



I AM AN
ACTIVE
MEMBER OF A
MULTINATIONAL
SOCIETY

Programme for
social integration
of women –
third country
nationals



CURRICULUM



Erasmus+

This document reflects only the authors' views. Neither the European Commission nor NA may be held responsible for the use which may be made of the information contained therein.

Title: I AM AN ACTIVE MEMBER OF A MULTINATIONAL SOCIETY
Programme for social integration of women – third country nationals:
CURRICULUM

Published by: Ljudska univerza Nova Gorica
Edited by: Barbara Fajdiga Perše, Tanja Krpan
Reviewed by: Lea Mary Ward
Design and layout: GAF lab, Rok Bezeljak s.p.
Photographs: I'm active project database
Printing: Tiskarna Radovljica, d.o.o.
Number of copies printed: 30
Published Year: 2016

This publication is available online at: <http://www.lung.si/projekti/>

CIP - Kataložni zapis o publikaciji
Narodna in univerzitetna knjižnica, Ljubljana

376.7-054.7-055.2(497.4)(0.034.2)
314.151.3-054.7-055.2(4)(0.034.2)

I am an active member of a multinational society : programme for social integration of women - third country nationals. Curriculum [Elektronski vir] / [photographs I'm active project database]. - El. knjiga. - Nova Gorica : Ljudska univerza, 2016

Način dostopa (URL): <http://www.lung.si/projekti/>

ISBN 978-961-94097-1-8 (pdf)

286696448



I AM AN ACTIVE MEMBER OF A MULTINATIONAL SOCIETY

*Programme for social integration of women
– third country nationals*

CURRICULUM



5

countries

TABLE OF CONTENTS

Introduction	6
1. PROGRAMME TITLE	6
2. GROUNDS FOR THE PROGRAMME	6
3. GENERAL OBJECTIVES	7
4. TARGET GROUP	7
5. LENGTH OF THE PROGRAMME	7
6. ASSESSMENT OF LEARNING OUTCOMES	7
7. PROGRAMME CONTENT	8
7.1 INTRODUCTION OF THE PROGRAMME (4 hours)	8
7.2 LANGUAGE LEARNING (50 hours)	8
7.3 COUNTRY OF RESIDENCE AND EUROPE (8 hours)	8
7.4 BASIC ICT SKILLS (16 hours)	8
7.5 ENTERING THE LABOUR MARKET – WORKSHOPS (20 hours) AND IN-COMPANY TRAINING PROGRAMME (2-3 months)	9
7.6 TAKING PART IN COUNSELLING AND THE PROCESS OF IDENTIFICATION AND VALIDATION OF INFORMAL AND NON-FORMAL LEARNING (IVINL) (4 hours)	9
7.7 INTERCULTURAL EVENT (18 hours)	9
7.8 LEARNING OUTCOMES	10
7.9 ORGANISATION OF THE PROGRAMME	12
7.10 QUALIFICATIONS OF TRAINERS	12
7.11 METHODOLOGICAL GUIDELINES	13
7.12 PROGRAMME AUTHORS	15
8. APPENDIX	16
8.1 COURSE CONTENT UNITS	16

The framework of the programme is based on a programme called Začetna integracija priseljencev (Initial Integration of Immigrants) developed in Slovenia (by the Slovenian Institute for Adult Education) and programmes developed by LUNG in previous projects aimed at promoting social integration of third country nationals. This framework is upgraded with elements tested in pilot implementations in 5 partner countries of the project.

1. PROGRAMME TITLE

The title of the programme is **I AM AN ACTIVE MEMBER OF A MULTINATIONAL SOCIETY (short I'M ACTIVE)**.

2. GROUNDS FOR THE PROGRAMME

Immigrants often suffer from social exclusion and unemployment. The main reason for that is that they do not know the host country language which makes it difficult for them to take an active role in the society and find a job, as knowing the language is indispensable for successful communication.

