



Erasmus+

STUDENT GUIDEBOOK

FOR NON-FORMAL EDUCATION ON BASIC AND TRANSVERSAL SKILLS FOR ROMA YOUTH

Erasmus+



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



Contents

SESSION 1	4
1.1 Basic skills self-assessment.....	4
1.2 Reading: A Legendary Dog.....	6
SSESSION 2	8
2.1 Numeracy: Math Games	8
2.2 Numeracy: Planning a holiday	8
SESSION 3	9
3.1 Reading / Creative thinking	9
3.2 Reading and numeracy	10
SESSION 4	13
4.1 Writing: Writing an essay	13
4.2 Writing: Writing a formal letter.....	13
SESSION 5	15
5.1 Communication and active listening	15
5.1 Active listening 1	15
SESSION 6	17
6.1 ICT Self-assessment.....	17
6.2 Introduction to Microsoft Office Word 1.....	19
SESSION 7	21
7.1 Introduction to Microsoft Office Word 2.....	21
7.2 Introduction to Microsoft Office Excel 1	21
SESSION 8	23
8.1 Introduction to Microsoft Office Excel 2	23
8.2 Problem solving 1.....	23
SESSION 9	25
9.1 Problem solving 2.....	25
9.2 Collecting Information Over the Internet	25
9.3 Using the Internet to Access Information	26
SESSION 10	27
10.1 Using ICT in teamwork: Introduction to Asana	27

10.2 Using ICT in teamwork.....	27
SESSION 11	28
11.1 Introduction to Email 1	28
11.2 Introduction to Email 2	28
SESSION 12	29
12.1 Introduction to Microsoft Office PowerPoint 1.....	29
12.2 Introduction to Microsoft Office PowerPoint 2.....	30
SESSION 13	31
13.1 Introduction to active listening.....	31
13.2 Active listening: One-word story	31
SESSION 14	32
14.1 Organization and time management.....	32
14.2 Organization and time management in a team.....	33
SESSION 15	33
15.1 Active listening: role-play	33
15.2 Active listening in conflict situations.....	35
SESSION 16	36
16.1 Strategical & innovative thinking.....	36
16.2 Communication skills: Nonverbal communication	36
SESSION 17	37
17.2 Nonverbal Communication 2.....	37
SESSION 18	38
18.1 Creative thinking	38
18.2 Logic games.....	38
SESSION 19	39
19.1 Negotiation skills	39
SESSION 20	41
20.1 Negotiation into practice.....	41
SESSION 21	42
21.1 Fact and opinion.....	42
21.2 Fact and opinion 2.....	43

SESSION 22	47
22.1 Innovative thinking	47
22.2 Logic games	47
SESSION 23	47
23.1 Public presentation: Interview	47
SESSION 24	48
24.1 Skills application: role-play	48

SESSION 1

1.1 Basic skills self-assessment

Please conduct the following self-assessment. Mark the response that corresponds to your abilities:

Reading

	Yes	Somewhat	No
I can read and follow directions on products or labels.			
I can read and understand emails, memos or letters			
I can read several short documents, such as newsletters, brochures or magazine articles to find information.			
I can read and understand formal documents, such as service contracts and incident reports.			
I can read and follow directions in equipment manuals, installation guides or work orders.			
I can read and follow directions in equipment manuals, installation guides or work orders.			
I can find information in a document.			
I can understand graphs, tables or charts, such as production reports or load charts.			
I can compare information from a variety of documents.			
I can enter information into graphs, tables or charts.			

Numeracy

	Yes	Somewhat	No
I can perform one-step calculations, such as addition, subtraction, multiplication or division.			
I can perform multi-step calculations and calculations using percentages, fractions, decimals or ratios.			
I can take precise measurements, such as length or temperature.			
I can calculate the dimensions, area or volume of different shapes.			
I can plan or monitor schedules, budgets or inventories.			

Writing

	Yes	Somewhat	No
I can use correct grammar and spelling.			
I can write to inform or request information.			
I can express my opinions in writing.			
I can write brief notes, such as log entries or reminder notes.			
I can write documents using a template, such as contracts or financial reports.			

1.2 Reading: A Legendary Dog

Read the text below:

"A Legendary Dog

In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog - Hachiko. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive- just look for the crowds.

Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Ueno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.

Although Hachiko was still a young dog, the bond between him and his owner was very strong, and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive"¹.

Now, read the following claims and provide an answer:

1. The neon lights are bigger than Hachiko's statue.
 - a. Yes
 - b. No
 - c. Does not say
2. Hachiko was born in Tokyo in 1923.
 - a. Yes
 - b. No
 - c. Does not say
3. The professor dies from a heart attack.
 - a. Yes
 - b. No

¹ The text is adapted from: <https://www.usingenglish.com/comprehension/10.html>

- c. Does not say
- 4. The statue of Hachiko is inside the station.
 - a. Yes
 - b. No
 - c. Does not say
- 5. The professor worked at a secondary school.
 - a. Yes
 - b. No
 - c. Does not say

Questions for discussion:

Was the text difficult to understand?

Which questions were the easiest to answer and which were more difficult?

SESSION 2

2.1 Numeracy: Math Games

Please download and play the mobile application game: [Math Games – Brain Workout](#), following the instructions by your trainer.

2.2 Numeracy: Planning a holiday

In the following exercise you are going to plan a family holiday with a duration of 7 days. You are travelling from Tirana with your parents and brother. You have three possible destinations you can choose. You are provided with information regarding the distance, price per kilometer, average price of accommodation and average price of meals in restaurants. Select the destination that is the least costly.

The information you need is presented in the table below:

	Parga	Budva	Dubrovnik
Distance from Tirana (km)	385	175	266
Price of bus per km (EUR)	0.2	0.21	0.75
Average price of accommodation per day (for four people)	30	25	30
Average price of meal in restaurants per person (EUR) / you need to calculate three meals per day	15	20	25

Discussion:

Which is the cheapest option?

Which is the most expensive one?

Was the task difficult?

How did you come up with the answer?

SESSION 3

3.1 Reading / Creative thinking

Following the instructions of the trainer, complete the exercise.

First, you need to read carefully the text below.

Second, you have to identify relevant keywords from the text hidden in the puzzle.

Then, you have to form a sentence using the keywords you have identified.

