O5 - MiGreat! Methodology Handbook and Training Course Plan for VETPROS

The Output will be aimed at supporting VET professionals, decision makers and stakeholders, during the implementation of the material created with migrants .
This output is an overview of the 11 eLearning modules, Migreat! App and OER Platform for eLearning, and a methodological description of how to use and develop further the training material. The document also includes a curriculum based upon the eLearning and Migreat! appwhich can be implemented in a formal ECVET accredited training course for VET Professionals. The Training course plan describes timing, topics, contents and tools to be used.

April 2018

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Introduction

Our research has shown that the provision of initial and continuous training for trainers/Educators, VET professionals and support structures for institutions in the area of continuous vocational education and training (CVET) for migrants is at a minimum in most partner countries and throughout Europe. The MIGREAT! project aims to "train the trainers/educators" in the initial induction skills, knowledge and competences needed to engage in discussion about Migration and also to add skills in helping migrants and refugees into worthwhile employment or training in the hosting country.

A training Europasswill be sought for the course and therefore the training has been created based on a series of learning outcomes and credit allocations that will allow future integration with ECVET systems. A support network will be set up centering on the MiGreat!OER platform created in order to best use the visual learning methods this medium offers.

The MiGreat! Methodology Handbook and Training Course Plan for VETPROS includes a training course for educators/trainers on how to work with migrantsby introducing them quickly and efficiently into the working culture of the host country. The training builds upon the point of entry training programme for educators run by Elderberry and the Swedish training material "Cicero". The project will expand upon the Swedish training method developed by Elderberry AB which has proven successful in training educators in such areas.

The methodology handbook includes a description of the tools available to trainers to carry out an efficient and qualitative training by using the Migreat products. The MiGreat results include: scenario based training material incorporated in an OER platform, an APP for supporting migrants to access the labour market and CVET, a training programme with specifications of hours and learning outcomes and notes for trainers on the presented topics.

The topics covered by the Migreat training material are as follows:

Module 1. Labour Market
- Working black or white
- Different sectors, Private and Public
- The future of labour market

Module 2. Employment Laws
- New to the job
- Holidays
- Resigning from a job

Module 3. Expertise
- Qualification/expertise

Module 4. Working in Sweden, Italy, Greek, UK, Austria
- Can you get through a day at work?
- Findyourdream boss

Module 5. The social partners

- Collective negotiations and agreements (1)
- Collectivenegotiations and agreements (2)

Module 6. What do you get in Salary?
- Salary
- Taxes, insurance and pension

Module 7. Finding Jobs
- The perfect job interview
- Apply for a job

Module 8. Starting your own business
- Testing your idea
- Startingyourown business
- Help getting started

Module 9. Networking
- Networking

Module 10. Lifelong Learning
- Lifelong learning

Module 11. How to use the Migreat! App

1. MIGREAT! Training course

MIGREAT! is a training course for VET (Vocational Education and Training) professionals working with Migrants and Refugees with focus on continuous and further training and helping them into work or further training. The training material is open to trainers/educationalists working at all levels and types of Migrant education.

MIGREAT! takes its starting point in the belief that no citizen in Europe should be discriminated against in lifelong learning or employment. In times of economic difficulties there is more than ever, a need for finding new ways to make better use of the diverse resources of organisations and people. This includes people who may be qualified in their own country but may find it difficult to access the labour market in the host country at their level of expertise. The course demonstrates that this particular sector has great potential as a framework for education and training.

By developing the tested Swedish training material "Cicero" and putting it into a digital context supported by a training App and by highlighting the pedagogical framework from the Swedish partner, Elderberry AB, the objective of theMIGREAT! training course is to train VETPROS in an interdisciplinary resource on how to better engage migrants and refugees in CVET.

The course is centred on the training programme and focused eLearning material to be found on the MiGreat! OER platform. It consists of formal lectures, online quests, an App and time for personal reflection.

The purpose of the MIGREAT! Training Course Curriculum is to guide all users in delivering and using the educational material developed within the context of the project.

The training material and modules are assessed using the EQF and ECVET frameworks for definition of Learning Outcomes in terms of Knowledge, Skills and Competences for each module.

In the first chapter we introduce the aim and objectives, target groups, and the results of the needs' analysis consultation conducted that supports and helps justify the needs for developing and implementing the MIGREAT! programme.

The following four chapters present an extended explanation about the outcomes of this project and how to use them for training purposes: the MIGREAT! Competences Matrix; the MIGREAT! Training Modules/Quests (E-learning material); and the MIGREAT! Training Methodology Handbook and lectures. The final chapter explores the use of the MIGREAT! App in training. Each of these chapters introduces the aim and objectives of the educational material followed by an explanation on how to use them.