Although having good command of the language of the country of residence and its culture is extremely important for migrants, there are also other factors that impose important influence on active engagement and competitiveness on the labour market. One of them is employment which facilitates economic integration and acquisition of key competences for lifelong learning. The analysis of some intercultural research shows that the majority of immigrants with a low education level in Slovenia rarely take part in education programmes due to a variety of reasons. The same situation is evident in other countries. It is therefore necessary to take institutional¹, dispositional and situational obstacles into account and try to overcome them when planning educational programmes for adults.

According to Mipex², in 2014, 33 % of working-age non EU citizens living in the EU were not in employment, education or training, especially women and the low-educated. This indicates a very low level of economic integration which is clearly connected to an unsatisfying level of social integration of migrants into European society. According to priorities stated in Europe 2020, every Member State should strive to meet the common target that is to "increase the employment rate of the population aged 20-64 from the current 69 % to at least 75 %, including through the greater involvement of women, older workers and the better integration of migrants in the work force".³

However, education plays an important role in facilitating economic integration, as it helps to obtain knowledge and skills that support individuals in becoming more independent and competitive in the labour market.

The importance of access to education is stressed in many European documents. The Council of the European Union in its Council Resolution on a renewed European agenda for adult learning (2011/C 372/01) invited Member states to increase "the supply of and encouraging individuals' engagement in adult learning as a means of strengthening social inclusion and active participation in the community and society, and improve access to adult learning for migrants, Roma and disadvantaged groups, as well as learning provision for refugees and people seeking asylum, including host country-language learning, where appropriate."

1 Cross, K.P. (1981). *Adults as Learners*. San Francisco: Jossey-Bass.

2 <http://www.mipex.eu/key-findings>

3 Europe 2020, A European strategy for smart, sustainable and inclusive growth. p. 8

3. GENERAL OBJECTIVES

The main objective of the programme is to encourage social integration of third country nationals (women) into the society (of the host country) with special emphasis on the integration into the labour market. By attending the programme, the target group attain basic knowledge of the language spoken in the country they live in, important information about the country itself and Europe, gain basic ICT skills, information about the labour market in their new country and Europe, they get to know their living environment from a different perspective by attending special guided excursions and take part in an in-company training programme with the company of choice. When attending the programme, participants take part in the procedure of identification and validation of informal and non-formal learning with the emphasis on the identification of transversal skills. Participants also gain practical experience and entrepreneurship skills by organizing an intercultural event at the end of the programme.

4. TARGET GROUP

Immigrant women – third country nationals who need to improve knowledge and skills for easier integration into the receiving society, especially into the labour market. The programme is primarily designed for women with basic education but can be adapted for people with secondary or tertiary degrees by tailoring the topics within modules according to participants' background knowledge and skills.

5. LENGTH OF THE PROGRAMME

120 hours plus 2-3 months of in-company training

6. ASSESSMENT OF LEARNING OUTCOMES

Mentors regularly assess participants' progress through oral and written assignments and provide appropriate feedback (oral or written, depending on participants' ability of understanding). Feedback, given to participants must motivate them to carry on learning.



7. PROGRAMME CONTENT

The programme consists of 7 modules:

7.1 INTRODUCTION OF THE PROGRAMME (4 hours)

- interviews with participants
- creating personal portfolios
- making of the education, employment and career plan
- guidance and informing in adult education

7.2 LANGUAGE LEARNING (50 hours)

- how to introduce yourself (mother tongue and national language - country of residence): personal identity, residence etc.)
- life in my native country compared to life in this country
- my family
- leisure time (activities, hobbies)
- institutions in the area
- education (the system, schools, levels of education)
- the labour market (jobs, tasks)

7.3 COUNTRY OF RESIDENCE AND EUROPE (8 hours)

- geographical position
- the concept of Europe
- political and social structure of the two countries (native and resident)
- national Symbols
- natural and historical heritage
- customs and traditions - a comparison (stereotypes, customs etc.)
- etiquette in the country of residence and EU society (greetings, introducing yourself, reading between the lines etc.)
- getting around in the region (making contacts, sightseeing, trips)

7.4 BASIC ICT SKILLS (16 hours)

- getting to know the computer (keyboard, disc etc.)
- basic functions of the computer
- commonly used software (MS Word, Search engines, e-mail)
- smartphones, cashpoints etc.
- e-services, online applications