Setting an example²

Cristina Tanase, 29, from Giugiu, Romania is leading by example to prove it is possible to be Roma and successful. Born into a Rudari Roma family, the youngest of five children with three older sisters and a brother, she admits she wasn't very good at school to begin with. Like many young Roma girls, she expected to leave school early, get married and have children. However, an opportunity to mix with other people from different cultures inspired her to change her outlook on life and concentrate on her education. Now, she is a teacher and a passionate activist working with Save the Children Romania as a project manager. She specializes in educational initiatives within the Roma community where there is a very high percentage of children who do not go to school. One of the projects Cristina is involved with is a specially devised 42-day programme to integrate Roma children, between three and six-years-old, with youngsters from other communities. The aim is to prepare them for mixing with students from different backgrounds at school. "I really love to see the look on the faces of the children as they get involved with the activities. We have so far integrated more than 500 children into schools over the last three years as a result of this programme," said Cristina, whose own background means she can identify with the children she mentors. "Being Roma working for Roma I understand better the culture, what is needed and the problems many of these children face every day," she said. "My parents did not have much education. My father left school after 8th grade and my mother after 4th grade but they both wanted much more for their children. "I was not very good in school to begin with but by going to church regularly I got to mix with other people, experience different cultures and get involved in activities with other communities." Cristina realized that if she wanted to succeed in life she would have to do better. Years of study paid off as she went to High School, on to college and then got a scholarship for university. "Now, I want to show children that it doesn't matter if they are Roma or Romanian, rich or poor, we are all the same and we can all be successful." said Cristina.

² *Stories About Roma People: Stopping Discrimination Against Roma*, available at: http://ec.europa.eu/newsroom/document.cfm?doc_id=44176

Now, find the keywords in the puzzle below.

P	R	O	G	R	A	M	M	E	A	E	R	V	S	D	C	B	S	N	M
S	C	C	D	X	E	Y	I	Z	H	L	K	T	V	W	O	A	M	C	C
C	V	E	R	E	X	A	M	P	L	E	V	B	N	R	M	B	E	V	E
F	H	E	C	S	W	C	A	B	T	Y	H	J	K	L	M	V	L	S	W
E	F	G	C	R	Q	T	Y	C	Y	W	A	S	S	I	U	V	B	C	M
T	R	Q	D	U	T	I	O	Y	P	X	W	U	J	D	N	S	O	C	L
A	C	I	S	E	T	V	R	I	P	C	C	S	Y	B	I	C	R	X	E
N	Q	N	E	M	F	I	C	F	B	C	X	R	U	E	T	A	P	A	A
O	X	T	V	X	W	S	Q	B	E	J	K	L	U	T	Y	C	E	R	V
I	X	E	T	G	X	T	A	S	W	D	F	E	C	G	H	I	S	J	E
S	X	G	O	W	S	G	S	T	V	J	U	Q	X	G	R	T	C	V	S
S	T	R	T	X	Q	F	A	G	T	C	G	C	X	Q	Y	X	Y	I	C
A	X	A	X	V	U	E	T	N	V	D	H	T	A	C	J	L	O	W	H
P	X	T	E	L	F	A	E	T	V	N	O	N	E	T	C	B	T	O	O
A	R	E	X	F	N	Y	U	E	W	T	I	N	T	I	I	O	T	T	O
C	V	Y	T	I	N	U	T	R	O	P	P	O	Q	E	C	O	I	T	L
X	F	T	Y	V	N	D	H	I	O	V	A	E	R	V	Y	U	N	C	H
X	V	N	T	C	D	E	T	B	J	K	D	E	T	V	W	Q	T	V	O
X	E	W	E	D	U	C	A	T	I	O	N	S	W	T	U	I	C	V	O
C	U	L	T	U	R	E	W	C	T	I	C	A	D	A	M	O	R	J	I

Finally, you need to construct a sentence with the words you have identified.

Was the exercise difficult?

How much time did you take to complete the exercise?

3.2 Reading and numeracy

Follow the instructions of the trainer and complete the exercise.

Scenario:

You are traveling from Skopje to Naples by plane. There is no direct line between the two cities, so you will need to transfer between flights. You are going to travel from Skopje to Zagreb with Croatia Airlines, and take a Wizz Air flight to Naples. However, you are travelling on a tight budget. You have booked flights that allow only hand baggage. For this, you need to check both companies' baggage policies to know what you are allowed to take with you. Read the texts and answer the questions.

Croatia Airlines

Hand baggage allowance

Economy Class passengers: 1 piece

- max. weight 8 kg
- total sum of dimensions up to 115 cm (55x40x20)

Business Class passengers: 2 pieces

- max. weight per piece 8 kg
- total sum of dimensions up to 115 cm (55x40x20) or 57x54x15cm if it is a foldable garment bag

In exceptional cases, depending on the type of aircraft, hand baggage allowance for Business Class passengers can be restricted to 1 piece.

Baggage that does not conform to the prescribed dimensions/weight will not be accepted as hand baggage and can only be transported as checked baggage. In some cases, this entails additional charges.

What to take additionally?

Each passenger may additionally take:

- 1 personal item with a maximum size of 40x30x10 cm (16x12x4 in) into the passenger cabin

(e.g. 1 ladies hand bag or 1 laptop or 1 shoulder-strapped bag)

In addition to 1 personal item, each passenger travelling with a child under 2 years of age is also entitled to:

- 1 infant's carrying basket or 1 fully collapsible stroller/pushchair or 1 car seat
- Infant's food for consumption on board.

*Carrying baskets, strollers and car seats have to be handed over at the gate or before boarding the aircraft. Only car seats can be accepted on board, provided that they are carried on a separate seat purchased for the infant.

In addition to 1 personal item, disabled passengers may also take:

1 pair of crutches and/or braces or any other prosthetic device

Wizz Air

When flying with WIZZ, each person can bring:

- one item of hand luggage, no larger than 55 x 40 x 23 cm, maximum 10kg weight.
- up to six items of checked-in baggage, weighing no more than 32kgs each
- duty-free items purchased at the airport after security checks

Additional items on board

You can take the following items on board free of charge:

1. a coat or blanket
2. mobile phone
3. reading material for the flight
4. for children younger than two: food for the duration of the flight and a foldable baby stroller or a small crib
5. a pair of crutches for physically disabled passengers

Questions:

1. How many pieces of luggage you can take as hand baggage (combined policies)?
2. What are the allowed dimensions of hand baggage (combined policies)?
3. Can you also bring a purse (combined policies)?
4. What is the allowed weight of your hand baggage (combined policies)?

SESSION 4

4.1 Writing: Writing an essay

The exercise is focused on strengthening your writing skills.

Write a short 500-words essay on the topic: "When I was a child I wanted to be..."

4.2 Writing: Writing a formal letter

The exercise aims to strengthen your skills for writing formal letters.

Writing a formal letter

Write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language / jargon.

Addresses: Your address should be written in the top right-hand corner of the letter. The address of the person you are writing to should be written on the left, starting below your address.

Greeting: It is common to use a formal greeting, such as Dear Sir or Madam, in cases when you do not know the name of the person you are writing to. It is always advisable to try to find out the name of the person you are writing to. If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only.

