



**ADULT EDUCATION STAFF MOBILITY**

***KEY ACTION 1 “LEARNING MOBILITY OF INDIVIDUALS”***

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INTRODUCTION: TRAINING INSTITUTION

**Kairos Europe**, established in 2011, is a company dedicated to the promotion and the development of programmes aimed at increasing the intercultural exchanges between European countries.

Kairos Europe offers courses that meet the quality criteria and priorities of the new Erasmus+ programme. In particular, the priorities the company addresses are: the development of basic and transversal skills such as entrepreneurship, digital skills and multilingualism; the enhancement of ICT skills; the contribution to the re-skilling and up-skilling of adults; integration and multiculturalism; innovation and new methodologies in education.

Below is a list of the regular courses we run. However, in case none of the courses fulfil your learning needs, we can design customised courses based on your requirements.

After the courses description are all the dates when the courses will be delivered. However, more dates may be added based on your specific needs. The duration of the courses will be 5 working days, with the option of extending them to 10 working days.

TIPS AND HINTS ON HOW TO APPLY

The participants will get 70 EUR per day to cover the course fee. The course fee is a separate part of the grant and it doesn't affect your daily grant. For courses of 5 days, the fee will be €350 per person.

There is no limit - minimum or maximum, of the number of participants from each school/organization - it is entirely up to you, the choice is yours.

Under the new Erasmus + programme, the Heads of Schools (and not individual /teachers) will be able to organise several mobility activities for staff or teachers from the applicant organisation to attend Mobility Training courses abroad over a period of one OR two years through one grant application.

 The applicant organization does not need to identify the courses in advance. However, your application will have more chances of success if you contact us in advance, so we could help you define your objectives and learning outcomes.

Remember that it’s fundamental to apply have the PIC code! You can obtain it at this address:

<http://ec.europa.eu/education/participants/portal/desktop/en/home.html>

First of all interested organizations must register and provide their basic legal and financial data in the Unique Registration Facility (URF) of the European Commission's Participant Portal. Once the registration in the Participant Portal is complete, the organisation will obtain a nine-digit PIC number.

**General Information:**

Based on formal, informal and non-formal learning our workshops aim to achieve active participation, pro-activity, responsibility and sharing of problems and thoughts of all participants involved. In this way, our intention is to build a diverse and stimulating environment for studying, reflecting and working. Horizontal participations and practical approaches will be incorporated within the workshops making use of:

* Face to Face lessons
* Project Working
* Focus groups and Panel Discussions
* Creative lessons and out of class excursions

**Standard Daily Timetable (it may vary depending on the course):**

09.30am – 12.30pm: Workshop

12.30pm – 2.00pm: Lunch

2.00pm – 5.00pm: Cultural activities (optional)

5pm onwards: Free time

 [This timetable will take place over the duration of the 5 day workshop]

**Main Language Used:**

 English

 (Some activities will also be conducted in the languages of the participants)

**Certificate of attendance:**

At the end of each workshop, each participant will be awarded with a Certificate of Attendance signed by the course provider

**Different Cultures in Europe: The Art of Coming Together**

**Workshop Objectives:**

In a day and age where more European cities are rapidly changing and becoming more diverse with cultural and religious values, languages and younger populations; this updated course is designed to illustrate to participants proven and creative methods of working with different people with a particular focus on working with non-EU migrant communities and students.

This one-week workshop will help all participants improve their knowledge on the necessary skills that are needed to become more hospitable, welcoming and greater placed to communicate effectively with migrant families and students of different backgrounds.

Because some NGO staff, youth workers, community activists and teachers lack the confidence, necessary skills and knowledge constructs to work with disadvantaged communities such as migrants, the unemployed, asylum seekers and ethnic minorities; there is a real need to understand and make sense of diversity, and to be able to talk about it productively and meaningfully without offence – and our highly recommended KA1 Course deals precisely with this.

Introduction:

**Programme:**

**Day 1: Working with Non-EU migrants + Registration**

Introduction to the Day and the Programme: registration, introduction of partners, networking, welcome to London and workshop overview. Furthermore, a short morning session presentation on ‘Factors to take into consideration when working with Non-EU migrant communities’ will take place. This course introduces not only some of the key issues migrants from non-EU countries face upon arrival into a European city but also some of the solutions that practitioners and institutions should have in place when they arrive.