7.5 ENTERING THE LABOUR MARKET – WORKSHOPS (20 hours) AND IN-COMPANY TRAINING PROGRAMME (2-3 months)

- the labour market in country of residence and Europe
- communicating with employers, in-company communication, communication with and among participants
- writing CVs and job applications
- business etiquette basics
- uncovering the Hidden Labour market
- prejudices and stereotypes in the labour market
- being active is the key (volunteer work, helping in different associations etc.)
- rights and duties of third country nationals
- workplace culture in the country of residence (ethics, organizational and work culture)
- typical real-life situations in jobseeking - Roleplay (handling the paperwork, legal obstacles, discrimination, bureaucratic relations, exploitation by employers, the language barrier etc.)
- work legislation (rights and duties of immigrants)
- further education and training options
- introduction of the in-company training programme
- choosing potential organizations for the training programme (based on participants' vocation and interests)
- visiting the chosen companies (preparing for the training, pre-training activities)
- in-company training
- post-training workshops

7.6 TAKING PART IN COUNSELLING AND THE PROCESS OF IDENTIFICATION AND VALIDATION OF INFORMAL AND NON-FORMAL LEARNING (IVINL) (4 hours)

- group counselling and introduction to the IVINL process
- individual treatment (counselling, implementing the entire process of IVINL)

7.7 INTERCULTURAL EVENT (18 hours)

- intercultural event (introduction)
- preparing and executing the intercultural event (programme concept, choosing the participants, promotion plan, event implementation)



7.8 LEARNING OUTCOMES

7.8.1 Introduction to the programme

Each participant:

- actively takes part in the informational interview
- becomes familiar with the programme schedule and the goals; with the actual workflow
- gets acquainted with mentors and fellow-participants
- becomes familiar with the concept of a personal portfolio and creates one with the mentor
- becomes familiar with education, employment and career plan
- takes part in guidance and informing in adult education

7.8.2 Language learning

Each participant:

- learns how to introduce herself (in mother tongue and national language - country of residence): Personal identity, residence etc.
- becomes familiar with life in her native country (and other participants' countries) compared to life in the country of residence
- becomes familiar with the alphabet, numbers and numerical system
- becomes familiar with vocabulary on personal identity, residence, leisure time (activities, hobbies), family life, education, labour market, institutions in the area

7.8.3 Country of residence and Europe

Each participant:

- becomes familiar with key characteristics of their country of residence (basic geographical facts)
- becomes familiar with the concept of Europe
- becomes familiar with the political and social structure of the country of residence and Europe
- becomes familiar with the national symbols
- recognizes the natural and historical heritage of the country of residence and Europe
- becomes familiar with customs and traditions - a comparison (stereotypes, customs, etc.)
- becomes familiar with etiquette in the country of residence and EU society (greetings, introducing oneself, reading between the lines etc.)
- gains practical knowledge experience about the region by making field trips

7.8.4 Basic ICT skills

Each participant:

- becomes familiar with the basic structure of computers (keyboard, disc etc.)
- becomes familiar with the basic functions of the computer
- becomes familiar with the commonly used software (MS Word, Search engines, e-mail)
- becomes familiar with the use of smartphones, cashpoints, etc.
- becomes familiar with E-services, online applications

7.8.5 Entering the labour market – workshops and in-company training

Each participant:

- becomes familiar with the labour market in the region, country of residence and Europe
- becomes familiar with efficient communication strategies (with employers, in-company communication, communication with and among participants)
- learns how to write a CV and different types of job applications
- masters business etiquette basics
- learns how to find job openings in the Hidden Labour market
- becomes aware of the importance of being active (volunteer work, helping in different associations etc.)
- becomes familiar with and aware of the rights and duties of third country nationals
- masters the basics of workplace culture in the country of residence (ethics, organizational and work culture)
- becomes familiar with and acts out different roles in typical real-life situations in jobseeking (handling the paperwork, legal obstacles, discrimination, bureaucratic relations, exploitation by employers, the language barrier, etc.)
- becomes familiar with work legislation (rights and duties of immigrants)
- explores further education and training options in the country of residence
- becomes familiar with the in-company training programme in detail
- takes part (together with mentors) in choosing potential organizations for the training programme (based on participants' vocation and interests)
- takes part (together with mentors) in visiting the chosen companies (preparing for the training, pre-training activities)
- takes part in an in-company training programme (2-3 months)
- plays an active role in post-training workshops