First paragraph: The first paragraph should be short and state the purpose of the letter. The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. This part should not be very long, so keep the information to the essentials and concentrate on organizing it in a clear and logical manner rather than expanding too much.

Last paragraph: The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Ending a letter: Formal letters usually end with a formal greeting, such as: Yours Faithfully. If you do not know the name of the person, end the letter this way.

Using the instructions, write a formal letter according to one of the two scenarios.

Scenario 1:

You are sending an application for a university scholarship. Along with the necessary documentation you need to write a formal letter explaining your motivation to study at the university.

Scenario 2:

You are a member of a local community of activists. Your community has a frequent problem with flooding during heavy rain due to lack of proper atmospheric sewer. You are writing a letter to the Mayor of your city, explaining your problem and the desire to meet him and discuss the matter.

SESSION 5

5.1 Communication and active listening

The aim of this exercise is to put into practice the communication skills you learned about in the previous sessions. You will work in pairs of two.

Following the instructions of the trainer, you and your partner are assigned to replicate a picture. Only verbal instructions can be provided, and no eye contact, or any other type of contact is allowed.

You have 10 minutes to complete the exercise. The pair that has produced the most accurate replica is the winner.

5.2 Active listening 1

FOR THE STUDENT

This session is devoted to active listening.

Topics to be covered:

What is active listening;

Why is active listening important in everyday life and at work;

The methods of active listening;

The most common techniques in active listening.

Review the active listening techniques presented in the table below. Have you used any of them so far?

Active listening techniques

Technique	Goal	Method	Examples
Encouraging	<ol style="list-style-type: none"> 1. To show interest 2. To maintain conversation 	<ul style="list-style-type: none"> • Without “agreeing to disagree” • Use neutral terms with a positive tone of voice 	<ol style="list-style-type: none"> 1. “I see...” 2. “This is interesting.” 3. “A-ha...”
Extorting	<ol style="list-style-type: none"> 1. To gather relevant information 2. To stimulate others to reveal their concerns 3. To establish a climate of open communication 	<ul style="list-style-type: none"> • Ask open, unobtrusive questions • Do not express consent or disagreement • Use stimulating body language, such as nodding 	<ol style="list-style-type: none"> 1. “What are you concerned about?” 2. “Why is this important to you?” 3. “How does the affect you?”
Reaffirming	<ol style="list-style-type: none"> 1. To show others that you are listening carefully and that you are trying to understand them 2. Confirm your understanding of what has been said 	<ul style="list-style-type: none"> • Paraphrase the points of the other person • Avoid value judgments or imposition of an opinion • Asking for confirmation 	<ol style="list-style-type: none"> 1. “In other words, you have concluded that...” 2. “So this is how you look at the problem ...” 3. “Would you be correct to say ...”
Explanatory	<ol style="list-style-type: none"> 1. Discover latent or unspoken worries 2. Understand ambiguous or vague statements 3. Test interpretations 	<ul style="list-style-type: none"> • Avoid frequent interruption • Provide focused and open-ended questions • Ask for more detailed explanations 	<ol style="list-style-type: none"> 1. “I’m not sure what you mean by ...” 2. “Can you tell me more about the meaning of ...?” 3. “What makes you believe that ...?”

SESSION 6

6.1 ICT Self-assessment

Please conduct the following self-assessment. Mark the response that corresponds to your abilities:

	Yes	Not sure, but likely	No
Can you turn on/off a computer?			
Can you open, use and close programmes from the start menu?			
Do you know what an "icon" is and what to do with it?			
Do you know how to use a mouse to "drag" an item?			
Do you know how to reboot your computer?			
If you have a programme /file on a USB stick or a CD, do you know how to tell the computer to run / open it?			
Do you know how to open more than one programme at a time and move between them?			
Do you know how to search for a file on your computer?			
Do you know how to create a folder?			
Do you know how to save files to a desktop folder, hard drive or disk?			
Can you remove programmes that are not used via the add/remove programmes feature?			

Do you know how to install or upgrade an application?			
Do you know what font or typeface is?			
Do you know how to edit, copy, cut and paste a block of text?			
Do you know how to insert and remove/modify margins, tabs, headers, footers, page numbers and line spacing in your word processor?			
Do you know how to change text fonts, size, color and style?			
Do you know how to insert graphics and other files (spreadsheets, other documents) into a document?			
Do you know how to "save as" in order to change the format of the document you are saving from one type of word processing programme to another?			
Do you have an e-mail address that you regularly use?			
Do you know how to compose, send, reply to and forward e-mail messages?			
Do you know how to send an attachment as part of an e-mail message?			
Have you ever used more than one browser (Google Chrome, Internet Explorer, Mozilla, Opera)?			
Can you create presentations using wizards, design templates or blank layouts?			
Can you create individual slides using standard layouts and designs?			

Do you know how to change text fonts, add bullets or numbers to slide content?			
Can you add objects (e.g. clip art, pictures, video clips, sound) to your presentation?			
Do you know how to add animations and transitions to slides?			
Do you know how to include tables and charts in your presentation?			
Can you navigate between slides and switch between different views (slide, outline, etc.)?			

6.2 Introduction to Microsoft Office Word 1

Topics to be covered:

Introduction to Microsoft Office Word;

Opening a new document;

Saving a document;

Saving a document under a new name;

Changing fonts;

Changing colors of font;

Highlighting text;

Changing line spacing;

Changing page layout and page margins;

Changing font size.

Exercise: reproduce the following text in Microsoft Office Word:

"Dimitrinka works part-time as a health mediator in the Bulgarian village where she grew up while studying **to be a nurse in the capital, Sofia**. The twenty-six year old knows she's bucking the odds: fewer than half of one percent of Bulgarian Roma obtain degrees in higher education. (Times New Roman, 10pts, line spacing 1.5).

But she has a grant from the **Roma Education Fund**, and a deep conviction that education is the key to success and integration. (Arial, 10pts.)

"For me, integration means education. That's what integration is—equal access to good education for all. **The (Roma) community should also adopt it as a value.**

Education should be a value, and opportunities should exist for getting it, because not everyone can afford it now," Dimitrinka says. (Verdana, 10 pts., line spacing 1.5)

Her **ambitions** as a parent are likely to multiply her family's successes. She points to her 7-year old son Tsvetan and says: "I want to see him be **successful**, I want to see him well-educated, speaking several languages and living a good life³." (Arial, 12 pts., line spacing 1.5)

The document should be saved under the name: StoryOfDimitrinka.doc

³ Source: Replicating Roma Success Stories in Bulgaria, <http://www.worldbank.org/en/results/2013/09/11/replicating-roma-success-stories-in-bulgaria>

SESSION 7

7.1 Introduction to Microsoft Office Word 2

Introduction to Microsoft Word 2.