**Day 2: Let’s Talk (1): British Culture and Group Dynamics**

Learning and introducing creative ways to learn about English and British Culture: What are some of the stereotypes and prejudices EU and non-EU migrants face when they come to the UK? How does this compare with the countries that our course participants come from? What are some of the group dynamics that migrants enter into when leaving one country for another? This day introduces, discusses and debates British norms and values surrounding migrants.

 **Day 3: Let’s Talk (2): Handling Multicultural Classrooms**

Many students and adults alike bring to these encounters in one way or another racist, classist, sexist, and homophobic baggage that abounds in their culture to our culture and the classroom.

More recently, immigrant children experience an informal socialisation process into British culture and the English language in early childhood contexts (Amigo, 2012) but are not encouraged to keep their cultural and linguistic background. The effort to move toward just and effective teaching, to create a multicultural classroom, is hard work, requiring considerable time and energy. It is lifework: It will happen not in a day or a semester but over a lifetime of conscious effort to unlearn and learn; find out some of the things that teachers can take into account on a daily basis when working within a multicultural classroom.

 **Day 4: Training Programme: Creative ways of getting to know the ‘other’**

Creative ways to learn about others through their Culture, Life experiences and Arts; this day programme will be facilitated by one of our partners. It will give practical hands on advice of how to make both the learning and teaching of ‘us’ and our countries to migrant communities practical, clear and creative. Furthermore; there is not a lot of research available on how we (who are white European men and women) deal with these classroom issues, as most scholarly work focuses on the “others” (students, students of color and women students, and occasionally women faculty and faculty of colour). The question that this day presentation addresses is: How do we make our course content more multicultural?

**Day 5: Having a Laugh and Going out (Change into a classroom based activity – find a proper British Pub)**

Being a ‘local’ for the day. On this day; we seek to go out to a local British pub owned and run by British owners for a typical English ‘brunch’ kind of meal. There will be an evaluation and feedback session.

**The Art of Language Learning: Rediscovering English**

**Workshop Objectives:**



The objective is to introduce to our partners and members alike new and creative methods of learning English. This workshop has a focuses on creativity of Teaching, roles of everyday culture and Arts play with language learning. This workshop will show the effectiveness of creative and less conventional devices such as drama, Art, songs and video clips in language teaching, as well the ability of these devices to target different audiences, (from children to adults) and to deal with current language learning issues, such as shyness in oral expression. The main target groups are then foreign language teachers and trainers in school, university and adult education, and other educational workers but all are welcome to apply. Discussing and Learning New methods to teach and learn English is also an objective as well as the networking and sharing of ideas from both the host and receiving partners involved.

**Programme:**

**Day 1: Welcome**

Introduction to the Day and the Programme: registration, introduction of partners, networking, welcome to London and workshop overview

**Day 2: In Teaching and Listening**

Creative ways to teach English that deliver outstanding results within their professions, whether through Peer and Self-Assessment, Teaching via Taboo Topics, Memes, Lip Dubs, Rap and Hip Hop Songs and Drama; these are some of the leading ways to learn English

**Day 3: Culture, Tourism and Arts (1)**

Creative ways to learn English through Culture, Tourism and Arts such as: Proverbs, Documentary film making, study music, films and documentaries from around the world, read stories and poetry, play games, and do work online.

"We don't use textbooks, and instead study music, films and documentaries from around the world, read stories and poetry, play games, and do work online. We use Facebook groups to communicate and to do writing, and each student has their own blog. This year we joined [quadblogging.net](http://quadblogging.net) to collaborate on blogging with three classrooms around the world. I learn about the conflicts they face in their lives, and use English as a way for them to learn about themselves and learn to solve problems in their communities."

*Carlos Soto, Hong Kong University*

**Day 4: Culture, Tourism and Arts (2)**

Creative ways to learn English through Culture, Tourism and Arts such as: speaking English with different people of different cultures, British English and London English: similarities and differences. Proverbs, Documentary film making, study music, films and documentaries from around the world, read stories and poetry, play games, and do work online.