7.8.6 Taking part in counselling and the process of Identification and validation of informal and non-formal learning (IVINL)

Each participant:

- takes part in group counselling and introduction to the IVINL process
- takes part in several individual treatments (counselling, implementing the entire process of IVINL)
- is able to identify their knowledge, skills and competences and present it in a CV

7.8.7 Intercultural event

Each participant:

- becomes familiar with the concept of an intercultural event
- plays an active role in preparing and executing the intercultural event (programme concept, choosing the participants, promotion plan, event implementation)

The intercultural event shall be organised with respect to participants' and mentor's expectations.

An education (acquisition of organisational, marketing skills, intercultural competences and their distribution in the community etc.) and action goal (preparation of an intercultural event in the community) shall be set.

In close cooperation with the mentor, the participants decide on the topic and content of the intercultural event, choose and get in contact with organisations and individuals that will participate at the event, learn about promotional activities and make sure such procedures are carried out. At the event, the participants present the acquired knowledge, skills and experiences in a way that is most familiar to them.



ADDITIONAL THEMES

In addition to the main topics described above, some other topics can be useful in the programme for immigrant women. They can be introduced as elements within a major topic or individual units.

During pilot implementation, we have noticed the lack of knowledge in the following topics:

- sustainable development
- how to minimize household expenses and garbage
- responsible use of energy resources
- recycling etc.
- active citizenship
- practical skills related to job interview and workplace:
- make-up and dressing for work

The above mentioned content can be presented in the form of workshops with experts in a specific area (eg. Make-up artists, ecology specialists etc).

7.9 ORGANISATION OF THE PROGRAMME

Time shortage, financial difficulties, scarce information about education and training programmes, low self-esteem are some of the obstacles that prevent immigrants from a more active participation in education.

These facts call for appropriate counselling but also adaptability of the programme schedule according to participants needs.

Lessons shall therefore be organised in a series of 3-4 hour classes three times weekly in order to ensure continuity. Longer classes interfere too much with other participants' activities, while shorter classes do not reach the desired effect in terms of lesson objectives, make the whole course longer and increase transportation costs for participants. The whole course (without in-company training) is supposed to last 2,5 to 3 months. The scope and length of each topic can be tailored to the needs of a group. For example, if participants have good command of the national language, more focus can be put on other topics and vice versa.

7.10 QUALIFICATIONS OF TRAINERS

A trainer in the programme shall hold a university degree, have previous experience with teaching in adult education and specific intercultural competences that enable them to manage differences in cultural background among participants successfully.

A good trainer shall therefore:

- behave respectfully towards other participants
- be open and susceptible to cultural differences and traditions of participants
- want to know about characteristics of participants' culture
- be adaptable
- respect other people's principles and values (including those related to another culture)
- not be ethnocentric (doesn't value their culture principles as superior if compared to other cultures – every culture has something unique and valuable)
- be aware of their own identity and thus doesn't feel threatened by other people's identities)
- be tolerant in situations of incomprehension, since misunderstandings are common in an intercultural environment
- be emphatic

7.11 METHODOLOGICAL GUIDELINES

The programme starts with the selection of participants.

The basic method for defining the needs of participants is through **personal interviews**. On the basis of these interviews, mentors develop *personal education plans* for each participant of the programme. The process of personal development of participants is documented in a *portfolio* that consists of materials, participants' work, notes, reflexions, self-evaluations, feedback information, record of acquired knowledge and skills, education certificates etc.).

A portfolio is an important source of information for determining the current status of the participant in terms of their personal development plans, expectations and goals, as well as for planning future actions. It provides a clear development path and achievements of the participants. The participants shall work closely with mentors through the process of defining needs. They will have the opportunity to describe their needs, wishes and expectations through one on one interviews. They shall be able to direct the mentors in choosing effective methods to facilitate their social integration throughout the programme.

