



O2: COME IN Curriculum

Training Framework

July 2018

Developed by



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Introduction

This document has been developed within the framework of the **COME IN-Competences in Enterprises on Integration** project. COME IN is a project co-funded by the Erasmus+ Programme of the European Union.

The main aim of the project is to support the integration of refugees in the labour market by offering tailored training and coaching to key people in enterprises such as employers and human resources managers.

The *COME IN Training Framework* is a deliverable of O2 “COME IN Curriculum”, which aims to develop a comprehensive framework for the COME IN approach to train and support key staff in European enterprises in refugee integration processes. It is the central Output as it will deliver or open the path for the major projects results:

- Five (5) training modules and face-to-face workshops
- a growing online learning and networking platform
- pilot learning projects at the workplaces
- a validation system to assess and document the developed competences.

This O2 will deliver different documents that are directly linked between them and with the next tasks:

- Training themes
- Catalogue of aspiring learning outcomes
- Training framework
- Executive summary of the curriculum

Objectives of COME IN training programme

The main goal of this document is to be a concrete and useful instrument providing a detailed description of the COME IN training modules, teaching methods and assessment criteria. It will include a programme description, the presentation of the different modules and a description of the units of each module.

Each unit will be described as follows:

1. title of the unit;
2. subtopics;

3. objectives;
4. Learning outcomes description for the Unit (including skills, knowledge, competence);
5. methods;
6. Materials and resources.

Below a description of the COME IN training programme is shown, taking into consideration the main aspects of each module:

- COME IN training **course definition**, where it is indicated the title of the course, duration, languages available, e.t.c...
- Training action **curricula design**, where it is described the target group profile, the general and specific aims of the course, the training content and timing and the methodology follow.
- **Assessment criteria**, the criteria established to get the COME IN validation.
- **Modules description** where COME IN modules description is shown: the title of the module, specific objectives, didactic units and learning outcomes (specifying knowledge, skills and competences), the validity in time of the units and the assessment criteria for the module.

In the annexes the specific detail for each unit and module is described.

COME IN Training Programme

a. Training action curricula design

a1. Target group profile:

The following sectors are the main target groups of COME IN:

- Tourism and Hospitality (hotels, restaurants, catering etc.)
- Health sector (hospitals, nursing homes, doctors)
- Manual work (logistics, handicraft, manufacturing, construction)

Other categories of target groups that we will try to approach are staff working in enterprises, HR managers and decision makers in enterprises/organisations, participating organisations, refugees and relevant stakeholders.

a2. General aim of the course:

The participating enterprises/organisations will be provided with the necessary training instruments and guidelines to face the challenges of employing refugees and managing intercultural workplaces and taking advantages of an effective management of diversity. This new approach will generate benefits to the organisation in areas such as process management, problem solving, and flexibility.

a3. Specific aims:

The curriculum raises awareness for the need to integrate refugees at the work place and inspires employers as well as training providers to deal with the topic.

The impact that the curriculum will try to achieve on the target group enterprises:

- Increased awareness of the range of topics that have to be considered when employing refugees.
- Increased awareness of the need to gain legal, social, intercultural as well as diversity management knowledge and skills to deal more proficiently with people from a background of forced migration.
- Inspiration to employ refugees and reduction of fears if they know of a training programme that can support them in a holistic way.

a4. Training content and timing (No. hours):

The COME IN training comprises 5 modules. Every module will consist of a face-to-face workshop and accompanying online learning materials. The face-to-face workshops will have a duration of minimum 4 teaching hours. One of the modules (diversity management) will be more extensive with about 8 teaching hours. The developed training modules contain general content that is valid for entire Europe. In preparation for the implementation in specific countries some content might need changing to adjust to country specifics. The duration of the modules might change accordingly.

-5 common modules:

- ✓ **Refugees' background**-a basic understanding of refugees' background, the situation in Europe, the legal frame for their employment as well as the different meanings of migrants, refugees and asylum seekers.
- ✓ **Competence Assessment**- introduction in the competency model, significance of competence assessment on refugees' labor integration and the methods that can be followed in every stage of this integration.
- ✓ **Learning on the job**- understanding of what on-the-job-training is and how refugees can be supported in the integration process.
- ✓ **Diversity Management**- impact of cultural diversity on organizations and development of intercultural competences
- ✓ **Easy language**- tips and instructions so as to overcome linguistic barriers in the working environment.

After attending the COME IN training participants get the chance to validate their competence development with the innovative LEVEL5 methodology and to receive a European certificate for themselves and their organization.

a5. Methodology:

The COME IN Project Description places emphasis on **blended learning** with a combination of:

- Face-to-face workshops
- E-learning support via the platform
- Transfer projects in the enterprises

The COME IN blended learning will take place through a Moodle platform.