**Day 5: Having a Laugh and Going out**

Creative Ways of learning English by simply going out, restaurants, museum tours – everyday conversations and finding yourself in the normal situations of life; and the life of Football Fans, Songs, Stereotypes and characteristics of the British.

Feedback session. Evaluation and dissemination activities.

**All workshop activities aim to achieve:**

* Challenge: Tasks, in which learners solve problems, discover something, overcome obstacles, or find information
* Interesting content: topics that students already find interesting and that they would want to read about outside of class, such as stories we find about sports and entertainment personalities we find on You Tube and the internet
* The personal element: activities that make connections to the learners’ lives and concerns
* The intriguing element: tasks that concern ambiguous, problematic, paradoxical, controversial, contradictory or incongruous material stimulate curiosity
* Individual choice: they look for tasks which give students a personal choice. For example students can choose their own topics to write about in an essay or choose their own topics and group members in a discussion activity.
* Tasks that encourage risk taking: they don’t want their students to be so worried about making mistakes that they feel reluctant to take part in activities. Reward them for effort and not only for success.
* Tasks that encourage original thought: activities that require an original response. So instead of comprehension questions after a reading passage that test recall, they seek to use tasks that encourage a personal and individual response to what the student has read.
* The fantasy element: activities that engage the learners’ fantasy and that invite the learners to use their imagination for creating make believe stories, identifying with fictional characters or acting out imaginary situations

**MOODLE IN ACTION: HOW TO INTEGRATE MOODLE IN THE CLASSROOM**



**Workshop Objectives**

Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere. Whether you're a teacher, student or administrator, Moodle can meet your needs. The course is directed primarily at teachers and its objective is to give them a solid preparation in the use of the platform and all its features, in order for them to enhance their teaching and add more interactivity to their lessons.

The course will address these specific objectives:

1. Understanding the importance of technology in the classroom.
2. Understanding the needs of learners and teachers
3. Learning how to set up a Moodle platform
4. Learning how to create lessons and activities, how to assign roles, how to enrol students, how to create groups, design exercises, etc.
5. Assessment and evaluation

**PROGRAMME**

DAY 1: Welcome and course introduction; The importance of technology in the classroom; Understanding the professional needs of participants; Introduction to Moodle; How to set up a Moodle platform (basic notions); Installing the Moodle on a local computer; Understanding the learning environment; Customising the learning environment (appearance, themes, blocks, etc.); Editing your profile.

DAY 2: Creating users and assigning roles; Setting up your courses; Uploading course information; Enrolling students; Giving instruction to students; Embedding widgets in your course and using media; Creating course events and using the calendar

DAY 3: Managing private files; Setting up assignments; Making group assignments; Understanding grades and setting up your gradebook; Uploading feedback files.

DAY 4: Building glossaries; Using repositories; Surveys and choices; Backing up and restoring a course

DAY 5: Creating a discussion forum; Setting up a chat room; Blogs; Creating a Wiki; Tracking student progress; Rewarding students with badges; Getting student feedback; Revision of the course and feedback

**TEACHING THROUGH ART ACTIVITIES**

  

**WORKSHOP OBJECTIVE:**

The objective is to provide teachers with new and holistic skills and to find solutions for the modernization of curricula, develop new and more effective teaching methods, raise the standards, variety and quality of education. It is important to consider the increasing presence that the Cultural and Creative Sector plays in our economies not least as a mean of fostering innovation and thus to provide teachers with a set of skills to better face these changes in society.

**INTRODUCTION:**

Learners will be introduced to ways of teaching traditional school matters through different art disciplines and practical activities. These teaching tools will encourage teachers to better engage students in practical learning mechanisms through a participative and a creative approach that could be translated into involving students in making a movie or animation themselves based on an historic event, in planning a short theatre piece based on a piece of literature, and so on. Positive effects will be not only on general knowledge but also on practical, technical and on transversals skills such as entrepreneurial skills. This workshop will focus on teaching and learning, undertaking panel discussions and activities and the networking and sharing of ideas in relation to new ways of teaching and engaging students with an eye to the role of Culture, Arts and the Creative sector. This set of workshops is meant in a broad way and could include formal and non-formal education and different students groups: teenagers, adults and seniors and people at risk of social exclusion.

