CATLID

**Cultural Ambassadors
Target Loneliness through
Intercultural Dialogue**

HANDBOOK

PROJECT NUMBER

-2019-1 UK01-KA204-

INTRODUCTION

The project has been prepared to make a meaningful contribution to inter-cultural dialogue and addressing loneliness, both of which are identified by the European Commission, Member Governments and agencies engaged in local / regional strategic planning as important social issues to be addressed.

Each of the six partners will train and empower eight migrants to become community educators who will be a resource for intercultural dialogue. During the project the students were provided with presentation skills, increased cultural awareness, employability skills, increased confidence and communication skills. In addition, impact will help businesses to embrace diversity and better understand their customers, and will help the public sector and NGOs to better understand the background and plan for the needs of local citizens, as well as being active citizens and resources for community cohesion initiatives. Community educators will also be a resource for befriending people facing loneliness and enabling situations of mutual support and benefit.

1

In the CATLID project we will implement the following steps:

Develop a training course to equip migrants and refugees with the necessary skills to become Community Educators and share their cultural background.

Test the training course with eight migrants/refugees and organise a series of intercultural dialogue workshops to engage and share their cultural background,to engage and share with businesses, the public sector and NGOs.

In addition, organise intercultural dialogue workshops (knowledge parties) for migrants/refugees to share with people facing loneliness and facilitate ongoing engagement to provide everyone with the opportunity to expand their support/contact network.

Follow-up Knowledge Groups to create bonds of companionship between course participants and people facing loneliness to reduce their respective sense of isolation

Produce a series of best practice videos to promote the project's methodology and its contribution to intercultural dialogue

Produce and publish a Handbook for creatively addressing loneliness through intercultural dialogue, which can be used as a resource for developing new ideas and approaches to creative engagement.

MODULES.
SUMMARIZE

The partners developed and design a training course which will provide participants with the skills and confidence to engage in Inter-Cultural Dialogue as Community Educators to share their culture with audiences from a range of local stakeholders. The purpose of the training course is to create a product which enables migrants / refugees to combine sharing their culture, to provide confidence in engaging, meeting and presenting to others and being a resource to contribute to reducing loneliness in the local community. The outcome will be to raise interest in and making an important contribution to intercultural dialogue and community cohesion. Combining these different aspects into one training course will provide an innovative way to widen interest in local history and cultural heritage.
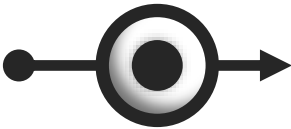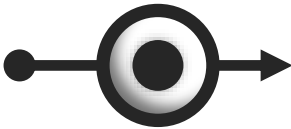
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MODULE 1

What is a Community Educator?

Introduction about the module

This module has the function to introduce the participants to the course content covered in the following four modules and to define the role of the Community Educator.

In the first part the main emphasis lies on the definition of what is a community and what is Community Education work in general. Secondly, it explains the role and function of a Community Educator and the required skills and competences necessary to interact in this role. One activity covers the personal motivation of the participants. The argument of loneliness and possible strategies to overcome are also part of this module. Overall, it gives the participants an overview about what will follow in the training course.

Key points of the module

The module gives participants an overview about the course content and serves as an introduction to it

The module covers the theoretical introduction to the concepts of Community, Community Education work and loneliness and defines the role of a Community Educator it

It defines the required skills and competences participants have to have to interact in this role

Participants should be able to reflect on the work as a Cultural Educator and develop personal approaches how to interact in the role

Summary

The main aim is to introduce participants to all theoretical concepts and to make them familiar with the Community Educator role. In addition to that, it should also make participants familiar with themselves so that they know each other and can develop a team spirit.

The module follows a logical order starting with activities to get to know participants better, reflect then about the various communities coming then to the role of Community Educator and the personal motivation of each participant. The methodology and the structure of the module tries to focus both on the individual participant with the aim to bring them to reflect about his/her role in the community and on the exchange with the other participants and their various communities

ACTIVITIES

Activity 1

The main aim is to introduce participants to each another through an easy exercise that can be done both online and offline. The triangle of similarities should help participants to find out more about each other and to get to know each other better

Activity 2

Each participant should show his/her bunch of keys to the other participants of the group and give the others not only more information about themselves, but also background information about his/her community (maybe connected with a specific quarter/shop/place)

After this first part of getting to know each other, the next part of the module focuses on community/-ies. Before being able to interact as Community Educators participants should have the opportunity to reflect about their own community. Through presenting the results of various group and individual works, participants also get a first feeling of what intercultural dialogue mean

Activity 3

The aim is to create community maps. Participants reflect about their community, what makes their community special, where in the city you can find something related to their community etc. Through this activity, they get more awareness of their own community, but through presentations also about others. Since loneliness and how to tackle it is one of the main emphasis of the project, in this activity we also have included a short presentation about what loneliness can mean and what means loneliness in Europe.

ACTIVITIES

Activity 4

This activity help participants to reflect about how they can help and act as Community Educator. The first part covers the introduction to the topic through presenting the theoretical concept of community education. In the second part, participants reflect on how they personally could interact as Community Educator. The collected ideas can be used in future modules. In the concluding group discussion, the group should try to find an own definition of Community Educator.

Activity 5

The main task of Activity 5 is the creation of a motivation mind map putting together all the input from the participants. It has the function to give participants an overview about what their function as Community Educator could have positive effects for themselves as well as for the community as a wholepersonally could interact as Community Educator. The collected ideas can be used in future modules. In the concluding group discussion, the group should try to find an own definition of Community Educator.

Activity 6

The main aim is to introduce participants to each another through an easy exercise that can be done both online and offline. The triangle of similarities should help participants to find out more about each other and to get to know each other better

MODULE 2

Introduction to Culture. How to share my culture

Introduction about the module

This module will explore how to identify culture, create a personal cultural map as well as explore the skill set of each learner within the framework of the personal cultural map. Opportunities for building confidence will be embedded throughout the module.

In this module is a high emphasis set on introducing the theoretical basis of culture and connecting it to techniques for overcoming loneliness. It will provide an in-depth discussion on existing definitions of culture. The term will then be broken down and theorized as external culture and internal culture. Lastly, we will briefly touch on intercultural communication and its relevance to loneliness.

A background on external and internal objective aspects of a culture can foster greater understanding and allow for fewer misunderstandings in cross-cultural encounters. The knowledge discussed in this part of the theory part will then be transferred into practical activities in the second part.

Key points of the module

1 The module provides resources to be able to identify different components of culture

2 The module allows exploration of the different elements between the collective culture of a society and individual culture

3 The module encourages self-belief

4 Provides opportunities to explore openness to cultural otherness, other's beliefs, world views and self-efficacy
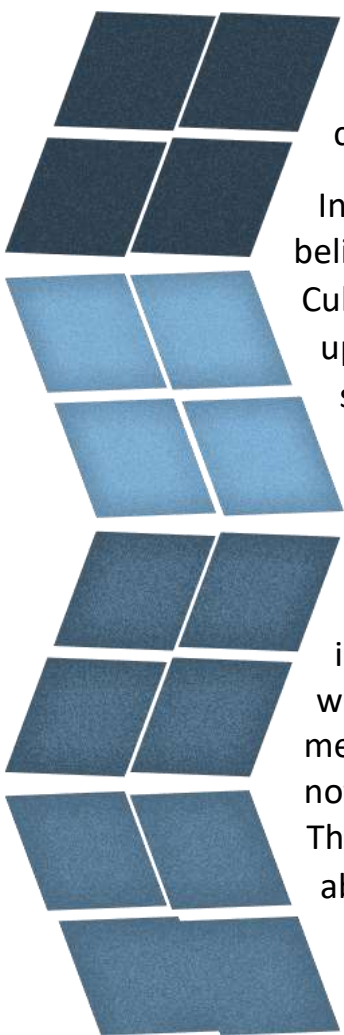
5 Offers an overview of culture to focus on initiatives and activities aimed at improving cross-cultural encounters

6 Support Learners to become confident in their communication skills, critical thinking and ability to speak in public

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Summary

The main aim is a general introduction to, and definitions on culture as a topic, external and internal factors.

