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IO6. TIESIOGINIS MOKYMO KURSAS

GALUTINĖ ATASKAITA

Projekto numeris: 2016-1-IT01-KA202- 005498
"Pabėgėlių ir prieglobsčio prašytojų integracijos į darbo rinką rekomendacijos"
Re.Inclusion

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Paruošė
INCOMA

Atsakingas partneris
INCOMA

1 versija, vasaris, 2018
Galutinė versija balandis, 2019
Ši ataskaita paruošta pagal Erasmus+ projektą *"Pabėgėlių ir prieglobsčio prašytojų integracijos į darbo rinką rekomendacijos" Re.Inclusion* - 6 veiklos rezultatas - " Tiesioginis mokymo kursas ", koordinatorius Studio Risorse S.r.l. (Matera, Italija).

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1. ĮVADAS

Intelektinė veikla IO6 skirta parengti mokymo kursą, kuris būtų paruoštas remiantis mokymo turiniu, atitinkančiu kompetencijas, nustatytas praktikuojančio asmens / specialisto, dirbančio su pabėgėliais ir prieglobsčio prašytojais, profiliui.

Taigi vienas iš pagrindinių RE.INCLUSION projekto tikslų yra tiesioginio mokymo kurso, kuris yra ankstesnių intelektinių veiklų – atliktų tyrimų, susijusių su mokymo poreikių analize,- rezultatas

Todėl šioje ataskaitoje siekiama paaiškinti, kaip buvo parengtas tiesioginis mokymo kursas, įskaitant mokymo programą ir naudojimosi mokymosi medžiaga vadovą mokytojui, taip pat pateikti išsamią informaciją apie patį mokymąsi ir jo naudą.

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2. ANKSTESNI VEIKSMAI

Tiesioginio mokymo kurso didaktinė medžiaga pagrįsta IO3 ir IO4 veiklų metu gautais duomenimis.

IO3 „Mokymo poreikių analizės“ tyrimas parodė, kad pagrindinės žinios, kurių dalyvaujantys partneriai visose šalyse partnerėse turi aukštą mokymo poreikį, ir pagrindinės žinios, į kurias turėtų būti sutelktas dėmesys, yra:

• Darbo įstatymų žinios

• Žinios apie atitinkamus migracijos ir prieglobsčio įstatymus

• Tarpkultūrinės žinios

• Užsienio kalbų mokėjimas

Atliekant IO4 tyrimą „Specialistų, dirbančių su pabėgėliais ir prieglobsčio prašytojais, kompetencijų profilis“, partnerių duomenų ataskaitos buvo parengtos remiantis konkrečiu atsakingų partnerių atliktu statistinių testų rinkiniu. Nustatytos pagrindinės veiklos, kurios buvo svarbiausios kasdieniniame šios srities specialistų darbe. Buvo manoma, kad specialistų darbas dirbant su pabėgėliais ar prieglobsčio prašytojais skirstomas į tris skirtingus etapus:

• Pirminis etapas: pirmasis kontaktas ir kreipimasis, pokalbio vedimas, kompetencijų žemėlapio sukūrimas ir vertimo paslaugos;

• Analizės etapas: gyvenimo aprašymo rengimas, profesinio veiksmų plano parengimas, pagalba ieškant darbo, kalbos palaikymo ir teisinės informacijos organizavimas;

• Galutinis etapas: rezultatų stebėjimas ir tikrinimas.

Atsižvelgiant į IO3 ir IO4 analizės rezultatus aptartus trečiojo partnerių susitikimo Sevilijoje 2017 m. rugsėjo mėn metu mokymosi turinys buvo suskirstyti į šiuos 6 modulius:

1. Teisinė informacija

2. Integracija į mokyklos / švietimo sistemą

3. Integracija į darbo rinką

4. Kalba

5. Tarpkultūrinės kompetencijos

6. Neprofesiniai įgūdžiai

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3. Užduočių paskirstymas

Kiekvienam partneriui buvo priskirtas modulis, kuriam jie turėjo parengti mokymo programą pagal kiekvieną mokymosi vienetą. Be to, partnerystė nusprendė plėtoti dalies mokymo turinį, kad būtų įgyvendintas veiklos testavimo etapas, kuris būtų atliekamas tiek tiesioginių mokymų, tiek e-mokymosi metu, siekiant įgyvendinti IO6 ir IO7 tikslus.

Nuspręsta pilotinių kursų metu išbandyti šiuos modulius:

- 5 modulis. Tarpkultūrinės kompetencijos - visi didaktiniai mokymo vienetai tiesioginio kurso metu
- 3 modulis. Integracija į darbo rinką – didaktinis skyrius 3.3 Pagalba ieškant darbo - e-mokymosi kursuose.

Užduočių pasiskirstymas tarp partnerių pateikiamas šioje lentelėje:

MODULIS	DIDAKTINIAI SKYRIAI	UŽ MOKYMO PROGRAMĄ ATSAKINGAS PARTNERIS	UŽ MOKOMOSIOS MEDŽIAGOS PARENGIMĄ ATSAKINGAS PARTNERIS
1.TEISINĖ INFORMACIJA	1.1 Pirmas susitikimas ir nukreipimas	UAB EU Trade	nėra
	1.2 Vertimo paslaugos		
	1.3 Aptarimas		
2. Integracija į mokyklos / švietimo sistemą	2.1 Konsultavimas	Creative Learning Programmes Ltd. (CLP)	nėra
	2.2 Mokymosi būdai		
	2.3 Aptarimas		
3.INTEGRACIJA Į DARBO RINKĄ	3.1 Asmeninis profilis	Studio Risorse S.r.l	nėra
	3.2 Profesinio plano sukūrimas		
	3.3 Pagalba ieškant darbo		Studio Risorse S.r.l (e-mokymasis)
	3.4 Aptarimas		nėra
4. KALBA	4.1 Kalbos lygio nustatymas	Gemeinsam leben und lernen in Europa e.V. (GLL)	nėra
	4.2 Žodinis bendravimas		
	4.3 Mokymo metodologijos		
	4.4 Vertimo paslaugos mokymo metu		
5.TARPKULTŪRINĖS KOMPETENCIJOS	5.1 Tarpkultūrinis suvokimas ir prisitaikymas	INCOMA	INCOMA

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	5.2 Tarpkultūrinis bendravimas ir tarpininkavimas			
	5.3 Tarpkultūriniai pabėgėlių ir prieglobsčio prašytojų darbo ir socialinės įtraukties metodai	Il Sicomoro Soc. Coop. Soc.	5.3.1 Mokymas	GLL
			5.3.2 Konsultavimas teisiniais klausimais	UAB EU Trade
			5.3.3 Konsultavimas socialinės įtraukties ir Integracijos į darbo rinką klausimais	EELI
			5.3.4 Tarpininkavimas	Il Sicomoro
			5.3.5 Stebėsena	CLP
6. NEPROFESINIAI ĮGŪDŽIAI	6.1 Pokalbio metodai	European Education and Learning Institute (EELI)	nėra	
	6.2 Konfliktų valdymas			
	6.3 Gebėjimas įveikti stresą			
	6.4 Komandinis darbas			

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4. PILOTINIS (BANDOMASIS) MOKYMŲ KURSAS

Per paskutinį 2018 m. ketvirtį ir pirmus 2019 m. mėnesius visi partneriai suorganizavo pilotinį mokymų kursą savo šalyje dirbantiems specialistams, numatytą projekte.

Mes surinkome pagrindinius rezultatus ir kurso dėstytojų pastabas apie pilotinius mokymų kursus, atliktus kiekvienoje šalyje partnerėje.

Žemiau pateikiame rezultatus.

ITALIJA:

Sesijų skaičius: 2 kursai, susidedantys iš 20 pamokų, išdėstytų per 4 dienas

Data ir vietos: 24/05 - 13/06 - 05/07 - 09/07 2018 San Chirico Raparo (PZ)

25/05 - 06/07 - 09/07 - 2018 06 14 Materoje

Tikslinės grupės: specialistai, kurie dirba politinių pabėgėlių ir prieglobsčio prašytojų integracijos srityje bei žmonės, kurie domisi šia sritimi

Žmonių skaičius kiekvienoje sesijoje: 25 žmonės Materoje; 10 žmonių San Chirico Raparo (PZ)

Kiekvienos sesijos turinys: bendravimas, bendrieji aspektai / tarpkultūrinis bendravimas / žodinis ir neverbalinis bendravimas / empatija ir aktyvus klausymasis / komunikacijos stilius ir pasitikėjimas / „Dos ir don'ts“ / mokymas / konsultavimas: teisinė informacija / konsultavimas: socialinė įtrauktis ir integracija į darbo rinką / tarpininkavimas / stebėjimas / kultūros apibrėžimas / pliuralizmas, daugiakultūriškumas ir tarpkultūriškumas / dviprasmiškumo supratimas / kultūrinių standartų supratimas / stereotipai ir išankstiniai nusistatymai / akultūracija: koncepcija, modeliai, strategijos ir rezultatai / kultūros šokas: koncepcija ir simptomai / U & W kreivės modelis / Ulysses sindromas: koncepcija, priežastys, simptomai ir prevencija

Dalyvių atsiliepimai: apskritai dalyvių atsiliepimai buvo labai geri. Dauguma dalyvių buvo specialistai, kurie jau dirba politinių pabėgėlių ir prieglobsčio prašytojų integracijos procese, todėl jie manė, kad mokymai buvo tikrai naudingi ir lengvai pritaikomi kasdieniniame darbe.

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VOKIETIJA:

Sesijų skaičius: 9

Datos ir vietos: 13.08.2018 **/** 25.09.2018 / 08.10.2018 **/** 01.10.2018 **/** 30.07.2018 **/** 10.09.2018 **/** 24.09.2018 **/** 10.08.2018 **/** 10.11.2018

Visi kursai vyko Pasau, Ort 9

Tikslinės grupės:

Savanoriai ir specialistai dirbantys su pabėgėliais

Žmonių skaičius kiekvienoje sesijoje:

Dažniausiai apie 9, iš viso 28

Kiekvienos sesijos turinys:

bendravimas, bendrieji aspektai / tarpkultūrinis bendravimas / žodinis ir neverbalinis bendravimas / empatija ir aktyvus klausymasis / komunikacijos stilius ir pasitikėjimas / „Dos ir don'ts“ / mokymas / konsultavimas: teisinė informacija / konsultavimas: socialinė įtrauktis ir integracija į darbo rinką / tarpininkavimas / stebėjimas / kultūros apibrėžimas / pliuralizmas, daugiakultūriškumas ir tarpkultūriškumas / dviprasmiškumo supratimas / kultūrinių standartų supratimas / stereotipai ir išankstiniai nusistatymai / akultūracija: koncepcija, modeliai, strategijos ir rezultatai / kultūros šokas: koncepcija ir simptomai / U & W kreivės modelis / Ulysses sindromas: koncepcija, priežastys, simptomai ir prevencija

Kitos pastabos:

Didelę dalį medžiagos pritaikėme ir pakoregavome būtent Vokietijos rinkai, kadangi medžiaga buvo pernelyg bendra bei “sausa”.

Dalyvių atsiliepimai:

Daugeliui jų esama medžiaga, ypač dėl darbo integracijos, buvo pernelyg teorinė ir „nenaudinga“. Todėl mes sukūrėme daug papildomos medžiagos, kad galėtume ją papildyti ir suteikti daugiau praktinės medžiagos.

Pakoregavus medžiagą, dalyviai liko patenkinti kursu.

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JUNGTINĖ KARALYSTĖ:

Sesijų skaičius: 3

Datos ir vietos: **Sesija A:** 12/09/2018, **Sesija B:** 19/09/2018, and **Sesija C:** 26/09/2018 visos vyko *Hill Street Design House*, 3 Hill St, Edinburge EH2 3JP, JK

Tikslinės grupės: Specialistai dirbantys su suaugusiais bei mokytojai dirbantys su migrantais, pabėgėliais bei prieglobsčio prašytojais.

Žmonių skaičius kiekvienoje sesijoje: A:13(*10) **B:** 12(*11) **C:**18 (*14)

Skaičiai skliausteliuose rodo faktinį dalyvių skaičių, kurie pasirodė dieną; numeriai prieš skliaustelius parodo kiek planavo dalyvauti kurse, iš kurių kai kurie atšaukė arba tiesiog neparodė.

Kiekvienos sesijos turinys:

bendravimas, bendrieji aspektai / tarpkultūrinis bendravimas / žodinis ir neverbalinis bendravimas / empatija ir aktyvus klausymasis / komunikacijos stilius ir pasitikėjimas / „Dos ir don'ts“ / mokymas / konsultavimas: teisinė informacija / konsultavimas: socialinė įtrauktis ir integracija į darbo rinką / tarpininkavimas / stebėjimas / kultūros apibrėžimas / pliuralizmas, daugiakultūriškumas ir tarpkultūriškumas / dviprasmiškumo supratimas / kultūrinių standartų supratimas / stereotipai ir išankstiniai nusistatymai / akultūracija: koncepcija, modeliai, strategijos ir rezultatai / kultūros šokas: koncepcija ir simptomai / U & W kreivės modelis / Ulysses sindromas: koncepcija, priežastys, simptomai ir prevencija

Dalyvių atsiliepimai:

<u>Sesija A:</u>

[+] teigiami: “geras išankstinis planavimas”; “geros praktinės užduotys; paskatino toliau domėtis šia tema”

Neutralūs, konstruktyvūs: “reiktų daugiau darbo grupėje“

[-] neigiami: “mažas šriftas ppt” ”; “per ilgos sesijos; galėtų būti labiau koncentruotos”

<u>Sesija B:</u>

[+] teigiami: “geros atvejų analizės, pavyzdžiai; inicijuotos geros diskusijos; geras susipažinimo žaidimas”; “labai įdomu”; “nuostabu”; “labai gerai ir įtraukiančiai išdėstyta medžiaga”;

Neutralūs, konstruktyvūs: “daugiau laiko diskusijoms”

[-] neigiami: “per mažai laiko”; “per mažai laiko, per daug mokytojo pasakojimų'”; “netinkamas laiko planavimas”; “per daug medžiagos, per mažai laiko”; “per mažai įtraukimo į veiklas”;

<u>Sesija C:</u>

teigiami: “Man gana patiko!” “mokytojo asmeniniai pavyzdžiai buvo itin naudingi”; “užduotys tinkamai parinktos;” “Ačiū!”; “iš esmės mokytojas buvo puikus, suteikė medžiagai gyvybingumo”

Neutralūs, konstruktyvūs: “Icebreaker: įtraukti papildomą punktą.”; “daugiau praktikos, mažiau mokytojo kalbų!” “daugiau medžiagos”; “daugiau bendravimo tarp dalyvių”

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-neigiami: “Powerpoint prezenacijoje perdaug teksto; viena dalies itin skyrėsi nuo kitos, tema apie tarpininkavimą daug įdomiau pateikta, nei apie stebėsenos metodus!”; “norėjosi daugiau bendradarbiavimo grupėje; daugiau užduočių, mažiau kalbų.” ;“daugiau galimybių pasidalinti profesine patirtimi”; “keletas rašymo, gramatikos klaidų medžiagoje”; “Stebėsenos bei darbo įtraukties temos per didelės apimties ir pernelyg nekonkrečios, jog galima būtų jas įtraukti”

Kitos pastabos: Verta paminėti, kad sunku įtraukti į mokymus žmones, dirbančius trečiojo sektoriaus įmonėse savanoriškai dalyvauti kursuose, net jei jie yra nemokami ir įskaičiuoti tokie privalumai kaip pietūs ir užkandžiai. Buvo atvejų kai dalyviai buvo užsiregistravę ir paprasčiausiai neatvyko. To priežastis gali būti tai, kad: žmonės nemokėję už kursus, lengviau juos praleidžia. Šiame sektoriuje dirbantys žmonės stengiasi laiku ir finansuoti (ty jų darbdaviai gali nepajėgti duoti laiko darbui, kad dalyvautų arba palaikytų tokio laiko finansinius padarinius). Kai kurios pastabos parodė, kad visas dienos kursas idealiai tinka medžiagai padengti, tačiau dėl pirmiau nurodytų priežasčių buvo sunku dalyvauti.

