



RIECE



Erasmus+

Course curriculum

"Guidance for labour market integration of migrants"

Raising inclusion into the labour market of refugees, asylum-seekers and migrants, on the base of entrepreneurial competencies development



Funded by the
Erasmus+ Programme
of the European Union





RIECE



Erasmus+

TURKU AMK 
TURKU UNIVERSITY OF
APPLIED SCIENCES



**SSM GLOBAL
TRAINING
SERVICES
LTD**

EMPREND
MPLEO



Asociatia
everest.

The content of the present material represents the exclusive responsibility of the authors and the National Agency or the European Commission will not be held responsible for the manner in which the content of the information is used.

Raising inclusion into the labour market of refugees, asylum-seekers and migrants, on the base of entrepreneurial competencies development



Funded by the
Erasmus+ Programme
of the European Union





RIECE



Erasmus+

Introduction

The objective of the course is to help refugees, asylum seekers and migrants understand how to integrate into international labour market, to plan career and establish businesses. It will also contribute to greater self-awareness, cultural awareness, entrepreneurial competences and to more efficient integration and recognition by the local communities.

The curriculum will include modules for the online course and modules for the in depth face to face training following the online sessions. The curriculum elaboration has taken into consideration partners labour markets needs and cultural differences.

The course consists in 5 modules, each one elaborated by one of the project partners:

1. Life Long Learning - Asociatia Everest, Romania
2. Requirements and Needs of Labour Market: SSM Global training services LTD, Cyprus
3. Different Situations in Labour Market: Asociación Emprende Empleo, Spain
4. Cultural surroundings: Turku University Of Applied Sciences Ltd , Finland
5. Working culture: Kurybines ateities idejos, Lithuania



Module I. 1. Life Long Learning

Online course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
Get to understand the lifelong learning concept	Definition of lifelong learning Educational facts	E-self learning Video animation	Ability to describe the lifelong learning process	Computer (Wi-Fi network)	15 minutes
Find out the advantages of lifelong learning	Advantages of lifelong learning. <i>Making big transitions on the job easier to process</i> <i>Fostering creativity</i> <i>Enhancing technology usage</i>	Interactive video E-self learning Interactive exercise	List the advantages of lifelong learning	Computer (Wi-Fi network)	1 hour 30 min
Identify ways to engage in lifelong learning	Ways to engage in lifelong learning. <i>Reading</i> <i>Choosing good company</i> <i>Teaching</i> <i>Exploring</i> <i>Making personal projects</i> <i>Choose a learning environment</i> <i>Get involved in learning activities</i> <i>Involve in learning collaborations</i> <i>Make a priority of learning</i>	Interactive video Case study	List some simple modalities to get engaged in lifelong learning Describe some ways to engage in lifelong learning Choose the most appropriate ways of engaging in lifelong learning to one's self	Computer (Wi-Fi network)	1 hour 30 min
Get to know learning resources for migrant people successful integration	Learning resources for migrant people successful integration. <i>Language learning resources</i>	Resources analysis exercise	Choose efficient resources for successful integration	Computer (Wi-Fi network)	1 hour

	<i>Life skills</i> <i>Financial terminology</i> <i>Health communication</i> <i>Assistive technology</i>				
Self evaluate lifelong learning skills	Are you a lifelong learner?	Self evaluation	Determine accumulation of lifelong learning features	Computer (Wi-Fi network)	15 minutes

Face to face course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
Be aware of the importance of lifelong learning for the self and its impact on society	Collaborative and cooperative learning	Interactive presentation Small groups work	Analyze lifelong learning on the individual self Demonstrate the social and economic consequences of lifelong learning	Multimedia, paper, flipchart, markers, worksheets	30 min.
Identify learning styles	Learning styles	Interactive presentation Small groups discussion	Determine own learning style List and analyze each learning style characteristics	Multimedia, paper, flipchart, markers	30 min.
Compare practices fostering lifelong learning	Practices fostering lifelong learning	Lecture Brainstorming Mind mapping	List some practices that foster lifelong learning Describe the benefits of these practices Choose most appropriate lifelong learning techniques for one`s self	Multimedia, paper, flipchart, markers	1h 30
Be able to draw a life	How to draw an	Empowerment	Analyze	Multimedia,	1 h



RIECE



Erasmus+

long learning action plan	individual lifelong learning action plan	individual exercise Group discussion	lifelong learning abilities and competences Elaborate own action directions for lifelong learning	paper, flipchart, markers, worksheets	
Be able to recognize and overcome barriers to learning	Barriers to learning	Case study Group discussion	Recognize one`s learning barriers Describe modalities of overcoming one`s learning barriers	Multimedia, paper, flipchart, markers	30 min.