In this instance Culture is referred to as a set of attitudes, values, beliefs and behaviours shared by a group of people

Culture can be identified as learned behaviours through an individual's upbringing and environment. Active teaching, habitual activities, shared behaviours, beliefs, and symbolism reinforce these.

What is intercultural communication and what role does it play when it comes to loneliness

Autobiographic methodology of storytelling will also be utilised throughout this module. The aim of autobiographical storytelling is for participants to reflect on memories and life experiences and write about people and events that have mattered to them. This method allows for an emotional connection, which resonates and is not just describing the facts of your life history.

Theories surrounding self-confidence and how to build confidence are abundant. Self-efficacy and motivation, emotional reactions and behaviours are part of beginning to understand how to build confidence in oneself.

ACTIVITIES

1	This activity will work as a quick draw activity and can be shared through video call method. In this activity participants will be asked to quickly draw the flag of their country (1 minute). Use sticky notes. Then they will have to introduce their country and its flag (colours, representation, interesting fact).

2

Cultural clues activity, where participants are given five pieces of paper or post-it notes and asked to write five clues about their culture. The clues are later randomly distributed among participants who will attempt to identify the culture based on them. This will provoke a discussion about external culture: further information on how it can be studied in history, geography, political sciences, and the arts distributed among participants who will attempt to identify the culture based on them

3

Creating a board/ presentation of culture by using words, images, video clips, colours. Participants can use Word, or other presentation software on mobile phones, tablets, PCs. Participants should be encouraged to add personal examples of their own memories of elements of what their culture means to them. This will be a good time to consider if loneliness is a factor within their culture and what groups of people are likely to be affected

4

This activity is to show all elements of verbal and non-verbal communication with another person and how it is important to listen with all four senses. It emphasises how important is to listen with your ears, heart, eyes, and mind.

5

Based on self-reflection where participants first answer the questions on their own to encourage the self-reflection process and then discuss in groups. In these groups they can reflect and make notes on interesting perspectives they learn during the discussion

6

This activity is using an autobiographical method to personalise one's culture and make it more real to the public. During this activity, participants draw their own personal history timeline with major life events, and add to the timeline key memories related to culture, birth, key cultural moments, first job, marriage, children, etc

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MODULE 3

How to present my culture
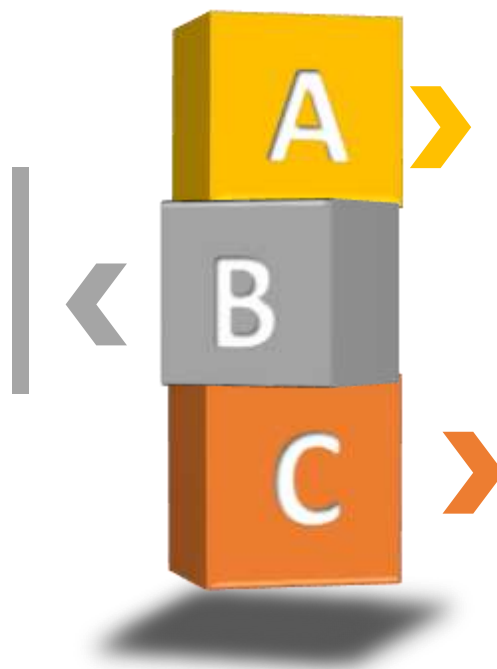
Introduction about the module

Through this module we will learn how to formulate the presentation, what we are going to do and how we are going to do it. Migrants who travel following the natural human tendency to move should not be seen as a threat, but as a person who can enrich our own identity in a very valuable way. Food, music, words and art transcend borders and form a solid foundation that binds people and cultures together. The use of these cultural resources is a tool for establish relationships between different cultures, to establish and promote dialogue between different cultures and become an exercise that facilitates inclusion through that cultural diversity.

Key points of the module

A → Self-awareness of your cultural strengths and weaknesses and the resources you need to present your culture

B ← You will learn what cultural resources you have and what you need

C → How to present my culture effectively

Summary

One of the important points is **to determine the resources you need** and for that it is essential to carry out an exercise in self-knowledge about us.

- our know-how
- our training and knowledge
- the creative and innovative capacity that we can bring
- our strengths and weaknesses

Preparing a cultural presentation requires the use of a number of techniques (Presentation design skills). A simple tool for our self-assessment process is an internal analysis of our strengths and weaknesses. You can write down in a list what your Strengths are, for example about which cultural resource you have more knowledge (music, food, religion etc..) and on the other hand you can make a list of the weak points, for example if you don't have much knowledge or experience in preparing digital presentations. One of the first steps you have to take before you even begin to prepare your speech, is to understand the type of audience you will be facing.

Planning the preparation of a cultural presentation is another important step. Pre-planning of the cultural presentation is essential. These are some of the points to prepare.

The creative process of a presentation is made up of four phases from the moment it is planned to be created, until it reaches its target.

- ☑ Planning
- ☑ Structure
- ☑ Design
- ☑ Exposition

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Resources you can use to prepare your presentations

➡ Creativity. Using your creativity (always in a relevant and forum-appropriate way) to achieve that touch of dynamism and originality

➡ Storytelling. The use of stories in a presentation is one of the resources for excellence.

➡ Questions technic. Throwing a question at the audience wakes them up.

➡ Videos. Although talking about videos may seem exactly the same as talking about movies, for me there is a subtle difference. There are videos that are not movies. They can be commercials, self-made recordings, tutorials, documentaries.

➡ Stories. The great advantage of stories is that they are designed to be explained to children. That means they are direct, short and easy to understand.

➡ Music, you can use music at points in your speech to reinforce the ideas you want to convey.

➡ Demonstrations. There are times when it is not worth wasting time talking about things that we can explain directly with a live demonstration.

➡ Inviting a guest. Another option is having someone present through a connection can also be done in person. You can invite someone to go out with you to talk or to intervene at some point

➡ Live connection. A performance does not have to be limited to the stage and the people there. One resource you can use is to make a live connection with someone who can complement your speech from any other corner of the world.

Through this module you can learn the steps to follow to make a good presentation and how to plan it in order to determine what you want to do and how you want to do it (what cultural resource you are going to present, what idea you want to convey, how you are going to do it.

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MODULE 4

Presentation skills to Engage an audience

Introduction about the module

By this module we would like to teach participants how to share their culture in an inspiring and engaging way. Some theory and techniques will be presented but the idea is to make it as much interactive as possible offering participants the opportunity to put the skills into practice (also by giving and receiving feedback from the peers). By providing participants with the basic knowledge on engaging presentation techniques we would like to improve their confidence, which will later help them to more easily connect with the local communities. Through this module we would also like to introduce the concept of "knowledge parties" to the participants.

Key points of the module

Develop participants presentation skills

They can present with confidence and authenticity

Know how to capture and maintain audience attention

Engage audience by using different tools/methods/techniques

Feel comfortable while speaking in public

Summary

This module is a natural continuation of the module 3 "How to present my culture" in which the participants focus on the preparation phase of the presentation. Some topics such as storytelling previously mentioned in the module 3 are further nurtured and practiced.

The main topics that are covered in this module are:

☑ Handling stress

In this part we will discuss the common body reactions towards stress. Participants will learn some techniques and tips on how to handle stress related to public speaking.

☑ Body language

In this part of the workshop, we will focus on the importance of body language for the effective and engaging presentation and communication (first impression, pose, movement, gestures, tone of voice etc.)

☑ Building relationship with audience:

Participants will learn some techniques for capturing audience attention and keeping the engagement. the benefits of using stories and sharing personal experience and discuss the elements/rules that make a great and powerful story.

☑ Knowledge Party

The general concept of "Knowledge Party" is shared with with participants within this module:

Knowledge Party - the event format that focuses on storytelling while sharing knowledge and inspiration.

Through this module we would like to develop participants' presentation and engaging skills that will help them to act as cultural ambassadors both in F2F relations and in a virtual environment.