A teacher in a multicultural society must adapt teaching methods and techniques to the needs of participants. It is important not to force participants to accept their teaching and learning style but to let individual learners develop their own learning style (Resman, 2003).

In addition to general pedagogical principles, andragogic principles must also be taken into account in the education activity. These principles are: the principle of permanence (life-wide dimension), functionality (usefulness), democracy, free will, dynamics, integrity, active participation.

Special attention should be given to innovation, uniqueness and characteristics of teaching adults. Learner and process-oriented methods shall be used to introduce topics. The following didactic principles shall be applied:

- Individualisation (taking into account different cognitive styles)
- Socialisation (individuals are part of a group)
- Relevance of the content – connection with real life
- Motivation
- Diversity
- Systematization and continuity

Let us focus on some principles that a trainer shall take into account when planning lessons.

Role of the learner's experience

Adults normally like to bring their experiences, values, needs to the learning situation/process and they cooperate with each other. Trainers shall adapt teaching techniques and methods to thematic groups, learning styles (visual, auditive, kinaesthetic etc.) and develop the learning content around problems, situations, roles that the participants face in everyday life. By doing this, the learners will be able to recognise the usefulness of their learning and will be motivated to participate actively in the learning process. It is undebatable that personal experience is one of the most powerful means of learning.

To present topics, different methods and techniques can be used; some of them are listed below.

Group teaching methods (collaborative, cooperative, peer learning) and **project work** are very suitable for developing communication. It is thus crucial to create situations in which all learners rather cooperate than compete with each other and no one is dominant⁴ (Resman, 2003, pp. 71-81).

Project work can be applied on almost any topic and level. It requires a lot of effort but at the same time enables the development of different skills and competences.

Experiential learning or learning by doing

The above-mentioned learning methods enable learners to improve their position throughout the learning process. Learners directly share and build their social network, through their activity and achievements they directly present themselves to the community (failure prevention, better learning capabilities)⁵. (Vrečer, 2008, pp. 133- 134)

⁴ Resman, M. (2003). Interkulturalna vzgoja in svetovanje. *Sodobna pedagogika*, 54, št. 1, pp. 60-79

⁵ Vrečer Natalija, et al. (2008). *Izobraževanje in usposabljanje migrantov v Sloveniji*. Poročilo raziskovalnega dela. Ljubljana: ACS.



Dialogue is extremely important as it encourages those involved to do their best to understand other people's opinions, compare them with their own opinion and find a solution that shall be acceptable for all (Vrečer, 2008, p. 133). People taking part in a dialogue try to understand the opposite side in order to be able to successfully resolve problems or conflicts.

Creation of learning environment that enables the mingling of migrants and majority population

In order to create conditions for intercultural dialogue, trainers shall encourage learners to take part in activities that enable their mingling with the local population and cultural exchange. Social activities provide an ideal situation in which participants with similar interests but different cultural backgrounds can meet and share their knowledge, skills, ideas, values etc.

The purpose of such activities is multidimensional:

- The locals get to know immigrants and their culture in an informal, friendly environment and vice versa
- Helps build strong, inclusive communities
- Supports volunteering and promotes values

Some examples of such activities are:

- Tea parties
- Sports activities (eg. Walking tours, sports matches etc)
- Music or handicraft workshops (migrants present their skills and culture through workshops with the local people)
- Timebanking
- Communal gardening projects
- Public events (immigrants present themselves and their culture through various performances in the public)

Other forms and methods

Position barometer

Position barometer is one of the best methods for active engagement of participants, involving mental and physical activity and thus activating the left and right brain hemisphere. Position barometer can be used for warm-up activities, when we want to motivate the participants to express their attitudes towards a topic that will be discussed. The teacher prepares a statement and asks the participants to move themselves on an invisible scale with two extremes according to the level of their agreement with the statement (for example totally disagree to the left, totally agree to the right). The teacher has the opportunity to gain an initial overview of the knowledge, key interest points and the attitude of the participants regarding the chosen topic.

Study circle⁶

This form will be applied for the preparation of a multicultural event and partly used during the preparation of some other content (preparation for in-company training, selection of certain programme contents).