Topics to be covered:

Editing tables;

Inserting and formatting pictures;

Using SmartArt.

The aim of this exercise is to promote the use of Microsoft Office Word. After learning the basic functionalities for text processing, this exercise involves the use of other features, such as drawing tables, inserting pictures and SmartArt.

Replicate the following table in Microsoft Office Word:

1	2	3	4
one			
	<u>two</u>		
		three	

7.2 Introduction to Microsoft Office Excel 1

The aim of this exercise is to introduce the basic functionalities of Microsoft Office Excel.

Topics to be covered:

Introduction to Microsoft Office Excel;

Opening a new workbook;

Saving a workbook;

Saving a workbook under a new name;

Changing sheets;

Changing names of sheets;

Formulas.

Using the formulas, please complete the following calculations:

Item	Price of single item	Number of Items needed	Total price
Can of Coca Cola	0.5 EUR	27	
Pizza	5 EUR	6	
Bottle of water	0.23 EUR	16	
Napkins	0.012	45	
Total price			

SESSION 8

8.1 Introduction to Microsoft Office Excel 2

The aim of this exercise is to promote the use of Microsoft Office Excel among the students. After learning the basic functionalities of Microsoft Office Excel, this exercise involves the use of formulas, as well as creating of charts.

Using the formulas, please complete the following calculations:

Employee	Price per hour	Number of hours worked	Total fee
Mirela	9 EUR	135	
Jasna	10.5 EUR	246	
Ivan	15 EUR	78	
Ramiz	13.3 EUR	125	
Total			

Calculate the overtime individual fees of the employees.

Calculate the total costs for overtime fees.

Create a chart displaying the distribution of fees.

Create a chart displaying the distribution of overtime hours.

8.2 Problem solving 1

Read the following text:

“Problem solving is an integral part of work and daily life. Problems are often defined as situations in which people do not immediately know what to do to achieve their goals due to obstacles or challenges of some kind. To solve problems, individuals must thus be able to access and process information, evaluate the consequences of possible choices, and learn from previous steps. Problem solving tends to be required whenever people encounter a new situation. As our home and work environments frequently change, our routine behaviors quickly become outmoded, and it often becomes necessary to find new ways to achieve our goals. Given the pace of economic and social change in contemporary society, most adults now need higher levels of problem-solving skills than were called for in the past...”

Source: *OECD Skills Studies: Adults, Computers and Problem Solving: What's the Problem?*. OECD, 2015

Key words:

Problem solving	The process of finding solutions to difficult or complex issues.
Information	Facts provided or learned about something or someone.
Information processing	Interpreting incoming information to make a response suitable within the context of an objective, problem, or situation.
Evaluation	The making of a judgement about the amount, number, or value of something; assessment.
Problem-solving skills	Problem solving requires two distinct types of mental skill, analytical and creative. Analytical or logical thinking includes skills such as ordering, comparing, contrasting, evaluating and selecting. Creative thinking refers to using the imagination to create a large range of ideas for solutions.

We all solve problems on a daily basis, at school, at work and in our everyday lives. For coming up with an effective solution of a problem, there are several steps or stages:

1) Identification of the problem

- Finding out what is the exact problem
- Gathering information systematically
- Summarizing information

2) Managing the problem

- Breaking down a problem into smaller parts
- Defining and considering different options
- Analyzing the possible effectiveness of these options in greater depth

3) Decision-making

- deciding between the possible options for what action to take

4) Resolving the problem

- Implementing action
- Evaluation progress

5) Evaluation of the results

- Reviewing the problem and problem-solving process to avoid similar situations in future

SESSION 9

9.1 Problem solving 2

Follow the instructions of the trainer about individual / group work.

Read the following text:

“There are four people who need to get to the other side of a bridge, each with their own time needed to get across said bridge. However, the bridge can only support two of them for each trip (and the person with the longer time is counted when traveling in the pair). It is dark and there is only one torch so a person who has crossed the bridge has to come back for a return trip in order to lead another person across once again.

Person A can get across in 1 minute, Person B does it in 2 minutes, Person C crosses in 5 and the slowest, person D can get across in 10 minutes. You need to get everybody to the other side in under 17 minutes, or the zombies will reach the four passengers.”

The person / team that solves the puzzle first is the winner!

Did you come up with a solution?

Did you come up with the solution fast?

How did you come up with the solution?

9.2 Collecting Information Over the Internet

The objective of this part of the session is to develop your skills accessing the Internet, using the Internet for searching for information, interacting over the Internet, downloading files. For this session, a personal computer or smart device and Internet access is necessary.

Topics to be covered:

Introduction to Internet;

Conducting an online search for information using different search engines and tools;

Evaluating information: considering the authority, timeliness and relevance of sources to ensure validity.

9.3 Using the Internet to Access Information

This exercise requires from you to put into practice your Internet skills.

In the table below, there is a list of questions you need to find the answers for online. For every answer you provide you will also have to cite the source.

You have 20 minutes to complete the exercise.

	Zagreb	Ljubljana	Athens	Krakov
Population (number)				
Founded in...				
Rate of unemployment				
Celebrity born here				
Best restaurant in...				
Most famous tourist attraction				
Average salary				
River running through the city				
Most famous historical landmark				

SESSION 10

10.1 Using ICT in teamwork: Introduction to Asana

Topics to be covered:

How can ICT help in team management?

What is Asana

Which are the basic features of Asana

Setting up an Asana profile

Development of projects and teams in Asana

10.2 Using ICT in teamwork

Following the instructions of the trainer, please conduct the following role play exercises:

Scenario 1:

Your team has been given the task of planning a business trip for a group of four. They need to travel from Sofia to Berlin, next week, from Monday to Thursday. They prefer to travel by plane, but they have a limited budget of 1,100 EUR. You will also need to arrange airport transfer / rent a car, and accommodation in a four-star hotel for 1,400 EUR in total. You will also need to collect information about restaurant prices near the hotel and arrange them according to proximity and price. Finally, you need to gather information about the ticket prices for the major attractions in Berlin. All relevant information needs to be presented in one document, under relevant sections and subsections.

Scenario 2:

Your client wants to buy a business package for mobile phone line and phones for its 20 employees. Some of the employees have frequent business trips, so having a roaming business package as well would be an advantage. The client wants to purchase 15 Samsung A5 phones for the employees and 5 Samsung S8 for members of management. Your team needs to find the least expensive package for phone line and smartphones. You need to display data by average monthly costs, services included in the price, roaming costs, as well as phone prices. You need to display all information by mobile operator, and finally recommend the most cost-effective option.