MODULE 5

Next step as a Community Educator

Introduction about the module

Being a Community Educator means that you are someone who wants to share your knowledge, experience and culture with communities, companies and public sector. You can be anyone from any country, with any background who feels that you want to contribute to a better understanding of the benefits of diversity and as a part of that especially create awareness about the loneliness among many migrants/refugees that in many cases can be easy to prevent. During the other four modules we have given you the tools to learn about how to approach, share and present. While in this module we want to give you the basic knowledge on how you are going to be using these skills to actually be able to charge for what you're contributing too. The material and lectures will help boost your skills so that when reaching out to businesses, public sector or NGOs you know how to sell your services, how to pitch it and what to charge for it. You will be introduced to the theoretical knowledge about the business models and methods that we have chosen and practically how to use them. Always in relation to the topic of cultural awareness and support people facing loneliness.

Key points of the module

1

Participants will get an idea of how a Community Educator could make a living

2

Participants will explore different business- and organization-tools and models that can be adapted to the role of Community Educator. Raise cultural awareness among businesses, public sector and NGOs by supporting people facing loneliness

3

Participants will learn how to take the next step to turn their knowledge into a service that could be sold to businesses, NGOs and the public sector

Summary

In order to create a sustainable platform for being a Community Educator for tackling loneliness problems you need to be able to plan and describe your business organisation. Experiences from social and cultural entrepreneurs shows that the business model tools from the book "Business Model Generation" by Alexander Osterwalder, Yves Pigneur, Alan Smith works very well regardless the type of business.

A business model describes the rationale of how an organization creates, delivers, and captures value, in economic, social, cultural or other contexts.

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This module will use the tool in theory and practice, the term business model is used for a broad range of informal and formal descriptions to represent core aspects of a business, including purpose, business process, target customers, offerings, strategies, infrastructure, organizational structures, sourcing, trading practices, and operational processes and policies including culture.

This module will include general information about the benefits of following business models, and specifically about the Business Model Canvas and the NABC.

A business plan is a formal written document containing business goals, the methods on how these goals can be attained, and the time frame within which these goals need to be achieved. It also describes the nature of the business, background information on the organization, the organization's financial projections, and the strategies it intends to implement to achieve the stated targets. In its entirety, this document serves as a road map that provides direction to the business. "Business Plan Definition - Entrepreneur Small Business Encyclopedia". Entrepreneur. Retrieved 2018-10-29.

Business Model Canvas is a strategic management and lean start-up template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances- Barquet, Ana Paula B., et al. "Business model elements for product-service system". Functional Thinking for Value Creation. Springer Berlin Heidelberg, 2011. 332–337

The NABC method was originally developed in the USA by the Stanford Research Institute for the business world but has later adapted to several other sectors. The method had been developed in order to acquire a more systematic approach to the understanding of value propositions. The creators of the NABC felt that a great number of good ideas are sometimes lost because entrepreneurs are often specialists deeply involved in their field of interest who sometimes have a hard time explaining it to the world in a simple way.

Activity 1

How to use the Business Model Canvas in my role as a Community Educator. Introduction of the business model canvas (theoretical information) and how this model can be adapted for Community Educators (practical inspiration / successful examples)

Activity 2

The purpose of this exercise is to practice your skills of pitching an idea. NABC stands for Need, Approach, Benefit and Competition, these are the four elements you as a participant will base your pitch on. The purpose of this exercise is practice on how to capture an audience's attention

Activity 3

Students will familiarise with some ideas on pricing, what value they could create for the potential customer, what to charge for their services and how to make a simple income and costs estimate

Activity 4

Inspirational stories from communities and/or companies. Introductions of why seeing success stories from other organizations or communities could help the participant to feel inspired and see new possibilities.

TRAINING COURSE to become a Community Educator

Partners recruited 8 participants for their local course, who will be drawn from 4+different countries / cultural backgrounds.

The course was led by partner staff and will draw on external speakers to add specific expertise. Methodology will be learning by doing when it comes to developing skills and confidence on how to share and present cultural knowledge and will draw on the strengths of each individual participant.

Total course length for 5 modules (20 to 25 hours) with additional homework to create Cultural Sharing packages. The last session will include a mini-presentation by each participant, with feedback from fellow learners

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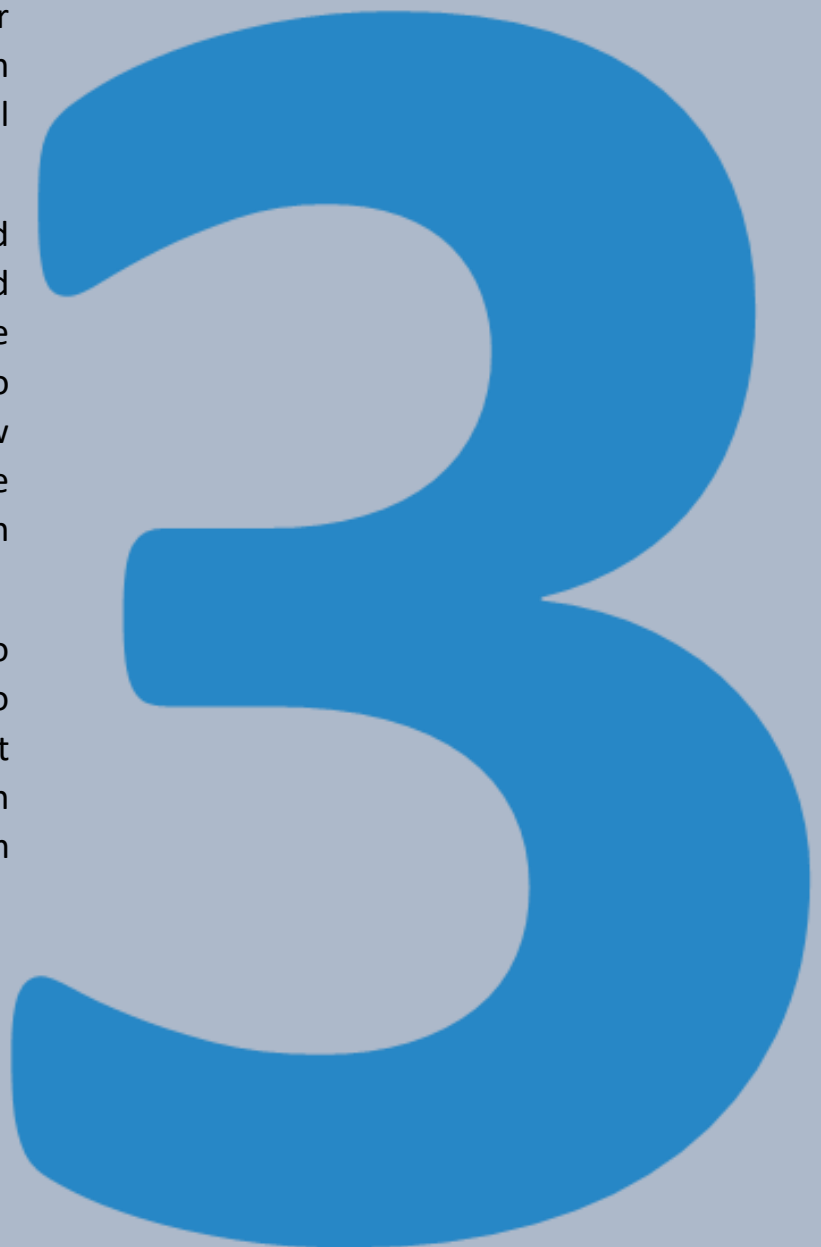
Training Course in Spain

🕸 **PARTNER:** GROWTH COOP

📅 **DATE** : 23rd, 24th and 25th June 2021 - Diputación de Granada

Participants

| Musa Jawo and Basirou Diallo from Gambia. | Albert Serges from Cameroon | Seriba Ivann Diarra from Ivory Coast, | Moussa Drame from Mali and Said Ghazi, | Ismail ed Bradhi and Fouad Adoch from Morocco. |

Javier Morales from GrowthCoop was the responsible to deliver the training during the three days that took place.

The last day the participants had also the opportunity to listen to presentations from Javier Cano and Javier Ojeda from the Foundation Don Bosco.