Aims and objectives

One of the basic principles the MIGREAT! project draws on, is the lessons of previous innovative initiatives on practical and experiential projects exploring the potential to engage migrants and refugees in CVET though the use of a training and complementary eLearning material.

The partners of the MIGREAT! project have developed a curriculum that is able to meet these goals by enhancing a specific field of the training for VETPROS through incorporating the products of this project.

The MIGREAT! project set as its priority the training of VETPROS in the use of the training material produced in the project. We hope to raise awareness of the necessity of using the methodologies and educational materials developed in combination with the OER platform and the App tool. The partnership developed the project based on the assumption that working on such a specific concept will help create better understanding between formal, non-formal education, and training and other forms of learning in order for the trainees to better integrate into their local labour market.

Target groups

Migreat! Project and results are addressed to two main target users:

- The first main target group are migrants and refugees in partner countries with documented vocational qualifications and training from their country of origin.

- The second main target group are VET professionals, mainly trainers engaged with Migrants and refugees in partner countries.

One of the most important subjects of concern for the MIGREAT project was to cover the different sectors in which migrants are engaged and to be able to integrate the target groups in CVET practices.

The main objective is to engage the first main target group in active and continuous learning activities by using case studies and scenarios from real life as an educational resource.

To comply with this purpose the partnership developed a set of materials also for trainers to improve the learning process and be able to offer training material compliant with ECVET principles.

Needs' analysis consultation

The starting point for the training course curriculum development was the conduct of an extended needs analysis to verify the training needs of migrants and refugees in relation to CVET needs and the perception that professionals have on their own skills and competences in the fields of migrant education and work engagement. The descriptions of the needs for training and professional development in this area served as an important benchmark for the development of a competence index of areas addressed in all the educational material provided.

The most important migrants' needs emerged within the survey are: the recognition of previous competences, so that they would have access to labour market as professionals; continuous training to update themselves and to be in line with the labour market needs of the hosting country. Consequently, migrants perceive it is very important that they learn about national labour law, because they are not fully aware of their rights and duties and this way the risk of mistreatment could be avoided. Migrants also expressed the need to know about how to start their own business, so as trying to offer products or services to contribute to the society and to gain profits for having good life conditions.

Obviously, national language courses are also essential to migrants.

The Migreat! Project provides training materials which meet migrants' needs, which are easy to use and to understand, training exercises which offer migrants useful resources to enter the labour market and CVET practices.

As for experts working with migrants and labour integration the most important need expressed was the request for common tools and documents for accreditation of prior learning (APL) of migrants and training material on specific labour market issues in order to facilitate migrants integration in the labour market.

Migreat! partners have created tools, lectures and templates for VETPROS to facilitate the integration process.

2. MIGREAT! learning outcomes competences matrix

Aims and objectives

The MIGREAT! Competences Matrix, available in the "Educational Resources" section of the MIGREAT! Open Educational Resources (OER), is a working tool designed according to the European Qualifications Framework (EQF) and the National Qualifications System and Framework (NQF) and it presents how the MIGREAT! learning program is in context with those guideline documents. The MIGREAT! Competence Matrix is aimed at VET professionals, mainly trainers as a support in the implementation of the training material developed and available on the OER platform.

How to use it?

The Competence Matrix works hand in hand with the MIGREAT! Training Modules E-Learning Material. The competence matrix, describes in detail the learning achievements when implementing each module. This matrix can be used by trainers also in the future to develop new modules in line with the MiGreat! modules. Before starting a training session trainers should consider the specificity of the Competence matrix design approach, which details:

- ✓ **Module Title**
- ✓ **Description of Module**
- ✓ **Material or Equipment Needed**
- ✓ **Nominal Learning Time**
- ✓ **Learning Outcome**
- ✓ **Knowledge**
- ✓ **Skill**
- ✓ **Competences/Attitude**

Module Title:	
Description of Module	5 lines
Material or equipment needed	What is needed to complete?
Nominal Learning Time	How long should it take to complete?
Learning Outcome	
Knowledge	
Skills	

Competences	
Notes for trainers including EQF level	

The trainer should note that:

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competences.

Knowledge means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge.

Skill means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Competence means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy**.**

Therefore each section is not solely a statement of facts or content but is preceded with a verb and possibly adverb/adjective. Examples:

Knowledge: He/she is able to…
... describe the functioning of components, assemblies and systems.
... assign the necessary documents for service and maintenance.
... differentiate between chemical substances.

Skills: He/she is able to…
... receive orders and plan own procedural steps.
... analyse data and present it as a basis for decisions.
... use information and communication technologies.
... develop a marketing plan and use marketing tools.