SESSION 11

11.1 Introduction to Email 1

The aim of the exercise is to introduce you to emailing as a form of written communication.

Topics to be covered:

Introduction to Microsoft Office Outlook;

Opening an email account;

Checking unread email;

Creating a new email;

Saving an email contact;

Sending an email;

Sending an email to multiple contacts.

Do you have an email account? Have you ever written an email? If you do, please share your experience with emailing.

Following the instructions of the trainer, write and send an email.

11.2 Introduction to Email 2

The aim of the exercise is to teach you some of Microsoft Office Outlook's features.

Topics to be covered:

Replying to an email;

Forwarding an email;

Sending an email attachment;

Sending a delayed email;

Creating an email signature.

Follow the instructions of the trainer and complete the exercise according to the scenario:

You need to write an email confirming their hotel reservation. The email should be sent to email addresses of the hotel, you colleague who is traveling with you, and your boss. You need to attach copies of your travel documents. The email sending should be delayed for 5 minutes. Your email needs to be automatically signed, with your first and last name, position, and company. After you have sent the email, forward it to another colleague.

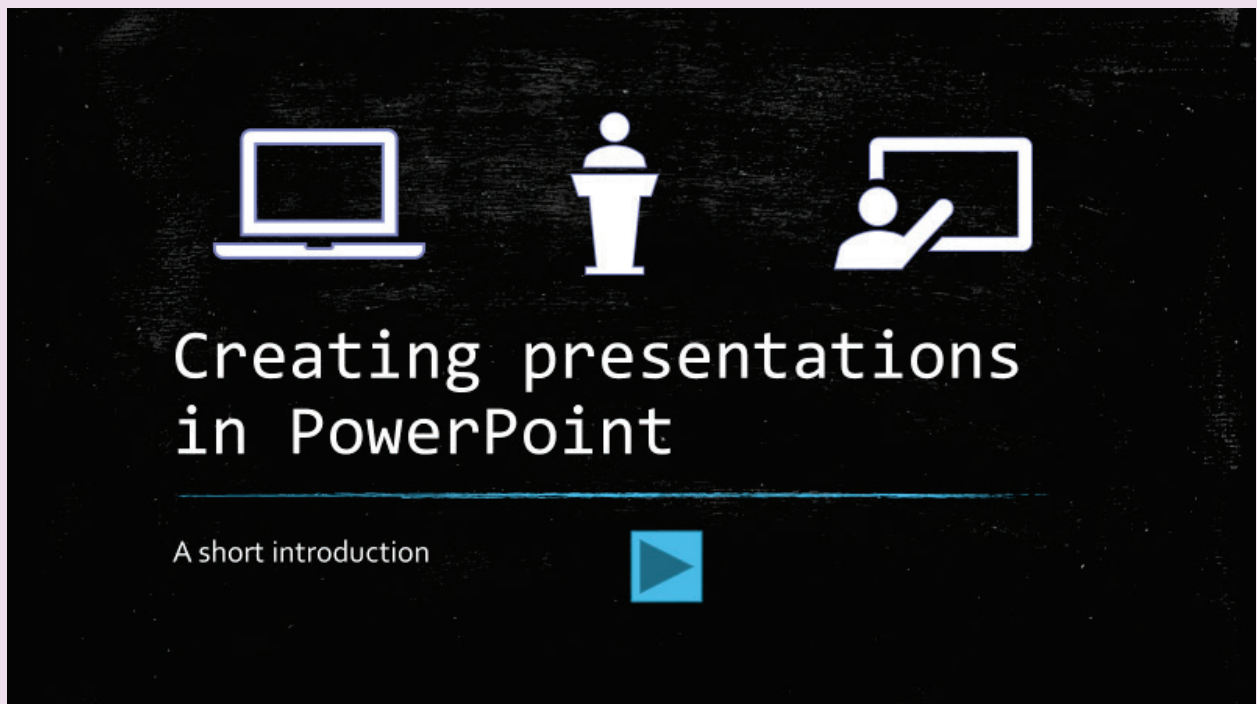
SESSION 12

12.1 Introduction to Microsoft Office PowerPoint 1

Topics to be covered:

Introduction to Microsoft Office PowerPoint;
Opening a new presentation;
Saving a presentation;
Saving a presentation under a new name;
Design of presentation: templates, fonts, layout;
Changing fonts;
Changing colors of font;
Adding animations;
Adding tables;
Adding charts;
Changing font size.

Following the instructions of the trainer, create this title page of a presentation in Microsoft Office PowerPoint.



After you have designed the title slide of the presentation, add animations to all objects on the slide.

12.2 Introduction to Microsoft Office PowerPoint 2

The aim of the exercise is to teach you some of the general rules for creating effective presentations in Microsoft Office PowerPoint.

General rules when creating PowerPoint presentations

Use slides to	Don't use slides to
Focus the attention of the audience	Impress the audience with details and animations
To confirm your verbal message (not to represent the whole message)	Avoid interaction with the audience
Stimulate interest	More than one idea per slide
Illustrate ideas that are hard to visualize	Present simple ideas that can be explained verbally

When creating PowerPoint presentations bear in mind the following rules:

1. Use the slide sparingly;
 - a. 1 slide per two minutes of speech;
2. One key idea per slide;
 - a. The opposite can create dispersion of attention among the audience;
3. Legible words and figures;
 - a. Front size of at least 20pts
4. Careful use of colors
 - a. Not more than three colors per slide
 - b. Contrast colors
5. Use of pictures that support the ideas of the presentation;
6. Charts
 - a. When possible use charts instead of tables
7. Avoid using animations, or use animations in rare cases, when their function is to illustrate the idea better;
8. Use the same slide design for the whole presentation;
9. If you intend to print your presentation, the background should be white.

Now, create a PowerPoint presentation on the topic: My favorite travel destination.

SESSION 13

13.1 Introduction to active listening

The aim of the exercise is to practice active listening skills and techniques. Follow the instructions of the trainers and complete the exercise with your partner.

13.2 Active listening: One-word story

This exercise is related to active listening, clear pronunciation and intonation and memory. You are going to write a story with your peers. Follow the instruction of the trainer and write the story.

Questions for discussion:

Did you manage to stay concentrated throughout the exercise?

Was it difficult to stay concentrated?

Was it difficult to be creative and come up with new words?

SESSION 14

14.1 Organization and time management


Read the list of items and select the option that corresponds to your experience.