The participants of the course and the knowledge party have received a CATLID kit with a folder, some sheets of paper and a pen so that they could take lots of notes and not miss any detail of the content of the course and also to be able to take those notes home

What they have learned

During these days several training workshops were developed around the training material that has been created during the CATLID project with special emphasis on the integration exercises and the loneliness of the immigrant. The training course has proven enabling migrants / refugees to combine sharing their culture, to provide confidence in engaging, meeting and presenting to others and being a resource to contribute to reducing loneliness in the local community. The training has raised interest in and making an important contribution to intercultural dialogue and community cohesion here in Granada.

During the three days of the course in Granada we had the chance to go through all the modules created in the training:

➡ DAY ONE:
   o Module 1: Introduction to Culture and Cultural Sharing
   o Module 2: How to share my culture
➡ DAY TWO:
   o Module 3: How to present my culture Module 4: Presentation Skills to Engage an Audience
➡ DAY THREE:
   o Module 5: Next Steps as a Community Educator.

During the three days of training and respecting the distribution of the modules per day, GrowthCoop selected several dynamics included in the training for the development of the modules.

They learned how identifying culture can be a tool for integration and inclusion, the creation of a personal cultural map and the exploration of each learner's skill set within the framework of the personal cultural map with activities aimed primarily at building learners' confidence.

Feedback from participants

In order to know the general satisfaction of the participants and to know if the expectations of the participants have been met, GrowthCoop launched a survey to the eight participants. The training has been very well valued by the eight participants, most of whom have asked GrowthCoop to participate in future editions or in other similar courses in order to broaden not only their knowledge but also to help others who may be in the same situation they were in at another time in their lives.

Conclusions

The conclusion that can be drawn from the training days was the great involvement of the attendees, the interest shown in learning through each of the modules and the activities carried out. Some of the conclusions to be highlighted were

- they will be able to apply the knowledge acquired in the future.
- The training met the expectations of all participants.
- The participants were clear from the outset about the objectives to be achieved during the training.
- The quality of the implementation of the training was good
- Participants were able to participate openly during the training and even needed more time to express everything they wanted
- The training has been very well valued by the eight participants.
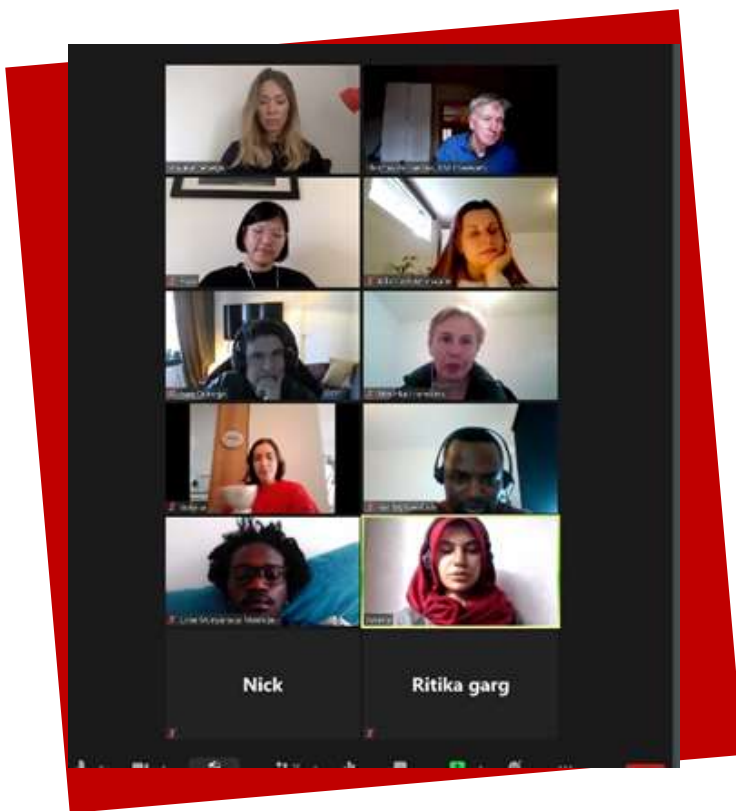
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Training Course **in Sweden**

CATLID
Cultural Ambassadors
Target Loneliness through
Intercultural Dialogue

PARTNER: CSES – Center for Social Entrepreneurship

DATE : 15th-19th of Mars 2021

Participants

Nick   Ritika garg

In this training group they had participants from Sweden, Afganistan, Romania, Croatia, Russia, Bangladesh, Zimbawe, Kamerun and Mongolia. In totalt 10 participants, age group from 25-45 years, 60% women and 40% men.

To reach the target group and to be able to get as a diverse group as possible we reached out to an organisation working with immigrants and minorities. With their help we could spread the ad for the course and reach the right people. We got 12 applications in total and then picked out 10 participants, based on the crtiterias gender, nationality, and age.

What they have learned

The content of the course was based upon the five modules that we all project partners had created. From the different modules we chose 1-2 activities. After the course they all had to send in a video with a presentation of themselves and the idea that they worked with during the week.

Feedback from participants

We got very positive feedback from all the participants; the group really got to know each other even though we did the whole course online. We put a lot of effort and time into getting them to know each other in the beginning of the course, which made them feel comfortable, the group collaborated very well and expressed after the course that they really felt connected to the participants of the group.

Conclusions

During the course they learned how to;

- Raise awareness and share knowledge about their own experiences
- Understand and value other cultures and traditions
- Build bridges between communities
- Present to stakeholders, businesses, NGO's & Associations
- Understand the benefits and perspective of a business, the public sector, NGO
- Understands the cultural & intercultural value they create for a stake holder and potential customer
- Widen understanding and appreciation of equality, diversity, and inclusion
- Make in impact using storytelling.

Training Course in Austria

PARTNER: die Berater

DATE : 25.09, 28.10, 30.10 Wipplingerstraße 32, Top 23-25, 1010 Wien

Participants

They started with the recruitment process in spring 2021 through contacting various organisations such as associations and NGOs active in the field of integration and migration. Starting from these contacts we have found in total 16 participants that have participated in three face-to-face sessions from September till October 2021. We got participants from Afghanistan, Pakistan, Iran, Russia, Bosnia-Hercegowina and Turkey at the age from 25 till 60 years. The majority of them have been women (90%) with only two men's participating in the training course.

Our participants have been motivated throughout all stages of the training course and were really motivated to learn new things.

Some of them already are active in associations that try to represent communities and have therefore already experience in preparing and holding presentations while others were completely new to this field. We have tried to mix participants during the activities to enable a better learning and exchange process for all.

From the 16 participants, 9 have participated in almost two sessions, we consider that these persons have reached the Community Educator status.

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What they have learned

The course had four sessions including one self-learning session. The course is organised on a co-creation aspect, this means that we were open for wishes from participants and we try to adapt the agenda based on these inputs.

The training course was divided into four sessions, three sessions face-to-face and one as a self-learning session that participants could do individually at home. We have organised the training with the overall topic of "Media literacy". The simple idea is to organize the workshops along a general topic dedicated to "Media literacy", for example how to work with and use social media in a right way (for example through free apps like Canva), how to produce short videos, etc. Within these practical workshops, we included all the relevant information and topics that future Community Educators need to know: General information about the project, situation of integration/migration in Austria, needed skills for being Mentors etc.

Session 1 was organised on Saturday, 25 September and covered mostly content from Module I and Module II. Session 2 was then the self-learn session where we shared with our participants additional material from other projects with the aim that they designed a first draft how they would like to present their culture.

Session 3 on 28th of October and Session 4 on 30th of October have tried to further prepare the future Community Educators, we used for these sessions the material from the remaining modules (III, IV & V). In the second part of both sessions, we included a more practical element following the motto of the training "media literacy", in Session 3 we introduced participants to video techniques, in Session 4 to social media and how to use it for Community work. Both sessions had the aim to help participants with their individual presentations.

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Feedback from participants

The overall feedback of participants was very positive. Participants stressed in their feedback that they have learned new things, especially in the interactive sessions dedicated the overall motto of the training course, "Media literarcy". Many of them have now a clearer picture of their own community and their personal role within the respective community.