Basic principles of study circles are substantially different from other forms and can be summarised as follows⁷:

- The participants are free to decide what, where and how they will learn
- Every participant invests as much time and energy in learning as they are willing and able to
- Every study circle sets an educational (new knowledge, skills) and an action goal (transfer of acquired knowledge to the community)
- There is no hierarchy among mentors and participants (both roles are interchangeable and intertwined)
- Encourages intellectual progress of participants and strengthens relationships between people through democratic exchange of knowledge, skills and experiences

⁶ Bogataj, N. and Rejec, P. (ed.) (2013). *Skupnostno učenje v čezmejnem prostoru*. Primer študijskih krožkov ob slovensko-italijanski meji. Tolmin: PRC.

⁷ <http://sk.acs.si/index.php?id=35>

Therefore, this method is very appropriate for adult learners, because it respects principles of adult learning and leads to a specific goal (participants prepare an event with the purpose to present the contents of the study circle and have the opportunity to express their creativity, develop skills and contribute to the development of their town.

The basic method used in study circles is DIALOGUE or even intercultural dialogue as participants come from different cultural backgrounds. The most important factor in strengthening intercultural dialogue is a mentor, who creates conditions that form a base that enables intercultural dialogue as such. Another condition that must be met for intercultural dialogue to exist is the position of equality among all its participants (Parekh in Skupnostno učenje v čezmejnem prostoru, 2013, p.10).

Learning contents shall be presented by using traditional and creative teaching tools, devices, aids and materials. The learning process shall be supported by the use of multimedia and ICT.

7.12 PROGRAMME AUTHORS

The programme was developed by members of the project teams of partner organizations, namely:

Ljudska univerza Nova Gorica (Slovenia)

Cooperativa Orso s.c.s. (Italy)

Pučko otvoreno učilište Zagreb (Croatia)

Mozaik Kültür Eğitim Gençlik ve Doğa Derneği (Turkey)

Adice (France)





8. APPENDIX

8.1 COURSE CONTENT UNITS

8.1.1 INTRODUCTION TO THE PROGRAMME

Topics	Learning objectives	Teaching strategies	Assessment of learning	Tasks given to participants
Basic features of the program - an introduction to the program	Participants think thoroughly about their abilities, wishes, expectations	Individual work Individual guided interview	Throughout the course of the programme the participants will evaluate the lessons and their progress. An overall evaluation will be done at the end of the programme as the personal plan will be evaluated against its original.	Active participation in development of the programme
Individual interviews with participants	Participants identify their competences and chances of improvement, career options	Group work	An evaluation analysis will be carried out in the middle of the programme and at the end of it as well as after in-company training and final intercultural events.	Active participation in interviews and writing of a biography
Creating personal portfolios	Participants set their education, employment and career goals	Biographical method		
Making of the education, employment and career plan	Participants get the big picture of education and learning opportunities in the host country.	Individual guided interviews with participants		
Guidance and information on education and learning opportunities in the host country		Portfolio Dialogue Case studies Discussions		