	Quite often	Often	Sometimes	Rarely	Never
I miss important deadlines at work.					
My colleagues have to wait for me to complete my part of the work.					
I set goals for myself at work.					
I start projects that I just cannot seem to finish.					
I devote much work on minor details.					
I cannot express myself in writing.					
My workspace is tidy and pile-free.					
I arrive to work on time.					
I forget important events (deadlines, meetings).					
I check my work multiple times to avoid mistakes.					
I underestimate the time it will take me to finish a project or assignment at work.					
I misplace important items at work.					
I keep important work items in the same place.					
I arrange my work materials according to a system.					
When faced with a challenging project, I find it difficult to keep myself on the task.					

Whenever possible, I schedule the more important tasks at work during the time of day when I am most productive.					
When I am learning or gathering new information, I have a systematic way of doing so (highlighting, making charts or outlines, color coding, etc.).					
I work on tasks in order of importance.					
I put things back in their proper place when I'm finished using them.					

14.2 Organization and time management in a team

You are a part of the team competing against other teams in arranging a deck of cards according to the instructions below. The cards need to be positioned in tidy rows, with no cards touching. You have five minutes to agree upon a strategy and team roles with your teammates. The winning team is the one that will complete the task in the shortest amount of time.

	A 9 J 2 Q 10 8 3 7 K 4 6 5
	A 9 J 2 Q 10 8 3 7 K 4 6 5
	A 9 J 2 Q 10 8 3 7 K 4 6 5
	A 9 J 2 Q 10 8 3 7 K 4 6 5

SESSION 15

15.1 Active listening: role-play

Follow the instructions of the trainer and participate in the exercise:

Scenario 1:

Maya works in a boutique. Jelena is buying a dress for her sister's wedding. This is a very special occasion for her and she wants to look her best. She is buying not one, but two dresses. However, she wants the dresses to be completely different.

Scenario 2:

Irfan is the manager of a small mobile phone repair shop. Today, he has received a call from an angry client about a repair that has gone wrong. The client wants a refund in the amount of a new device. The client says his phone was completely ruined by an employee – Adnan. Adnan, on the other hand, is one of Irfan's best workers. Irfan has to learn the whole story. He decided he wants to hear both sides. For this, he calls Adnan into his office for a talk.

Scenario 3:

Latifa works in customer support in a company selling bed mattresses. She receives a call from an angry client who says he is not satisfied with his new purchase and he wants a complete refund. This is a regular customer, and Latifa does not want his company to lose his monthly purchases. However, the trial period has expired, and the mattress can be returned only in the case of a production error. Latifa tries to calm the client and to see what the actual problem is.

15.2 Active listening in conflict situations

The aim of this exercise is to strengthen active listening skills and techniques, applied to different situations in everyday life and work.

Following the instructions of the trainer, you will work in a group. The exercise involved role-play according to a pre-set scenario.

Scenario 1:

John is managing a team of co-workers on a project. The deadline of the project is tonight. However, the project is far from completed because of some kind of misunderstanding between the team members. John needs to get to the bottom of this and calls everyone for a team meeting. He notices a lot of tension in the room, and once he asks the first question, everyone starts arguing. John needs to find out what the problem is and to resolve it as soon as possible.

Scenario 2:

Lanita comes home from a short vacation finding the apartment in a complete mess. There is paint on the walls, broken glass on the floor, the furniture in a mess, and a lot of empty alcohol bottles all around the apartment. Lindita's three children, Sara, Mustafa and Adnan are in their rooms. No one wants to tell what has happened. When Lindita puts pressure on them to find out the truth, an argument starts between the two brothers and the sister. She needs to know who is responsible for this mess, and her children do not seem to be willing to tell what happened.

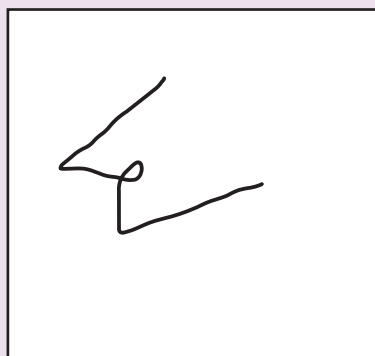
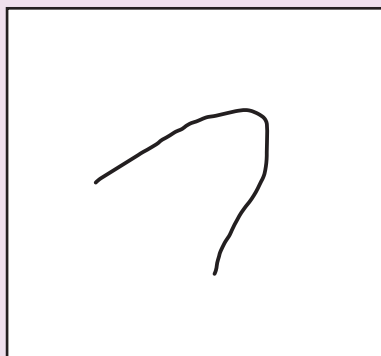
Scenario 3:

Azra has been working in the customer service department in a company that sells PCs. Her latest clients are a family that has bought a computer three days ago. The computer cannot be turned on. The family says that the computer is faulty, but Azra suspects that something else has happened. However, when she starts asking questions, the family gives vague answers, and they provide information that is sometimes conflicting. As she starts asking more questions, the family becomes nervous, and they start arguing with Azra, threatening to report her to her supervisor. Azra needs to find out what happened to this computer.

SESSION 16

16.1 Strategic & innovative thinking

On these pieces of paper there are unfinished drawings. Please finish the drawings in a way that they represent an object from reality. Use your imagination.



16.2 Communication skills: Nonverbal communication

The aim of this exercise is to place focus on non-verbal communication.

Nonverbal communication is a form of interaction between persons without using verbal cues.

Nonverbal communication includes the use of visual signs such as body language, physical appearance, voice and touch:

- Facial expressions – our faces are extremely expressive, and our facial expression are universal: happiness, sadness, anger, surprise, fear, etc.
- Body movement – the way we stand, sit, walk, our posture.
- Gestures – using our hands to convey meaning or strengthen our verbal messages can have different meaning across cultures.
- Eye contact – an important aspect of nonverbal communication, communicating interest, affection, hostility, attraction, etc.
- Touch – a handshake, a tap on the shoulder, a hug.
- Space – which can communicate many different nonverbal messages, intimacy and affection, aggression or dominance.
- Voice – we communicate by not what we say, but how we say it.

Following the instructions of the trainer, using nonverbal communication signs, recreate the emotion that is written on the piece of paper you chose. Then, try to guess which emotions have inspired the performances of your peers.

Discussion:

Did you and your peers come up with different answers?

Was it difficult to express the emotion?

SESSION 17

17.2 Nonverbal Communication 2

This exercise is a continuation of the nonverbal communication session. You are going to participate in the creation of a silent movie. You may belong to the group of screenwriters, actors or audience.

Follow the instructions of the trainer. It is expected to switch roles after the scene has been played.

The screenwriter groups should write short scenario a silent movie scene. The actors will play the scene according the scenario. The audience will watch and comment. Only nonverbal expressions are allowed in the movie.

Were you able to understand the stories of your peers?

SESSION 18

18.1 Creative thinking

For completing this exercise, you will need to think of creative solutions.

You have been given 6 matchsticks. Your task is to create four triangles with the matchsticks. The 6 matchsticks are the only resource you can use to complete the exercise.