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GRAIKIJA:

Sesijų skaičius: 3

Datos ir vietos: Mokymai vyko EELI ofise adresu 25 Gerakari, Retimnas

Sesija A: 20/10/2018

Sesija B: 03/11/2018

Sesija C: 10/11/2018

Tikslinės grupės: darbuotojai dirbantys su pabėgėliais, prieglobsčio prašytojais, migrantais

Žmonių skaičius kiekvienoje sesijoje: A: 8 **B:** 13 **C:** 16

Kiekvienos sesijos turinys:

A: D.S. 5.1 and D.S.5.2

B: D.S.5.3.1 and 5.3.2

C: D.S. 5.3.3; 5.3.4 and 5.3.5

Dalyvių atsiliepimai:

Sesija A:

[+] teigiami: mokytojo požiūris į medžiga bei jos pateikimas buvo gana geras

Neutralūs, konstruktyvūs:

[-] neigiami:

Sesija B:

[+] teigiami: mokytojo požiūris į medžiga bei jos pateikimas buvo gana geras

Neutralūs, konstruktyvūs: “

[-] neigiami:

Sesija C:

[+] teigiami: mokytojo požiūris į medžiagą bei jos pateikimas buvo gana geras

Neutralūs, konstruktyvūs:

[-] neigiami:

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Kitos pastabos: kaip buvo minėta, mokytojo požiūris į medžiagą bei jos pateikimas buvo gana geras

Neatsižvelgiant į jų rezultatus galutiniuose įvertinimo testuose (kurie buvo labai aukšti), daugeliu atveju mokytojai dalyviai aiškiai išreiškė savo norą įgyti žinių nagrinėjamomis temomis. Kai kuriais atvejais mokytojai atvirai atvirai išreiškė savo nuostabą, atskleisdami savo nuomonę apie stereotipus ir išankstinius nusistatymus. Dalyviai taip pat dažnai pareikalavo daugiau praktinių patarimų ir papildomos informacijos bei mokymo.

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LIETUVA:

Sesijų skaičius: 3

Datos ir vietos:

- 22/10/2018 Ruklos pabėgėlių priėmimo centras
- 23/10/2018 Vilnius, Edukologijos universitetas,
- 24/10/2018 Vilnius, EU Trade ofisas

Tikslinės grupės: specialistai, dirbantys su pabėgėliais, savanoriais, įdarbinimo/užimtumo, sociologijos srities magistrantai

Žmonių skaičius kiekvienoje sesijoje: 14; 18; 12

Kiekvienos sesijos turinys:

bendravimas, bendrieji aspektai / tarpkultūrinis bendravimas / žodinis ir neverbalinis bendravimas / empatija ir aktyvus klausymasis / komunikacijos stilius ir pasitikėjimas / „Dos ir don'ts“ / mokymas / konsultavimas: teisinė informacija / konsultavimas: socialinė įtrauktis ir integracija į darbo rinką / tarpininkavimas / stebėjimas / kultūros apibrėžimas / pliuralizmas, daugiakultūriškumas ir tarpkultūriškumas / dviprasmiškumo supratimas / kultūrinių standartų supratimas / stereotipai ir išankstiniai nusistatymai / akultūracija: koncepcija, modeliai, strategijos ir rezultatai / kultūros šokas: koncepcija ir simptomai / U & W kreivės modelis / Ulysses sindromas: koncepcija, priežastys, simptomai ir prevencija

Dalyvių atsiliepimai:

Medžiaga naudinga tiems, kas turi mažai patirties šioje srityje. Specialistai labiau domisi konkrečiomis problemomis ir būdais jas spręsti. Powerpoint prezentacijose pernelyg daaug teksto, tad nelabai patrauklios auditorijai. Laikas skirtas mokymams, ir medžiagos apimtis neadekvatūs, neįmanoma per tokį trumpą laiką išsamiai išnagrinėti visos medžiagos ir numatytų temų.

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ISPANIJA:

Sesijų skaičius: 3

Datos ir vietos:

- Sesija 1 Raudonasis Kryžius Ispanijoje 19 sausio, 2019
- Sesija 2 Raudonasis Kryžius Ispanijoje 26 sausio,2019
- Sesija 3 INCOMA ofisas, Sevilija 12 vasario, 2019

Tikslinės grupės:

- Sesija 1 ir 2: Raunojo Kryžiaus darbuotojai ir savanoriai.
- Sesija 3: Incomos darbuotojai Sevilijoje

Žmonių skaičius kiekvienoje sesijoje:

- Sesija 1: 22 dalyviai
- Sesija 2: 30 dalyvių
- Sesija 3: 5 dalyviai

Kiekvienos sesijos turinys:

bendravimas, bendrieji aspektai / tarpkultūrinis bendravimas / žodinis ir neverbalinis bendravimas / empatija ir aktyvus klausymasis / komunikacijos stilius ir pasitikėjimas / „Dos ir don'ts“ / mokymas / konsultavimas: teisinė informacija / konsultavimas: socialinė įtrauktis ir integracija į darbo rinką / tarpininkavimas / stebėjimas / kultūros apibrėžimas / pliuralizmas, daugiakultūriškumas ir tarpkultūriškumas / dviprasmiškumo supratimas / kultūrinių standartų supratimas / stereotipai ir išankstiniai nusistatymai / akultūracija: koncepcija, modeliai, strategijos ir rezultatai / kultūros šokas: koncepcija ir simptomai / U & W kreivės modelis / Ulysses sindromas: koncepcija, priežastys, simptomai ir prevencija

Dalyvių atsiliepimai:

1 ir 2 sesijų dalyviams mokymosi turinys buvo labai įdomus, nes jie papildė savo žinias. Dalyviai, turintys daugiau patirties (iš Raudonojo Kryžiaus), įvertino, kad mokymas suteikė dar vieną požiūrį į jų kasdieninį darbą; kita vertus, savanoriai pabrėžė, kad svarbu turėti tam tikrą žinių bagažą apie tarpkultūriškumą. Nors mokymosi turinys buvo pritaikytas (arba dėl turinio pritaikymo), dauguma dalyvių buvo labai patenkinti mokymais ir manė, kad jiems reikia daugiau laiko gilintis į šiuos klausimus.

3 sesijos dalyviams mokymų trukmė buvo tinkama, bet turinys pernelyg mokslinis, teoretinis.

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TRUMPA PAGRINDINIŲ MOKYTOJŲ KOMENTARŲ APŽVALGA:

Baigus mokymus, partneriai paprašė kurso mokytojų pasidalinti savo įspūdžiais apie mokymosi medžiagą, ką jie galvoja apie mokymo turinį apskritai ir apie atskirus mokymosi vienetus. Pateikiame dažniausiai pamonėtus mokytojų pastebėjimus dėl turinio, kurį reikia patobulinti ar keisti:

D.S. 5.1 ir 5.2:

- Mokymosi medžiaga turi būti pritaikyta dalyvių ir skirtingų tikslinių grupių lygiui, kad jie būtų lankstesni;

- daugiau praktinio požiūrio, turinys yra per daug teorinis, ypač specialistams, kurie jau dirbo šioje srityje;

- įtraukti lyčių klausimus;

- sutelkti dėmesį į pabėgėlius, o ne tik į tarpkultūrinius klausimus;

- numatyta trukmė neatitinka realaus mokymo laikotarpio;

- Mokymo turinio originalumo trūkumas.

D.S. 5.3.1:

- Mokymosi medžiaga yra labai schematiška, todėl nepakankama, kad treneris parengtų mokymą;

- Dalyviai tikėjosi daugiau priemonių mokyti kalbą migrantams;

- Nėra praktinių pavyzdžių.

D.S. 5.3.2:

- Labai geras turinys, atspindintis ES prieglobsčio sistemą, tačiau jis turi būti pritaikytas prie nacionalinių prieglobsčio sistemų;

- pridėti daugiau konkrečių problemų, su kuriomis susiduria operatoriai, ir praktinių atvejų pavyzdžių;

- Kai kuri informacija yra pasenusi.

D.S. 5.3.3:

- turinys labai įdomus, bet sunkiai pristatomas, nes jis kurtas ilgą laiką;

- Labai bendras turinys;

- Jis turi būti pritaikytas tam, kad turinys taptų dinamiškesnis.

D.S. 5.3.4:

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- pateikta mokymosi medžiaga yra tinkama žmonėms, neturintiems didelės patirties;

- numatyta trukmė neatitinka realaus mokymo laikotarpio;

- dalis turinio buvo panaši.

D.S. 5.3.5:

- Labai bendra medžiaga;

- Pradinis lygis;

- Tinkamiausia tiekimui internetu, nes nėra turinio veiklos.

PAGRINDINIAI KOMENTARAI:

- Svarbu, kad mokymas taptų dinamiškesnis ir būtų papildytas veiklomis;

- Turinys yra labai išsamus ir kalba yra paprasta ir aiški;

- Turinyje yra keletas pakartojimų

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5. PRAKTINIAI PAVYZDŽIAI (ATVEJŲ ANALIZĖ)

Siekiant pagerinti mokymų kokybę ir atsižvelgiant į mokytojų išsakytas pastabas, partnerystė nusprendė į mokymo medžiagą įtraukti praktinių atvejų analizes/pavyzdžius. Siekiama, kad mokymų medžiaga būtų praktiškesnė.

Todėl kiekvienas partneris pateikė po du praktinius pavyzdžius

Italija:

Pavyzdys nr. 1

1. Situacija

„Jūs einate į ligoninę, nes turite susitikimą su gydytoju, kuris nori skubiai pasikalbėti su viena iš pabėgėlių. Tai jauna mergina iš Ganos, ir jie rado teigiamą ŽIV... “

Tai yra tikras atvejis, įvykęs kasdieniniame specialisto, dirbančio su pabėgėliais ir prieglobsčio prašytojais, darbe sanitarijos/sveikatos srityje. ŽIV yra aktuali problema Afrikos žmonėms, ir apskritai žmonėms, nes jie jaučiasi diskriminuojami ir atmetami jų bendruomenės. Dažniausiai tie iš Afrikos kilę pabėgėliai, kurie kenčia nuo ŽIV, linkę neigti savo padėtį arba kaltina priimančiąją šalį kaip pagrindinę ligos priežastį. Todėl kalbėti apie šias problemas niekada nėra lengva, o tarpininkas vaidina lemiamą vaidmenį, nes jis turėtų sukurti atsipalaiduojančią atmosferą, siekdamas, kad asmuo jaustųsi patogiai išreikšdamas savo mintis ir emocijas.

2. Kokių veiksmų buvo imtasi?

Būtina peržiūrėti tarpininkavimo metodus, suvokiant kultūrinius skirtumus atsižvelgiant į ligą. Be to, reikėtų atsižvelgti į bendravimo įgūdžius ir aktyvų klausymą.

Viena iš strategijų galėtų būti ir užtikrinimas, kad asmuo nebus paliktas, ir jis / ji nebus visiškai diskriminuojamas dėl savo problemos. Be to, gali būti naudinga paminėti, kad priimančioji šalis apskritai teikia tam tikrus įnašus šiems ypatingiems atvejams remti.

3. Koks buvo poveikis?

Jei tarpininkui pavyksta atlikti savo darbą, asmuo jaučiasi priimtas ir suprastas, ir jis / ji sukurs pasitikėjimu pagrįstus santykius su tarpininku. Be to, asmuo taip pat galės gyventi be streso, organizuodamas savo kasdienę veiklą atsižvelgdmas į patologijos kontrolę.

4. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?

Pabėgėlis sužinojo:

- kaip elgtis su jo problema;

- priimti jo asmeninę būklę;

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- kaip susigyventi su liga

Pavyzdys nr 2:

1. Situacija

„Du migrantai gyvena tame pačiame bute ir jie negali rasti bendro sprendimo, kaip organizuoti valymo darbus. Namas visada yra purvinas, bet, matyt, nėra jokios atsakomybės, nes jie nuolat kaltina vieni kitus. Jie kviečia jus nubausti kitą asmenį. “

Tai yra problema, kuri dažnai vyksta, kai žmonės, kurie nežino vienas kito, gyvena tame pačiame bute. Kalbant apie pabėgėlius, taip pat gali atsitikti, kad paprastos problemos, susijusios su buitimi, yra pasiteisinimas kovoti su žmonėmis, priklausančiais kitai kultūrai, kuri suvokiama kaip „blogesnė“ nei kitų. Todėl šie atvejai gali slėpti didesnes problemas, pavyzdžiui, rasizmą, netoleranciją ar gilų nusivylimą, kuris gali sukelti stiprią smurtinę reakciją.