Participants also liked the opportunity to network and to exchange, also face-to-face which they considered very positive after the long period of online meetings due to the pandemic.

In addition, the presentation and discussions regarding loneliness have been voted positive in the feedback by our participants as almost all of them got in touch with loneliness during the lockdowns.

Conclusions

Often the importance of communities when it comes to integration is under evaluated. The training course has brought together people from various cultural backgrounds, 16 participants from 6 different countries, from Europe and from different parts of Asia. Already the training course was therefore a useful opportunity to exchange about various cultural backgrounds and discover in this way more about the variety of Vienna and its inhabitants.

Through the combination of theoretical input and many practical activities we have achieved those participants have reflected a lot on their own role within various communities providing them in the same way with new skills that are not only useful for the work in the CATLID project, but for their future life in general.

Training Course in UK

PARTNER: DCVS

DATE : 11-14th October 2021, The Stake Centre, St. Albans

Participants

Our group was rather diverse as we had participants from France, Zimbabwe, and the UK. UK participant was of Jewish heritage with a double nationality (British/ German). All participants were females over 40 and have worked with our organisation on previous autobiographical projects. Two of them are the trainers working with Afghan refugees, and the third one is a social worker interested in the method and tackling loneliness.

What they have learned

DCVS had the privilege to deliver the CATLID training face to face, although provisions for teaching online were in place. The course was delivered in intensive mode over four days. Each session took 6 hours, including a 15-minute break. Sessions were structured as follows:

Day 1
- Aims and the CATLID video
- Project introduction

Introduction of Module 1:
- Role of community educator, expectations and benefits
- The Knowledge Parties, introduction and idea
- Icebreaker "My keys."
- My Community Activities
- Presentation of further modules

Module 2: What is Culture?

Day 2
- Recap
- Sharing the culture
- Aims of Module 3
- Your resources, online, digital, spoken, visual
- Your presentation
- Structuring your presentation
- Planning

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Day 3

- o Recap
- o Aims of Module 4
- o Presentations. First draft and feedback
- o Stress and how to deal with it when resenting
- o You and presenting
- o Learning styles
- o Dos and don'ts
- o Structure, content, recap

Day 4

- Recap
- Presentations (improvements, changes developments)
- Aims of Module 5
- How can you turn the Cultural ambassador's role into business?
- Further discussion and planning of Knowledge Parties

UK learners had an opportunity to practice their newly acquired skills during the Knowledge Party organised for Afghan refugees to welcome them to the UK. Participants had a chance to share their culture through multimedia, spoken word, and food tasting sessions.

Feedback from participants

DCVS students were delighted with the course and found it helpful in community integration and tackling loneliness. Most popular were modules 2 and 3, least relevant due to students' current employment, module 5.

Conclusions

Although the training was delivered face to face, due to possible covid restrictions, trainers were prepared for the possibility of switching to online delivery. We found that face to face mode worked well and gave our participants a better bonding experience and trainers' support. Our students had an opportunity to learn and revisit their presentation skills and get to know each other's' cultures.

Having Knowledge parties scheduled soon after the course gave our learners practical skills and showed how to adjust their presentations to the needs of particular community groups and businesses.
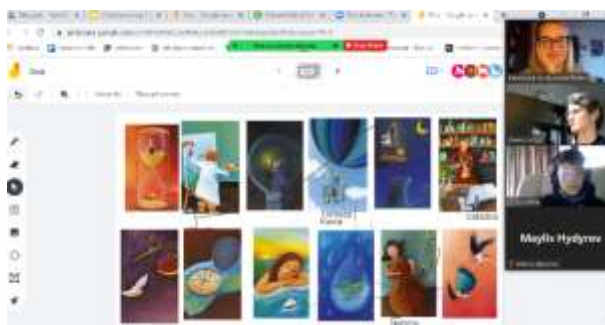
Training Course in Poland

PARTNER: ORANGE HILL

DATE : September-October 2021

Participants 👥

The training group was quite diverse as we had participants from 7 countries (Cameroon, Chile, Turkey, Australia, Turkmenistan, Romania and Ukraine) and 5 continents (Africa, South America, Australia, Asia, Europe). In total, there were 7 participants, 5 women and 2 men at the age of 25-45. Some of the participants are quite new to Poland/Krakow, some have been living here for several years. Half of the group are parents.

Most of the participants when asked for the main reason for joining the project pointed to the topic of loneliness which proves the importance of Catlid project.

To recruit a diverse group of participants we cooperated with the Multicultural Centre in Krakow which took patronage over the Catlid project.

What they have learned in the course 💡

Due to the pandemic restrictions while planning the training we decided to run virtual workshops on the Zoom platform.

The 5 modules designed in the frame of the project were divided into 3 online sessions as follows:

Session 1

Module 1: Introduction to Cultural Ambassadors
Module 2: Introduction to Culture and Cultural Sharing

Session 2
Module 3: How to present my culture/Storytelling
Module 4: Presentation skills to engage an audience

Session 3
Module 5: Next step as a Community Educator (Entrepreneurship)

During the first workshop session the participants had a chance to get to know each other to create a safe space for sharing the stories and experiences. In this session participants were introduced to the project, the cultural sharing and the role of community educators.

The second workshop session was focused on presentation skills, storytelling and techniques for engaging the audience

The aim of the third session was to introduce participants to the basics of entrepreneurship. We invited a guest speaker from CSES, an expert in the topic of social entrepreneurship.

Participants had an opportunity to work on the business CANVA model and practice pitching skills.

Feedback from participants

The feedback from the participants was very positive. They valued the most the possibility to be able to see other people's perspective and share the stories, experiences and feelings in an open and respectful atmosphere.

One of the participants wrote: "Thank you for the time and contributions of the presenters and participants across a broad range of areas, backgrounds and experiences. It has been really insightful and pleasing to connect with passionate people looking to enhance the liveability of others in Krakow.

Conclusions

The overall training experience was positive. The combination of the theory with a wide range of interactive exercises gave participants the theoretical background and let them practice the acquired skills at the same time.

The fact that we adjusted the module activities to deliver them both F2F and virtually was very useful. This makes the course even more universal and available for a wider group of people. However, for the sake of creating a safe space for sharing personal stories and building relations between participants, F2F or blended workshops would be more recommended.

Training Course in France

PARTNER: LENO

DATE : February to March 2021 using Zoom

Participants

They recruited 8 participants from Universities and Schools or working in France. The COVID-19 crisis had a huge impact on foreign students studying abroad and we thought this project could help them to give them an objective during the several lockdowns.

Nationalities were: Algeria, Russia, Peru, Denmark, England, Vietnam, Indonesia and Turkey. 7 of them were women and only 1 man age from 20 to 50, half of them were students and the other were employed

Hayet Bourki   **Maïti Huyen**   **Cristian Espinosa**   **Helle Garro**   **Gail Tipey**
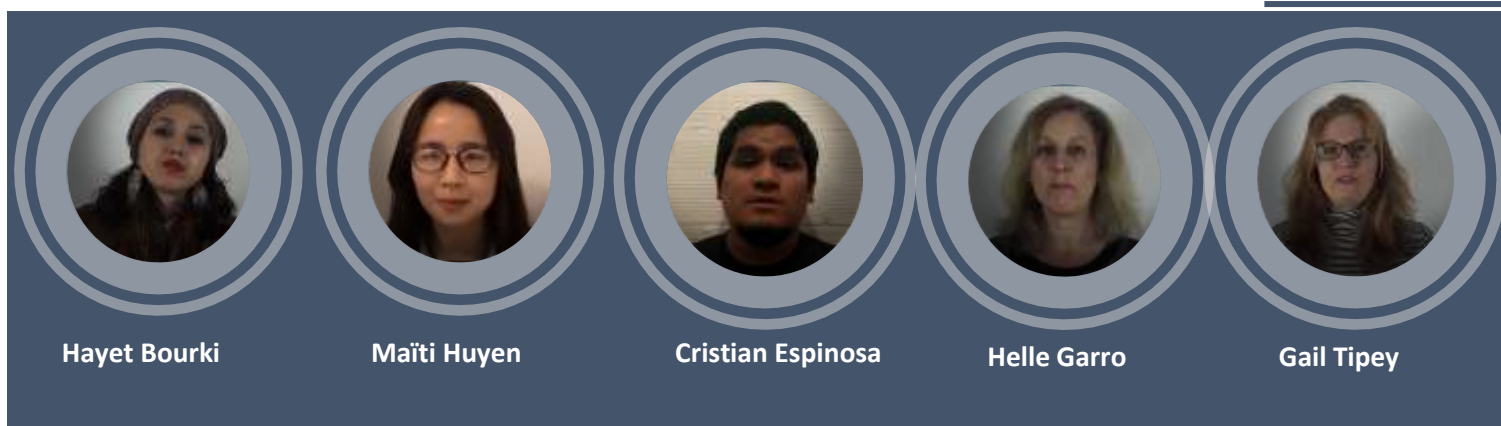
What they have learned in the course 💡

The pilot training course has been developed from February to March 2021 using Zoom. Each session was about 4 hours long.