Competence (in the sense of taking over responsibility and autonomy): He/she is able to…
... apply problem solving strategies
... reflect upon his/her own action
...cope with and withstand strain and stressful situations in a way that is not harmful to health
...communicate with appreciation colleagues or team members; with patients, family members/reference person groups involved in the care process.

The trainees are expected to achieve the described learning outcomes by going through the MIGREAT! training.

3. Reading the Migreat! competences matrix and European Qualifications Framework (EQF) terms of reference

The adapted training modules developed within the Migreat! project, fits into a competence matrix built according to the EQF as a set of learning outcomes – in terms of knowledge, skills and competences/attitudes – that the trainees are expected to achieve by going through the Migreat! training. In order to implement the EU framework for the Migreat Curriculum and associated competences matrix, partners will need to compare their National Qualifications Framework (NQF) with the EQF. As most EU countries have synchronised their national framework with EU directives, this should be standard.

Each of the 8 EQF levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications, in terms of Knowledge, Skills and Competences. The training material within Migreat is aimed at Migrants who may or may not have previous Vocational training experience. We therefore recommend LEVEL 3 to 5 to be used when training migrants.

When training VET professionals we reccomend to use the MiGreat material and the trainers should reach LEVEL 6 to 7.

Below are the descriptions of the levels:

▪ **Level 1** General basic knowledge General basic skills for accomplish a simple task Work/study under direct supervision in a structured context.

▪ **Level 2** Basic factual knowledge in a working/study area; Basic cognitive and practical skills needed for the application of the adequate information to the accomplishment of tasks and current problem solving through simple rules and instruments; Work/study under direct supervision with some autonomy.

▪ **Level 3** knowledge of facts, principles, processes and general concepts in a study/work area; Range of cognitive and practical skills necessary for the task accomplishment and problem solving through selection and application of instruments, materials and basic information; Taking responsibility for executing tasks in a study/work area; Adapt the behaviour to circumstances in order to solve problems.

▪ **Level 4** Factual and theoretical knowledge in broad contexts within a field of study/work; Range of cognitive and practical skills necessary for the conceiving for specific problem solving in a study/work area; Manage own work within the guidelines established in the context of study/work, usually predictable but liable to change;

Supervise the routine work of third parts and taking responsibilities in terms of evaluation and activity improvements in study/work contexts.

▪ **Level 5** Comprehensive, expertise, factual and theoretical knowledge in a study/work area and awareness of the knowledge limits; Large range of cognitive and practical skills for conceiving creative solutions for abstract problems; Manage and supervise in study/work contexts subject to unpredictable changes. Revise and develop the thirds development.

▪ **Level 6** Deep knowledges for a specific study/work area which demands a critical comprehension of theories and principles; Advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work specialized area; Management complex technical or professional activities or projects, taking the responsibility for decision making in unpredictable study/work contexts; Taking responsibilities in management for individual, professional and collective development.

▪ **Level 7** Highly specialized knowledge, some of them are in the forefront of some study/work knowledge, that underpin the capacity for original thinking; Specialized skills for problem solving in terms of investigation and innovation, to develop new knowledges and procedures in order to integrate them in different areas; Manage and transform study/work complex and unpredictable contexts which demand new strategies; Taking responsibilities in order to contribute to new knowledges and professional practices and/or review the strategic team performances.

▪ **Level 8** Cutting-edge knowledge at the forefront in a study/work area and in the interconnection of areas; The most advanced and specialise techniques, including synthesis and evaluation skills, necessary to solve critical problems in the investigation and innovation areas, for the enlargement and redefinition of the existing professional practices; Demonstrate a considerable level of authority, innovation, autonomy, scientific and professional integrity and assume a sustained commitment regarding the development of new ideas or processes in the forefront of study/work contexts, including the investigation field.

4. Curriculum framework for the training curriculum

Below the MIgreat! curriculum is presented within a ECVET framework. The document is designed to both display the curriculum framework and to act as a means of monitoring participants and their development throughout the training.

The next page is an overview of the Learning Outcomes for each moment of the training. Thereafter follows a breakdown of each Learning Outcome into Knowledge, Skills and Competence expected to be acquired within the given timeframe.