Moodle is a free open source software used for e-learning projects and distant education with the specificity to create on line courses to achieve specific learning objectives. It allows a virtual learning environment encouraging the learners to contribute to the educational experience and being active part of a learning virtual community. It allows to organise the learning program into sections and modules guaranteeing a sequentiality of activities.

The tools that can be used on Moodle are various:

- ✓ Google docs, links
- ✓ Blogs
- ✓ Video Conferences
- ✓ Discussion Forums

The e-learning through the Moodle Platform can be integrated with many useful online tools.

b. Assessment criteria

The competence validation will be done with the help of the existing and well proven LEVEL5 methodology. It is a highly flexible system which will be adapted to the specific competences to be tackled by COME IN. It supports the visualisation of competence developments in a three-dimensional cube and thus overcomes the usual difficulties of revealing changes in knowledge, skills and competences (behaviour and attitudes).

It is established, as general criteria, to get the validation:

- ✓ to have experience in the recruitment and integration of refugees or people with migration background into the workforce
- ✓ to support and enable refugees so as to become fully-fledged team members
- ✓ to sensitize and provide learning to all employees
- ✓ to create inclusive working climate which encourages diversity, involvement and empowerment of every team member

c. Modules description

COME IN modules description is shown below: the title of the module, specific objectives, didactic units and learning outcomes (specifying knowledge, skills and competences), the methods, materials and resources that are indicated for each module.

MODULE 1: REFUGEES' BACKGROUND

MODULE 2: COMPETENCE ASSESSMENT

MODULE 3: LEARNING ON THE JOB

MODULE 4: DIVERSITY MANAGEMENT

MODULE 5: EASY LANGUAGE

In the annexes, the detail of each unit for each specific module is specified:

ANNEXES

MODULE 1: REFUGEES' BACKGROUND

MODULE: REFUGEES' BACKGROUND	
Topic	Refugees' background
Subtopics of the module	<ol style="list-style-type: none"> 1. Reasons and Conditions for Migrating to Europe 2. Current Situation of Refugees and Migrants in Europe 3. Legal frame for refugees, migrants and asylum seekers in
Objectives	<ul style="list-style-type: none"> • To have a better understanding for refugees' and migrants' background: their reasons to come to Europe, their experiences and their living conditions in Europe • To have an overview about the situations and reactions of the European Union and its member states • To be able to distinguish between migrants, asylum seekers and refugees • To know the legal frame of six European countries under which those three groups are allowed to
Learning outcomes of the module	<ul style="list-style-type: none"> • Awareness about refugee specifics • Awareness about social and mobility restrictions and about the challenges for refugees • Overview of the different statuses • Distinguish and understand motives and expectations of the refugees • Ability to adopt positive influences and to reflect about own ways of working proceedings/Knowing barriers and benefits

Method and material	Face-to-face presentation, PC, projector and loudspeakers to show videos Group discussions supported by Flipchart or Pinboard and sticky notes
Learning material	Power Point presentations Videos from Youtube Handouts

MODULE 2: COMPETENCE ASSESSMENT

MODULE 2: COMPETENCE ASSESSMENT	
Topic	Refugees' Competence Assessment
Subtopics of the module	<ul style="list-style-type: none"> • Competence model (concept introduction) • Transforming the concept into a practical assessment instrument for every stage of the integration process of the refugees on the job (the employee journey): <ul style="list-style-type: none"> ✓ Recruitment process (e.g. behavioural interview, in-basket exercise, role-play) ✓ On the job learning (performance management system for hard and soft skills including gamified elements) • Introduction to good practice in the assessment process (recommendations for effective competence assessment) – ongoing observation /assessment /

Objectives	<ul style="list-style-type: none"> • Sensitize on the importance of the competence assessment process during refugees' integration process on the job • To introduce the employer to competence assessment methods for every stage of the refugees' integration process on the job (the employee journey). • Sensitize of the benefits of assessing and validating
Learning outcomes of the module	<ul style="list-style-type: none"> • Know the concept of competence assessment and validation • Know different assessment methods • Know the appropriate assessment method to be used for a specific purpose/ sector • Conduct effective assessment and validation processes • Choose appropriate assessment methods • Lead and manage a full performance management process (first assessment, individual learning plan development, goal setting, second assessment → progress evaluation) • Give feedback (constructive, regular, ongoing)
Method and material	<p>Intro to the concept, basics to assessment, LEVEL5 and good practices in e-learning format</p> <p>Tools for assessment: f2f combined with individual support</p>
Learning material	<p>Catalogue of assessment methods</p> <p>Catalogue of competences</p> <p>Methods for feedback giving</p> <p>LEVEL5 intro (video, case study, etc.)</p>

