that games are one of the best methods to help people understand phenomena which are complex and far removed from their everyday lives, allowing participants to experience emotions in a very personal and enduring manner, but on a smaller scale than in real life¹.

The training included various experiential simulation exercises (ex. escape and separation, border crossing, asylum office procedure), outdoor activities, development of communication skills focusing on the importance of body language, language skills learning, teamwork and team learning through project-based activities, debriefing sessions.

Special emphasis was given on language skills learning, which was coordinated by arab-speaking trainers and was a transversal learning activity taking place throughout the 3days programme.

The following chart depicts the training roadmap. Blue circle activities were based on the *Passages* game, while red circle activities were tailor-developed by ELTA’s Project Team.

¹ *“Passages- An awareness game confronting the plight of refugees”*, United Nations High Commissioner for Refugees, 1995.

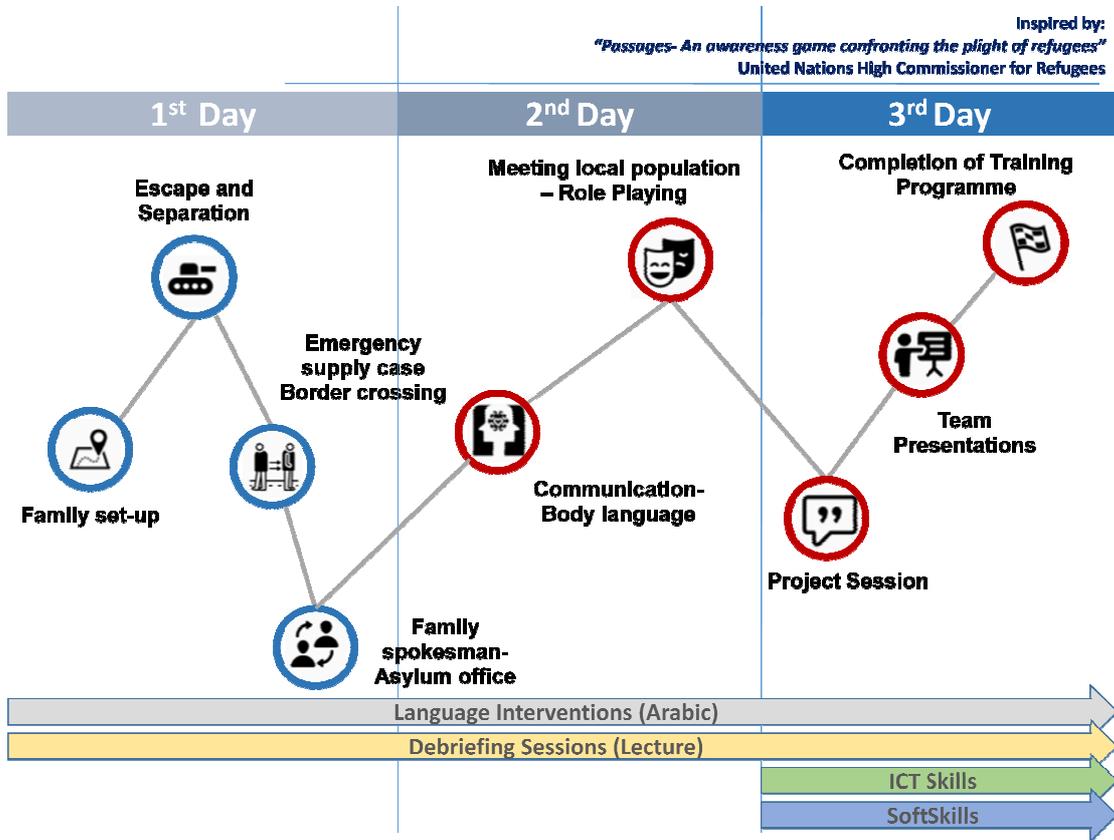


Fig.5-The Training Programme Roadmap

ACTIVITY 1- CORDS(ICE BREAKER)

Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees in one group
Minimum number of trainers recommended	All trainers
Competence targeted	Communication, coordination & cooperation
Objective	To break the ice between the group of trainees and make them feel comfortable. To divide the teams evenly.
Duration	10'
Procedure	<ol style="list-style-type: none"> 1. The trainer welcomes all trainees. 2. Trainees are asked to form a circle standing one next to the other. 3. One trainer stands in the middle of the circle holding the cords tightly, so that their color is not visible. Each cord has a color in its middle (that represents a family) and two separate ends. 4. Each trainee chooses an end of a cord. 5. The trainer releases the cords and according to the chosen color, all trainees know which family they belong to. 6. Each family must have 4 to 5 trainees.
Analysis & conclusions of the activity	Easy way of breaking the ice. In the end, the teams are formed randomly, thus leaving aside any personal relationships/ people knowing each other in advance do not end up going in the same team.
Materials	Cords colored in the middle.
Add any other information concerning the preparation of the activity	The activity takes place after the morning welcome coffee and registration.