Participant Name:		Organisation:	

Activity/Unit	Learning Objectives	Completed?
Pre-course Preparation	To look at training and needs to access the labour market on behalf of migrants in the setting of the home country.	
Course Introductions objectives and Group tasks	To understand the general setting, content of the course and its individual and group tasks	
Labour market		
• Working "Black or white"	Identify and distinguish what is legal and what is not and to choose a legal and safe environment over anything else.	
• Different sectors, public and private	Understand the difference between the public and the private sector, as well as what each one has to offer.	
• The future of labourmarket	Recognize what the current situation in the labour market is and what the future will be like so to take the correct decisions when thinking about career opportunities.	
Employment laws		
• New to the job	To understand what is required when starting a new job and what to expect from this new environment.	
• Holidays	To know what holidays exist in the hosting country and how to calculate annual leaves effectively and proactively.	
• Resigning from a job	To know the procedure to follow when resigning and how, when and to whom to turn to when resigning.	
Expertise		
• Qualifications/Experience	To Identify own qualifications, experiences and interests.	
	To use lessons learnt for further career planning.	
Working in Sweden/Italy/Greece/UK/Austria		
• Can you get through a day at work?	To understand formal and informal, written and unwritten rules and traditions of a workplace; cultural differences in a workplace, and potential conflicts	
• Find your dream boss	To understand the characteristics a manger may appreciate in employees	
The social partners		
• Collective Negotiations and Agreements	To understand rights and duties as a worker.	

• Collective Negotiations and Agreements (2)	To understand the starting – point of negotiations at work	

What do you get in Salary?

• Salary	To identify the different elements of a salary and ensure that it complies with the national regulations before accepting a job	
	To analyse a salary offered for a job and consider if it is convenient or not	
• Taxes, insurance and pension	To identify net income, considering the amount of deductions and payments withheld by the employer for taxes, social insurance and pension.	

Finding jobs

• The perfect job interview	To understand the important behavioural issues at work interviews	
• Apply for a job	To use appropriate communication methods in order to apply for a job and gain an interview.	

Starting your own business

• Help getting started	To make a market and need analysis	
	To identify different funding opportunities	
	To make a costs analysis	
• Starting your own business	To understand the importance of a business plan	
	To define a business idea	
	To create a business plan	
	To fund a business	
• Testing your idea	To understand the complexity related to the creation of a new business/social business	
	To be aware of the motivations that drive to the realization of a new business/social business	
	To identify the necessary competences in this field	
	To analyze own capacities for managing the emotions and the situations one may face during the realisation of a business/social business	
Networking	To describe and introduce oneself in a networking situation	

	To create a powerful linkedin profile to attract new contacts	
	To create a networking plan	
	To apply the 6 steps for networking at an event or social gathering in a real situation	
	To understand the importance of following up after a networking intervention.	
Lifelong learning	To manage the way to achieve goals	
	To find and apply information for lifelong learning process	
<mark>**How to use the Migreat! App and the OER platform**</mark>		

Each Learning outcome is described in terms of knowledge, skills and competences as follows:

Topic	Quest	Learning Outcomes (The Learner should be able to....)	Knowledge	Skills	Competences
Labour market	Working "Black or white"	The learner should be able to identify and distinguish what is legal and what is not and to choose a legal and safe environment over anything else.	The learner learns about the dangers of unregistered work and what his country's legislation depicts.	Learners should be able to negotiate effectively and back their arguments up with facts and legislations	To communicate effectively with a potential employer and to claim what is legally right.
	Different sectors, public and private	The learner should be able to make the distinction between the public and the private sector, as well as what each one has to offer.	The learner finds out what the key differences between the two sectors are and what suits him best.	Efficiency in decision making and ability to distinguish differences on the same type of jobs, based on the sector they are in	Learners monitor what changes occur over time in the different sectors and which one best suits his needs.
	The future of labour market	The learner should be able to recognize what the current situation in the labour market is and what the future will be like. He should have the insight to make the correct decisions when thinking about career opportunities.	The learner learns about the history of the labour market and understand in depth how it will shape up in the future.	Career planning, proactive thinking, decision making	To be able to adapt to changes and foresee future trends.
EmploymentLaws	New to the job	The learner should be able to understand what is required of him when starting a new job and what to expect from this new environment.	The learner finds out what is required of him, as well as what his employer's responsibilities and obligations are	Managing responsibilities and ranking priorities.	Become responsible and adapt to new environments.
	Holidays	The learner should be able to know what holidays exist in his country and how to calculate his annual leaves effectively and proactively.	The learner identifies which holidays are obligatory and the different types of leaves he is entitled to.	Proactive planning and efficiency in balancing work and private life	Monitor upcoming responsibilities and plan work load bearing in mind the holidays.
	Resigning from a job	The learner should be able to know what procedure he should follow when resigning and how, when and to whom to turn to when resigning.	The learner identifies when is the right time to hand in his resignation letter and how it should be written.	Writing a resignation letter	To be able to write in formal language.