2. Kokių veiksmų buvo imtasi?

Turite pasirinkti tinkamus tarpininkavimo būdus, žinodami kultūrų skirtumus. Be to, reikėtų atsižvelgti į bendravimo įgūdžius, konfliktų valdymo įgūdžius ir problemų sprendimo gebėjimus.

Šiuo atveju tarpininkas turėtų susitikti su visais žmonėmis, kurie gyvena tame bute, bandydami sutelkti dėmesį į konkrečią problemą ir siūlyti praktinį sprendimą, pvz. visiems skirta bausmė taip pat galėtų būti geras sprendimas, kad jie jaustųsi vienodai atsakingi už namus.

Tuomet kituose individualiuose susitikimuose, nesusijusiuose su namu, tarpininkas taip pat gali susidurti su rasizmo ir netolerancijos klausimais, suteikdamas asmeniui pakankamą erdvę laisvai kalbėti, nesijaudinant dėl teisingumo.

3. Koks buvo poveikis?

Net jei tai yra dažna problema, nėra lengva rasti veiksmingą sprendimą. Bet kokiu atveju, jei tarpininkas sugeba surasti tinkamą požiūrį, rezultatas gali būti iš karto matomas namų sąlygomis, tačiau, žinoma, kiekvieno asmens asmeninis požiūris negali iš karto pasikeisti, bet tai yra besivystantis procesas, kurį tarpininkas turėtų sekti dieną iš dienos.

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Vokietija:

Pavyzdys nr 1:

Užduotis: čia rasite pavyzdį, kaip pabėgėlis parašė savo CV. Pagelbėkite Amjad pagerinti jo CV.

CV

Personal details

Name: Amjad Ali Alshahab

gender: Male

Date and place of birth: Jule 6 1989 Aleppo

country: Palästina

single

Adress : lindental 5/ 94081 Pocking

Telefonnumber :0049171623349370

E-Mail: amjadalialshahabj@hotmail.com

Studium

2008-2011: Technical Institute for Banking and Financial Sciences \ Banking
2011-2013: Projects Management (4 Semester)

experiences

Company	Position	Duration	Country
ALJZARY COMPANY FOR TRADING	accountant	(1/1/2011)-(30/11/2013)	**Syrien**
Acadimos Private school	Maths teacher	(1-5-2011)-(30/11/2013)	**Syrien**

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Language skills

- Arabic : Mother tongue
- English :C1

Computer skills

- Internet
- Office 2010

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Pratimai kalbos mokymui darbo vietoje tarpkultūriniame kontekste

Komandos susitikimas

Paprasta kalba paaiškinkite, kas yra komandos susitikimas. Kas atsitinka? Ką svarbu žinoti darbuotojams? Kaip tinkamai įsitraukti? Paprasta kalba paaiškinkite, kas yra darbotvarkė ir protokolas.

Iš savo darbo patirties, pagalvokite apie tai, kaip šis procesas gali atrodyti ir kokie konkretūs pasiūlymai, kuriuos galėtumėte padaryti kažkam.

Telefono paslauga

Paprasta kalba paaiškinkite, kas yra telefono paslauga ir kokias užduotis galima įtraukti. Kaip atsakote į telefoną, kaip pranešti teisingai?

Parengti vaidmenų žaidimą, kaip toks pokalbis galėtų vykti.

Užsakymai

Paprasta kalba paaiškinkite, ką reiškia pateikti užsakymą. Svarbiausia, paaiškinkite, kokią svarbią informaciją reikia parašyti.

Parengti vaidmenų žaidimą kaip pavyzdį, kaip dirbti elektros parduotuvėje.

Skundai ir pretenzijos

Paprasta kalba paaiškinkite, kas yra skundas ir kokie būna skundai. Kaip tinkamai elgtis skundo atveju? Taip pat pateikite tinkamų reakcijų pavyzdžių.

Parengti vaidmenų žaidimą šiam pavyzdžiui:

- Naujai įsigytas prietaisas yra sugadintas.

- Klientas praneša apie neteisingą jūsų suteiktą telefono numerį.

Problemos, klaidos ir pagalba, grįžtamasis ryšys ir patarimai

Paprasta kalba paaiškinkite, kaip spręsti problemas ir klaidas dirbant Vokietijos įmonėse ir kaip tinkamai prašyti pagalbos arba pranešti apie tai. Taip pat paaiškinkite, ko svarbu nepamiršti teikiant patarimus ir atsiliepimus kitiems darbuotojams. Kaip galima išvengti konfliktų?

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Parengti vaidmenų žaidimą šiems pavyzdžiams:

- Jūsų kolega padarė klaidą dešimtą kartą: jis pakartotinai sukelia popieriaus strigtį spausdintuve. Kaip tai pasakote jam?

- Jūsų kolega visada palieka savo šiukšles aplink ir niekada neišvalo po savęs. Kaip tai tinkamai skundžiate?

Konfliktai

Paprasta kalba paaiškinkite, kaip geriausiai spręsti su darbo vietomis susijusius konfliktus Vokietijoje. Taip pat pagalvokite, kaip gali kilti konfliktai ir kaip juos galima išspręsti ar jų išvengti. Kaip galite tai paaiškinti paprasta kalba, kad pasiruoštumėte tokiai situacijai?

Pavyzdys nr 2:

Pagrindinės priežastys, kodėl pabėgėlių integracija į darbą gali nepavykti?

Profesionalus pabėgėlio darbuotojas praneša apie savo patirtį:

1. Gyvenamosios vietos statusas:
Ar asmeniui leidžiama dirbti? (Ar jis turi visus reikiamus leidimus?)
2. Šiuo metu daugelis pabėgėlių yra bylinėjimosi procese
3. Migracijos pareigūno diskreciniai sprendimai
4. Rizikos taikymas darbo centre: skirtingi sprendimai dėl to, ar pameistrystė / darbas / mokymas yra patvirtintas darbo pareigūno
5. Riboti priimančiosios šalies kalbos įgūdžiai
6. Pradžioje darbdaviai priimdavo dirbti asmenis kalbančius A2 lygiu, bet dauguma pabėgėlių blogai pasirodė, ypač profesinėje mokykloje, tad dabar dauguma darbdavių tikisi bent jau B2 lygio, kurio dauguma pabėgėlių neturi
7. Nerealūs norai dėl darbo: daugeliui pageidavimų trūksta reikiamo išsilavinimo, arba sunku visiems darbo vietose, todėl svarbu išsami karjeros konsultacija:
a. Realių pasiūlymų, interesų ir ankstesnės patirties užfiksavimas
b. Parodyti darbo su studijomis / mokymu privalumus
8. Finansai: paaiškinkite, koks atlyginimas bus mokymosi metu, paaiškinkite galimybes papildyti pajamas per darbo centrą
9. Darbas nekvalifikuotame darbe ne visada yra geresnis nei mokymasis: ilgainiui geras darbas yra įmanomas tik tuomet, kai yra pameistrystė / laipsnis
10. Konfliktai su darbo centru: svarbus koordinavimas (pvz., nereikėtų tuo pat metu mokytis kalbos ir dirbti, kalbos mokymasis yra prioritetas
11. Darbo prašymų autentiškumas ir pataisyta darbo paraiškos versija: Vokietijos darbdaviai tikisi, kad prašymas bus pateikiamas teisinga vokiečių kalba, todėl pabėgėliams reikalinga parama, kad būtų galima pakoreguoti jų ruoštus dokumentus. Kitu atveju, jie gali net nebūti pakviesti į darbo pokalbį.
12. Tiesioginis bendravimas Vokietijos visuomenėje yra norma, tačiau dažnai toks komunikacijos būdas yra problemiškas pabėgėliams, nes jie linkę vartoti netiesioginę

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kalbą. Taigi jie dažnai jaučiasi įsižeidę, bet negali to pasakyti dėl užimtumo agentūros galios.

13. Dauguma pabėgėlių nori išvengti konfliktų, tačiau tai gali turėti blogų pasekmių, jei jie nepradės valstybės finansuojamų kursų / mokymų, kilus konfliktui. Tai gali lemti daug problemų tiek pabėgėliui (sumažėjusią finansinę paramą), tiek ir mokymo teikėjui (finansavimo praradimas).

14. Daug papildomų darbų darbdaviams, jei jie naudojasi pabėgėliu: daug biurokratijos (paraiškų, nuolat kintančių įstatymų ir kt.), Mentoriaus reikia įmonėje ... - dėl to daug darbdavių atsisako priimti pabėgėlį.

Jo idėjos, kaip išvengti šių pavojų:

- Prieš pradedant dirbti, iš anksto atlikite praktiką/stažuotę toje srityje (bet prieš tai reikia gauti Užimtumo centro sutikimą)

- Patikrinti kompetencijų įvertinimą ir sektorių

- Svarbu: būkite sąžiningi, kad sustiprintumėte tiesioginį bendravimą

- Jei darbdaviai iš anksto nėra išsamiai informuoti, paprastai vyksta daug nesusipratimų. Taigi, informuojant juos galima išvengti nusivylimo

- paruoškite techninio žodyno paruoštukus skirtingoms darbo vietoms

- mokymo planas, kambariai ir daug laiko savo pačių pabėgėlių mokymuisi

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Jungtinė Karalystė:

Pavyzdys nr. 1

Situacija

Švedų musulmonų moteris Farah Alhajeh, 24, kreipėsi dėl vertėjo žodžiu darbo, kai ji atsisakė atsisakė paspausti ranką vyrui, kuris priėmė ja darbo pokalbiui. Vietoj to, ji pridėjo savo ranką prie širdies taip pasisveikindama. Jos darbo pokalbis baigėsi, kai ji atsisakė paspausti ranką.
A. Alhajeh gimtojo miesto Uppsalos vertimo įmonė teigė, kad jų darbuotojai turėjo vienodai elgtis su vyrais ir moterimis ir negalėjo leisti darbuotojui atsisakyti rankos paspaudimo pagal lytį.
Ji skundėsi dėl elgesio su ja diskriminacijos ombudsmeno tarnyboje, kuri teigia, jog šis „sudėtingas klausimas“ buvo pakankamai svarbus, kad būtų galima kreiptis į teismą dėl sprendimo.

Kontekstas:

Kai kurie musulmonai vengia fizinio kontakto su priešingos lyties nariais, išskyrus tuos, kurie yra artimiausioje šeimoje.
Tačiau kai kuriose Europos šalyse tradiciniai rankų paspaudimai. Be to, kovos su diskriminacija teisės aktai gali uždrausti įmonėms ir viešosioms įstaigoms skirtingai elgtis su žmonėmis dėl jų lyties.
Diskriminacijos ombudsmenas sakė, kad ji stengėsi elgtis pagarbiai ir vienodai pasisveikinti tiek su vyrais, tiek su moterimis – pridėdama ranką prie širdies.

2. Kokių veiksmų buvo imtasi?

Švedijos darbo teismas nustatė, kad bendrovė buvo teisi reikalaudama vienodo požiūrio į abiejų lyčių atstovus, bet ne reikalaujant, kad pasisveikinimas būtų tik rankos paspaudimas.

Moters atsisakymas paspasuti ranką dėl religinių priežasčių apsaugotas Europos žmogaus teisių konvencijos, o bendrovės politika reikalaujanti specialaus pasveikinimo buvo žalinga musulmonams.

Teismas taip pat nesutiko su įmonės teiginiu, kad A. Alhajeh požiūris į sveikinimąsi sukeltų komunikacijos problemą jai atliekant vertėjos pareigas.

3. Koks buvo poveikis?

Švedijos darbo teismas nusprendė, kad moterį diskriminavo ir nurodė jai sumokėti 40 000 kronų (4,350; £ 3,420) kompensaciją.

Po sprendimo M. Alhajeh BBC sakė, kad ji manė, jog svarbu "niekada nepasiduoti", kai esate įsitikinęs savo teisumu, net ir kaip mažumos grupės narys.

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„Tikiu Dievu, kuris yra labai retas Švedijoje ... ir turėčiau turėti galimybę išpažinti savo tikėjimą, kol niekam tuo nedarau žalos“, - sakė ji.

„Mano šalyje ... jūs negalite elgtis su moterimis ir vyrais skirtingai. Aš galiu gyventi vadovaudamasi savo religinėmis pažiūromis, bet tuo pačiu ir laikydamasi šalies, kurioje gyvenu taisyklių.

4. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?

- Žmonės yra linkę kategorizuoti žmones ir objektus
- Socialinės normos gali paskatinti žmones įsitraukti į prasmingas ir sąžiningas diskusijas rasės ir religijos temomis.
- efektyviam tarpininkavimui būtini šie įgūdžiai: gebėjimas likti nešališku ir turėti profesines ribas
- Gebėjimas teikti kultūrinius paaiškinimus
- Racionalus, atsakingas ir pagrįstas

Švedijos diskriminacijos ombudsmeno tarnyba, atstovaujanti 24 metų ponia Alhajeh, teigė, kad sprendime buvo atsižvelgta į „darbdavio interesus, asmens teisę į kūno neliečiamumą ir valstybės svarbą išsaugoti religijos laisvę“.

Šaltinis: **BBC žinios – internete – rugpjūčio 16, 2018**

Pavyzdys nr. 2

Situacija

Edinburgo ir Lothians regioninės lygybės taryba (ELREC) naudojasi „Gyvenimo įgūdžių poreikių tyrimu“ imigrantams (žr. žemiau). Šio klausimyno tikslas - nustatyti imigrantų kompetencijas ir įgūdžius, susijusius su gyvenimu JK. Jų atsakymai padės paslaugų teikėjams, tokiems kaip ELREC, nustatyti migrantų, kaip asmenų, taip pat bendruomenių, žinių poreikius, kad būtų galima numatyti tinkamą paramą, įskaitant tinkamą mokymo seminarų rengimą.

Mes jį pasirinkome kaip vieną iš gerų stebėsenos metodų, siūlomų CLP IO6 5.3.5: Stebėsena, pavyzdį

2. Kokių veiksmų buvo imtasi?

Stebėsenos metodai

Interviu akis į akis yra pageidautina stebėsenos ir vertinimo priemonė

3. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?

Nustatyti klausimus, kurie buvo:

- Konkretūs ir aiškūs

- Objektyvūs ir nepriklausomi

- Sąmoninga žodžių tvarka ir vadovavimo žodžių naudojimas (turėtų, galėtų, turi ir tt)

- Pagarbūs, nesudarantys iš ankstinės nuomonės, neteisiantys

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- Kuo dažnesni susitikimai.

Life Skills' Needs survey for Immigrants

Please answer the following questions:

1) How old are you?