We included the 5 initial modules created in the frame of the project

We also add a module about the writing of pedagogical scripts in order to create Motion Design video about each training participant culture. That has been introduced as some evaluation to validate each participant integration of the above topics.

Feedback from participants

All the participants gave very positive feedback to the training course and the results. Some of them were not 100% convinced when they started the CATLID experience but after it, they were very happy to learn so much about other culture and share their own culture with the other participants and beyond.

The training also had an impact on the colleagues of some participants who learn a lot about them and see them differently now

Conclusions

The overall experience has been very positive and fortunately we included the possibility to organize the pilot training course remotely. Teachers and trainers had strong and comprehensive teaching materials which help a lot to make this course a success

VIDEOS. SUMMARIZE

There are many different forms of learning and through the project we will create materials using varied format to ensure that we communicate the project achievements in a way that engages as wide an audience as possible. For many listening to interviews and seeing videos is a valuable source of learning.

We therefore consider the creation of a suite of audio video short stories as improving the project impact and transferability potential.

The materials we develop in this output will draw upon the project delivery experience of all partners and the participants / local stakeholders they engage the delivery cycle.

4

The materials we develop in this output are draw upon the project delivery experience of all partners and the participants / local stakeholders they engage through the delivery cycle. The Portfolio of Good Practice will be split into the following topic areas:

➡ **Video 1**. The learning from C1 and expectations for the Training Course created in O1

➡ **Video2**. Good Practice stories with people facing loneliness: Knowledge Parties

➡ **Video 3.** How to engage companies through intercultural training and opportunities for volunteering

➡ **Video 4.** The benefits of intercultural dialogue: Interviews with employment practices and service delivery of public Sector and NGOs

Video 1

The Training Course
How to become a Community
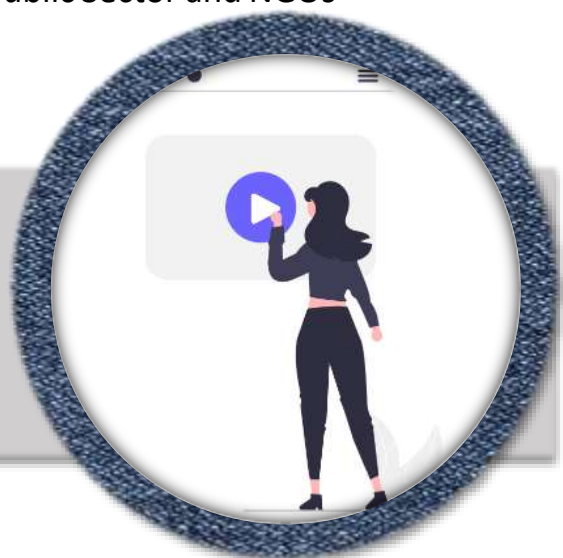
These videos show the training carried out in person in some cases and online in others by each of the six project partners. The video shows how they trained in the different modules created in the project and in the figure of the cultural ambassador. The video includes the opinion of some of the participants in the training.

▶️ Links

https://youtu.be/26oLRlSWwmA

https://www.youtube.com/watch?v=cWWD7V0fUTw

https://youtu.be/hvlI5RbisAo

https://youtu.be/-l4yveL-V00

https://youtu.be/z8EfXb1_0wE

Video 2

Good Practice stories with people facing loneliness
Knowledge Parties

During this second video the topic of loneliness is addressed. In some of the videos the participants of the training and the Knowledge Festivals exchanged their experiences and different points of view on the topic of loneliness.

▶️ Links

https://www.youtube.com/watch?v=LyCv8zxKnxU

https://www.youtube.com/watch?v=3UXyDqlHxGI

https://youtu.be/iLqG0n3qVRo

https://youtu.be/kxv2OEo5sfQ

https://youtu.be/pPyiIGbVP9M

https://youtu.be/1tfuIUx8Sk4

Video 3

How to engage companies through intercultural training and opportunities for volunteering

This video collects the opinion of the companies that have participated, as they were selected because of their close relationship with migrants, either because some of these companies are dedicated to social services or because among their workers there are migrants. The opinion on the importance of hiring migrant staff and the importance of interculturality is collected.

▶️ Links

https://youtu.be/DIGFZNEWHps

https://youtu.be/tAaIjzVkHpA

https://youtu.be/SCr3JwedcpA

https://youtu.be/L1hGmiRjMOw

https://www.youtube.com/watch?v=McH69cEyDsc

https://www.youtube.com/watch?v=HVGfjCcLsF4

Video 4

The benefits of intercultural dialogue
Interviews with employment practices and service delivery of public Sector and NGOs Educator

Through this fourth video, the participation of the selected NGOs is presented. You can see the views of different people working on the integration and inclusion of vulnerable sectors, including migrants and refugees. The video also shows how these organisations work on the issue of interculturality.

▶ Links

https://youtu.be/5WeivTd45Ho

https://youtu.be/WYxvOe02qds

https://youtu.be/otHN-2kmLbs

https://youtu.be/tAaljzVkHpA

https://www.youtube.com/watch?v=BtlF1gpf2BQ

https://www.youtube.com/watch?v=UbuZkwFfKdw

Impact of loneliness

The pandemic caused by the coronavirus has had devastating impacts on society as a whole, but even more so on already disadvantaged groups, including migrants.

The main objective of this section has been to investigate how the pandemic has been experienced by migrants and disadvantaged group who were already lonely before COVID-19. and how this has affected them in terms of loneliness and how it has aggravated the loneliness they already felt before COVID-19.

5

PARTNER: GROWTHCOOP

Fact1

With the aim of investigating how the pandemic has been experienced by older people who were already lonely, we in order to investigate how older people who were already feeling lonely have experienced the pandemic, the Observatory on Loneliness launched the SURVEY ON THE IMPACT OF COVID-19 ON THE SENSE OF UNWANTED LONELINESS OF OLDER PEOPLE, the results of which are presented in this report.

Designed by the Observatory on Loneliness, the survey was carried out between June and July between the months of June and July 2020 to 210 elderly people linked to the social programs of the to the social programs of the entity. Among the participants in this study almost half (49%) say that their feeling has not changed and remains the same, 41% of older people say that their feeling of loneliness has increased during the state of alarm, and 3% indicate that it has decreased. When delving deeper into the reasons why they state that the feeling of loneliness has increased, we observed that almost half (43%) associate this increase with the decrease, limitation or absence of social and personal contacts, covering a wide range of options ranging from the importance of seeing people in the street, to the need for more physical and/or face-to-face contact. 21% related the increase in their feelings of loneliness in their feeling of loneliness with feelings of anguish, emptiness, sadness, hopelessness or demotivation caused by the situation, sadness, hopelessness or demotivation caused by the situation caused by COVID-19.

Another impact of covid on loneliness is the increase of people with some kind of emotional or mental disorder. This loneliness "is one of the main factors that may explain why some people, in the context of mobility restrictions, develop mental health disorders, particularly depression".

Fact2

The most affected group has been the young population, aged 16 to 30. This is despite the fact that older adults are the ones who have had to comply with stricter isolation and generally live more alone. "Older people are the ones who have adapted best to the situation of confinement, probably because they are the ones who have experienced the least changes in their daily lives.