Module II. Requirements and Needs of Labour Market

Online course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
Be able to understand the development of requirements business need to employee migrants, asylum seekers and refugees	Introduction to labour market	On line learning and mainly self-learning with set of examples	Exercises to see whether or not that this was understandable and usable. Do I recognise any of these trends in my own career to date?	Computer with network and also Wi-Fi with connection to internet	1 h
Be able to know the qualifications and skills employers are looking for (Career and educational information Public policy and the professional context for practice) environment	Labour market information	On line learning and mainly self-learning with set of examples Interactive presentation Interactive exercise and examples	What have I learnt from the information / data I have discovered? How can I use this information when planning my job hunting concerning learning and teaching? What other information do I require in order to make links within my area of work? Are there some simple steps I can	Computer with network and also Wi-Fi with connection to internet	2 h.



RIECE



Erasmus+

			take to begin to take account of my newly gained insights?		
Be able to understand the specific and transferable skills being sought by employers	Interpreting Labour Market Statistics	On line learning and mainly self-learning with set of examples Interactive presentation Interactive exercise and examples	Try to emphasize to what extent does practice challenge gender bias that currently exists in some employment sectors? For example, females in construction or engineering and males in care settings	Computer with network and also Wi-Fi with connection to internet	1h
Be able to to understand the concept of policies and employment procedures	Employment policies	On line learning and mainly self-learning with set of examples Interactive presentation Interactive exercise and examples	Analyze entrepreneurship abilities and tools Elaborate own action directions for creating a business or social project.	Computer with network and also Wi-Fi with connection to internet	1 h



Face to face course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
Be able to understand the requirements of working in the country. Create working practices use theory and placements - Deregulation of standard working patterns	Working and the requirements that requires for a full time employment	Group work Set up a presentation to group working experienced presentation and reflexion Individual work	Understanding of the nature of evaluation at work. Describe the ability of keeping in working	Multimedia, Computer projector notes and worksheets	1 h.
Employability and soft skills This is a new concept form the last few decades and refers to mean what employers want from recruits. Soft skills such as communication, presentation, team working and customer skills are viewed as essential and this demand stems from our move away from being a manufacturing to a service economy.	New concept in the employment sector. Experience vs knowledge What really employers wants and how we can achieve all of these	Small groups discussion and ask for a small presentation	Determine own learning style List and analyze each learning style characteristics both at work level and been accepted	Multimedia, Computer projector notes and worksheets	30 min.
Changing occupational structure . Create an understanding of the nature end high skilled high paid jobs in comaprison with many low skilled low paid jobs.	Financial profitability in the process of creation of enterprises	Small groups discussion and ask for a small presentation	Changing skills requirements and process to a higher ranking jobs. Skilled personal	Multimedia, Computer projector notes and worksheets	1h



RIECE



Erasmus+

<p>Impact of Technology Information and communications technology (ICT) has increased access to information and networks while affecting job displacement and productivity</p>	<p>Communication Motivation Planning and achievement of objectives Time management Commercial vision Marketing reflections Creativity Ability for negotiation Emotional intelligence Steps to take the first step Reflections on yourself</p>	<p>Interactive presentation Empowerment individual exercise Group discussion</p>	<p>In what ways do I support myself or family especially young people to reflect on their skills and capture the development of their skills, in line with their career aspirations?</p>	<p>Multimedia, Computer projector notes and worksheets</p>	<p>1 h</p>
<p>Working practices flexible in theory and placements - Deregulation of standard requirements working patterns. Globalisation and the meaning of the actual business requirements – indication these have grown in supply due to increasing participation and achievement.</p>	<p>Planning to identify requirements in person part of a project</p>	<p>Interactive presentation Small groups discussion Individual work</p>	<p>How do I introduce information about future learning pathways and career? How do I know it is working?</p> <p>Identify steps and progress of business plan Describe modalities of overcoming one's barriers</p>	<p>Multimedia, Computer projector notes and worksheets</p>	<p>1 h</p>