Expertise	Qualifications / experiences	The learner should be able to identify her/his qualifications, experiences and interests. The learners should be able to use the lessons learnt for her/his further career planning.	Learners describe their qualifications, experiences and resulting competences. Learners describe the characteristics of an ideal work place. Learners tell about their educational, professional and personal biography.	Learners analyse their CV and personal past. Learners analyse his/her qualifications, experiences and competences. Learners create a realistic career plan.	Learners create a 'perfect' concept of self-presentation for the job search. Learners analyse on his/her qualifications and competences and plan specific steps of improvement.
Working in Sweden/ Italy	Can you get through a day at work?	The learner should be able to get an insight into the formal and informal, written and unwritten rules and traditions of a workplace. The learners should get an insight into cultural differences in a workplace, the potential conflicts that may arise and how to avoid them	Differentiate between the formal and informal rules that steer your workplace	To be able to use conflict resolution procedures	To communicate with people from different cultural backgrounds
	Find your dream boss	To get an insight into what make a competent manager. To understand the characteristics a manger may appreciate in you as an employee	Differentiate between different leadership styles	To be able to give and receive orders and instructions	To be able to reflect upon your own management style and competence
The social partners	Collective negotiations and agreements (1)	At the end of the learning process, the learner has acquired a basic, but strong knowledge of his / her rights and duties as worker.	Learners recall the structure and contents of the National employment agreement; Learners identify the structure and contents of the agreement signed by his / her Company and Unions; Learners recall tools and procedures for the respect of recognized workers' rights.	Learners speak and discuss with Unions' officers and delegates; Learners study on the Internet documents and information regarding workers' rights. Learners compare the formal rules with the actual reality.	Learners monitor the coherence between the actual work conditions and the rights guaranteed by the established Agreements. Learners carry out objectives and strategies to improve the work conditions.

	Collective negotiations and agreements (2)	The learner understands the starting – point of negotiations: a set of requests and proposals to be discussed with the Company, which could accept them (or part of them) in change of others its own requests.	Learners describe in depth the working condition that he/she is experiencing together with his/her colleagues, and how such conditions can be improved (taking into account also the needs and interests of the counterpart). Learners identify the negotiation issues as they are dealt with on a real level.	Learners interpret practical reality; Learners describe problematic issues; Learners propose solutions and requests, in coherence with the Laws on employment in force, the National Employment Agreements and the best practices existing in the same economic sector; Learners select priorities; Learners analyse different reality matters from another point of view (the entrepreneur's one); Learners propose "win win" solutions, where possible and feasible.	Learners monitor their social and civic competence in the field of promotion of workers' rights, starting from the condition he/she is living everyday on the job. Learners manage their transversal competences in the field of communication, relation and co-operation.
What do you get in Salary?	Salary	The learner should be able to identify the different elements of a salary and ensure that it complies with the national regulations before accepting a job	Define what a salary is and what elements are included		
			Define legal work contracts and characteristics of different type of salary	Judge a salary offer based on legal conditions	Compare different type of salaries
		The learner should be able to analyse a salary offered for a job and consider if it is convenient or not	Identify the elements based on which the salary is defined by an employer	Discuss salary elements with employers or future employers	Negotiate a salary offer
			Recall the median salary for the different sectors in partner countries		

	Taxes, insurance and pension	The learner should be able to identify his/her net income, considering the amount of deductions and payments withheld by the employer for taxes, social insurance and pension.	Define what is the net pay in a payslip	Review and judge if there are any errors in the net pay of a payslip	Monitor the differences in payslips depending on the different composition elements
			Find information related to taxes, social insurance and pension on the payslip	Calculate the different percentages of taxes and deductions applied to a payslip	Monitor different data of the payslips in terms of taxes and deductions and ask for further deductions if applicable
Finding Jobs	The perfect job interview	The learner should be able to understand the important behavioral issues at work interviews	To understand how to behave and carry yourself at an interview	To use research skills to find out about the job	To be able to communicate a positive presentation of your own abilities and skills relevant for the work in question
	Apply for a job	The learners should be able to use appropriate communication methods in order to apply for a job and gain an interview.	To know the appropriate method of application for their chosen work sector	To be able to write a job application using the appropriate method: letter, email, application form etc	To be able to monitor the job application procedure and follow up on results.
Starting your own business	Testing your idea	The learner should be able to understand the complexity related to the creation of a new business/social business	The learner describes the different aspects related to the creation of a new business	Creative Phase	To represent the different aspects that need to be taken into account for the creation of a business
		The learner should be aware of the motivations that drive to the realization of a new business/social business	The learner names the motivations that drive the realization of the business	Self-reflective and motivation phase	To create a list of motivations for the realization of his/her business
		The learner should be able to identify the necessary competences in this field	The learner lists the necessary competences for the development of his/her new business idea	Develop the business idea	To represent necessary competences and where to find them
		The learner should be able to analyze his/her own capacities for managing the emotions and the situations he/her may face during the realisation of a business/social business	The learner lists his/her own capacities for the realization of his/her business idea		To guide himself/herself into the journey of business development