Fig.6-Icebreaking Exercise

ACTIVITY 2- FAMILY SET-UP

Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees
Minimum number of trainers recommended	2 (one of them being the Arab speaking trainer)
Competence targeted	Coordination & cooperation/ identity/ Language training
Objective	To form different family teams and assign specific roles to all trainees. To learn basic Arabic words.
Duration	20'
Procedure	<ol style="list-style-type: none"> 1. Once separated in two different teams- families (5 members each), each family gets its own colored folder containing all documents needed for the 3days activities. 2. Each family is assigned a family name (surname). 3. Each member of a family then acquires a sticker with the family last name as well as his/her first name, both in Arabic. 4. Members of the family try to memorize their names and, under the guidance of the Arab speaking trainer, they change places according to the sticker they are wearing, so as to form a basic Arab phrase.
Analysis & conclusions of the activity	Trainees become part of a team (sense of belonging). From the very beginning, trainees become more familiar with basic Arabic words, which are to be used throughout the 3days programme.
Materials	Colored folders with the family documents, pens (one for each family), stickers
Add any other information concerning the preparation of the activity	The words assigned to each family member are not imaginary. Instead of assigning Arabic names, every word was carefully chosen beforehand (cooperation of the Project Team with the Arab speaking trainer), so as to represent a useful keyword (either "social" word, like sucra=thank you, or postal terminology).



Fig.7-Family Set-up

ACTIVITY 3- ESCAPE AND SEPARATION

Indoors / Outdoors / Both	Outdoors
Maximum number of participants (trainees) recommended	All trainees, divided in families
Minimum number of trainers recommended	2-3 trainers
Competence targeted	Coordination and cooperation/ Empathy/ Language training
Objective	Simulation of war scene for better understanding of loss and desperation
Duration	20'-30'
Procedure	<ol style="list-style-type: none"> 1. The trainer explains the activity to the trainees in a common group. 2. The trainees are asked to read and complete the "Family Data" sheet (1 per family) which mentions the family background and the reasons why they have been forced into a refugee situation. Once the form is completed, they are all assigned a different role (parents, children etc). 3. The family members, in an open area, blindfold their eyes with scarves in the family color and spread around the area. Their hearing is also impaired by the use of "war noises" that are heard through their headphones connected to their mobile phones. The situation simulates families that lose each other in the dark, trying to escape a war zone. 4. The family members have to end up finding each other by calling the other members with the Arabic word that is written on their sticker. 5. After finding their family members, they regroup and open their eyes. 6. When the activity ends, the trainer asks the families to go off by themselves and to fill out the "Escape and Separation" section of their Family Game Sheet.
Analysis & conclusions of the activity	<p>Trainees are assigned a role, "carrying it" throughout the programme, while developing a high level of emotions.</p> <p>This procedure helps the trainees familiarize even more with the basic keywords, as well as understand the circumstances a real refugee family has faced in their attempt to escape.</p>
Materials	Scarves with the family colors, headphones, war noises, whistle, megaphone (if available)
Add any other information concerning the preparation of the activity	It is very important to choose a space where the blindfolded players will not be in danger, such as an open field, a sports field, a park etc. The play area should be flat, far away from roads, well-defined, presenting no danger around its edges and it should be relatively free of obstacles such as holes, trees, rocks or anything that could cause an accident. You should take a complete tour of the terrain before starting the game in order to verify that it is safe.