PARTNER: DCVS

Fact1 In Hertfordshire, during COVID impact survey found Mental Health to be the most prevalent issue amongst the BAME (Black Asian Minority ethnic) communities, this was closely followed by employment. Covid significantly impacted those who were self employed, on low income jobs or had more than one job. Furlough was not offered to everyone, and at 80% or less of the usual wage, this was detrimental to those already on a low wage. This then impacted on the financial status, increasing debts, food poverty and energy poverty. There was significant increase with my HertsHelp role in the requests of food parcels and energy vouchers.

The financial impact of covid has since worsened, with rising costs in living, petrol, travel, food, energy consumption with no increase in wage. This leaves many people in despair on how to manage their already small budget, debt, repayment plans and how to live day by day.

https://www.hertshelp.net/our-services/support-in-a-crisis/support-in-a-crisis.aspx
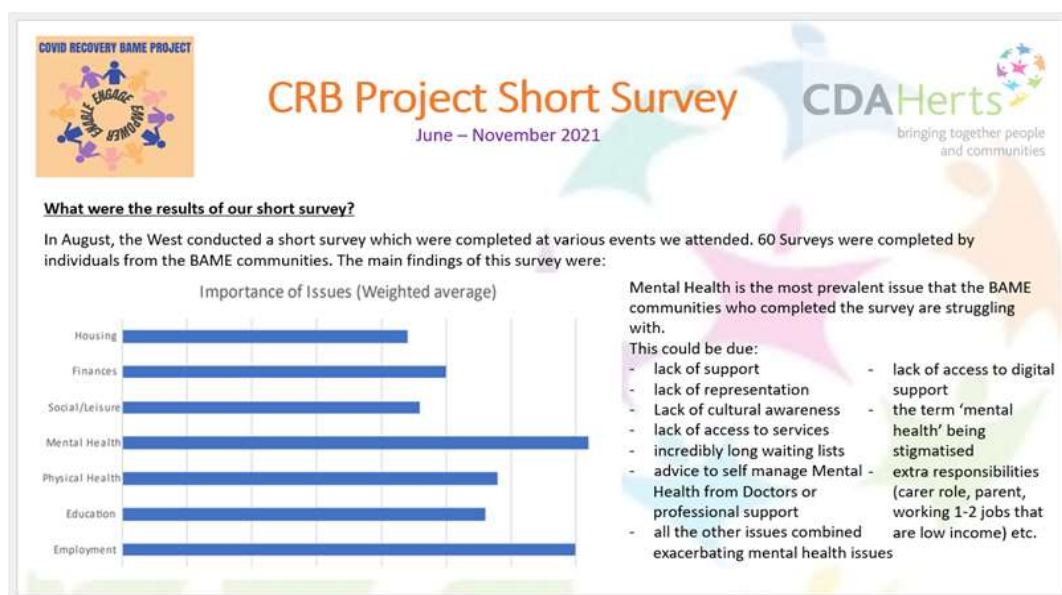
Elderly people felt significant COVID -19 impact, according to some of the surveys some of the older generations were already isolated or lonely by not having a family set up.

Fact2

https://www.ageuk.org.uk/latest-press/articles/2020/10/age-uk--research-into-the-effects-of-the-pandemic-on-the-older-populations-health/

Age UK research shows the drastic impact of the pandemic on our older population's health and morale

> *1 in 3 respondents (**4.2million**) or 34% reported feeling more anxious since the start of the pandemic,*
> *1 in 3 (**4.4million**) or 36% agreed they felt less motivated to do the things they enjoy,*
> *Over a quarter (**3.2 million**) or 26% can't walk as far as they used to,*
> *1 in 5 (**2.4 million**) or 20% are finding it harder to remember things,*
> *1 in 5 (**2.3 million**) or 18% say they feel less steady on their feet,*
> *2 in 3 (7.9million) or 64% felt less confident taking public transport, 2 in 5 (**5.3 million**) or 43% felt less confident going to the shops or 1 in 4 (**3.3million**) or 26% felt less confident spending time with family.*

PARTNER: dieBerater

Fact1

The Covid19 pandemic has caused a rise in people that feel lonely in the European society. Let us have a look on some numbers from Austria to better understand the impact of the Covid19 pandemic in society. Long lockdowns with limited social activities, the duty to keep on social distancing rules and the unpredictability of the further development of the pandemic have had severe consequences for many people.

The University of Vienna has conducted a study that shows that during lockdowns the level of loneliness has rapidly increased, especially in the first lockdown phase in spring 2020. Almost half of the interviewed persons (43%) have said that they felt at least lonely on some days, while this number has gone down in summer 2020 as an effect of a step-by-step return to normal life and bigger openings. The second lockdown in autumn and winter 2020/2021 has created another rise with numbers that are close to the peak of spring 2020.

According to the survey, women are more likely to feel lonely than men, but considering also the size of households, the picture is different: men that are living alone are more likely to feel lonely than single women. More than the majority of

single households have said that they feel lonely at least once per week during the pandemic.

Not surprisingly: Young people are feeling lonelier than older people, especially people under 30. In this age group, the majority has had feelings of loneliness in the last two years. Here we can also find the highest number of people that have said that they feel lonely daily (10%). It shows that especially young people are most affected by the negative consequences of lockdowns due to the severe regulations of social life.

Fact2

The Covid19 pandemic has hit especially older people living alone as well as young people. In Austria there are currently 1.5 million single households, especially in specific areas of Vienna the number of people living alone is quite high reaching 30% to 40%. While young people are more affected by loneliness due to the fact that they are not able to meet people, to celebrate and to live their life as they were used to, older people often are now excluded because of their lack to communicate through Social Media. Only in Vienna there are 118.000 seniors (people above 60 years), but during lockdowns almost all centers are closed and face-to-face initiatives are suspended. This creates a lot of pressure on old people, the same as for young people.

PARTNER: CES

Fact1

Everyone feels lonely from time to time and these short-term feelings will not harm our mental health. However, with the pandemic forcing us to isolation in many ways can lead to long term consequences.

Long-term loneliness is associated with an increased risk of certain mental health problems, including depression, anxiety, and increased stress. The impact of long-term loneliness on mental health can be very hard to manage.

Research in Sweden show that Covid-19 have had a significant impact on mental health, participants in the study revealed higher levels of depression, anxiety, and insomnia and especially those who before the pandemic have had mental health issues. The presence of COVID-19 symptoms and specific health and financial worries related to the pandemic also appeared important. The results provide a basis for providing more support for vulnerable groups.

Fact2

Read the study here:

Psychological impact of COVID-19 in the Swedish population: Depression, anxiety, and insomnia and their associations to risk and vulnerability factors

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7503043/

PARTNER: LENO

Fact1

The Covid-19 epidemic has had a significant impact on the mental health of the French. More and more people are suffering from anxiety in particular.

A Santé Publique France study dating from February 2021 stated that 23% of French people suffer from anxiety. "This is more than in January, but less than in March 2020, when the figure rose to 27%. And it's much higher than before the pandemic: at the time, 13% of French people said they suffered from anxiety disorders", the study explains.

One person in three suffering from anxiety in the 18-24 age group

Anxiety affects people at all levels of society. The study stresses that the health crisis has worsened the situation among young people and in particular "students who suffer from isolation, from not being able to go to university. This has an impact on their mental health as one in three suffers from anxiety.

A new report from the Joint Research Centre (JRC), published on 26 July, states that "one in four EU citizens felt lonely most of the time in the first few months of the pandemic", more than double the levels of loneliness found in a similar survey conducted in 2016.

Fact2

The report, entitled "Loneliness in the EU: Overview of surveys and online media data", is based on data from a Eurofound survey. It highlights that young people are the most affected by loneliness: the share of 18-25 year olds who reported feeling lonely was four times higher in April-July 2020 than in 2016. Single people are also particularly affected.

The rise in social isolation affects all regions of Europe, with reported levels of loneliness ranging from 22% to 26% in all regions - whereas previously the phenomenon was relatively low in Northern Europe (6% in 2016).