	Starting your own business	The learner should be able to understand the importance of the business plan	The learner describes the function of the business plan	Descriptive business plan	To create an elaborated business idea and refine it
		The learner should be able to define a business idea	The learner lists the core parts of a business plan: descriptive and financial	Financial business plan	To ensure that all the aspects of his/her business idea are taken into account
		The learner should be able to create a business plan	The learner lists the steps for creating a business plan		To produce a complete business plan
		The learner should be able to fund a business			To deal with funding bodies
	Help getting started	The learner should be able to make a market analysis and a need analysis	The learner identifies the different sources of financing	Carry out a market analysis	To monitor possible source for financing his/her idea
		The learner should be able to identify different funding opportunities	The learner identifies the source of funding that best suits your start-up	Develop a strategy	To ensure that the financing sources are adequate for his/her business idea
		The learner should be able to make an analysis of costs	The learner recalls how to draw up a cost balance	Make a budget	To be responsible for the cost balance
			The learner tells the importance of funding in the implementation of a project	Stakeholder matrix	To ensure the sustainability of his/her business idea
Networking	Networking	Be able to describe and introduce yourself in a networking situation Be able to create a powerful linkedin profile that attracts new contacts Be able to create a networking plan Be able to apply the 6 steps for networking at an event or social gathering in a real situation Understand the importance of following up after a networking intervention.	Describe the key components of an elevator speech Describe the 'Ed Principle' Describe 6 key steps when networking at an event or social gathering Describe a variety of ways you can network Describe why following up after a networking intervention is important	Create an elevator speech Set up a LinkedIn Profile or improve an existing LinkedIn profile using the 8 Steps to Creating a Powerful LinkedIn Profile Create a networking plan	Be able to reflect on what makes a good profile and personal description. Be to make real, genuine connections with people at events. Be genuine and listen to what others have to say. Ask questions to keep the conversation going and look for ways that you might be able to help out the other person.

					Be able to implement the 6 steps for Networking at an Event or Social Gathering Be able to effectively follow up after a new contact is made
Lifelong Learning	Lifelong learning	The learner should be able to manage the way s/he wants to go and goals s/he wants to achieve. The learner should be able to find information important for lifelong learning process and use them.	Learners define their educational and professional goals. Learners define their educational and professional goals. Learners recall the specifics of the process of recognition based on the certificates (school-leaving, university, etc.).	Learners identify ways to structure learning. Learners use information on qualification in an online evaluation programme supporting recognition. Learners select sectors and CVET offers appropriate to his/her needs.	Learners create a career plan that can be realised. Learners manage information and steps to enroll into a VET programme. Learners manage information to promote the process of recognition of qualifications.

5. MIGREAT! Content Training Modules "WebQuests", e-learning material and training notes

Training Modules "WebQuests"

The MIGREAT! training is based on eLearning content whose objective is to promote CVET for Migrant and refugees in formal and non-formal educational contexts. Working from the interdisciplinary method of study provided by the OER platform and the eLearning material it was possible to establish a link with the great potential which entails the didactic strategies of the Modules -WebQuests (WQ):

A WebQuest is a scaffolder learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding. The best WebQuests do this in a way that inspires students to see richer thematic relationships, facilitate a contribution to the real world of learning and reflect on their own metacognitive processes.

The MIGREAT! methodology here proposed aims to provide the bases for a continuous and oriented learning processes that can simultaneously help increase the contribution of educators in their role as study counsellors and assist learners to actively construct their own knowledge.

The starting point for this methodology, as mentioned before, is the combination of the specific thematic CVET for Migrants and Refugees. This is a contemporary issue that involves public policies, and the role of communities all over Europe. A well-structured educational programme is key to getting such groups into meaningful employment or training.

This line of thinking was central to the construction of the training modules e-Learning material. The process started with the development of a content framework that first helped the partnership of this project to develop the educational material, but now will serve to help trainers and teachers as a basis for developing training opportunities that are expected to be flexible in terms of their offerings, but that meet larger goals of solidifying the base knowledge required by the different target groups of this project.