Module III. Different Situations in Labour Market

Online course 8 hours

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
<p>Create a reflexion environment for awareness about relevant different aspects related to creation of new business, in an easy and non formal way. Be able to analyse and take conclusions of information collected.</p>	<p>How to come from an idea to business idea in hosting country context. <i>Validating business ideas and initiatives to be developed by migrants, asylees and refugees</i> <i>Testing if business idea can become a viable project.</i></p>	<p>E-self learning Interactive exercise</p>	<p>Create a reflexion environment able to validate (or not) business ideas and initiatives. Concretion of ideas. From ideas to idea plan.</p>	<p>Computer (Wi-Fi network)</p>	<p>1 h</p>
<p>Identify strategic points for development of business plan Acquire tools for maturing a bussiness idea. Develep entrepreneurship spirit Be able to describe the business idea that we want to launch, and what is specifically what we intend to sell, the activity and the sector where our activity is located. Be able to decide what are the products / services and customers that in principle seem more interesting to us.</p>	<p>Strategic Approach for Business Idea.</p>	<p>Theory E-self learning Interactive presentation</p>	<p>Define strategic approach. Be conscious about evaluating general aspects relevant for entrepreneurship Identify steps and progress of business plan Recognize external and one`s barriers Describe modalities of overcoming one`s barriers Support ability to implement in a practical way</p>	<p>Computer (Wi-Fi network)</p>	<p>5 h</p>

Raising inclusion into the labour market of refugees, asylum-seekers and migrants, on the base of entrepreneurial competencies development





RIECE



Erasmus+

<p>Market Environment Be able to make a first approach to our sector Identify Information resources about the market and competences Give knowledge about SWOT analysis, concepts and how to concrete these issues in our business plan in a practical way. Relative to Strengths, Weakness, Opportunities and Threats. Arise consciousness about risks and advantages of entrepreneurship</p>					
<p>Obtain an idea about Starting a Business in Europe: Financial, Legal, and Visa Requirements for Setting Up a Business in Europe Analyse the chances of obtaining a residency permit for the purpose of starting a business Learning to take in consideration the global business environment and competition Be able to find and analyse sources of information</p>	<p>Starting a business in Europe.</p>	<p>Theory</p>	<p>Getting knowledge and information about general requirements for starting a business in European Union</p>	<p>Computer (Wi-Fi network)</p>	<p>2 h</p>

Raising inclusion into the labour market of refugees, asylum-seekers and migrants, on the base of entrepreneurial competencies development



Funded by the Erasmus+ Programme of the European Union



Face to face course: 4 hours

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
<p>Give knowledge about tools for improvement entrepreneurs' business idea.</p> <p>Proporcionate consciousness about relevant different aspects related to creation of new business, in an easy and non formal way.</p> <p>Improve capacity of evaluation of needs and requirements for creation a new business. Be able to analyse and take conclusions of information collected.</p>	<p>How to come from an idea to business idea in hosting country context.</p> <p><i>Validating business ideas and initiatives to be developped by migrants, asylees and refugees</i></p> <p><i>Testing if business idea can become a viable project.</i></p> <p><i>Help to define The path to entrepreneurship.</i></p>	<p>You tube presentation</p> <p>Group work and brain storming</p>	<p>Create a reflexion environment able to validate (or not) business ideas and iniciatives.</p> <p>Concretion of ideas.</p> <p>From ideas to business plan.</p>	<p>Multimedia, paper, flipchart, markers</p>	1 h.
<p>Be able to defend and introduce business ideas</p> <p>Arise consciousness about risks and advantages of entrepreneurship and own bussines idea</p> <p>Support entrepreneurs collective spirit, creating an environment for Empathy, networking and cooperation with other participants</p>	<p>Introducing your business idea</p>	<p>Presentation</p> <p>Active listening</p> <p>Brain storming</p>	<p>Support and feed back form other participants and trainers.</p>	<p>Multimedia, paper, flipchart, markers</p>	3h

Module IV. Cultural surroundings

Online course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
<p>Achieve understanding of cultural awareness.</p> <p>Get opportunity to reflect and learn about varied of different cultural backgrounds, diversity and heritage.</p> <p>Gain respect for multicultural environment.</p>	<p>Cultural awareness</p> <p><i>Information on adaptation to European culture, values, tabus and cultural dimensions</i></p>	Text, pictures, videos, sites.	Self-reflection	Computer and wi-fi	1 hour
<p>Learn the meaning of cultural competence.</p> <p>Find out what is culturally appropriate behavior and self-expression, and deepen knowledge of the topics.</p> <p>Understand better the meaning of working in multinational teams.</p>	<p>Cultural competence</p> <p><i>Information on adjusting to a new cultural environment, and model learning.</i></p>	Text, videos, sites.	Self-reflection	Computer and wi-fi	1 hour
<p>Understand better the meaning of equality, diversity and social inclusion.</p> <p>Accomplish the understanding and how to promote</p>	<p>Equality, diversity and social inclusion.</p> <p><i>Information on how these values are visible in worklife.</i></p>	Text, pictures, sites.	Self-reflection	Computer and wi-fi	1 hour