**Day 1\_** Welcome - Creative Thinking

**Day 2\_** Teaching through Drawing

**Day 3\_** Teaching through Theatre

**Day 4\_** Teaching through Film Making or Animation

**Day 5\_** Teaching through Photography

**SOCIAL SKILLS IN SCHOOL: ENCOURAGING ACTIVE CITIZENSHIP INTEGRATION AND EMPLOYABILITY**

**Workshop objectives**

This course is intended for teachers and school manager.

It is in line with the main priorities that are particularly dear to the EU and deals with topics that are of great importance nowadays all across Europe: active citizenship, integration and employability.

Europe is becoming more and more multicultural. From big cities to small villages, all countries are experiencing this anthropological change in the composition of their societies. It is therefore important for both natives of a specific territory and those who move into a new area to learn to live together in harmony, to know what are their rights as citizens, and to know how they can thrive in that society.

This course is especially directed at teachers and school heads of departments, and gives them a specific preparation on how to deal with these topics directly in the classroom, creating awareness in students from an early age.

The United Kingdom is at the forefront when it comes to these topics. London, in particular, is a multicultural society where there are people from all over the world living together and mixing with each other. Schools are maybe the places where this mixture can be seen the most, that’s why it is important to create awareness in students.

**PROGRAMME**

**DAY 1:**

Welcome and introduction. Overview of the programme. Understanding the background of each participant. Cultural awareness in the UK.

Group dynamics within social groups

Barriers to communication between different social groups: prejudices; ideology, counterproductive norms, theology and solutions.

Case study: burning issues in each participants’ country.

**DAY 2:**

Concepts of active citizenship

Motivating and sustaining active groups

Case study: selection of a burning issue from those presented by participants on the first day and group discussion

**DAY 3:**

Understanding cultural differences

The impacts of migration on social cohesion and integration. Opportunities and challenges.

Integration and cohesion: understanding the context.

A multicultural class. What to expect and how to prepare.

Workshop: simulation of a multicultural class environment. Exchange of ideas

**DAY 4:**

Graduation day! What next?

The challenges of seeking a job

Working in cooperation with the job centres

Working in cooperation with local authorities

Visit to a job centre?

**DAY 5:**

The importance of team work

Discussion about the main concepts learned during the course

Evaluation and conclusions

 **TEACHING LANGUAGES THROUGH DRAMA**

**Workshop Objectives:**

The training is aimed at introducing educational drama techniques with an emphasis on process drama to Language Teachers. Using drama to teach languages results in real communication involving ideas, emotions, feelings, adaptability; an opportunity to use language in operation which is absent in a conventional language class. Such activities add to the teachers’ toolbox giving them a wider option of learner-centred activities and improve their communication skills and creativity, thereby augmenting their efficiency in teaching languages.

The participants will leave this course with a comprehensive variety of engaging drama games, structure to plan a lesson based on drama activities that are designed to complement language learning by encouraging the students with a real desire to listen, speak and write fluently, actively and creatively.

Through this training we wish to promote this educational tool for the following reasons:

 A remarkable percentage of European youth has problems finding a job because of a lack of skills or because of early school leaving. It is proven that educational theatre and drama have a significant and objectively measurable impact on five of the eight key competences influencing achievement in schools and employability such as:

- Communication in the mother tongue competence

- learning to learn competence

- Interpersonal, intercultural and social competences

- Civic competence

- Entrepreneurship and cultural expression

Resource: http://www.dramanetwork.eu/

Educational drama is also really helpful for children and young people to get to know themselves better, to find their place in the world, to find out what they are really interested in that causes a significant growth of their motivation to stay in school and to find things they are interested in.

**Introduction:**

The 5 days’ workshop would consist of a learning process through participation in activities offered by the trainers and an ongoing reflection on the pedagogical tools providing the framework of the activities. It will be an *introduction to drama education* – an introduction to the theory and practice – with an emphasis on practice - demonstrating the essential uses of drama as a tool for learning for teachers working in languages teaching.During the 5 days long course the teachers will be not only participants but they will have the chance to try and apply the techniques they learn. By the end of the course they will write their own lesson plan integrating drama techniques and will try out to facilitate part of their plan with the group. The main method that we will share in the training was born in the UK in the late 1970’s and became popular in the education system. DIE focuses on a specific issue, problem to live through it, to explore it. This specific problem appears in the framework of a fictional story and  children and teachers sometime step in role to explore the questions and dilemmas in the story. Teachers and children work in collaboration and children have the freedom to feel the gaps in the stories. DIE workshops or classes provide learning opportunities to reflect on moral, social issues. This learning process can potentially bring changes in human behaviours.