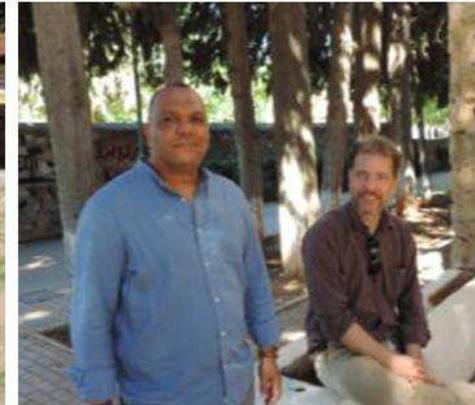
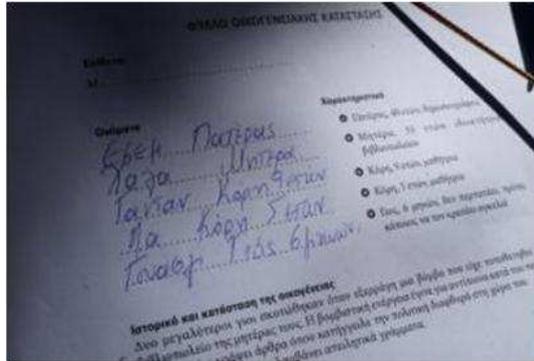


Fig.8-Escape & Separation



Fig.9-Escape & Separation

ACTIVITY 4- EMERGENCY SUPPLY CASE

Indoors / Outdoors / Both	Outdoors
Maximum number of participants (trainees) recommended	All trainees, divided in families
Minimum number of trainers recommended	1-2 trainers
Competence targeted	Coordination and cooperation/Empathy/Crisis management
Objective	Simulation of a sudden flight situation, in which each family must decide which items to carry on the journey (one choice per person).
Duration	10'
Procedure	<ol style="list-style-type: none"> 1. The trainer presents the activity to the trainees. 2. Each family is given a box, laminated cards with the names of emergency supplies and a list of these emergency supplies. 3. Each family has to decide in 5 minutes what to take in their emergency supply case (one object per family member). Everyone must be in agreement as to what is chosen. 4. According to the items chosen from the list, the families will have to place the specific laminated cards in the box. 5. Once families have chosen their supplies and placed them in the given box, each family must draw randomly an "event card" from the family folder. 6. This card represents an item that the family will have to leave behind.
Analysis & conclusions of the activity	<p>This activity helps trainees experience the psychological anguish and feeling of deprivation most refugees feel when they have to leave their homes and belongings behind. It also shows how difficult it is for someone to have to decide in very little time what to take with them.</p> <p>Interesting conclusions when listening to the arguments and discussion between family members (emotion vs logic, dominant team members etc.), so as to reach consensus.</p>
Materials	2 Boxes, laminated cards with names of emergency supplies, lists with emergency supplies
Add any other information concerning the preparation of the activity	

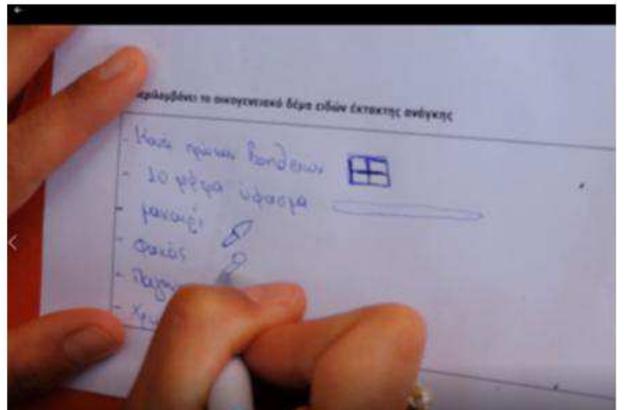
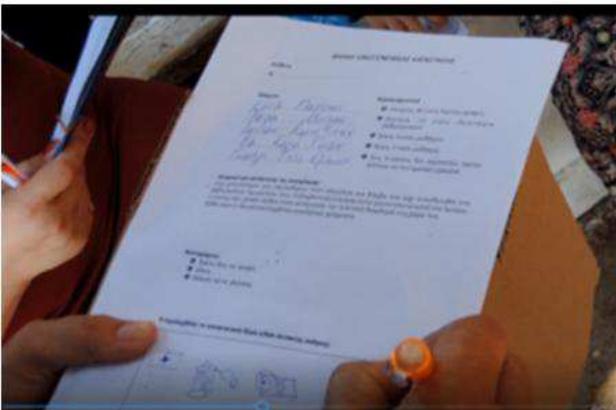