8.1.2 LANGUAGE LEARNING

Topics	Learning objectives	Teaching strategies	Assessment of learning	Tasks given to participants
How to introduce yourself – phrases, vocabulary, host country language in everyday situations	Participants learn how to present themselves, give necessary information about themselves in the host country language. Participants learn phrases and greetings. Participants learn the alphabet, numbers.	Position barometer Individual work Case studies	The mentors will regularly follow and check the participant's progress in understanding, speaking and writing in the host country language. The participants will be given written and oral assignments (short tests or exercises) that will be evaluated by the teacher. At the end of each lesson the participants will independently fulfil evaluation questionnaires. Also, this will apply during the whole theory process as they will need to fulfil questionnaires at the end of each module.	Participants make a .ppt presentation and present it in front of an audience.
Personal identity – phrases, vocabulary, host country language in everyday situations	Participants become aware of their values and achievements and learn how to present them in the best way.	Discussions Dialogue		For »homework« participants read a text/poem that trainers provide them at the end of each class so they can learn new words and to read properly (stress, pronunciation)
Life in my home country – phrases, vocabulary, host country language in everyday situations	Participants learn how to express themselves in the host country language; they understand a simple text, they can tell simple stories.	Presentations Use of multimedia, authentic texts		
My life in the host country – phrases, vocabulary, host country language in everyday situations	Participants develop a sense of belonging and positive attitude. Participants are able to follow a simple conversation about everyday topics in host country language.	Work in pairs Individual work		
My family – phrases, vocabulary, host country language in everyday situations	Participants can read and write about everyday topics in host country language.	Teamwork		Participants are continuously encouraged to communicate in the host country language among themselves and with mentors
Leisure time – phrases, vocabulary, host country language in everyday situations	Participants learn where they are and which are important institutions in the area that are needed in everyday life	Problem-based learning		Participants will be encouraged to talk in the host country language and avoid the use of their native language throughout the classes.
Important institutions in the local community – phrases, vocabulary, host country language in everyday situations	Participants understand the education system in the host country. Participants become familiar with the rules and labour market opportunities.	Project work		
Host country education system – phrases, vocabulary, host country language in everyday situations	Participants can name and describe common vocations in the host country language.			They will be obliged to be active in language courses and to spell words on the board so they could practice writing.
Labour market - vocabulary				

8.1.3 BASIC ICT SKILLS

Topics	Learning objectives	Teaching strategies	Assessment of learning	Tasks given to participants
Basic computer parts and basic functions of a computer	Participants get familiar with computer parts and learn the basic functions of a computer.	Position barometer Individual work	After being shown how to write a CV, cover letter and CV form, every participant tries to write the best he/she knows in each of the three aforementioned documents that will be shown to the trainer to see if they acquired the knowledge and skills which were presented to them.	After each class they will have homework to do and that is to write their own: - CV, - job application, and - cover letter.
Software for writing a CV, cover letter and job application	Participants learn the basics and some applications of MS Office package (Word, .PPT, Excel), search engines, e-mail	Case studies (examples of other CVs, job applications and cover letters) Discussions on how to write a good CV, cover letter and job application		These documents will be templates which will be obligatory to upgrade during the course of the programme and before finishing the programme they will send it to the trainers so they can correct it for the last time.
Smartphone and other devices that can help you in searching for a job	Participants learn to find and use applications connected to participation on national and EU labour market	Dialogue Use of multimedia		
How to use the Internet in job searching	Participants learn how to look for job opportunities on the internet, how to use public administration portals, how to register and participate on job portals (e.g. Eures, national employment services)	Work in pairs Individual work Teamwork	They will send tasks to the trainers to review them and point out the errors and possible further improvements of their documents.	
E-services		Problem-based learning		



8.1.4 COUNTRY OF RESIDENCE AND EU

Topics	Learning objectives	Teaching strategies	Assessment of learning	Tasks given to participants
Customs and traditions	Participants become familiar with the traditions and customs of the country in which they live.	Individual work	At the end of this module the mentor	Each participant will have the opportunity to
Social networking	Participants get the necessary information about the organizations dealing with the protection of the rights of immigrants and ethnic minorities	Position barometer	prepares a little quiz for them which will be a test	prepare a .ppt presentation
The role of women in the host country society	Participants understand the historical and cultural context of women's position in society.	Case studies	of how much they have learned about the host country and EU	about their home country and present a sight in the host country (e.g. trip, holidays, etc.)
Geographical position	Participants learn basic geographical facts about the host country.	Discussions		
The concept of Europe	Participants become familiar with the concept of Europe.	Dialogue		
The political and social structure in the host country and EU	Participants get a clear picture of the political and social structure of the host country and the EU.	Presentations		
National symbols	Participants engage in the preparation of cultural events aimed at showcasing cultural heritage.	Use of multimedia		
Natural and historical sites	Participants present their homeland and new home.	Work in pairs		
Rules of conduct in the host country and the EU	Participants learn the rules of conduct in their native country and the EU.	Teamwork		
	Participants learn about the natural and historical heritage of the host country and are able to briefly present the main sights.	Problem teaching		
		Project teaching		
		Field trips		