16-21☐ 21-30☐ 30-40☐ 40-50 ☐ 50-60 ☐ 60-70 ☐ over 70 ☐

2) Are you;

Female☐ Male☐ Other☐

3) How long have you lived in the UK?

Less than 1 year ☐ 1-2 years☐ 2-3 years ☐ 3-4 years ☐ 4-5 years ☐ 5-6 years ☐ 6-10 years☐ over 10 years ☐

4) Where were you born?

North Africa ☐ Mid and south Africa ☐ North America ☐ South America ☐ Asia☐ Australia☐ North & west Europe☐ South Europe☐ East Europe☐ Middle-east☐ Far-east☐ UK☐

5) What is your mother language?

6) Are you employed?

Yes☐ Yes, self-employed☐ No☐ No, looking for a job☐

7) Did/do you have/had problem finding a job?

Yes ☐ No☐ NA☐

8) If you are currently employed; does your current job match your skills and training?

Yes☐ No, I am over-qualified for my job☐ No, I need training☐

9) What problems have you encountered when looking for work?

a. Language☐
b. Lack of knowledge about the system/process☐
c. Temporary contracts☐
d. Qualification☐
e. Discrimination☐
f. No legal job☐
g. Personal constrains☐
h. Limited right to work☐

10) What is the level of your English language?

Fluent ☐ Advanced learner ☐ upper-intermediate☐ lower-intermediate☐ Elementary☐

11) Did you have problem learning English?

No☐ Yes, I don't have enough time☐ Yes, I don't know how ☐ I am not interested in taking lessons☐

12) Please rate your knowledge and confidence in each of the following areas; 10 having extensive knowledge and being totally confident and 0 having no understanding and confidence in that area.

A. British culture (including what is ok and what is not ok)

0 1 2 3 4 5 6 7 8 9 10

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B. Public transport

0 1 2 3 4 5 6 7 8 9 10

C. Shopping (including using self-checkout in supermarkets) and on-line shopping

0 1 2 3 4 5 6 7 8 9 10

D. Mobile phone, phone, TV and broadband and, utility contracts

0 1 2 3 4 5 6 7 8 9 10

E. Education system in Scotland

0 1 2 3 4 5 6 7 8 9 10

F. Tax system

0 1 2 3 4 5 6 7 8 9 10

G. Health system

0 1 2 3 4 5 6 7 8 9 10

H. Welfare system

0 1 2 3 4 5 6 7 8 9 10

I. Citizens', Asylum seekers' and refugees' rights

0 1 2 3 4 5 6 7 8 9 10

J. Legal & illegal in the UK and Scotland

0 1 2 3 4 5 6 7 8 9 10

K. Money (bank accounts, loans, grants, mortgage)

0 1 2 3 4 5 6 7 8 9 10

L. Advice & support

0 1 2 3 4 5 6 7 8 9 10

M. Employment

0 1 2 3 4 5 6 7 8 9 10

N. Volunteering

0 1 2 3 4 5 6 7 8 9 10

O. Socialising

0 1 2 3 4 5 6 7 8 9 10

Thank you

Please leave your contact details here if you wish to be contacted for free training programs:

Name: Tel: email:

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Graikija:

Pavyzdys nr. 1:

Situacija

Kūrybiškumo ir pasakojimų diena padeda migrantų vaikams atverti savo širdis ir susigyventi su skirtumais, prisitaikant prie naujo gyvenimo Ioanninoje - Graikijos šiaurės vakarų regione.

„ARSIS“ yra vienas iš „Oxfam“ partnerių, dirbančių su pabėgėliais ir migrantais Epyre. Jie užtikrina saugią erdvę vyrams, moterims ir vaikams, taip pat organizuoja psichosocialinę veiklą, pavyzdžiui, „Stone Soup“ pasakojimo sesiją miesto centre esančioje kavinėje. ARSIS išplėtė savo programas, kad sutelktų dėmesį į įvairių migrantų bendruomenių ir vietos bendruomenių bendradarbiavimą, įskaitant veiklą vaikams. Šios veiklos tikslas - įgalinti abi bendruomenes, ugdyti savarankiškumą ir socializaciją, taip pat ugdyti migrantų susipažinimą su visuomenėmis, kuriose jie gyvena.

Kontekstas:

Pasakotojas, arabiškai kalbantis kultūros tarpininkas, ir kai kurie ARSIS darbuotojai pradeda pasakoti šiltu ir teatriniu balsu Graikijos, Sirijos, kurdų, ispanų ir angliškai kalbančių migrantų grupei.

Istorija rodo, kad auditorija turi padaryti „akmenų sriubą“, tad žmonės tikrai stengiasi rasti akmenų! Tada pasakojimas rodo, kad sriubai reikia daržovių. Kiekvienas stengiasi prisiminti įvairias daržovių rūšis ir rasti tinkamas daržoves sriubai. Tada jie deda į sriubą įsivaizduojamus ingridientus, nepriklausomai nuo to, kaip jie vadinami, pavyzdžiui, „morkų“, „جزر“ arba „καρότο“ ir tt Ir po to pasakojama, kad kiekvienas turi padėti maišant, nes puodas yra didelis ir pilnas įsivaizduojamų sriubų! Ir visi maišo!

2. Kokių veiksmų buvo imtasi?

Pasakojimas yra ne tik graikų, bet ir arabų bei anglų kalbomis, nes klausytojai kalba graikų, Sirijos, kurdų, ispanų ir anglų kalbos. Pasakotojas paprašo auditorijos pagalbos ir visi jie, nepriklausomai nuo jų tautybės, yra linkę padėti.

Nors migrantai susiduria su daugeliu iššūkių, pvz., Kalbos barjeru ar skirtingomis kultūrinėmis aplinkybėmis, ARSIS ir Oxfam gauti atsiliepimai rodo, kad ši veikla turi teigiamą poveikį tiek migrantų, tiek vietos Graikijos bendruomenei. Viena vertus, pabėgėliai ir migrantai nori dalyvauti, o kartais jie siūlo ir kitokią veiklą, o vietiniai gyventojai linkę būti atviri ir smalsūs susitikti ir bendrauti su įvairiais žmonėmis. Žinoma, patirtis su skirtingų tautybių vaikais rodo, kad vaikystėje geriausiai tinka įvairių tipų bendravimas (pvz., kūno kalba).

Koks buvo poveikis?

Kai „sriuba“ yra paruošta, dalyviai kviečia visus „paragauti“. Dabar pasakojama, kad kiekvienas gali atverti savo širdį ir priimti skirtumus, lygiai taip pat, kaip sriuba „priėmė“ kiekvieną ingredientą, kiekvieną maišymą ir kiekvieno pagalbos.

Vaikai sukūrė ir bendrino meną ir amatus. Įvairių tautybių vaikai tarpusavyje bendrauja, naudodami žodžius anglų arba graikų ar net kūno kalbomis, mokomi, kad kalba nėra kliūtis, jei neleidžiate, kad ji būtų.

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7. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?

- traumos ir migracija - dar labiau sustiprinamos socialinės ir ekonominės atskirties: palikti savo gyvenimą, savo artimuosius, savo saugumą, eiti į naują vietą, kur viskas yra nežinoma, nenuspėjama, potencialiai pavojinga, kai žmogus jaučiasi kitaip nei kiti, nesupranta kalbos, gyvenimo stilius, žmonių požiūrio. Migracija yra įtempta, emocinė nerimą kelianti patirtis, patirtis, kuri kelia abejonių dėl savo tapatybės.
- Politikos požiūris į atskirtį ir sanglaudą
- Bendrieji pagrindiniai imigrantų integracijos politikos principai ES:

Pirmasis ir pagrindinis bendrasis principas, kuris apibrėžia integraciją kaip „dvipusį procesą“ - nacionalinėse integracijos politikose ir veiksmų planuose. Šis pagrindinis principas nustato ES žmogaus teisių reikalavimus atitinkančią paradigmą: ne tik tikėtis, kad laikomasi mūsų taisyklių ir vertybių, bet ir suteikti migrantams realią galimybę prasmingai dalyvauti visuomenėje, kurioje jie pasirinko gyventi, vienodai elgtis ir leisti jiems jaustis visuomenės dalimi, o ne toleruojamais svečiais.

Šaltinis: https://blogs.oxfam.org/en/blogs/17-06-05-helping-migrants-adjust-new-life-greece spausdinta birželio 5, 2017

Pavyzdys nr. 2

1. Situacija

Daugiafunkciniai grynieji pinigai: nuo 2015 m. Europos Komisija finansuoja humanitarinę pagalbą Graikijoje, remdama Europos Sąjungos civilinės saugos ir humanitarinės pagalbos (ECHO) valdoma nepaprastosios padėties integracijos ir apgyvendinimo programa (ESTIA). ESTIA įgyvendina JTVPK ir daugybė partnerių, teikiančių pagalbos paketą, kuris apima daugiafunkcinę grynųjų pinigų pagalbą pagrindiniams poreikiams patenkinti, būstas ir paslaugos pabėgėliams ir prieglobsčio prašytojams (susirūpinimą keliantiems asmenims). Daugiafunkciniai grynieji pinigai yra ori ir tinkama pagalbos forma Europos šalyje, pavyzdžiui, Graikijoje, ir padeda asmenims, norintiems patenkinti jų pagrindinius poreikius, didžiąją dalį pinigų išleidžiant maistui. Apgyvendinimas mieste, su vonios kambariais, geriamuoju vandeniu, skalbimo ir maisto ruošimo įranga, komunalinės paslaugos ir internetas – viskas nemokamai - padėjo pabėgėliams patenkinti jų pastogės poreikius ir didžiąją dalį jų kitų poreikių įgalinančių juos gyventi oriai.

2. Kokių veiksmų buvo imtasi?

Per ES finansuojamą ESTIA programą UNHCR ir partneriai teikė pagalbos paketą, apimantį daugiafunkcinius grynuosius pinigus, miesto būstą ir papildomas paslaugas reikalavimus atitinkantiems asmenims Graikijos miestuose.

3. Koks buvo poveikis?

Sinergetinį poveikį sukėlė grynųjų pinigų ir laisvo miesto apgyvendinimo derinys, turintis teigiamų apsaugos rezultatų, pvz., sustiprėjęs saugumo jausmas ir ypač žalingų susidūrimo strategijų sumažinimas.

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Neigiami rezultatai, kurių daugiafunkciniai pinigai negalėjo kompensuoti, yra susiję, pavyzdžiui, su apgyvendinimu salose, kur tūkstančiai asmenų gyvena perpildytuose vietose ir kai kuriais atvejais nesaugiomis sąlygomis. Didžiosios šeimos su vaikais patyrė didelių papildomų išlaidų kūdikių vystyklams, o asmenys, gyvenantys atokiau nuo Atėnų centro, patyrė didelių transporto išlaidų.
Tad siekiama integruoti pabėgėlius į socialinės apsaugos sistemą. Nors pastangos yra dedamos, reikia skubiai tobulinti informacijos srautus ir ryšius bei ištirti būdus, kaip tokiems asmenims sudaryti galimybes būti savarankiškesniems ir paskatinti jų integraciją Graikijoje.

3. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?
- „Push“ ir „Pull“ veiksniai migracijai
- Transkultūrinis stresas, socialinė izoliacija ir tapatybė:
Individualumas yra stresinė patirtis migrantams. Dauguma kilę iš šalių, kuriose jų tapatybė yra labai susieta su grupe. Nėra „aš“, bet yra „Mes“. Jie yra ne tik savo grupėje, bet ir visuomenėje, kurioje jie yra marginalizuoti.
- Psichologinis poveikis ne tik šalies, iš kurios bėgama, traumoms, bet ir kultūrinis šokas ir dėl jų atsirandanti depresija.
- neleidžiama dirbti:
Teisė patekti į darbo rinką jau prieglobsčio prašymo nagrinėjimo metu gali būti labai svarbi siekiant paspartinti integracijos procesą, nes neaktyvumas paprastai pablogina integracijos perspektyvas.

Šaltinis: https://www.unhcr.org/5b2cfa1f7.pdf išspausdinta gegužę, 2018 m. Saros Pavanello

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Lietuva:

Pavyzdys nr. 1:

1. Situacija

Socialinis darbuotojas ieško buto nuomai pabėgėlui, kuris turėjo išeiti iš priėmimo centro. Socialinis darbuotojas susitarė su savininku, jog atvyks apžiūrėti buto kartu su asmeniu, kuriam padeda ieškoti buto, ji paminėjo savininkui, kad asmuo yra užsienietis, savininkas sakė, kad nėra jokių problemų. Tačiau, kai jie apžiūrėjo butą ir norėjo pasirašyti nuomos sutartį, socialinis darbuotojas pasakė, kad asmuo buvo pabėgėlis, o šeimininkas juos informavo, kad staiga prisimenė, kad dar kažkam pažadėjo aprodyti butą ir jam reikia daugiau laiko apsispręsti ar galės išuomoti butą šiam užsienečiui.

2. Kokių veiksmų buvo imtasi?

Socialinis darbuotojas tuo metu nieko nesakė savininkui, tačiau vėliau jis paskambino būsto savininkui ir paprašė susitikti prie puodelio arbatos ir papasakojo šio jauno pabėgėlio gyvenimo istoriją. tokiu būdu įtikindamas savininką, tai yra tinkamas ir patikimas asmuo.

3. Koks buvo poveikis?

Nuomotojas sutiko išnuomoti butą pabėgėliui.

4. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?

Stereotipai labai stipriai įsitvirtinę mūsų aplinkoje, todėl kartais žmonės turi matyti situaciją iš kito asmens perspektyvos, kad galėtų nutolti nuo stereotipų.

Pavyzdys nr. 2:

1. Situacija

Registracijos centre dirbantys specialistai pažymėjo, kad yra daug atvejų, kai pabėgėliai atvyksta pas juos į centrą, ten būna tam tikrą laiką, o po to, jie iškeliauja į kitą šalį ieškodami geresnio gyvenimo:

„Buvau Lietuvoje 28 dienas, devyni žmonės mano šeimoje. Mes gauname 500 eurų per mėnesį. Aš negalėsiu čia gyventi, nes negaliu dirbti - mano akys skauda. Štai kodėl aš nenoriu dirbti niekur. Jei neturiu darbo, negalėsiu čia gyventi “, - sako Sirijos pabėgėlis Ahmad Abu Ead.