In addition, media coverage and public interest in the subject has also increased: news reports on loneliness have doubled during the pandemic. However, awareness and media coverage of the topic varies considerably between Member States. Thus, in some Member States more than in others, a variety of initiatives are in place to combat loneliness: dedicated telephone numbers, community-building projects, robots to help lonely people, etc.

This report and its conclusions are part of a wider work carried out jointly by the European Parliament, the European Commission's DG EMPL, and the Joint Research Centre. A new EU-wide data collection on loneliness will be carried out in 2022. An online platform will be set up to track loneliness over time and across Europe. Indeed, while loneliness and social isolation are damaging to mental and physical health and have important consequences for social cohesion and public confidence, they are increasingly recognised as public problems that need to be addressed through effective policy interventions.

PARTNER: ORANGE GIL

Fact1 Some experts claim that the covid pandemic is one of the biggest crisis since World War II. We have never experienced such uncertainty and such a long isolation before. According to the research there is no single group which would not be impacted somehow in a negative way by the pandemic.

Elderly people are scared of the negative consequences of the pandemic for their health. Children and teenagers suffer from anxiety due to the limited social contacts with their peers. Adults fear the possibility of losing their job.

In all of these groups the objective factors related to the change of the lifestyle and health threat overlap with the overwhelming feeling of insecurity. According to the psychologist Julianne Holt-Lunstad, a prominent researcher of the topic of loneliness, the negative consequences of the pandemic such as limited social support will affect everyone, but people with the lowest socioeconomic status are particularly vulnerable.

Fact2 The pandemic had a huge impact on the mental health of Poles. In the first six months of 2020, the most common cause of sick leave (apart from pregnancy) were all kinds of mental disorders. Research conducted by scientists from the Warsaw University shows that in 2020 approximately 25 % of Polish people were at risk of clinical depression worsening. In turn, the SWPS University report indicates that "life satisfaction has decreased, as well as the sense of social support and control, and loneliness has increased".

Further readings

Through this section each partner has collected different resources that can be useful in the fight against loneliness. They have been divided between resources in English and resources in the language of each partner. Among the resources we can find articles, web pages, books, videos etc...

6

W E B P A G E S

E N G L I S H

➡ https://en.wikipedia.org/wiki/Loneliness
➡ https://www.lonelinessineurope.eu/
➡ https://ec.europa.eu/migrant-integration/home
➡ https://www.ageplatform.eu/sites/default/files/Commission_J.Svarc_on_loneliness-PTT-ROSEnetSeminar_Apr2019.pdf
➡ https://www.redcross.org.uk/get-help/get-help-with-loneliness
➡ https://www.mind.org.uk/information-support/tips-for-everyday-living/loneliness/useful-contacts/

S P A N I S H

- https://www.juntadeandalucia.es/justiciaeinterior/opam/es
- https://redacoge.org/
- https://www.cear.es/
- http://www.migrar.org/migrar/index.htm
- https://www.accem.es/

G E R M A N

- https://www.therapie.de/psyche/info/test/depressionen/einsamkeit/#
- https://www.evidero.de/wenn-ich-mich-einsam-fuehle

P O L I S H

- https://otwarty.krakow.pl

F R E N C H

- https://www.culture.gouv.fr/Thematiques/Developpement-culturel/Le-developpement-culturel-en-France/Mission-Vivre-Ensemble
- https://www.etudiant.gouv.fr/fr/node/2063

A R T I C L E S

E N G L I S H

- Report: Loneliness in the EU. Insights from surveys and online media data   https://publications.jrc.ec.europa.eu/repository/handle/JRC125873
- The socio-cultural impact of COVID-19: Exploring the role of intercultural dialogue in emerging responses https://unesdoc.unesco.org/ark:/48223/pf0000374186
- How lonely are Europeans? https://ec.europa.eu/jrc/en/news/how-lonely-are-europeans
- Loneliness and social connections https://ourworldindata.org/social-connections-and-loneliness
- Money, uncertainty, stress and loneliness: migrants in Europe talk about lockdown during Covid-19 pandemic. https://migramundo.com/money-uncertainty-stress-and-loneliness-migrants-in-europe-talk-about-lockdown-in-the-midst-of-covid-19/
- New report: Loneliness doubles in Europe during the pandemic https://ec.europa.eu/jrc/en/news/new-report-loneliness-doubles-europe-during-pandemic
- How lonely are Europeans? https://ec.europa.eu/jrc/en/news/how-lonely-are-europeans
- Results of the European Social Survey (ESS): Loneliness, an unequally shared burden in Europe.; https://ec.europa.eu/jrc/sites/jrcsh/files/fairness_pb2018_loneliness_jrc_i1.pdf

S P A N I S H

- Percentage of Spaniards feeling loneliness due to the pandemic doubles https://www.comillas.edu/noticias/57-comillas-cihs/chs/chs-patino/1785-la-soledad-en-espana-crece-un-50-segun-el-informe-espana-2020
- The other pandemic that aggravates Covid: the feeling of loneliness is doubled https://www.elmundo.es/espana/2020/11/12/5fad1d86fc6c83686c8b45df.html

G E R M A N

- Einsamkeit und soziale Isolation in Europa - https://newsroom.iza.org/de/archive/research/loneliness-and-social-isolation-in-europe/
- Das tut die EU für mich, Menschen, die einsam sind: https://what-europe-does-for-me.eu/de/portal/2/C23
- Die Unsichtbaren: Einsamkeit. https://katapult-magazin.de/de/artikel/die-unsichtbaren
- Bis es wehtut. Einsamkeit in der Gesellschaft. https://taz.de/Einsamkeit-in-der-Gesellschaft/!5597056/

P O L I S H

- Ludzie na świecie w pandemii bardziej samotni

  https://www.ipsos.com/pl-pl/ludzie-na-swiecie-w-pandemii-bardziej-samotni

- Szlachetna Paczka, raport o samotności

  https://www.szlachetnapaczka.pl/wpcontent/uploads/2021/03/raport_o_samotnosci_2021.pdf

F R E N C H

- Comment la solitude affecte le cerveau. https://ici.radio-canada.ca/nouvelle/1783559/solitude-pandemie-cerveau-isolement-alzheimer
- Solitude. https://fr.wikipedia.org/wiki/Solitude

S W E D I S H

- https://www.hbl.fi/artikel/ensamhet-var-tids-folksjukdom/

VIDEOS

ENGLISH

- Dealing with loneliness in the UK
  https://www.youtube.com/watch?v=8HzFWWm2xRk
- Mental Health- the silent pandemic
  https://www.youtube.com/watch?v=o6c2YcNY9LY
- Tackling Loneliness and Social Isolation: A public health perspective
  https://www.youtube.com/watch?v=MoaoYT7iWqM
- Tips to deal with loneliness
  https://www.youtube.com/watch?v=6Mh_zqsrXC8
- The New School of Cultural Ambassadors
  https://www.youtube.com/watch?v=kzLpiI5B3gA
- Living in a lonely world
  Living in a Lonely World with Julianne Holt-Lunstad, PhD (SOP74)

SPANISH

- https://www.youtube.com/watch?v=oH70AfEAkmU
- https://www.youtube.com/watch?v=unrybMZQMkU

GERMAN

- Zeitalter der Einsamkeit, https://www.3sat.de/kultur/kulturzeit/einsamkeit-corona-pandemie-100.html
- Warum leiden immer mehr Junge unter Einsamkeit?
  https://www.youtube.com/watch?v=594LteIRd6s
- Einsamkeit - https://www.youtube.com/watch?v=DwqwRYe6fKA

POLISH

- Samotność wśród ludzi

  https://youtu.be/FyCuZBcIOQM

F R E N C H

C'est quoi vivre ensemble ?
https://www.youtube.com/watch?v=pLDZ7dD2sLc

S W E D I S H

https://www.youtube.com/watch?v=cansbaOVQZw

Podd: https://ki.se/forskning/medicinvetarna-38-sjuk-av-ensamhet

Leno
Créateur de formations

Community Action
Dacorum

ORANGE HILL

CSES

GrowthCoop
developing people

die Berater
ZUKUNFT LERNEN

http://catlid.eu