MODULE 3: LEARNING ON THE JOB

MODULE 3: LEARNING ON THE JOB	
Topic	1. On-the-Job Training (OJT) for Refugees and Migrants
Subtopics of the module	<ul style="list-style-type: none"> • Introduction: what OJT means and why it is important • Preconditions for OJT organised by employer-what an employer needs to prepare an OJT programme • Assessment of individual training needs • Cost analysis
Objectives	<ul style="list-style-type: none"> • To explain the concept of on-the-job training and highlight why it is important and beneficial in refugees' workplace integration. • To raise awareness of necessary resources and
Learning outcomes of the module	<ul style="list-style-type: none"> • Learners know what on-the-job is, what are the requirements for its implementation and they are aware of the benefits of it for refugees' and migrants' labour market and workplace integration. • They can assess if their company/workplace has the preconditions to apply on-the-job training programme, • They can identify the training needs on the side of the company and refuge/migrant employees.
Method and material	Presentation, self-study
Learning material	PPT
Topic	2. Understanding How People Learn

Subtopics of the module	<ul style="list-style-type: none"> • Learning process • Domains of learning • Learning techniques • Learning styles • Means of learning • Specifics of adult learning • Cross cultural learning
Objectives	<ul style="list-style-type: none"> • To explain the basic theory of learning. • To raise understanding of how adults learn. • To help trainers adjust training to the needs of adult learners.
Learning outcomes of the module	Learners understand the specifics of adults' learning influencing on-the-job training including different domains and means of learning, they appreciate and build on their pre-existing knowledge and experience when planning and implementing on-the-job training.
Method and material	Face-to-face training, self-study
Learning material	PPT
Topic	3. Training skills
Subtopics of the module	<ul style="list-style-type: none"> • Overview of training skills • Technical skills • Teaching skills • Communication skills • Interpersonal skills • Facilitating skills • Managerial skills
Objectives	<ul style="list-style-type: none"> • To encourage self-assessment of training skills. • To support development of training skills with a major focus on communication skills.

Learning outcomes of the module	<ul style="list-style-type: none"> • Learners know which skills are critical for on-the-job training implementation including technical, interpersonal skills and awareness of intercultural differences. • They are aware of their own technical and interpersonal skills, gaps and opportunities for improvements. • They can apply their technical and interpersonal skills when training employees with migration background.
Method and material	Face-to-face training, self-assessment
Learning material	PPT, self-assessment questionnaire
Topic	4. Methods of on-the-job training
Subtopics of the module	<ul style="list-style-type: none"> • Overview of on-the-job training methods • Lecture • Demonstration • Case study • Role playing • Job shadowing
Objectives	<ul style="list-style-type: none"> • To introduce different on-the-job training methods useful for refugees' and migrants' training. • To raise understanding the advantages and disadvantages of different methods. • To support practical implementation of different OJT methods and their combination.

Learning outcomes of the module	<ul style="list-style-type: none"> • Learners understand the different methods of on-the-job training and know how to apply them in order to achieve desired outcomes. • They are aware of the advantages and limits of different training methods and when choosing the suitable one I take into account the needs of individuals (including their background). • They can choose and apply training methods most suitable to the training needs and the job requirements while keeping in mind possible cultural differences of refugees and migrants.
Method and material	Face-to-face workshops and self-study
Learning material	PPT
Topic	5. On-the-job training planning
Subtopics of the module	<ul style="list-style-type: none"> • On-the-job planning phases • Job analysis • Defining training needs • Evaluation sheet
Objectives	<ul style="list-style-type: none"> • To raise understanding of all the phases of on-the-job training planning. • To explain how to conduct job analysis and define training needs. • To explain how to set learning objectives. • To explain how to plan OJT programme and decide who, where, when and what to train. • To provide readers with a practical assessment tool.

Learning outcomes of the module	<ul style="list-style-type: none"> • Learners understand all the aspects and steps of planning, implementing and assessing on-the-job training programme for refugees and migrants. • They can plan well-tailored on-the-job training. • They can evaluate the success of on-the-job training.
Method and material	Face-to-face workshop, self-study
Learning material	PPT, On-the-job training assessment sheet
Topic	6. On-the-job training project
Subtopics of the module	Practical application of all the concepts explained in previous units.
Objectives	To test learners' ability to apply in practice the newly acquired knowledge.
Learning outcomes of the module	Learner are able to put the theory into practice and develop own on-the-job training programme tailored to the needs of the job, workplace and trainees.
Method and material	Self-study, practical application, face-to-face final meeting where participants can present their projects and receive feedback.
Learning material	Step-by-step planning guide for learning project and individual support and feedback if needed.