„Karo metu neteko savo šeimos. Man buvo liepta vykti į Lietuvą, tačiau iš sąrašo šios šalies nenorėjau. Man buvo pasakyta, kad Lietuva mane pasirinko. Jei Lietuva mane pasirinko, turėjo man skirti namą “, - sako Sirijos pabėgėlis Ghassan Marouf.

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2. Kokių veiksmų imtasi?

Šioje situacijoje nėra jokio realaus sprendimo, nes tai leidžia ES reglamentas, ir pabėgėliai gali tuo naudotis. Tačiau specialistai turėtų dėti visas pastangas siekdami padėti pabėgėliams integruotis į visuomenę ir motyvuoti pabėgėlius pasilikti šioje šalyje.

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Ispanija:

Pavyzdys nr. 1:

1. Situacija

„TEMPLA“, solidarumo laivas.

1991 m. rugpjūčio 16 d. Naujosios Zelandijos prekybos laivas „Templa“ pastebėjo ir padėjo 433 pabėgėliams, daugiausia afganams, kurie keliavo į užsienį Indonezijos barža, valdoma kontrabandininkų. Laivo kelios šalys nepriėmė, tad jis keletą savaičių liko atviroje jūroje.

Tas pats nutiko ir „Vandeniui“ 2018 m.

2. Kokių veiksmų buvo imtasi?

Galiausiai, po daugelio derybų ir humanitarinių organizacijų spaudimo, laivas buvo išsiųstas į Nauru, netoli Naujosios Zelandijos. Neseniai laivo kapitonas buvo apdovanotas Jungtinių Tautų vyriausiojo pabėgėlių reikalų komisaro garbės premija.

:https://www.pbs.org/newshour/show/how-anti-immigrant-politics-forced-rescue-ship-aquarius-off-the-mediterranean.

3. Koks buvo poveikis?

Kai žinomos šios žinios ar kiti panašūs pavyzdžiai, būtina pagalvoti apie:

- Susipažinkite, kaip pernelyg dažnai nacionaliniai ir viršvalstybiniai interesai trukdo gerbti žmogaus teises.

- Prisiimti atsakomybę už žmogaus teisių gynimą judėjimuose, kurie yra žmogaus kolektyvinės sąžinės dalis.

3. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?

- kaip tarpkultūrinės kliūtys gali trukdyti humanitariniams veiksmams;

- Kaip prietarai ir nacionaliniai interesai gali apsunkinti pagarbą žmogaus teisėms.

Pavyzdys nr. 2:

1. Situacija

2009 m. lapkričio mėn. Šveicarija šventė referendumą, siekdama uždrausti ar palikti leidimą statyti minaretus mečetėse. Aiški dauguma 57,5 proc. žmonių, dalyvavusių referendume, susitarė dėl minaretų uždraudimo.

Kai kurie straipsniai, skirti analizuoti situacijai:

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- https://www.huffingtonpost.com/daniel-ammann/the-real-reasons-why-the_b_373947.html?guccounter=1&guce_referrer_us=aHR0cHM6Ly93d3cuZ29vZ2xlLmVzL3VybD9zYT10JnJjdD1qJnE9JmVzcmM9cyZzb3VyY2U9d2ViJmNkPTQmY2FkPXJqYSZ1YWN0PTgmdmVkPTJhaFVLRXdpdHo2Zlp0LWpnQWhVTTJPQUtIWHZKRERjUUZqQURlZ1FJQnhBQiZ1cmw9aHR0cHMlM0ElMkYlMkZ3d3cuaHVmZmluZ3RvbnBvc3QuY29tJTJGZGFuaWVsLWFtbWFubiUyRnRoZS1yZWFsLXJlYXNvbnMtd2h5LXRoZV9iXzM3Mzk0Ny5odG1sJnVzZz1BT3ZWYXcybGdva2RtLUxaT281elh5OFFYYTRC&guce_referrer_cs=b-GannOYTFrkwbB1wXS2YA

- https://www.nytimes.com/2009/11/30/world/europe/30swiss.html

- https://lenews.ch/2018/01/10/swiss-courts-wrong-on-minaret-ban-speech-case-rules-european-court/

2. Kokių veiksmų buvo imtasi?

Referendumo rezultatas buvo pridėtas prie Šveicarijos Konstitucijos.

3. Koks buvo poveikis?

Šis sprendimas turėjo didelį poveikį Europoje, ir buvo daug diskusijų šiuo klausimu. Mes galime paminėti keletą įdomių išvadų diskusijoms inicijuoti:
- Kaip globalizacija gali reikšti reakcijos judėjimą prieš „kitą“, „skirtingą“;
- Reikia sukurti diskusijas ir stiprinti bendravimą tarp kultūrų

4. Kokias kliūtis, iššūkius ar mokymosi etapus nustatėte?

- „Kito“ samprata
- Kultūrinis šokas
- Būtina stiprinti tarpkultūrinio bendravimo kanalus

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6. PRIEDAI

Sekančiuose puslapiuose rasite papildomą sukurtą medžiagą:

- **Mokytojo vadovas**
- **Mokymo programa**

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RE. INCLUSION

TEACHER'S MANUAL

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IO6 FACE TO FACE TRAINING COURSE

Teacher's Manual

RE.INCLUSION: 2016-1-IT01-KA202- 005498

"Guidelines for the work inclusion of the refugees and the asylum seekers"

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INTRO

RE.INCLUSION intends to develop innovative methodologies and tools so that the operators of services of social and work insertion of asylum seekers and refugees can operate in an effective way with the immigrants taken in charge.

The project partnership carried out an analysis about the work situation of operators working with refugees that revealed that **the major criticism was the lack of systematization of the reception process to overcome the emergency**. Therefore, **the project aims to portrait the state of the Reception System for Refugees in Europe and suggesting a networking system of innovative practices and effective tools gathered and produced by the partnership** through the comparative system of the services for work insertion of migrants.

The final aim is **the publication of guidelines to improve the technical preparation of the practitioners** and the efficiency of the services provided. Among the main expected results of the project, there is the improvement of competences of the practitioner working with refugees in public and private centres of the reception of refugees and asylum seekers and who carry out services for the social and economic inclusion of them.

So, this **Teacher's manual seeks to orientate the trainers on how to provide the training to this specific group of professionals** in order to give them a suitable and blended training able to complete the lack of knowledge about certain topics.

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COURSE STRUCTURE

The training and learning modules that will be included in the training are the following:

1	LEGAL INFORMATION	L.U 1.1 First contact and referral
		L.U 1.2 Translation services
		L.U 1.3 Provision of legal information
2	INTEGRATION INTO THE SCHOOL / EDUCATIONAL SYSTEM	L.U 2.1 Counselling
		L.U 2.2 Life direction
		L.U 2.3 Follow-up
3	WORK INCLUSION	L.U 3.1 Personal profile
		L.U 3.2 Professional plan
		L.U 3.3 Job search assistance
		L.U 3.4 Follow-up
4	LANGUAGE	L.U 4.1 Language level pre-assessment
		L.U 4.2 Oral communication
		L.U 4.3 Teaching methodologies
		L.U 4.4 Organisation of translation services
5	INTERCULTURAL COMPETENCES	L.U 5.1 Intercultural awareness and adaptation
		L.U 5.2 Intercultural communication and mediation
		L.U 5.3 Intercultural techniques for work and social inclusion of refuges and asylum seekers
6	SOFT SKILLS	L.U 6.1 Interview techniques
		L.U 6.2 Conflict management
		L.U 6.3 Cope with stress
		L.U 6.4 Teamwork

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YOUR ROLE

This Teacher's manual is for you in case you are a **trainer that aims to reinforce the skills and competences of operators who work with refugees and asylum seekers.**

As trainer, you will be in charge of selecting the learning units in order to design and facilitate the whole training for your learners following their training needs. As this is a blended training, the contents might differ depending on the priorities and needs of the operators. Furthermore, you can adapt them depending on the specific profile of the group you will deliver the training.

There are some specific requirements you must meet to deliver this training. First, you need to have at least 2 years of previous experience as professional working in the reception and guidance of immigrants, most specifically with refugees and asylum seekers. Secondly, you need to have delivered trainings in the field of migration and social integration.

METHODOLOGY

This training is conceived in different modules interlinked but that can be followed in a blended way. As the objective of the training is providing operators with a training divided into different modules that can be accomplished independently, if an operator needs a deeper knowledge about any of the subjects, he/she can do it without completing the other modules.

The only contents conceived to be transversal to all the training are Module 5. "Intercultural Competences" and Module 6. "Soft Skills".

In addition, this training is also conceived to be provided in a traditional face to face course, that will intend to be practical, and through e-learning modules.

FACE TO FACE:

The training methodology will be based on the use of active didactic techniques, with the aim to simulate real situations. Participant's experience will be enhanced since the beginning of the training and will be elaborated as "original" training material. Thanks to the centralization of participants' work experience, it will be possible to discover the wide range of skills and knowledge that they own.

Each module is elaborated in a different format, so the trainer can develop the contents through Power Points presentations, master class, explanations to develop practical trainings, etc.

E-LEARNING:

This training methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. The training activity will be realized through the download of didactic materials elaborated and uploaded on the platform in a structured and intuitive path that will involve participants, motive them, pushing them for the application of previews knowledge, provide them with

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documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics.

Clear instructions that explain the use of platform will be provided, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self-evaluation of entrance competences.

The role of the trainer in this methodology is monitoring the training path of the trainees, solving doubts and questions and correcting the evaluation, if applicable.

The training contents are elaborated as follows:

1	**LEGAL INFORMATION**	Presentation materials, handouts and brochures, examples, practical information are the training and learning methodologies used in this module.
2	**INTEGRATION INTO THE SCHOOL / EDUCATIONAL SYSTEM**	This module is conceived to be delivered onsite through face to face activities. The contents will be acquired thanks to practical exercises based on real situations regarding counselling strategies, how to work on the refugees work paths and how to provide an adequate job search assistance and the follow-up of the beneficiaries.
3	**WORK INCLUSION**	Thanks the participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain technical and professional topics that the participants still don't have, but also through "experience methodologies", that will allow the promotion of learning through active and direct operators' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson - Self evaluation analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Learning by doing: to transform professionalise experiences and activities in concepts or systems - Practical applications with individual support - Group discussion.
4	**LANGUAGE**	This module is conceived to be divided into 2 parts: Online: access to information and learning content, and about teaching methods and contents analysing learners needs and demands. Offline/ blended: practical implementation on teaching oral communication and practising teaching methods.
5	**INTERCULTURAL COMPETENCES**	Presentation materials, examples, practical information, exercises and testing of learnings are the training and learning methodologies used in this module. Even if the module perfectly fits into an online approach, it is recommended to create an interactive and face to face learning environment supported with group works, discussions and role playing whenever possible.

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6	**SOFT SKILLS**	This Module has both theoretical and practical components which impact on the choice of relevant teaching methods. The content of the module must be kept in close contact to the reality of the participants. For this the trainer should always try to motivate the participants with integrating examples of their working and living background. The module includes also role plays. This is an important tool in order to understand and reflect the theory. The trainer should see that in the role games the situation of the participants is reflected.

HOW TO PREPARE YOUR LEARNING ACTIVITY

The structure is very easy to manage:

- **RE.INCLUSION** training is composed of the **6 MODULES** previously mentioned.
- Each module is composed of several **LEARNING UNITS** organised in a **blended structure**: onsite and online.
- Each unit is composed of a variable number of **DIDACTICS UNITS** proposing different **activities** in order to make the training as practical as possible, including role playing.
- Each learning module has a "**SYLLABUS**" document that is giving information about: **duration**, **resources needed, expected results, Tikslinės grupės** or **assessment tools.**

Example – Learning Unit 1.3:

Learning Unit	**1.3 PROVISION OF LEGAL INFORMATION**
Expected results	This learning unit aims at exploring complex EU asylum system and discussing legal challenges that operators working with refugees and asylum seekers encounter. It is very important for the operators not only to know this information but also to be able to present it to refugees and asylum seekers in a simple and understandable way. After accomplishing this learning unit, learners will be able to: - Learn about EU asylum system - Learn about rights and duties of refugees - Improve networking skills - Identify legal challenges - Identify main labour laws - Identify legal information sources
Didactic Units	D.U 1.3.1.- Understanding EU system of asylum D.U 1.3.2.- Rights and duties of refugees in Europe D.U 1.3.3.- Labour Laws D.U 1.3.4.- Legal challenges

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	D.U 1.3.5.- Mapping main legal information sources (online + networking)
Time frame	5 hours
Tikslinės grupės	It is focused to operators/mentors working with refugees and asylum seekers.
Learning Methodology	Presentation materials, examples, practical information are the training and learning methodologies used in this module.
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	You'll be able to assess your learning with a multi-choice test. Remember that you must get minimum score 50.
Learn more	https://ec.europa.eu/home-affairs/what-we-do/policies/asylum

* You will always find a link to the resources suggested.

HOW TO QUALIFY TRAINEES

As this is a very specific training, the trainees will be qualified through the development of the practical activities, giving them a feedback about how to improve their working techniques in different fields.

It is possible to do a little test at the end of each learning unit, particularly in the case of the online training, allowing operators to evaluate their new knowledges through a self-assessment.

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RE. INCLUSION

TRAINING SYLLABUS

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TRAINING SYLLABUS

Introduction

RE.INCLUSION is a Erasmus + funded project that intends to develop innovative methodologies and tools so that the operators working with refugees and asylum seekers could operate in an effective way with the immigrants taken in charge.

The analysis carried out in the partnership organisations has revealed that the main problem is the lack of systematisation in the reception process to overcome the emergency. As a consequence, RE.INCLUSION aims at portraying the state of the Reception System for Refugees in Europe and suggesting a networking system of innovative practices and effective tools gathered and produced by the partnership through the analysis of the service for work insertion of migrants.

The final objective of the project is the definition and publication of guidelines to improve the technical preparation of the practitioners and the efficiency of the services provided. These guidelines are concretised in this training, which is built on the basis of learning contents responding to competences units identified for the profile of the practitioner who work with refugees.

About the training path

This training is conceived in different modules interlinked but that can be followed in a blended way. As the objective of the training is providing operators with a training divided into different modules that can be accomplished independently, if an operator needs a deeper knowledge about any of the subjects, he/she can do it without completing the other modules.

The only contents conceived to be transversal to all the training are Module 5. “Intercultural Competences” and Module 6. “Soft Skills”.

Tikslinės grupės

The target group of this training is the operator who works with refugees and asylum seekers in the public as well as the private sector.