Conceptual framework

The structure of this content framework is purely indicative but can work as a parameter for teachers and trainers to develop their own learning activities connected to the OER platform

promoting therefore other thematic interrelations. Below the VETPROS can find a description of the template which has been used to develop the online webquests. The template can be used to develop new or other training modules in the future.

How to use it?

According to Bernie Dodge, the creator of this methodology, the eLearning WQ follows the simple strategy of a common WebQuest, which means the set of tasks and resources established to achieve a goal which is the learning process.

The Migreat webquests follow a standard methodology of:

Introduction (About the training content)

Task (What do you want the learners to do and why?)

Process (How do you want them to do it and what URLs, Vidoes and documents should be involved)

Evaluation (How will they be evaluated in terms of ECVET , Learning Objective, skills competences and knowledge?)

Conclusion (How did they do?)

The material on the OER is free to use by trainers and VETROS. It they wish to publish their own material they need to register through the partner in their own country. In order to register to create your own material you need to contact the project partner in your country or the project coordinator. They will inform you of the possibilities of using the publication tool. You may be required to undergo a training course. There is also a training video attached to the OER. Even though the publication tool is easy enough we need to offer a training possibility in order to guarantee the quality of the material being published; the use of pictures, texts and copyright issues involved.

Below is a Template for planning your Migreat webquest which follows the methodology of the Migreat publication tool.

MiGreat! Content Planning Template

Title of Content:	

Language	

Introduction (About the training content)

Introduction image URL or location:	*Examples:* *http://xxxxxxxxx.jpg*
Image title (including copyright information)	*Example:* *Young migrants in a library (Copyright xxxxLibrary)*
Do you have permission to use this image?	*YES / NO* *If the image is not yours, check the copyright*

Introduction text – suggested maximum 1000 characters:

Introduce the quest and its intended purpose. Use text and bulleted/numeric lists

Task (What do you want the learners to do and why?)

Task image URL or location:	*Examples:* *http://xxxxxxxxx.jpg* *Attached to email*
Image title (including copyright information)	*Example:* *Labour market (Copyright xxx Employment office)*
Do you have permission to use this image?	*YES / NO*

Task text –

Explain what you want the learners to do with this quest. Use text and bulleted/numeric lists.

Process (How do you want them to do it?)

Process image URL or location:	Examples: http://xxxxxxxxx.jpg Attached to email
Process title (including copyright information)	Example: People working (Copyright xxxx)
Do you have permission to use this image?	YES / NO

Process text -

How do you want them to do it? Use text and bulleted/numeric lists.

Evaluation (How will they be evaluated?)

Short action statement to show they will be evaluated (each section should have at least one statement but usually more)

Conclusion (How did they do?)

Short text to conclude the module.

Resources (Online and offline resources which the user can use to support the module).

Websites (URLs):

Give title for the document and its location

1. *Add title for link and full URL*:
2. a.
    b.

Videos (from YouTube)

1. *YouTube link Example: https://www.youtube.com/watch?v=yWp76EzWKbk*

(N.B. You only need to cut and paste the figures after the = sign)

2.

3.

Documents (PDFs, Docs, etc which users can download from the elearning platform)

Give title for the document and its location

1. Example:
   a. *A document title*
   b. *Attached to email, uploaded to …*

Other resources (any other offline resources required)

1. *Example: Pen and Paper*
2. *.*

Lectures

The online training material has also been enriched with material for 7 lectures covering the topics below. These lectures are to be used by the trainer or VETPRO as a complement to the training material in the Migreat webquests. They can be used to emphasise certain points in the training material or as an introduction to the module or area of study.

- Lecture 1
  The employers' perspective on the recruiting process, how employers think and what they value in the various stages of the hiring process, among others. Different corporate paths, how they identified need for new recruitment, assessment of the operation while setting the interview, references.

- Lecture 2
  Competence Analysis, how we analyse their own skills and establish a competence profile. A homework assignment on how to write a resume. The homework assignment will followed up by the teacher.

- Lecture 3
  Job interview, what to consider before, during and after the job interview.

- Lecture 4
  Social skills, what does it mean. The importance of interpersonal skills in professional life.

- Lecture 5
  Body language, ist importance and personal appearance.

- Lecture 6
  Motivation. How can trainees work to increase their motivation to resolve their situation?

- Lecture 7
  Access to CVET and labour market

All seven lectures are presentations which can be used by VETPROS as introduction to the different topics.

The lectures are available at:

And can be modified according to the target group or the VETPROS needs.

Course Plan

The partners have also defined a course plan with the definition of nominal learning time divided into estimated time foreseen in class, timing for lectures and timing for self study.