18.2 Logic games

Please play the mobile app game: Skillz – Logical Brain, following the instructions by your trainer.

SESSION 19

19.1 Negotiation skills

Negotiation involves two (or more) parties with competitive or conflicting interests or needs, working on an agreement on how to cooperate. Conflicting parties often enter into negotiations knowing the desired outcome. Therefore, they are often blind to alternative solutions and are not very creative.

Efforts are needed to find several possible and desired solutions that are in line with the common interests of the conflicting parties. Success in finding solutions from which both sides are profitable is key to Win / Win negotiations.

Negotiation is the most effective response to a conflict when:

- both sides want to get something;
- both have a certain power;
- there is interdependence.

Negotiation involves listening on both sides, seeking common areas of interest and consent.

Generally, there are several skills related to effectively resolving disagreements in the negotiation process:

- Diagnosis: identifying spheres of agreement and spheres of disruption.
- Initiation: disassembling the surface.
- Listening: listening not only speaks the affected side, but also the emotional aspects.
- Problem solving: a multi-step process involving data collection, analysis of their significance, consideration of alternatives, identifying solutions and developing a plan of action.

Effective negotiation skills:

- Analysis of the problem
 - determining the interests of each party;
 - a detailed analysis of the facts;
 - precise identification of the problem, stakeholders and possible solutions.
- Preparation
 - setting goals;
 - possible areas for making concessions;
 - alternative solutions;
 - analysis but possible past disagreements and solutions.
- Active listening
 - reading the body language
 - finding spheres of possible compromise

- Emotional control
 - refraining from showing emotions
 - excessive emotional involvement can hinder acceptance of compromise, i.e. all-or-nothing approach
 - lack of emotional control can lead to interruption of communication
- Verbal communication
 - clarity and precision in claiming
 -
- Collaboration and teamwork
 - maintaining the atmosphere of cooperation
 - avoiding distractions

Negotiation styles

Competition (I win - You lose / My way)

Negotiators with this style tend to meet their needs, even when it is to the detriment of others. It is not deliberate, but simply focused heavily on one's own interest. Often choose different tactics and power, including their personality, position, economic threats.

Withdrawal (I Lose - You Win / Your way)

This is contrary to the competitive style. This type of negotiators find that the best way to calm the conflict is to give the other party what it wants. Usually these people are liked by colleagues.

Avoidance (I Lose - You Lose / No Way)

This negotiator does not enter a conflict. Instead of talking directly about the problem, you can turn to avoidance. This can often be a reaction to many competitive negotiators as well. Often it can lead to termination of negotiations without a positive resolution for either side.

Compromise (I Lose / Win Some - You Lose / Win Some / Halfway)

This is the most common negotiation, but it is often an unwanted style and outcome. It means making concessions from both parties, that is, "to meet in the middle". What the compromise does not take into account is that those who had the most extreme starting position in the negotiations get more with the compromise.

Exercise

Give examples of life situations where you have applied the five negotiating styles. Why did you choose the particular negotiating style?

Did you get the desired outcome?

SESSION 20

20.1 Negotiation into practice

The following exercise will test your negotiation skills. Read the scenario you received from the trainer. Study the objectives of the exercise and develop a negotiation plan. You have 15 minutes for preparation.

You will be the winner if you manage to complete all the conditions stated in the scenario.

SESSION 21

21.1 Fact and opinion

In this session we are going to discuss the difference between a fact and an opinion.

Facts represent statements that can be proven. The facts may be true or false, but what is common to all of them is that they can be proven.

For example:

- Statistical data show that women live longer than men. (true statement)
- Albania is a member of the EU. (false statement)

Opinions represent statements that cannot be proven. We can discuss these statements and support are argumentation with facts, but opinions cannot be proven.

For example:

- Coca Cola is the best drink.
- History is the hardest subject.

Exercise:

You presented with a series of statements. Determine which of the following statements are facts, and which are opinions.

Statement	Fact	Opinion	Explain
George Washington was the first president of the USA.			
Lionel Messi is the greatest football player of all times.			
France is located in Asia.			
In most countries, only persons over the age of 18 are allowed to vote.			
Oranges contain calcium and vitamin C.			

The more money someone has the more successful they are.			
Vegetarians are healthier than people who eat meat.			
Brazil has won the most World Football Cups.			
Cell phones give you cancer.			
Cats are more loyal pets than dogs.			

21.2 Fact and opinion 2

This exercise is focused on the distinction between a fact and an opinion.

Please read the text and identify which of the statements are facts, and which are opinions. Write down the statements in the corresponding boxes of the tables below.

Sample text⁴:

"The fight for Europe's last untamed river"

The Vjosa in southern Albania is the last free-flowing river in Europe and is crucial to thousands of livelihoods. But the Balkan frenzy over hydropower threatens the future of the entire valley.

There is a strange melody to the banks of the Vjosa - at once peaceful and chaotic. The rumble of the water is followed by the jingle of goat bells. And then there's a bleating - not just from the animals themselves, but also from the shepherd Kadri.

"He's trying to make them sing!" laughs Eduart, another shepherd who brings his goats to drink here every day. For as long as the valley's residents can remember, the wind has carried this soothing cacophony from one bank of the river to the other.

⁴ Authors: Marion Dautry, Margaux Benn, from 24.08.2017, source: <https://www.dw.com/en/the-fight-for-europes-last-untamed-river/a-40044174>

Kadri and Eduart were born in Kutë, a centuries-old hamlet cradled in the hills of the Vjosa valley. Most residents of Kutë and other villages near the river are farmers who live off their crops and livestock and sell the surplus for profit.

But this ancient way of life could soon be over.

Flamingos and eels

Two large hydropower plants are planned in the nearby towns of Kalivaç and Poçëm. If they are built, dams will flood thousands of acres of pasture and arable land, forcing hundreds of families from their homes.

"I am very afraid because I know nothing other than taking care of the goats," Kadri told DW. "The dam will change our lives, it will change everything."

It would also disrupt the last, large, free-flowing river system in Europe, outside the Arctic. The Vjosa runs some 270 kilometers (168 miles), from the mountains of northern Greece, across the lush plains of southern Albania, and into the Ionian Sea. It's dotted with canyons, islands and oxbows that give the area its moniker, "the blue heart of Europe."

As well as an essential source of water for water agriculture, it is also a biodiversity hotspot, home to the endangered European eel and greater flamingo.

Scientists say it may host a number of other endemic species. No in-depth biological survey has ever been conducted and building the dams would prevent scientists from ever studying the habitat as an untamed waterway.

Balkan hydropower fever

Across the Balkan region, an estimated 2,700 hydroelectric plants are planned or already under construction. According to a December 2015 report by finance watchdog Bankwatch, about half these projects are in protected natural areas.