Time frame /ECVET points

The approximate total duration after accomplishing all modules is more than 100 hours. It could be longer or shorter depending on the learning path of each participant.

Methodology

Blended: this training is conceived in a blended way, so there will be some learning units that can be followed online, some others that must be accomplished face to face and a specific learning unit that is adapted to outdoor coaching.

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Training & Learning modules

1	LEGAL INFORMATION	L.U 1.1 First contact and referral
		L.U 1.2 Translation services
		L.U 1.3 Provision of legal information
2	INTEGRATION INTO THE SCHOOL / EDUCATIONAL SYSTEM	L.U 2.1 Counselling
		L.U 2.2 Life direction
		L.U 2.3 Follow-up
3	WORK INCLUSION	L.U 3.1 Personal profile
		L.U 3.2 Professional plan
		L.U 3.3 Job search assistance
		L.U 3.4 Follow-up
4	LANGUAGE	L.U 4.1 Language level pre-assessment
		L.U 4.2 Oral communication
		L.U 4.3 Teaching methodologies
		L.U 4.4 Organisation of translation services
5	INTERCULTURAL COMPETENCES	L.U 5.1 Intercultural awareness and adaptation
		L.U 5.2 Intercultural communication and mediation
		L.U 5.3 Intercultural techniques for work and social inclusion of refuges and asylum seekers
6	SOFT SKILLS	L.U 6.1 Interview techniques
		L.U 6.2 Conflict management
		L.U 6.3 Cope with stress
		L.U 6.4 Teamwork

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Module contents

MODULE 1: LEGAL INFORMATION

Learning Unit	**1.1 FIRST CONTACT AND REFERRAL**
Expected results	This learning unit aims at raising awareness on the importance of the first contact with migrants, making migrant operators experience how important the first contact with refugees and asylum seekers is and what impact it has later on for their integration in the society of the host country. After accomplishing this learning unit, learners will be able to: - Learn about counselling techniques; - Learn about the politic, economic, cultural and social environment in the host country; - Learn about health and education system in the host country: what is important for the refugees; - Understand accommodation and job market; - Raise your awareness on stereotyping and prejudging; - Identify organisations working in the field; - Ease migrants' adaptation.
Didactic Units	D.U 1.1.1.- Counselling: building trust D.U 1.1.2.- Defining political, cultural, economic and social environment in host country D.U 1.1.3.- Stereotypes and Prejudices D.U 1.1.4.- Understanding health system in host country D.U 1.1.5.- Understanding education system in host country D.U 1.1.6.- Accommodation: finding and renting a flat/house D.U 1.1.7.- Job market D.U 1.1.8.- Mapping organisations working with migrants
Time frame	6 hours
Tikslinės grupės	It is focused to operators/mentors working with migrants in general, and with refugees and asylum seekers in particular.
Learning Methodology	Presentation materials, handouts and brochures, examples, practical information are the training and learning methodologies used in this module.
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	You'll be able to assess your learning with a multi-choice test. You will have to take your test at the end of each module. Remember that you must get minimum score 50.
Learn more	- http://reinclusion.eu/local/staticpage/view.php?page=reports - http://www.tandfonline.com/doi/full/10.1080/02643944.2010.481307

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Learning Unit	**1.2 TRANSLATION SERVICES**
Expected results	Most of the asylum seekers and refugees do not speak host country language so communicating with such a person becomes extremely difficult without a proper translator. However, finding a translator sometimes can also be challenging, especially for the asylum seekers and refugees coming from Arabic countries as there are not that many translators knowing this language well enough to help deal with rather complicated legal matters and other important issues. Moreover, the budget is usually very limited for these services. After accomplishing this learning unit, learners will be able to: - Identify documents that need to be translated; - Learn about online translation services and resources; - Improve networking skills; - Identify local community resources.
Didactic Units	D.U 1.2.1.- Presentation of available online resources D.U 1.2.2.- Networking tips D.U 1.2.3.- Identifying local community resources D.U 1.2.4.- Mapping of documents that need to be translated
Time frame	3 hours 30 minutes
Tikslinės grupės	It is focused to operators/mentors working with refugees and asylum seekers.
Learning Methodology	Presentation materials, examples, practical information are the training and learning methodologies used in this module.
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	You'll be able to assess your learning with a multi-choice test. You will have to take your test at the end of each module. Remember that you must get minimum score 50.
Learn more	Translators without borders, see: https://translatorswithoutborders.org/wp-content/uploads/2017/04/Putting-language-on-the-map.pdf http://bev.berkeley.edu/refugees/translationservices.html

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Learning Unit	**1.3 PROVISION OF LEGAL INFORMATION**
Expected results	This learning unit aims at exploring complex EU asylum system and discussing legal challenges that operators working with refugees and asylum seekers encounter. It is very important for the operators not only to know this information but also to be able to present it to refugees and asylum seekers in a simple and understandable way. After accomplishing this learning unit, learners will be able to: - Learn about EU asylum system - Learn about rights and duties of refugees - Improve networking skills - Identify legal challenges - Identify main labour laws - Identify legal information sources
Didactic Units	D.U 1.3.1.- Understanding EU system of asylum D.U 1.3.2.- Rights and duties of refugees in Europe D.U 1.3.3.- Labour Laws D.U 1.3.4.- Legal challenges D.U 1.3.5.- Mapping main legal information sources (online + networking)
Time frame	5 hours
Tikslinės grupės	It is focused to operators/mentors working with refugees and asylum seekers.
Learning Methodology	Presentation materials, examples, practical information are the training and learning methodologies used in this module.
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	You'll be able to assess your learning with a multi-choice test. Remember that you must get minimum score 50.
Learn more	https://ec.europa.eu/home-affairs/what-we-do/policies/asylum

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MODULE 2: INTEGRATION INTO THE SCHOOL/ EDUCATIONAL SYSTEM

Learning Unit	**2.1 COUNSELLING**
Expected results	By the end of the activity participants will have: - identified their personal key characteristics and lifestyle preferences; - matched typical behaviours to a range of characteristics; - learnt how to use the internet and other resources to find information on studies and employment; - • begun to identify possible careers that match their preferences.
Didactic Units	D.U 2.1.1 Self-awareness: Quick fire activities: know yourself; your strengths and personality traits. Personality Match; the different personality traits needed in different jobs. Your type of personality. Team activity. Identifying your personality traits. Match skills to occupational areas. Positive behaviours. Summary discussion. D.U 2.1.2 Choosing routes to a career: What routes should I follow? Planning your route to studies or employment. Educational resources and where to find them. How to land your dream job. Using the internet for studies and job hunting. Summary discussion. D.U 2.1.3 Building confidence and resilience: Facing challenges, building resilience. Assertive behaviour.
Time frame	6 hours
Tikslinės grupės	Young or adult students/trainees, the unemployed, those in search of new career paths. It could address the needs of more audiences and easily adapted to different needs. Age range: Techniques could be applied to a wide age range.
Learning Methodology	Onsite
Needed resources	Presentation Slides Printable student Sheets Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	Peer discussion/ Multiple- choice evaluation form/In classroom exercises
Learn more	Useful links to relevant institutions and recognition authorities, can be found on the website http://reinclusion.eu/ Other useful resources: - www.prospects.ac.uk/ - https://www.careerpathways.co.in/ - https://www.skillsyouneed.com/learn/counselling-approaches.html

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Learning Unit	**2.2 WORK PATHS**
Expected results	By the end of the activity students will have: • identified some possible routes into a sector of their choice • identified appropriate activities that will support their CV • created a short-term action plan • learnt how to use their skills when pursuing a career
Didactic Units	D.U 2.2.1 Creating opportunities: Searching for opportunities. Finding contacts and networking. Using social networks effectively. Building your online reputation. Positive personal presentation. D.U 2.2.2 Entrepreneurial skills: Understanding enterprise; is it for you? What are enterprise skills? How can enterprise skills be used? Putting enterprise into action. Start-ups: What you should know. Summary Discussion. D.U 2.2.3 Skills for personal progression: What we mean by hard and soft skills. Assessing skills. Using your skills in recruitment situations. Problem solving. Successful projects and team's management. Quick-fire activity: Workplace challenge.
Time frame	6 hours and 30 minutes.
Tikslinės grupės	All age ranges
Learning Methodology	Onsite
Needed resources	Student Sheets, PowerPoint presentation slides Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	Peer discussion/ Multiple- choice evaluation form/In classroom exercises
Learn more	Useful links to relevant institutions and recognition authorities, can be found on the website http://reinclusion.eu/. Other useful resources: - www.founders4schools.org.uk; - https://www.naric.org.uk/cpq/default.aspx.

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Learning Unit	**2.3 FOLLOW-UP**
Expected results	By the end of the activity trainers will have: • learnt how to collect feedback • learnt how to create questionnaires and surveys • learnt how to conduct follow-up interviews • learnt how to use online tools to conduct surveys
Didactic Units	D.U 2.3.1 Follow-up activities Define your goals. Write your survey questions. Conduct follow-up interviews. Use former trainees as mentors. Online survey tools.
Time frame	2 hours
Tikslinės grupės	All age ranges
Learning Methodology	Online
Needed resources	PC/ Laptop Paper/ pen and pencils
Evaluation tools	Multiple- choice evaluation form/ Questionnaire/Reports
Lean more	Useful links: - https://www.surveygizmo.com/ - https://www.surveymonkey.com/ - https://www.typeform.com/ - https://www.google.com/forms/about/

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MODULE 3: WORK INCLUSION

Learning Unit	**3.1 PERSONAL PROFILE**
Expected results	The purpose of this learning unit is to train operators, who deal in the field of work inclusion of refugees and asylum seekers, about the use of tools of assessment of personality traits and skills, interview and coaching techniques. The participation to this training activity will allows to operators to help their clients in understanding and overcoming personal, social or behavioural problems affecting their educational or vocational situations. Furthermore, the scope is to prepare operators to recognize the soft, hard and technical skills of refugees and asylum seekers and to use assessment tools to find out on which skills their clients have to focus in order to find a job. At the end of the L.U. 3.1, participants will be able: – to know hard and soft skills assessment tools; – to know phases and characteristics of employers selection process; – to activate Basic Counselling techniques; – to adopt ICT skills in order to realize foreseen activities; – to adopt techniques and activate actions that ensure the customer focus; – to adopt behaviours that ensure Flexibility and Adaptability.
Didactic Units	D.U 3.1.1: Tools and methods for conducting a first interview with a refugee / asylum seeker (Techniques of first interview, Techniques of psyco-social assessment, Techniques of coaching) D.U 3.1.2: Hard and soft skills assessment tools (Theoretical information, Assessment tools, Exercises and case study) D.U 3.1.3: Definition of the personal profile of a refugee / asylum seeker (Tools for collecting information, Reporting techniques, Exercises and case study)

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Time frame	6 hours
Tikslinės grupės	Operators who deal in the field of work inclusion of Refugees and Asylum Seekers in specialized reception centres, NGO, public bodies, employment centres etc...
Learning Methodology	Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Participant's experience will be enhanced since the beginning of the training and will be elaborated as "original" training material. Thanks the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain technical and professional topics that the participants still don't have, but also through "experience methodologies", that will allow the promotion of learning through active and direct operators' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson - Self evaluation analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Learning by doing: to transform professionalise experiences and activities in concepts or systems - Practical applications with individual support - Group discussion. Finally, training individualization activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific competences and in-depth analysis about a specific role.
Needed resources	Professional resources: Trainer with at least 3 years of experience in the field of skills evaluation, coaching and definition of personal profile. Material resources: Laptop/ projector White board/ markers Paper/ pen and pencils Didactic resources/Supports: Video, Power Point Presentations, Preparation of practical exercises, Preparation of role playing, Templates
Evaluation tools	Evaluation questionnaires
Learn more	Articles / video on definition of a personal profile of a refugee/asylum seeker

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Learning Unit	**3.2 PROFESSIONAL PLAN**
Expected results	The purpose of this learning unit is to make the operators who deal in the field of work inclusion of refugees and asylum seekers able to develop the needed competences to elaborate their competence mapping in order to create the final Professional Plan. The participation to this training activity will allows to operators to help their clients in the phase of analysis of skills and ambitions with the aim to define their professional goals. At the end of the L.U. 3.2, the participant will be able: – to know and use needed tools and methodologies to elaborate a Competence mapping; – to know the Current labour market situation and its trends; – to know the Recognition procedures concerning study titles and professional qualifications; – to know the characteristics of disadvantages groups in the labour market; – to use active Job search methodologies; – to identify a range of community resources; – to motivate and inspire clients; – to adopt behaviours that ensure Flexibility and Adaptability.
Didactic Units	D.U 3.2.1: Tools and methods for elaborating a competence mapping of a refugee / asylum seeker (Theoretical information about recognition procedures, Tools for collecting information, Exercises and practical examples) D.U 3.2.2: Definition of professional goals (Interview techniques, Motivation Techniques, Labour Market characteristics) D.U 3.2.3: Definition of the professional plan of a refugee / asylum seeker (Tools and templates, Reporting techniques, Exercises and practical example

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Time frame	6 hours
Tikslinės grupės	Operators who deal in the field of work inclusion of Refugees and Asylum Seekers in specialized reception centres, NGO, public bodies, employment centres etc...
Learning Methodology	Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Participant's experience will be enhanced since the beginning of the training and will be elaborated as "original" training material. Thanks the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain technical and professional topics that the participants still don't have, but also through "experience methodologies", that will allow the promotion of learning through active and direct operators' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson - Self evaluation analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Learning by doing: to transform professionalise experiences and activities in concepts or systems - Practical applications with individual support - Group discussion. Finally, training individualization activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific competences and in-depth analysis about a specific role.
Needed resources	Professional resources: Trainer with at least 3 years of experience in the field of skills evaluation, coaching and definition of personal profile. Material resources: Laptop/ projector White board/ markers Paper/ pen and pencils Didactic resources/Supports: Video, Power Point Presentations, Preparation of practical exercises, Preparation of role playing, Templates
Evaluation tools	Evaluation questionnaires
Learn more	Articles / video on definition of a professional plan of a refugee/asylum seeker