Fig.10-Emergency Supply Case

ACTIVITY 5- CROSSING THE BORDERS/ASYLUM OFFICE

Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees
Minimum number of trainers recommended	2 (one of them being the Arab speaking trainer)
Competence targeted	Communication Skills/Empathy/Role-play
Objective	Simulation of the asylum office procedure. Give trainees an understanding of the problems faced by refugees when they flee to another country, particularly when they do not speak the language of the host country and they must explain their situation in order to be granted asylum.
Duration	30'
Procedure	<ol style="list-style-type: none"> 1. All trainees return from the open area to the learning center only to find access denied. 2. A guard on the door denies access in an angry tone and in a language they do not understand. 3. In order to access the classroom they have to pass through the guard and then the asylum office, where an unfriendly officer speaks a language they do not comprehend. 4. The representative of the family is the only person who is allowed to communicate with the officers. 5. Considering that the family documentation is not filled out correctly and in order to be allowed access, each family is asked to solve riddles written in cards using fonts of an unknown language and then bring them back. 6. Once the riddle is solved, the family is granted asylum and they can cross the border.
Analysis & conclusions of the activity	This activity enables the trainees to stand in the shoes of those who have gone through a lot to save themselves and that desperately need to be allowed access to another country. This activity, achieves better understanding and empathy for refugees, while familiarizing trainees with role-playing.
Materials	A desk to prevent access to the classroom, seals, papers.
Add any other information concerning the preparation of the activity	Set-up pattern for the "border" and an experienced Arab speaking trainer who can spontaneously role-play the scene.



Fig.11-Crossing the Borders/
Asylum Office

ACTIVITY 6- MEETING LOCAL POPULATION (1)

Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees
Minimum number of trainers recommended	1 (Arab speaking trainer)
Competence targeted	Empathy
Objective	Once gathered in the classroom for the debriefing session, a third-country national shares with the trainees his/her personal experience of migrating and crossing the borders, how is life in the host country, his/her experience from the interaction with the locals etc.
Duration	10'
Procedure	<ol style="list-style-type: none"> 1. All trainees are seated in the classroom. 2. The trainer shares his/her personal story and migration experience with the trainees.
Analysis & conclusions of the activity	This activity gives trainees an understanding of the problems faced by refugees when they flee to another country, they get to know a foreign person breaking potential stereotypes they might have and get in the shoes of a third-country national who has been integrated into the local society.
Materials	No materials needed.
Add any other information concerning the preparation of the activity	



Fig.12-Meeting Local Population

ACTIVITY 7- NON VERBAL COMMUNICATION (BODY LANGUAGE)	
Indoors / Outdoors / Both	INDOORS
Maximum number of participants (trainees) recommended	All trainees
Minimum number of trainers recommended	1
Competence targeted	Non-verbal communication skills
Objective	To make trainees familiar with key body language gestures/signs
Duration	20'
Procedure	<ol style="list-style-type: none"> 1. A trainer presents to trainees slides with photos of them taken unconsciously the previous day during the various activities. 2. Using the photos as an example, the trainer explains how the different facial expressions, gestures or postures of the trainees are deciphered through body language. 3. A discussion between the trainer and the trainees follows.
Analysis & conclusions of the activity	Through this exercise, trainees familiarize with body language signs, they learn how to decipher them and they become more aware of the message they put across when interacting with other people.
Materials	Slides, projector, hand-outs
Add any other information concerning the preparation of the activity.	The (spontaneous) photos of the trainees must be taken during the activities of Day 1 and gathered in slides right after the end of Day 1, so as to be presented on Day 2.



Fig.13-Body Language

ACTIVITY 8- INTERCULTURAL COMMUNICATION CODES	
Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees
Minimum number of trainers recommended	1 (Arab-speaking)
Competence targeted	Non-verbal communication skills
Objective	To make trainees familiar with non-verbal communication differences between the Arab-speaking and the Greek culture, simulating a communication example.
Duration	20'
Procedure	<ol style="list-style-type: none"> 1. An Arab-speaking trainer gives examples of what different facial expressions, gestures or postures mean or symbolize in his culture. 2. The differences between the two cultures are discussed. 3. An example is given with the help of a volunteer trainee. Both the trainer and the trainee show to the rest of the class how the word "No" is symbolized in their culture using non-verbal communication (head nodding). 4. They then simulate a communication example, including facial expressions, body gestures etc.
Analysis & conclusions of the activity	Through this presentation, trainees realize the differences in non-verbal communication signs among different cultures and they become more aware of them when communicating with people of different cultures, especially ex. as regards front-office counter employees during their transaction with third-country nationals.
Materials	No materials needed
Add any other information concerning the preparation of the activity.	