MODULES	QUESTS	ESTIMATED HOURS IN CLASS	SELF STUDY	TOTAL
1. Labour Market	Working black or white	2	1	
	Different sectors, Private and Public	2	1	
	The future of labour market	2	1	9
2. EmploymentLaws	New to the job	2	1	
	Holidays	1	1	
	Resigning from a job	2	2	9
3. Expertise	Qualification/expertise	2	2	4
4. Working in Sweden, Italy, Greek, UK, Austria	Can you get through a day at work?	1	1	
	Findyourdream boss	2	1	5
5. The social partners	Collective negotiations and agreements (1)	3	1	
	Collective negotiations and agreements (2)	2	1	7
6. What do you get in Salary?	Salary	2	2	
	Taxes, insurance and pension	2	2	8
7. Finding Jobs	The perfect job interview	2	2	
	Apply for a job	2	2	8
8. Starting your own business	Testing your idea	4	2	
	Starting your own business	4	2	
	Help getting started	4	2	18
9. Networking	Networking	2	3	5
10. Lifelong Learning	Lifelong learning	2	3	5

Each presentation created as lecturing material has an estimated time of 1 hour.

## 6. MIGREAT! OER platform

How to use it?

The OER platform is a very simple tool for creating training applications. This makes it possible for people who work with and train migrants and refugees to easily access the training material or create their own material.

Trainers can create: Short online scenario based training modules. Each training module can contain a video, image, text and sound. The "look" of the quest can be customized by change colours and fonts.

What skills you need to use the OER platform: It requires no advanced technical knowledge and has been designed to be as simple as possible to use. There is a practical guide in the platform that walks you through creating your first web quest.

7. MigreatApp

The MiGreat! App is designed to help support the users to get a basic understanding of the culture, and what it is like to work and study in the new hosting country. It provides the user with tools and guides them in making the right career choices. The APP also supports the users to understand personal strengths and to identify skill or knowledge shortages in the labour market to suggest which training content is most suitable.
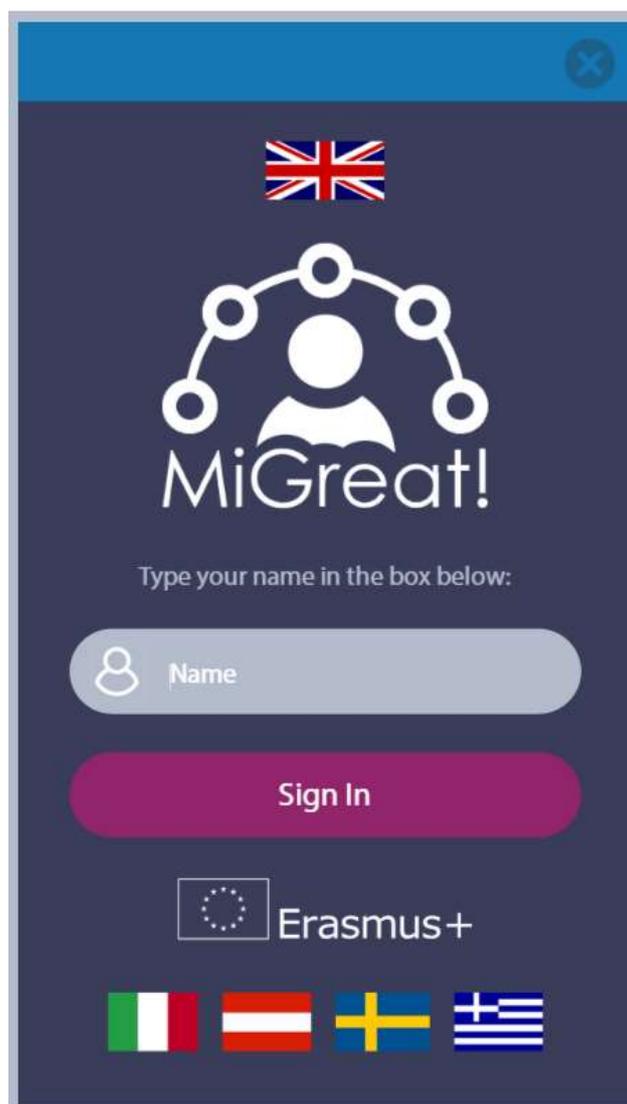
The app feature 5 sections:

1. Your New Country – learn about living, working and studying in your new country
2. Your Development – Plan your personal development
3. Self-Assessment – Understand your skills and knowledge of the labour market, then be directed to the appropriate elearning modules

4. Your Job Sector – Find relevant information for the job sector you are interested in
5. Culture and Work Games – Cultural and scenario based mini-games

The app is designed so to be fun and to be used at the learners own pace.

It can be closed and the user can return to where he/she left off at any time.