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Learning Unit	**3.3 JOB SEARCH ASSISTANCE**
Expected results	The purpose of this learning unit is to train operators who deal in the field of work inclusion of refugees and asylum seekers about the use of Local networks and social services, the Labour laws and the Current labour market situation and trends, but also about different phases of selection process and the needed tools for matching demand and offer of a job. The participation to this training activity will allows to operators help their client in the Active Job search activities. At the end of the L.U. 3.3, the participants will be able: – to know Local networks and social services; – to know Labour laws; – to know the Current labour market situation and its trends; – to know the characteristics of disadvantages groups in the labour market; – to adopt efficient Job matching techniques; – to use active Job search methodologies; – to adopt ICT skills in order to realize foreseen activities; – to identify a range of community resources; – to manage conflicts.
Didactic Units	D.U 3.3.1: Current Labour market situation and trends (New characteristics of Labour policies, Local Network and social Services, The future of job) D.U 3.3.2: Measures and tools to develop the Employability of a refugee/asylum seeker (Trends, Growth strategies, Macroeconomic policy environment; Transferability of Skills across Economic Sectors) D.U 3.3.3: Employers selection process (Phases, Advices for job interview, Advices for Curriculum Vitae and cover letter, Examples and Template)

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Time frame	6 hours
Tikslinės grupės	Operators who deal in the field of work inclusion of Refugees and Asylum Seekers in specialized reception centres, NGO, public bodies, employment centres etc...
Learning Methodology	FACE TO FACE: Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Participant's experience will be enhanced since the beginning of the training and will be elaborated as "original" training material. Thanks the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain technical and professional topics that the participants still don't have, but also through "experience methodologies", that will allow the promotion of learning through active and direct operators' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson - Self evaluation analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Learning by doing: to transform professionalise experiences and activities in concepts or systems - Practical applications with individual support - Group discussion. Finally, training individualization activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific competences and in-depth analysis about a specific role. E-LEARNING: Training methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. Training activity will be realized through the download of didactic materials realized and uploaded on the platform in a structured and intuitive path that will involve participants, motive them, pushing them for the application of previews knowledge, provide them documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics. Clear instructions that explain the use of platform will be provide, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self-evaluation of entrance competences
Needed resources	FACE TO FACE: Professional resources: Trainer with good knowledge of Labour Market and at least 3 years of experience in the field of coaching addressed to active job search. Material resources: Laptop/ projector White board/ markers Paper/ pen and pencils Didactic resources/Supports: Video, Power Point Presentations, Preparation of practical exercises, Preparation of role playing, Templates

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	E-LEARNING: Professional resources: Trainer with good knowledge of Labour Market and at least 3 years of experience in the field of coaching addressed to active job search. Material resources: Laptop/ Internet connection Risorse didattiche/Supporti: Video, Power Point Presentations, Preparation of role playing, Templates
Evaluation tools	Evaluation questionnaires
Learn more	Articles on line

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Learning Unit	**3.4 FOLLOW-UP**
Expected results	The purpose of this learning unit is to provide to operators, who deal in the field of work inclusion of refugees and asylum seekers, tools and techniques that give them the possibility to monitor the status of work inclusion of refugees and asylum seekers, their problems, their difficulties and to find with them the appropriate solutions in order to solve them. The participation to this training activity will allows to operators to manage the phase of follow up their clients' professional life.. At the end of the L.U. 3.4, participants will be able: – to know and to use evaluation and monitoring techniques: data collecting, interviews etc.. – to know and to use techniques and tools of reporting – to adopt techniques and activate actions that ensure the customer focus to know and to use techniques and methods of analysis, comparison and summary.
Didactic Units	D.U 3.4.1: The monitoring: research tools and reporting techniques (Data collecting methods, Reporting techniques, Exercises and practical examples) D.U 3.4.2: Definition and analysis of anomalies and problems (Interview techniques, Analysis techniques) D.U 3.4.3: Revision of the professional plan of a refugee/asylum seeker (Problem solving techniques and Exercises and practical examples)

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Time frame	6 hours
Tikslinės grupės	Operators who deal in the field of work inclusion of Refugees and Asylum Seekers in specialized reception centres, NGO, public bodies, employment centres etc...
Learning Methodology	Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Participant's experience will be enhanced since the beginning of the training and will be elaborated as "original" training material. Thanks the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain technical and professional topics that the participants still don't have, but also through "experience methodologies", that will allow the promotion of learning through active and direct operators' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson - Self evaluation analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Learning by doing: to transform professionalise experiences and activities in concepts or systems - Practical applications with individual support - Group discussion. Finally, training individualization activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific competences and in-depth analysis about a specific role.
Needed resources	Professional resources: Trainer with at least 3 years of experience in the monitoring and problem solving activities. Material resources: Laptop/ projector White board/ markers Paper/ pen and pencils Didactic resources/Supports: Video, Power Point Presentations, Preparation of practical exercises, Preparation of role playing, Templates
Evaluation tools	Evaluation questionnaires
Learn more	Articles / video on monitoring of work inclusion activities addressed to a refugee/asylum seeker

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MODULE 4: LANGUAGE

Learning Unit	**4.1 LANGUAGE LEVEL PRE-ASSESSMENT**
Expected results	After accomplishing this learning unit, learners will be able to: 1. Self-reflection: To encourage practitioners of all kinds in the language field, to reflect on such questions as: • What do we actually do when we speak (or write) to each other? • What enables us to act in this way? • How much of this do we need to learn when we try to use a new language? • How do we set our objectives and mark our progress along the path from total ignorance to effective mastery? • How does language learning take place? • What can we do to help ourselves and other people to learn a language better? 2. Understanding the needs, motivations, characteristics and resources of learners. This means answering questions such as: • What will l earners need to do with the language? • What do they need to learn in order to be able to use the language to achieve those ends? • What makes them want to learn? • What sort of people are they (age, sex, social and educational background, etc.) • What knowledge, skills and experiences do their teachers possess? • What access do they have to course books, works of reference (dictionaries, grammars, etc.), audio-visual aids, computer hard - and software, etc.? • How much time can they afford (or are willing, or able) to spend? 3. Knowing the method of assessing the language level of their learners in the four kinds of language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting) by using the Common European Framework of Reference for Languages 4. be able to use the pre-assessment tool 5. be able to plan a curriculum/ learning pathway for their Tikslinės grupės based on the results of the pre-assessment
Didactic Units	D.U 4.1.1 Reflection about the objectives of language assessment D.U 4.1.2 Understanding the needs, motivations, characteristics and resources of learners D.U 4.1.3 The Common European Framework of Reference for Languages D.U 4.1.4 Language Assessment tools D.U 4.1.5 Practical usage of CEFR assessment tool D.U 4.1.6 Planning of curriculum/ learning pathway for my target group

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Time frame	6 hours
Tikslinės grupės	Professional and voluntary language teachers and mentors working with refugees
Learning Methodology	Face to face course
Needed resources	Access to internet PC
Evaluation tools	Drawing a concept for an assessment tool for their own target group Practical usage of following tests: Council of Europe: Common European Framework of Reference for Languages, see http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp EUROPASS: European language levels - Self Assessment Grid, see: http://europass.cedefop.europa.eu/resources/european-language-levels-cefr http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf
Learn more	Suggested additional material: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT, see: https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

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Learning Unit	**4.2 ORAL COMMUNICATION**
Expected results	After accomplishing this learning unit, learners will be able to: 1. Self-reflection: To encourage practitioners of all kinds in the language field, to reflect on such questions as: 2. What actually happens when we communicate with each other? 3. What do we actually do when we speak to each other? 4. Understanding the needs, motivations, characteristics and resources of learners. This means answering questions such as: 5. What will l earners need to do with the language? 6. What do they need to learn in order to be able to use the language to achieve those ends? 7. What makes them want to learn? 8. What sort of people are they (age, sex, social and educational background, etc.) 9. What knowledge, skills and experiences do they possess already? 10. What access do they have to course books, works of reference (dictionaries, grammars, etc.), audio-visual aids, computer hard - and software, etc.? 11. How much time can they afford (or are willing, or able) to spend? 12. Knowing the method of assessing the language level of their learners in the following kinds of language activities: reception (listening), production (spoken), and interaction (spoken) by using the Common European Framework of Reference for Languages 13. Explain basic methods of teaching 14. have clear objectives for lessons 15. have good knowledge and understanding of the subject matter they are teaching. They should be prepared to answer questions and keep the material interesting for the students 16. develop pedagogical competencies in teaching their subject field(s) and to support active communication of their learners 17. develop skills to teach in multicultural and multilingual settings 18. have effective discipline skills and can promote positive behaviors and change in the classroom 19. have good classroom/student behaviour management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom 20. develop a strong rapport with students and establishes trusting relationships 21. Prepare a first meeting 22. Organise further lessons and work adequately with teaching materials 23. Fulfil their role as language trainer or mentor 24. Students will know different methods of assessment of oral communication so that they are able to make decisions about the best manner in which to place individual learners in instructional sequences and to improve the curriculum.
Didactic Units	D.U 4.2.1 Input on communication and the importance of oral communication skills and instructions D.U 4.2.2 Techniques and models of communication training D.U 4.2.3 Six Types of Oral Communication Activities D.U 4.2.4 Inspiring content: ideas on training different communication situations D.U 4.2.5 Practical implementation D.U 4.2.6 Oral communication assessment: instruments and methods

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Time frame	6 hours
Tikslinės grupės	Professional and voluntary language trainers and mentors
Learning Methodology	Online: access to information and learning content offline/ blended: practical implementation on teaching oral communication
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils Moderation board, moderation cards, pins Photos Supporting communication material (e.g. maps, advertisement brochures, event calendars, programs of movie theatre, theatre, museums, time tables of buses, trains etc.)
Evaluation tools	Grading forms Tests that measure learners memory and listening comprehension Oral tests on use of the language (e.g. leaded standardized dialogue) vocabulary tests
Learn more	Council of Europe: Common European Framework of Reference for Languages, see http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp EUROPASS: European language levels - Self Assessment Grid, see: http://europass.cedefop.europa.eu/resources/european-language-levels-cefr Or: http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf Suggested additional material: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT, see: http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf National Communication Association: Large Scale Asssessment in oral communication, see: http://dev.natcom.org/uploadedFiles/Teaching_and_Learning/Assessment_Resources/PDF-Large_Scale_Assessment_in_Oral_Communication_3rdEd.pdf

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Learning Unit	**4.3 TEACHING METHODOLOGIES**
Expected results	After accomplishing this learning unit, learners will be able to: 1. Self-reflection: To encourage practitioners of all kinds in the language field, to reflect on such questions as: - What actually happens when we communicate with each other? - What do we actually do when we speak to each other? 2. Understanding the needs, motivations, characteristics and resources of learners. This means answering questions such as: - What will l earners need to do with the language? - What do they need to learn in order to be able to use the language to achieve those ends? - What makes them want to learn? - What sort of people are they (age, sex, social and educational background, etc.) - What knowledge, skills and experiences do they possess already? - What access do they have to course books, works of reference (dictionaries, grammars, etc.), audio-visual aids, computer hard - and software, etc.? - How much time can they afford (or are willing, or able) to spend? 3. Knowing the method of assessing the language level of their learners in the four kinds of language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting) by using the Common European Framework of Reference for Languages 4. 5. Explain the basic methods of teaching 6. have clear objectives for lessons 7. have knowledge of the relevant curriculum and other standards they must uphold in the classroom or face-to-face teaching. They ensure their teaching meets those standards 8. have good knowledge and understanding of the subject matter they are teaching. They should be prepared to answer questions and keep the material interesting for the students 9. can use ICT in teaching 10. develop pedagogical competencies in teaching their subject field(s) and to support active communication of their learners 11. have teaching cross-curricular skills 12. develop skills to teach in multicultural and multilingual settings 13. have effective discipline skills and can promote positive behaviors and change in the classroom 14. have good classroom/student behaviour management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom 15. develop a strong rapport with students and establishes trusting relationships 16. Prepare a first meeting 17. Organise further lessons and work adequately with teaching materials 18. Fulfil their role as language trainer or mentor 19. Students will know different methods of assessment of oral communication so that they are able to make decisions about the best manner in which to place individual learners in instructional sequences and to improve the curriculum.

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Didactic Units	D.U 4.3.1 Model of language acquisition D.U 4.3.2 Teaching methods D.U 4.3.3 Identifying participants needs and demands D.U 4.3.4 Inspiring content: ideas on relevant topics in language acquisition D.U 4.3.5 Organising training: language course, language mentoring sessions D.U 4.3.6 Planning of curriculum (content, methods) D.U 4.3.7 Practice of teaching
Time frame	6,5 hours
Tikslinės grupės	Professional and voluntary language trainers and language mentors
Learning Methodology	- Online: information about teaching methods and content, analysing learners needs and demands - offline/ blended: practising teaching methods
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils Moderation board, moderation cards, pins
Evaluation tools	Council of Europe: Common European Framework of Reference for Languages, see http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp EUROPASS: European language levels - Self Assessment Grid, see: http://europass.cedefop.europa.eu/resources/european-language-levels-cefr http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf
Learn more	Suggested additional material: COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT, see: https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

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Learning Unit	**4.4 ORGANISATION OF TRANSLATION SERVICES**
Expected results	After accomplishing this learning unit, learners will be able to: - know to do research work online and offline - identify translation services available in local community or online and describe them in a resource list - Name existing local network institutions and online services - Gain further information by accessing the local network - Have access to local support networks and social services - Identify funding opportunities - In case of need, set up and maintain a network
Didactic Units	D.U 4.4.1 Hints on research work and networking D.U 4.4.2 Identify opportunities of translation services D.U 4.4.3 How to organise language support and translation D.U 4.4.4 Mapping of local networks and services
Time frame	10 hours
Tikslinės grupės	Practitioners who work with refuges and asylum seekers on a professional or a voluntary basis.
Learning Methodology	Face to face course
Needed resources	Access to internet Laptop/ printer Printed material (e.g. list of translation services and translators)
Evaluation tools	Mapping the existing translation services available in local community or online, which are describe with contact details and additional information (e.g. prices, availability, languages, access to) in a resource list
Learn more	Translators without borders, see: https://translatorswithoutborders.org/wp- content/uploads/2017/04/Putting-language-on-the-map.pdf http://bev.berkeley.edu/refugees/translationservices.html

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MODULE 5: INTERCULTURAL COMPETENCES