Fig.14-Intercultural Communication Codes

ACTIVITY 9- MEETING LOCAL POPULATION/ARABIC VOCABULARY (2)

Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees
Minimum number of trainers recommended	2 trainers (Arab-speaking)
Competence targeted	Language skills, communication skills
Objective	To learn key Arabic words needed in basic social situations as well as in simple postal transactions with the use of role playing.
Duration	55'
Procedure	<p>All trainees participate in this exercise, which has a gradual level of difficulty.</p> <ol style="list-style-type: none"> 1. Firstly, one/two trainees are picked, in order to play the role of a post-office customer. 2. An Arabic-speaking trainer plays the role of a post-office employee, who does not speak English. 3. A postal transaction is simulated, based on the words given on Day 1 (during the Family Set-Up activity), while also considering the body language skills learnt. 4. The Arabic-speaking trainer makes a recap of the words learnt so far, clarifying any questions trainees may have. 5. He then gives trainees some more Arabic words, which advance the complexity of the dialogue. They all practice the new words (pronunciation), trying to memorize them. 6. In groups of two, the trainees simulate (role-play) in turn simple postal transactions, using all the words, rotating roles (customer-employee). 7. The Arabic-speaking trainer supervises and recaps the role-playing.
Analysis & conclusions of the activity	<p>This activity helps trainees understand the communication and language barriers immigrants may face in the host country, while putting themselves in the shoes of a customer who lives in a foreign country, where he/she does not speak the language, yet needs to communicate. At the same time, they learn basic post-related Arabic words, in order to be able to perform simple postal transactions with immigrants and refugees from Arabic-speaking countries.</p>
Materials	Laminated cards with social and postal words
Add any other information concerning the preparation of the activity	<p>A good preparation is needed beforehand, in cooperation with the Arab-speaking trainers, for choosing the Arab words to be taught.</p> <p>For this purpose, the Project Team has developed a special tool- Arabic WordBoard, under the following process:</p> <ul style="list-style-type: none"> ▪ Mindmap with key words of basic postal transactions/services (letter- parcel-money order)-> ▪ Selected Arabic vocabulary including social words and key words -> ▪ Cards of words to be taught during the training programme <p>It is noted that this Arabic WordBoard is a hands-on tool that can be used by the front-office employees, while also serving as a memory card game.</p>

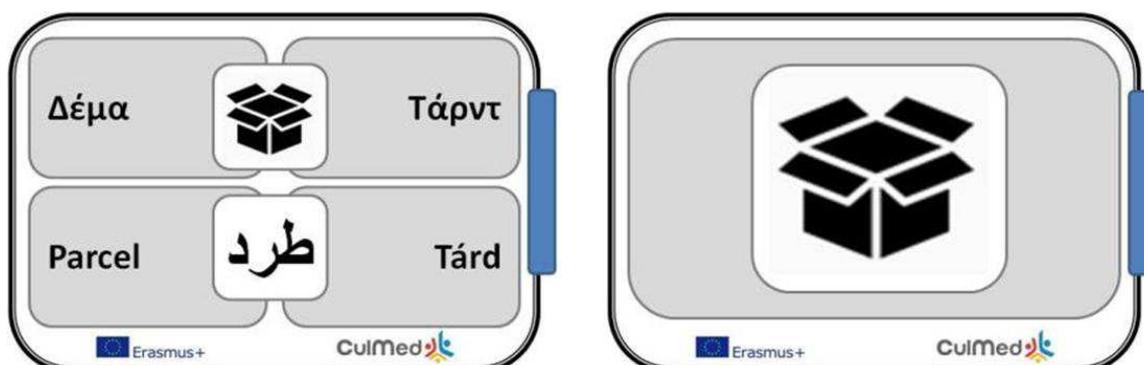


Fig.15-The Arabic Word Board

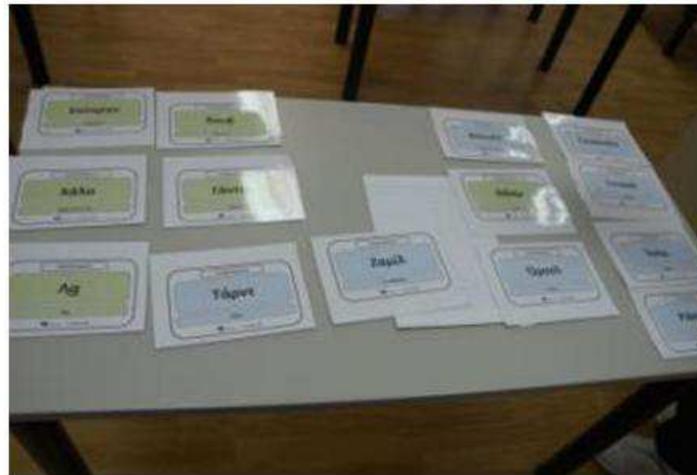


Fig.16-Meeting Local Population (Role-play)