MODULE 4: DIVERSITY MANAGEMENT

MODULE 4: DIVERSITY MANAGEMENT	
Topic	1. Working Culture: “Understanding the company’s openness towards cultural diversity”
Subtopics of the module	<p>Topic 1 – Differences in Working Culture</p> <p>In this topic you will:</p> <ul style="list-style-type: none"> gain insight and awareness of the differences in working cultures across regions (customs, language, relationships, organisation structures) be offered a snapshot of different working cultures around the world <p>Topic 2 - Understanding your own working culture</p> <p>In this topic you will:</p> <ul style="list-style-type: none"> understand the underlying norms and values of daily interactions of people at work: what do we value, what is important to others? learn to identify manifestations of sensitivity to cultural differences and its implications for self, for organizations.
Objectives	<ul style="list-style-type: none"> To learn how the company is structured and understand it’s working culture in an intercultural setting To understand the impact cultural diversity has on the company To understand the company’s openness to cultural diversity To understand differences in working cultures across regions.
Learning Outcomes of the module	<ul style="list-style-type: none"> Awareness raised on cultural diversity and social entrepreneurship Knowing the working culture of the company of in order to understand its openness to cultural diversity

Method and material	The module will be available in a face-2-face training session supported by our virtual learning platform and consists of two learning units.
Learning material	<ul style="list-style-type: none"> • The Marshmallow challenge • Sociometric exercise: cultural dimensions • Bennett's DMIS: Ethnocentrism stages and Ethnorelative stages
Topic	2. Intercultural competence
Subtopics of the module	<p>Topic 1- Cultural self-awareness</p> <p>Topic 2- Communication with other cultures</p> <p>Topic 3- Working with other cultures</p>
Objectives	<ul style="list-style-type: none"> • To become aware of one's own culture and understand cultural differences • To gain understanding for the diversity in communication codes • To generate authentic behaviour in an unfamiliar culture • To overcome challenges by cultural differences.
Learning Outcomes of the module	<ul style="list-style-type: none"> • Improved knowledge about strategies to overcome cultural challenges. Ability and willingness to implement the generated knowledge in the working reality • To be able to find common solutions • Distinguish sector specific demands to be able to cooperate with other employers
Method and material	<p>The module will be available in a face-2-face training session supported by our virtual learning platform and consists of two learning units.</p> <p>Additional activities that can be optionally carried out in a</p>

Learning material	<ul style="list-style-type: none"> • Become aware of multiple identities (video) • Become aware of cultural profiling • Become aware of cultural stereotyping and generalization • QUIZ: test your knowledge about non-verbal communication in different cultures • Become aware of cultural differences in business
Topic	Unit 3. Co-creation: “How to create something together”
Subtopics of the module	Topic 1 - Creation and Management of diverse teams
Objectives	<ul style="list-style-type: none"> • To be able to build and manage an effective diverse team and work together with mutual respect and understanding • Secure contribution of domestic and foreign team members • Bringing in new ideas into the company/team and learn how to realise these new ideas together
Learning Outcomes of the module	<ul style="list-style-type: none"> • Ability of co-creation defined & improved. • Willingness of setting steps in order to perform co-creation improved • Ability to leverage diversity improved
Method and material	The module will be available in a face-2-face training session supported by our virtual learning platform and consists of two learning units.

Learning material	<ul style="list-style-type: none"> • Learn how to deal with cross-cultural teams (video) • Understanding the characteristics of a fully functioning team • Understanding the Iceberg Model of culture and how to deal with cross cultural conflicts • Learning about conflict resolution styles • Understanding the benefits of intercultural working • Reflection about intercultural working • Quiz: intercultural negotiation
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MODULE 5: EASY LANGUAGE

MODULE 5: EASY LANGUAGE	
Topic	Easy Language
Subtopics of the module	No units
Objectives	<ul style="list-style-type: none"> • Understand that spoken and written language can be adapted to people who have a low level of host country's language skills without making grammatical mistakes. • Know which vocabulary should be used and which should be avoided • Know how to use numbers and characters in a supportive way • Be able to create sentences which are easy to understand • Know how to support understandability with layout and pictures

Learning Outcomes of the module	<ul style="list-style-type: none"> • The ability to communicate in a way people can understand, even if they have only a limited command of the local language” • The ability to apply and adapt the "Easy Language Approach" to different situations depending on what is necessary. • The ability to be understood by people with differing language skills by using the easy language approach
Method and material	The module will be available in a face-2-face training session supported by our virtual learning platform. It consists of the presentation of theory related to “Easy-Language-Approach” and two online quizzes.
Learning material	The Come In Easy Language Approach

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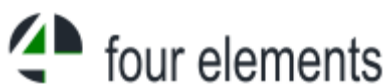
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