Environmental group EcoAlbania has identified 45 hydropower plant projects along the Vjosa that would transform sections of the river into cascades, disrupting ecosystems and forcing thousands of people into exodus.

Many of the projects date back to a wave of concessions for small hydropower plants issued in the 2000s, partly in response to the EU's burgeoning interest in renewable energy.

According to Bankwatch's Pippa Gallop, "it was also a new opportunity for shady deals, speculation and nepotism, spotted by local elites, as feed-in tariffs guarantee an income for small hydropower plants."

Albania and Bosnia-Herzegovina issued particularly high numbers of concessions between 2006 and 2009.

The region is plagued with corruption. And while rules on financial support for renewable energy have been updated in the EU, the Western Balkans still lag behind on reform.

In a bid to boost the share of renewables in their portfolios and demonstrate commitment to the "green energy transition," western European funds - including international development banks - are taking advantage of this.

Historic lawsuit

Olsi Nika, executive director of EcoAlbania, says wealthier European countries are taking liberties with ecological standards in "countries with weak legal frameworks, where democracy levels are low and corruption is high."

Hydropower is touted as a cheaper alternative to solar or wind power. But Nika says this doesn't account for environmental costs.

"Hydropower is renewable but it's not green," he told DW. "And the way it's being done, especially in the Balkans, is definitely not environmentally friendly."

Civil society organizations have had some success challenging hydropower projects in protected areas. Last May a court ruled against the construction of the hydropower plant in Poçëm, in Alban's first ever environmental lawsuit.

But the battle is far from over. The energy ministry appealed the decision. And, just a few weeks later, it launched a new open call for investors in the second dam, planned in Kalivaç."

After you have read the article, determine which sentences are facts, and which are opinions:

Fact	Opinion

SESSION 22

22.1 Innovative thinking

Read the following text:

Deniza has been looking for a job for a very long time. She has finished secondary school, and for several months she continuously sends job applications to job adds that match her skills and abilities, but which could also provide decent pay and good working conditions. She thought that an administrative job in an office would suit her well. She is young and eager to learn new things. However, her job searching effort did not provide good results. She was invited to a few job interviews, but all potential employers indicate her lack of foreign language skills and computer skills as a major disadvantage for getting a job. Deniza never got a positive response from a single job interview she went to. This discouraged her greatly. She was starting to get anxious. She needed a job, both to be able to feel independent, but also to help her family with household expenses. She has been thinking for a while to enroll in a course and try to learn some new skill. But being without a job, this meant that she would have to ask for money from her parents, and they already had too many things to worry about. Lately, her mother has been trying to convince her to take a job at the local textile factory, to work as a seamstress. The job did not require language and computer skills, and she could start anytime. But this job was hard, and the salary was very low. She knows this because some of her friends were working there. She really does not want this job; but she did not know what to do...

Follow the instructions of the trainer.

Write down your proposed solution for Deniza's problem. Do not repeat the solutions proposed by other participants.

Discuss the suggested solutions. Think about which are better and which would be less successful.

22.2 Logic games

Please play the mobile app game: Skillz – Logical Brain, following the instructions by your trainer.

SESSION 23

23.1 Public presentation: Interview

The exercise is a continuation of the sessions on public speaking.

In this exercise, you are going to practice the STAR technique for formulating responses to interview questions.

The STAR technique is a useful tool for formulating responses to interview questions. It is applicable in a variety of contexts, from job interviews, to educational purposes.

The STAR method is a structured manner of responding to a behavioral-based interview question by discussing the specific situation, task, action, and result of the situation you are describing.

S – Situation: Describe the situation and the task that you needed to accomplish. You must describe a specific event or situation. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

T – Task: What goal were you working toward?

A – Action: Describe the actions you took to address the situation with an appropriate amount of detail and keep the focus on you. What specific steps did you take and what was your particular contribution? Be careful that you don't describe what the team or group did when talking about a project, but what you actually did.

R – Result: Describe the outcome of your actions and don't be shy about taking credit for your behavior. What was accomplished, and what did you learn?

Sample questions:

1. Tell me about a difficult decision you've made in the last year.
2. Tell me about a time when you used good judgment and logic to solve a problem.
3. Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
4. Give me an example of a time when you motivated others.
5. Describe a time when you anticipated potential problems and developed preventive measures.
6. Tell me about a time when you were able to use persuasion to successfully convince someone to see things your way.
7. Tell me about a time when you excelled at school in a particular subject.
8. Tell me about how you coped to finish a task under a tight deadline.

SESSION 24

24.1 Skills application: role-play

In this exercise you are going to work together with your group on solving a problem. The problem is elaborated in Scenario 1 / Scenario 2 below. Follow the instructions and complete the exercise:

Scenario 1:

You are working in an NGO based in Skopje working on improving the social inclusion of Roma. You and your colleagues are organizing a three-day workshop for 15 youth workers from the region next week. You have to arrange travel, accommodation and meals for the duration of the workshop. Your total budget is 6000 EUR.

The participants are arriving from Tirana (4 participants), Thessaloniki (3 participants), Sofia (4 participants), Belgrade (2 participants) and Pristina (2 participants). The location of the workshop is Ohrid, Macedonia.

You need to complete the following tasks:

2. Create a budget for accommodation, meals and travel in Microsoft Excel (calculate expense according to specific items and per person);
3. Send the Excel spreadsheet via email to the travel agency (the other group). The email should be accompanied by a letter (prepared in Microsoft Word) explaining the general information about the activity, specific needs and details that should be taken into account in the planning process;
4. Communicate the details of the arrangements with the travel agency via email;
5. Review the proposals from the travel agency;
6. Confirm the arrangements with the travel agency.

You and the members of your team are supposed to communicate and collaborate using Asana, the team and project management software.

Scenario 2:

You are working in a travel agency based in Skopje. You received an email from an NGO for the organization of travel and accommodation arrangements for a workshop that is going to be organized next week. They have sent you their budget and other details regarding their engagement. You and your colleagues need to arrange the travel and accommodation of the participants. To complete your task, you will need to:

- Search accommodation and meal prices in the desired period and at the selected location (using the Internet search), and select options which correspond to the budget provided by the client;
- Create a list in Microsoft Excel or Microsoft Word, providing details about each of the options you consider suitable, with relevant calculations about the overall price per items and per participants;

- Communicate the findings via email (as email attachment) to the clients, and if necessary, make necessary adjustments;
- Confirm the arrangements with the clients.

You and the members of your team are supposed to communicate and collaborate using Asana, the team and project management software.

In organizing the travel arrangements, you can combine different modes of transportation of the participants, in order to meet budget limitations.



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

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.