Fig.17-Meeting Local Population (Role-play)

ACTIVITY 10- COUNTRIES OF ORIGIN/ ICT SKILLS (1)	
Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees, divided in 2 teams-families.
Minimum number of trainers recommended	All trainers, serving as facilitators (1-2 per each classroom)
Competence targeted	ICT skills
Objective	To refresh to trainees basic ICT skills (Internet, Word, Power Point, computer files, MS Excel), necessary to perform the project-based activity.
Duration	20'
Procedure	<ol style="list-style-type: none"> 1. Trainees are divided in teams/classroom according to the initial Family Set-Up. 2. Each team is given as many laptops as the members of each family. 3. A trainer explains to trainees the expected final deliverable: they are asked to gather information on the background of the country specified on geography, economy, culture, history, politics etc. 4. He also shows them the basic ICT skills needed to perform the activity, as well as a PPT presentation prepared by the Project Team as an example/guide. 5. Trainees are also encouraged to use stamp pictures in their presentations.
Analysis & conclusions of the activity	This activity familiarizes trainees with searching on the Internet as well as with the use of Word, Excel, Power Point and computer files. Trainees exploit the ICT skills toolkit developed by the Project Team. They also understand the importance of stamps as an educational tool.
Materials	Laptops, projector
Add any other information concerning the preparation of the activity.	Different countries can be chosen (1 country per team) or 1 common country for both teams. 1 common country has been assigned to both teams, so as to see which approach each team has followed and what information they have both gathered.

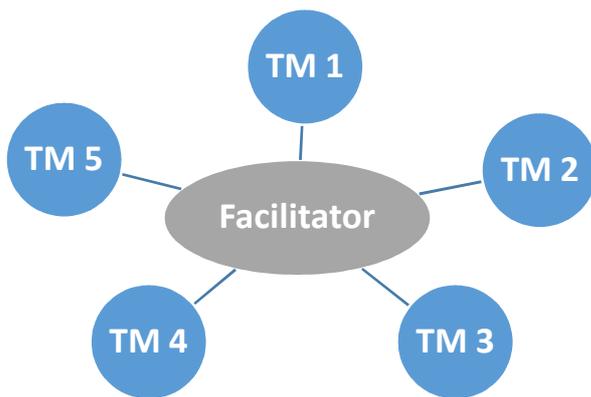


Fig.18-Project-based session, ICT skills



ACTIVITY 11- COUNTRIES OF ORIGIN (2)

Indoors / Outdoors / Both	Indoors
Maximum number of participants (trainees) recommended	All trainees
Minimum number of trainers recommended	All trainers/facilitators
Competence targeted	Teamwork/ Collaboration/ Communication-Presentation skills
Objective	To learn about the background of the country/countries specified through experiential training. To present the work they have done as a team to other trainees.
Duration	90-120'
Procedure	<ol style="list-style-type: none"> 1. Each team allocates the tasks to its members. 2. Every team/family member searches the Internet for information on the area of research they have agreed. 3. Then, all team/family members work together to make a Power Point presentation on the country specified using the information gathered. 4. Both teams meet in the central classroom and make a presentation on the project they have prepared. 5. Discussion follows.
Analysis & conclusions of the activity	The activity helps trainees to get to know a third country nationals country, using all available resources (incl.stamps)- experiential activity instead of a theoretical lecture. They enhance their collaboration and teamwork/team learning skills. Trainees also practice their presentation skills. Interesting conclusions can be extracted on each team's way of work (tasks allocation, dynamics, way of presentation etc.).
Materials	Laptops, Internet connection, USB flash disks, board, projector
Add any other information concerning the preparation of the activity.	



Fig.19-Project-based session (Teamwork)



Fig.20-Project-based session (Presentations)



All the activities mentioned above focus on the practical aspect, which was the core part and desideratum of the training programme. Throughout all these activities there were debriefing sessions, where basic theoretical concepts (ex. definitions on migrants- refugees, asylum process, communication theory, customer service tips etc.) were provided.

The 3day “Train the Trainers” programme was warmly accepted by the participants, who stated it was very comprehensive training, serving as a stimulus for changing their mindset, better understanding the concept of diversity, inclusion, intercultural differences, as well as acquiring new language skills in a very short time through a very interactive way.

The next step is training front-office employees as Cultural Mediators, being the end users of the Project.



Fig.21-The “Train the Trainers” Team