Learning Unit	**5.1 INTERCULTURAL AWARENESS AND ADAPTATION**
Expected results	This learning unit aims at raising awareness on the importance of an intercultural approach towards migrants, making migrant operators experience first-hand how apparently "obvious" things can be interpreted in different ways. Later on, it will analyse the different stages experienced by the migrant in the process of adaptation as a tool for migrant operators to understand migrants' behaviours. After accomplishing this learning unit, learners will be able to: - Learn about the concepts of pluralism, multiculturalism and interculturalism; - Learn about the process of cultural adaptation and its implications; - Understand the underlying causes of critical interactions in between cultures; - Raise your awareness on stereotyping and prejudging; - Identify symptoms in culture adaptation and culture shock; - Learn strategies and actions to follow to prevent culture shock negative outcomes; - Ease migrants' adaptation.
Didactic Units	D.U. 5.1.1.- Defining culture D.U 5.1.2.- Pluralism, Multiculturalism and Interculturalism D.U 5.1.3.- Understanding Ambiguity + 3 extra tasks D.U 5.1.4.- Understanding Cultural Standards + 1 extra task D.U 5.1.5.- Stereotypes and Prejudices + 1 extra task D.U 5.1.6.- Acculturation: concept, model, strategies and outcomes D.U 5.1.7.- Culture shock: concept and symptoms + 1 extra task D.U 5.1.8.- U&W Curve Model D.U 5.1.9.- Ulysses Syndrome: concept, causes, symptoms and prevention measures

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Time frame	Basic course: 3 hours Extra tasks: 2 hours Total: 5 hours
Tikslinės grupės	It is focused to operators working with migrants in general, and with refugees and asylum seekers in particular.
Learning Methodology	Presentation materials, examples, practical information, exercises and testing of learnings are the training and learning methodologies used in this module. Even if the module perfectly fits into an online approach, it is recommended to create an interactive and face to face learning environment supported with group works, discussions and role playing whenever possible.
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	You'll be able to assess your learning with a multi-choice test. You will have to take your test at the end of each module. Remember that you must get minimum score 50.
Learn more	- EU laws and regulation - www.intermove.eu

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Learning Unit	**5.2 INTERCULTURAL COMMUNICATION AND MEDIATION**
Expected results	This learning unit examines best practices in communication skills, that will help them preventing or minimizing the culture shock, and it will provide do´s and don'ts upon migrant's arrival. The training will finish with a case study in which operators will be able to understand how a proper intercultural behaviour fosters the migrant wellbeing and his/ her evolution into society. After accomplishing this learning unit, learners will be able to: - Understand the power of communication, both verbal and non- verbal; - Learn and implement Intercultural communication strategies; - Develop skills in active listening, empathy and assertiveness; - Experience the danger of miscommunication through case studies; Learn and discover do´s and dont´s in migrant integration.
Didactic Units	D.U 5.2.1.- Communication, general aspects D.U 5.2.2.- Intercultural communication + 1 extra task D.U 5.2.3.- Verbal and non-verbal communication D.U 5.2.4.- Empathy and active listening: concept, levels, empathy barriers + 1 extra task D.U 5.2.5.- Communication styles and assertiveness + 1 extra task D.U 5.2.6.- Do's & Don'ts + 1 extra task
Time frame	Basic course: 2 hours and 15 minutes Extra tasks: 45 minutes Total: 3 hours
Tikslinės grupės	It is focused to operators working with migrants in general, and with refugees and asylum seekers in particular.
Learning Methodology	Presentation materials, examples, practical information, exercises and testing of learnings are the training and learning methodologies used in this module. Even if the module perfectly fits into an online approach, it is recommended to create an interactive and face to face learning environment supported with group works, discussions and role playing whenever possible.
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pen and pencils
Evaluation tools	You'll be able to assess your learning throughout a "Case study" about intercultural communication that will take 1 hour.
Learn more	- www.ll2ii.eu - www.projetocinco.eu

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Learning Unit	**5.3 INTERCULTURAL TECHNIQUES FOR WORK AND SOCIAL INCLUSION OF REFUGEES AND ASYLUM SEEKERS**
Expected results	1. Knowledge of adequate teaching approaches; 2. Capability to successfully transfer useful information; 3. Awareness of cultural differences and capability to mediate; 4. Capability to evaluate and solve problems
Didactic Units	D.U 5.3.1.- Teaching: thanks to examples of real lessons, the trainees will experiment themselves the different pedagogical approaches and starting from practice, they will be able to define the theory. D.U 5.3.2.- Counselling: legal information: it's basic for asylum seekers and refugees that someone explain them what their rights and duties in the EU are. In addition, they can receive some guidance about the legal step they must follow to achieve their objectives. D.U 5.3.3.- Counselling: work and social inclusion: this unit will mainly focus on the approach to use when dealing with foreigners. D.U 5.3.4.- Mediation: thanks to empathy and active listening, a mediator is able to build relationships based on trust and compliance. Moreover, the knowledge of verbal and no verbal communication codes could be an important support in the teamwork in order to understand invisible issues and activate adequate conflict management techniques. D.U 5.3.5.- Monitoring: Evaluations keep track of key outcomes and impacts related to the different project components, assessing whether the objectives, aims and goals are being achieved.
Time frame	The duration will be different for each activity (3-4 hours)
Tikslinės grupės	Those who have completed modules 1-4 of this training.
Learning Methodology	The methodology is mostly face to face, even if also online resources will be available
Needed resources	Laptop/ projector Flipchart/ white board/ markers Paper/ pens and pencils
Evaluation tools	Assessment will be organised differently for each unit.
Learn more	**5.3.1. Teaching:** - Shaw J, Dowsett G (1986) The Evaluation Process in the Adult Migrant Education Program. Adelaide: Adult Migrant Education Program; - Van Lier L (2009) Action-based teaching, autonomy and identity. Innovation in Language Teaching and Learning 1(1): 1–19; - Wenger E (1998) Communities of Practice: Learning, Meaning and Identity. New York: Cambridge University Press;

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- Wier CJ (1990) Communicative Language Testing. New York: Prentice Hall.

5.3.2 and 3. Counselling:

-Huey, W. C. (1987). Ethical standards for school counselors: Test your knowledge. The School Counselor, 34, 331-335; -Corey, G., Corey, M., & Callahan, P. (2003). Issues and ethics in the helping professions. Pacific Grove, CA: Brooks/Cole;

- Vacc, N. A., & Loesch, L. C. (2000). Professional orientation to counseling. Philadelphia: Taylor & Francis;

-Forester, H., & Davis, T. (1996). A practitioner's guide to ethical decision making. Alexandria, VA: American Counseling Association.

5.3.4. Mediation:

- Crossing Borders in Community Interpreting: Definitions and dilemmas. Eds. Carmen Valero-Garcés and Anne Martin. 2008, Benjamins

- Intercultural competences in social services: Constructing an effective institutional culture - Methodological guide. 2011, Council of Europe Publishing. Also available in French.

- Intercultural Communication in Contexts, 5th Edition. Martin, J., & Nakayama, T. 2007, McGraw Hill.

5.3.5. Monitoring:

- UNEG, 'Ethical Guidelines for Evaluation', June 2008. Available at http://www.uneval.org/ search/index.jsp?q=ethical+guidelines;

- World Bank (2004). Monitoring and Evaluation: Some Tools, Methods and Approaches. http://www.worldbank.org/oed/oed_approach.html;

- United Nations development programme evaluation office - Handbook on Monitoring and Evaluating for Results. http://web.undp.org/evaluation/documents/handbook/me-handbook.pdf

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MODULE 6: SOFT SKILLS

Learning Unit	**6.1 INTERVIEW TECHNIQUES**
Expected results	The purpose of this learning unit is (a) to define the required skill sets; pre-interview preparation; developing questions and their value; interview techniques that get specific, behaviour-based examples, and (b) to provide techniques and train skills on interview techniques. After accomplishing this learning unit, learners will be able to: - Verbal and non-verbal Communication skills - Knowledge of interview techniques - Empathy and active listening - Flexibility and adaptability - Ability to activate basic counselling techniques
Didactic Units	D.U 6.1.1: Interviewers skills (communication, listening, non-verbal language, controlling the flow of the interview and evaluating the information. D.U 6.1.2: Types of Interview D.U 6.1.3: Preparation of Interview (Case familiarization, questions preparation, practical arrangements, etc.) D.U 6.1.4: Conducting interview; Stages of an Interview (Opening the interview, Interview schedule, Substance of the application, Closing the Interview) D.U 6.1.5: Concluding the Interview/ Evaluating data and information/ Reaching a Decision

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Time frame	3 hours and 20 minutes
Tikslinės grupės	Managers/ Practitioners/ administrative/ advisory staff of NGOs/ public/ private entities, social workers.
Learning Methodology	The Learning Unit 6.1 - Interview Techniques has both theoretical and practical components which impact on the choice of relevant teaching methods. In order to retain the participants' attention during the trainings consider the followings: a) Using Audio-Visuals for the delivery of the presentations (PowerPoint presentations with sounds, pictures, short clips, etc.) b) Demonstrating through role plays (either in pairs or group, you can emulate interviewing case scenarios); c) Practicing through active learning (ask questions, check for understanding, ask from the participants to explain what they have learned from a specific training session, encourage them to learn from one another); d) Using diverse learning styles (try to energetically combine lecturing through audio-visuals with groups and pair discussions, role plays, review and feedback request from the trainees); e) Revising the length of the training sessions as per the needs of the participants and their ability to remain focused; f) Asking questions such as: What do you know? What do you want to know? What have you learned?
Needed resources	Laptop/ projector White board/ markers Paper/ pen and pencils
Evaluation tools	Evaluation questionnaires
Learn more	Bibliography, articles/ video on interview techniques

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Learning Unit	**6.2 CONFLICT MANAGEMENT**
Expected results	The purpose of this learning unit is twofold: a) to introduce to the participants and help them identify and understand what conflict is and what are its sources, and b) to provide techniques and train skills on effective communication and conflict solution. After accomplishing this learning unit, learners will be able to develop: – Communication skills, – Conflict management skills
Didactic Units	D.U 6.2.1: What conflict is? D.U 6.2.2: Introduction to Communication Skills D.U 6.2.3: Introduction to Negotiation and Mediation Skills D.U 6.2.4: Conflict management D.U 6.2.5: Application of skills/ practical exercises D.U 6.2.6: Lessons Learned/ Evaluation
Time frame	3,5 hours.
Tikslinės grupės	Managers, trainers, educators, practitioners/ advisory/ administrative staff of NGOs/ public/ private entities, social workers
Learning Methodology	The Learning Unit 6.2 - Conflict management has both theoretical and practical components which impact on the choice of relevant teaching methods. These components should be closely linked in the course of the training in order to avoid lengthy PPT presentations or lectures. The content of the module must be kept in close contact to the reality of the participants. For this the trainer should always try to motivate the participants with integrating examples of their working and living background. The module includes also role plays. This is an important tool in order to understand and reflect the theory. The trainer should see that in the role games the situation of the participants is reflected. This Unit is developed like an introduction in the field of communication and conflict. Both aspects interfere in processes of migrant inclusion.
Needed resources	Laptop/ projector White board/ markers Paper/ pen and pencils
Evaluation tools	Writing impressions on role-playing exercise's/ evaluation questionnaires
Learn more	Bibliography, module on conflict management

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Learning Unit	**6.3 COPE WITH STRESS**
Expected results	The purpose of this learning unit is to support participants to develop their ability to cope with stress. It provides information and strategies for use by trainees, for a better awareness and understanding of stress. Furthermore, it is designed to provide coping strategies for avoiding distress and to promote better adjustment to social life and work. By successfully completing this course, students will be able to: – Define and identify stress and stressors. – Describe methods and techniques for preventing stress. – Develop coping skills. – Describe stress and the workplace and how to overcome it. – Demonstrate stress reducing exercises.
Didactic Units	D.U 6.3.1: Definition and Model D.U 6.3.2: Optimal Level of Stress D.U 6.3.3: Signs or symptoms of stress (Physical and Behavioural, Cognitive, Emotional) D.U 6.3.4: Demands and Resources of Stress D.U 6.3.5: Managing Stress Coping with Stress (Types of Coping, Coping Resources, Cognitive Coping Strategies, Behavioural Coping Strategies) D.U 6.3.6: Stress Reducing Exercises
Time frame	4 hours
Tikslinės grupės	Managers, trainers, educators, practitioners/ advisory/ administrative staff of NGOs/ public/ private entities, social workers
Learning Methodology	The Learning Unit 6.3 - Cope with stress has both theoretical and practical components that impact on the choice of relevant teaching methods. The content of the Unit must be kept in close contact to the reality of the participants. For this the trainer should always try to motivate the participants with integrating examples of their working and living background. The module includes also role plays. This is an important tool in order to understand and reflect the theory. This Unit is developed like an introduction in the field of stress management. Both aspects interfere in processes of migrants' inclusion.
Needed resources	Laptop/ projector white board/ markers Paper/ pen and pencils
Evaluation tools	Evaluation questionnaires
Learn more	Bibliography, module on stress management

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Learning Unit	**6.4 TEAMWORK**
Expected results	The purpose of this learning unit is designed to introduce to participants the power of teamwork. During this unit, trainer and trainees will discuss why teams are essential to success and underline requirements of becoming an effective team member. On successful completion of the Learning Unit 6.4 learners are expected to: – Explain the principles of teamwork. – Identify the benefits of teamwork as being a group member. – Explain the characteristics of effective teams – Describe the stages of team development
Didactic Units	D.U 6.4.1: Team structure and characteristics D.U 6.4.2: Characteristics of effective teams D.U 6.4.3: The role of leadership in teamwork - teamwork monitoring D.U 6.4.4: Group Dynamics D.U 6.4.5: Collaborative Communication D.U 6.4.6: Decision-Making Problems D.U 6.4.7: Dealing with Conflict D.U 6.4.8: Practical examples/ Exercises
Time frame	4 hours
Tikslinės grupės	Managers, trainers, educators, practitioners/ advisory/ administrative staff of NGOs/ public/ private entities, social workers
Learning Methodology	The Learning Unit 6.4 - Teamwork has both theoretical and practical components that impact on the choice of relevant teaching methods. It includes suggested activities and procedures, materials necessary and time estimates. The content of the Unit must be kept in close contact to the reality of the participants. For this the trainer should always try to motivate the participants with integrating examples of their working and living background. The unit includes also role plays. This is an important tool in order to understand and reflect the theory. The trainer should see that in the role games the situation of the participants is reflected. This Unit is developed like an introduction in the field of teamwork. Both aspects interfere in processes of migrants' inclusion.
Needed resources	Laptop/ projector White board/ markers Paper/ pen and pencils
Evaluation tools	Evaluation questionnaires
Learn more	Bibliography, module on teamwork, module on power of group

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