We will explore *different approaches to drama education* – mapping out the difference in approach between pioneers in drama education (Heathcote, Bolton, Neelands, O’Neill) through examining their practice.Besides, the workshop will include icebreakers, concentration and trust games, group building games, image theatre, movement and sound games, storytelling, improvisation techniques, existing drama in education lesson plans, reflecting on the application of these techniques in languages Teaching through non-formal education methods, evaluation.

**Programme:**

**Day 1:**

* Welcome and Workshop Overview
* Getting to know each other, team building exercises, icebreakers
* Introduction to the theory and practice of educational drama
* Concentration games using English words in pairs and in groups
* Reflection time

**Day 2:**

* Image theatre, improvisation games, trust games, storytelling
* How to analyse an image and a story?
* How to create scenes? How to build context and conflict? It will based on practical group exercises.
* Reflection time

**Day3:**

* Introduction to the work of Dorothy Heathcote, video screening
* Trying our Doroty Heacthcote’s process drama lesson plan
* Analysing the steps of it, trying out the Mantle of expert and Teacher’s in role conventions
* Reflection time

**Day4:**

* Introduction to the work of Gavin Bolton, video screening
* Trying our his lesson plan
* Analysing the steps of it
* Reflection time

**Day5:**

* How to structure process drama lesson to teach languages?
* Lesson planning of the participants
* Trying out in practice the lesson plans
* Reflection, evaluation

 **Learn to make low cost/no cost Educational Videos for your Teaching**

**Aim**

**Learn to make low cost/now cost Educational Videos for your Teaching** aims to provide practical training and identify best practice procedures in the new educational skill of creating low-cost / no-cost videos for use in the classroom and on the internet.

**What is a Low-cost / No-cost video?**

The Low-cost /No-cost video is a teaching tool that is newly available to teachers in all subject areas of education. It is available because the various software technologies and the hardware items required are now low-cost or no-cost or are often in place in schools.

Information Presentation software (eg PowerPoint),

Audio editing software (eg Audacity),

Video capture and editing software (eg Screencast)

Video projector and screen

Computers / Laptop

Internet access at school and at home

The low-cost / no-cost video (the lo-co / no-co video) is an example of how the convergence or use of several developing technologies produces a new tool. These converging technologies were either unavailable or prohibitively expensive very recently.

The lo-co / no-co video is an educational tool that can be used by any teacher who learns to use the technologies listed above.

A Lo-co / no-co video is short, typically less than 15 minutes long.

**Uses of the Lo-co / No-co video in Education**

Probably there are no limits to the application of the lo-co / no-co video in education when presenting information. The examples that are available today on the internet for general use include Jo Gakonga’s work in English Language teacher training (youtube address needed)

And (another example needed). etc

Potential uses that may be particularly effective in European education

Clil

Flipped classroom

Student self study inside and outside the classroom

Repeated lessons

**Why are lo-co / no-co videos an effective educational tool for young people?**

In the business world the current generation of young people are sometimes referred to as “Generation V”. By this it is meant that young people today prefer or are accustomed to their information presented as video.

The statistic that this is based upon is that younger people more often consult YouTube, before Google, when they want to know or learn something. So making video part of teaching would perhaps lead to more effective learning.

A Lo-co / no-co video is short, typically less than 15 minutes long.

**Course Timetable**

5 days, Monday to Friday

9-12 and 1 – 3

**Course Requirements**

A suitable laptop with wi-fi internet and information presentation software (eg PowerPoint).

English Language: Intermediate or above. The course leader will have experience of working with people of various levels of English language ability and the course content and structure will support this.

There is no level of video making expertise requirement. The course is open to complete beginners and to experienced experts. The aims of the course include sharing the available expertise and also developing and understanding of the best way of training teachers in the practical use of this new educational tool. The course leader will also be available to assist complete beginners in video making.

Teachers of any subject can benefit from this course.