RIECE



Erasmus+

these values.					
<p>Get to know different advantages that multimedia has to offer in cultural exchange and gain vital information of ones' host country's labourmarket situation.</p> <p>Learn ways to use social media in finding further information on cultures and spread information about one's own culture.</p> <p>Find out how and what ways social media is used in working life.</p>	<p>Multimedia advantages for cultural exchange</p> <p><i>Getting familiar with different kinds of social media channels, exploring useful sites, learning about communication in social media with culture and employment in mind.</i></p>	Text, videos, sites.	Self-reflection	Computer and wi-fi	1 hour

Face to face course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipment	Duration
<p>Acquire more awareness about how much culture affects us.</p> <p>Be able to represent and share an aspect of oneself as cultural being, to find common ground with others, to build relationships between and among other students</p>	<p>Snapshot of Me.</p> <p><i>Taking a picture representing ones cultural identity, group discussion.</i></p>	Individual work and group work, discussions, photography	Participation (the instructor assesses), self-assessment form	Mobile phone camera or video camera.	45min

Raising inclusion into the labour market of refugees, asylum-seekers and migrants, on the base of entrepreneurial competencies development



Funded by the Erasmus+ Programme of the European Union





RIECE



Erasmus+

<p>Gain depth to cultural competence.</p> <p>Understand oneself better in relation to culture that situate participants as cultural beings, and to explore ones' own cultural assumptions</p>	<p>Autobiography.</p> <p><i>Writing a cultural autobiography and having a group discussion about it.</i></p>	<p>Individual and group work and discussions, writing</p>	<p>Participation (the instructor assesses), self-assessment form</p>	<p>Writing equipment</p>	<p>45min</p>
<p>Understand discrimination better and gain insight to oneself's unconscious biases. This will lead to greater self awareness and help change stereotypes.</p>	<p>Hidden bias test and a video about diversity.</p> <p><i>Testing ones unconscious biases, watching a video about diversity.</i></p>	<p>Individual bias testing and group discussions, Watching video and group discussion.</p>	<p>Participation (the instructor assesses), self-assessment form</p>	<p>Equipment for watching the video, computer/laptop etc. To do the test</p>	<p>50min</p>
<p>Get ideas and information about which social media channels work best for reaching to specific groups of customers or employers and in which ways.</p>	<p>Business & ways of reaching the customers</p> <p><i>Thinking of possible social media channels for participants' business ideas or employment wishes. Discussing with the whole class.</i></p>	<p>Group discussion and discussing findings with the whole class. Writing.</p>	<p>Participation (the instructor assesses), self-assessment form</p>	<p>Writing equipment.</p>	<p>1 hour</p>



Module V. Working culture

Online course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipments	Duration
Find out the essence of the country's working culture. Identify the peculiarities of the working culture of the countries	Concept of working culture. Peculiarities of the country's working culture	E-slides Educational film Practical tasks	Describes the essence of the working culture, working ethic requirements Recognizes the peculiarities of working cultures in the countries Naming differences in working culture	Computer (Wi-Fi network) Internet sources	4 hours
Know the current ways of selecting a job in the country	Most popular selection ways	E-slides Educational film Practical task	Describes the most popular selection methods Lists the requirements for participating in the selection	Computer (Wi-Fi network) Internet sources	4 hours

Face to face course

Learning outcomes	Description of content	Methods	Assessment criteria	Materials and equipments	Duration
Be able to understand the requirements of etiquette working in the country	Working Etiquette: Clothing, Behavior, Punctuality, etc	Lecture Discussions in groups Role Playing Games Capacity-building practical tasks		Computer (Wi-Fi network) Projector, Paper, Writing Board, Markers	2 hours
Be able to prepare CV and motivation letter under employer's needs.	Basic CV requirements, motivational letter	Lecture Modeling situations Self-assessment tests Self-reflexion	Prepare a good cv and motivational letter	Computer (Wi-Fi network) Projector, Paper, Writing Board, Markers	2 hours