8.1.5 ENTERING THE LABOUR MARKET

Topics	Learning objectives	Teaching strategies	Assessment of learning	Tasks given to participants
Labour market (country of residence and the EU) – important information and facts	Participants get to know the labour market situation, their rights and obligations as immigrants (in the labour market)	Individual work	Each participant will need to be actively involved in workshops that are focused on job searching, also they will need to adjust their CVs, motivation letters and job applications to different job ads, they will give answers on how they will resolve a specific problem at work.	Participants need to be independently involved in adjustments of their CVs, job applications and cover letters for a variety of different job ads (this means that they can't have one, single document, yet it is important to adjust their documents for different job ads).
Being active is the key to success	Participants know how to present themselves at a job interview to a potential employer	Case studies (examples of successful and unsuccessful job interviews)		
Basics of business etiquette	Participants know how to write their own CV, job application and cover letter	Discussions (different styles of job interviews in participants countries, similarities and differences)		
How to communicate with employers (apply for employment ad, send CVs, job application and cover letter, job interview, negotiations on working conditions and wages)	Participants become familiar with the manner of dealing in a business environment (tips and tricks for business behaviour and how to assimilate to a specific workplace culture)	Roleplay,(e.g. a job interview)		They will be obliged to send trainers their CVs, job application and cover letters, so the trainers can give them feedback about the quality of their documents.
Writing and preparing a CV, job application and cover letter	Participants exchange experiences and learn to identify workplace mobbing	Presentations (tips and tricks for successful job search process)		They will have homework to do such as to try to apply for a few job ads so they have experience in this activity.
Prejudices and stereotypes in the labour market	Participants learn how to be motivated, confident and persistent in their job search	Use of multimedia	All participants are obliged to attend lectures and workshops according to public appearance, how to do their make-up and dress for job interviews, and simulation of a job interview.	
Potential problems at work	Participants know how to present themselves appropriately at a job interview (clothing, behaviour, speech)	Pair work		
Work legislation - rights and obligations of workers and employers in the host country and EU	Participants learn where and how they can pass additional training	Teamwork		
Workplace culture	Participants get to know some employers in the area before they begin with in-company training	Problem teaching		
Continuing education and further opportunities	Participants improve their basic and transversal skills and learn new ones by taking part in in-company training	Demonstration		
How to dress and do one's make-up for job interviews	Participants are able to identify what they learnt during the training and include it in their CV	Workshop		
Preparation for in-company training		Visits		
In-company training				
Post-training evaluation				



8.1.6 INTERCULTURAL EVENT

Topics	Learning objectives	Teaching strategies	Assessment of learning	Tasks given to participants
What is a study circle?	Participants become familiar with the concept of an intercultural event.	Study circle method	The actual implementation and impact of the event in terms of media coverage and response from the public will be an indicator of participants' skills (self-initiative, entrepreneurship, organizational skills, communication skills etc)	Participants reflect on their skills and experiences and decide on how to present their culture to the general public.
The purpose of intercultural events (action goal)	Participants learn what it takes to prepare and carry out an intercultural event.			They take on all the tasks related to the organization of the event (define programme, contact guests, learn about promotional activities, prepare advertising materials, contact the media, calculate the costs of implementation, carry out the event).
Definition of the event programme	Participants play an active role in preparing and implementing the intercultural event (programme concept, choosing the participants, promotion plan, event implementation)			
Organization of events				
How to advertise events				
Event implementation				

8.1.7 TEACHING TOOLS/RESOURCES:

Classic classrooms with 15 to 25 seats, equipped with optimal conditions for teaching relating to the number of participants in the group (max. 15 in the group), ensuring maximum usability and interactivity.

Teaching aids:

- computer/laptop for the teacher,
- computers for participants,
- LCD projector,
- projection screen,
- standard whiteboard,
- flipchart,
- coloured pencils,
- coloured paper,
- cardboard.



Project partners:



PUČKO
OTVORENO
UČILIŠTE
ZAGREB



Ljudska Univerza Nova Gorica (LUNG)-Slovenia, Cooperativa Orso s.c.s.-Italia,
Adice-France, Pouz-Croatia, Mozaik Kültür Eğitim Gençlik ve Doğa Derneği-Turkey