**General Course Information**

The course will provide opportunities for participants to work individually on their own educational video project and also to work collaboratively on an educational video that is produced together.

(Lots to put in here but probably best done directly onto the application form)

**Course Syllabus**

**Day 1**

INTRODUCTION TO THE COURSE

Getting to know each other

Course administration

INPUT SESSION: What is a Lo-co / no-co education video? Examples of basic techniques and best practice benchmarking.

WORKSHOP SESSION 1: Course participants work on their own individual educational videos

+ Presentation of progress and group feedback

WORKSHOP SESSION 2: Course participants work together on a collaborative educational video production. Stage 1 discussing ideas

**Day 2**

INPUT SESSION: what educational principles make Lo-co / No-co videos effective?

WORKSHOP SESSION 1: Course participants work on their own individual educational videos

+ Presentation of progress and group feedback.

WORKSHOP SESSION 2 Course participants work together on a collaborative educational video production Stage 2 discussion / decision on subject matter

**Day 3**

INPUT: how do Lo-co/no-co videos fit into education in Europe now?

Stand-alone lessons, lessons with a teacher, Clil, etc

WORKSHOP SESSION 1: Course participants work on their own individual educational videos

+ Presentation of progress and group feedback

WORKSHOP SESSION 2 Course participants work together on a collaborative educational video production Stage 3: Story boarding

**Day 4**

INPUT SESSION: The limits of lo-co / no-co videos. The difference between presenting “information” and developing a “skill”.

WORKSHOP SESSION 1: Course participants work on their own individual educational videos

+ Presentation of progress and group feedback

WORKSHOP SESSION 2: Course participants work together on a collaborative educational video production Stage 4: Production

**Day 5**

INPUT SESSION: What are the next steps in Lo-co/No-co videos in European education.

WORKSHOP SESSION 1: Course participants work on their own individual educational videos

+ Presentation of progress and group feedback

WORKSHOP SESSION 2: Course participants work together on a collaborative educational video production Stage 5: Production, presentation and feedback

COURSE CONCLUSION: Course administration and course evaluation.

**COFFE CONNECT**

**How to Develop Social and**

**Entrepreneurial Skills**

**A flexible mix of networking events + training courses**

**Inspired by the format:**

*The Start-Up of You: Adapt to the Future, Invest in Yourself, and Transform Your*

*Career*, 2012 by Reid Hoffman and Ben Casnocha.

**The problem:**

We live into hard times. The current world of work is characterized by uncertainty, precariousness, absence of efficient networking opportunities, crisis of traditional career models, shortage links through educational systems and entrepreneurial models.

As the co-founder of Linkedin platform said, «for the last sixty or so years, the job market for educated workers operated like an escalator. If you were basically competent, put forth a good effort, and weren’t unlucky, the strong winds at your back would eventually shoot you to the top […] But now that escalator is jammed at every level […] Old premises that guided our parents have given way to new realities, and with new realities come new rules».

These new rules should be learned to start from students groups until educated workers into a scenery changed at every level.

**Workshop objectives:**

All humans are entrepreneurs. To adapt to the challenges of professional life today, we need to rediscover our entrepreneurial instincts and use them to forge new sorts of careers. In order to take in action this premise, you must think of yourself as a work-in-progress and therefore you must invest in yourself every day.

Main objectives of this workshop are help you to consider your life and your professional career as a start-up, and therefore acquire a “Permanent Beta” attitude, a strategic approach adopted by start-up and new companies when they

move first steps in the market reality.

**Program**

**Day 1: Develop a competitive advantage and plan to adapt**

You don’t need to be better than all professionals. You just need to be better in a local professional niche. Similarly, entrepreneurial career planning and adapting is about being flexibly persistent. Multiannual planning is the past.

The old question was: «How do you see yourself in the next 10 years?». The current question is: «How do you see yourself in the next 3 years?».

You will learn to:

 How to acquire a “Permanent Beta” attitude

 How to define the 3 elements of a competitive advantage (your assets, your aspirations and values, the market realities)

 Understand how to fit the 3 pieces together

 How to identify a market niche where you have a competitive advantage

 Understand the importance of investing in yourself to upgrade your assets

 How to create and articulate an ABZ Plan in your career (Plan A, Plan B, Plan Z)

**Day 2: Takes and develop a good network**

The “self-made man” is a falling myth in the current society. People control resources, opportunities, information and access. The people you spend time with today shape the person you are today and the person you aspire to be tomorrow. An individual’s power is raised exponentially with the help of a team: in other words, a network.

In the life of everyone there are two types of relationships: personal and professional. Generally, you keep separate these kind of relationships but there’s important at the same time: both can open to you the doors to other connections and relationships, and also other opportunities.

You will learn to:

 Understand the value of authentic and mutually relationships

 Recognize the difference between relationships in a personal context and relationships in a professional context

 Recognize the importance of second and third degree connections

 Understand how to strengthen relationships with give-and-take

**Day 3: Pursue breakout opportunities**

When you do something, you increase the odds that seemingly random ideas, people and places will collide and form new combinations and opportunities.

If you are looking for an opportunity, you’re really looking for people. You will learn to:

 Remarkable careers are punctuated by breakout opportunities

 How to develop habits of behavior to increase the likelihood of finding breakout opportunities

 How to adopt “serendipity” tactics

**Day 4: Take intelligent risks**

Risk isn’t the enemy: it’s a permanent part of life. Being proactively intelligent about risk is a prerequisite for seizing those breakout opportunities. An example? Achieve stability by introducing low levels of volatility; by introducing small risks on a regular basis.

Every possible career move contain risk. If you don’t have to seriously think about the risk involved in a career opportunity, it’s probably not the breakout opportunity you’re looking for.

You will learn to:

 Know how to manage risk in your career decisions

 How to see opportunities where others misperceive risk

 Recognize that short-term risk increases long-term resilience

**Day 5: Who you know is what you know: the value of network intelligence**

Some educational systems trains us to memorize facts stored in textbooks and then regurgitate them on an exam. But as the modern professional, you can’t acquire knowledge this way, because the knowledge you need isn’t static: it’s always changing.

You can’t cram your brain with all the relevant information that might possibly be relevant to your careers. In the world of work, every day brings new, unpredictable challenges and decisions.

The right strategy must be able to access the information you need, when you need. You will learn to:

 How to map your network to recognize who knows what

 Know how to synthesize information into actionable intelligence

**COURSES TIMETABLE**

Although we propose course set dates, we are available to accommodate any request outside those dates.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2016** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** | **JUL** | **AUG** | **SEP** | **OCT** | **NOV** | **DEC** |
| Different cultures in Europe: The Art of Coming Together | 11-15 |  | 7-11 |  | 9-13 |  | 4-8 |  |  | 3-7 |  |  |
| Moodle in Action: Moodle in the classroom | 11-15 |  | 7-11 |  | 9-13 | 6-10 | 4-8 |  | 5-9 | 3-7 | 14-18 | 5-9 |
| Teaching through art activities |  | 1-5 |  |  | 9-13 |  | 25-29 | 22-26 | 19-23 | 10-14 | 9-13 | 5-9 |
| Social skills in school |  |  |  |  |  |  |  |  | 5-9 |  |  | 5-9 |
| Teaching languages through drama | Upon request |
| Coffee Connect- How to Develop Social and Entrepreneurial Skills |  |  |  |  |  |  | 11-15 |  |  |  | 21-25 |  |

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| **2017** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** | **JUL** | **AUG** | **SEP** | **OCT** | **NOV** | **DEC** |
| Different cultures in Europe: The Art of Coming Together |  | 6-10 |  |  |  | 5-9 |  |  |  |  |  |  |
| Moodle in Action: Moodle in the classroom | 23-27 | 13-17 | 6-10 | 10-14 | 8-12 | 19-23 | 3-7 |  | 18-22 | 16-20 | 6-10 | 4-8 |
| Teaching through art activities | 16-20 |  | 13-17 | 17-21 | 15-19 | 16-20 |  |  |  |  |  |  |
| Social skills in school | 16-20 |  |  | 10-14 |  | 19-23 |  |  |  |  |  |  |
| Teaching languages through drama | Upon request |
| Coffee Connect- How to Develop Social and Entrepreneurial Skills | 16-20 |  | 6-10 |  | 15-19 |  | 3-7 |  | 11-15 |  | 6-10 |  |