

**INTERC.LAB**  
**Intercultural Lab for migrants' inclusion**  
**Project n. 2021-1-IT01-KA220-VET-000033212**  
**CUP G19J21014190006**

***PR2 - Training Curriculum on intercultural and socio-emotional Skills of migrants' employers***

**AUTHOR: STUDIO RISORSE S.R.L.**

**CONTRIBUTORS:**



Final Version: 30.11.2023



*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## Contents

<b>1. Introduction</b>	Pag. 05
1.1 General aim	Pag. 05
1.2 Target Group	Pag. 06
1.3 Assessment methodologies	Pag. 06
<b>2. Main work tasks/activities</b>	Pag. 08
2.1 Results from National Pilot Tests	Pag. 13
<b>3. Modular Curriculum</b>	Pag. 28
3.1 PR1 Results and conclusions	Pag. 28
3.2 Learning Unit n. 1 - Emotion management skills	Pag. 35
3.3 Learning Unit n. 2 - Empathy	Pag. 40
3.4 Learning Unit n. 3 - Relationship management skills	Pag. 44
3.5 Learning Unit n. 4 - Attentiveness/active listening	Pag. 49
3.6 Learning Unit n. 5 - Social responsibility Skills	Pag. 55
<b>4. Annexes</b>	Pag. 60
A1 Learning materials LU n. 1	
A2 Learning materials LU n. 2	
A3 Learning materials LU n. 3	
A4 Learning materials LU n. 4	
A5 Learning materials LU n. 5	

## 1. Introduction




### 1.1 General aim

The present Project Result, hereafter referred to as PR2, developed by the partner responsible Studio Risorse S.r.l. with the contribution of the whole partnership, seeks to address the need for a structured approach for the development of intercultural and socio-emotional skills to employers/companies in order to favor migrants' work inclusion.

The final aim of the activities connected to this result is the creation of a **Training Program on intercultural and socio-emotional skills addressed to employers working with migrants**. The programme is based on the concepts of Interculturality and Socio-Emotional Intelligence i.e. a new interdisciplinary area where multiple fields are combined to build a unified theory of decision making. It provides participants with tools in psychology and behavioural ethics, combining learning modelling with studies related to social behaviour and emotional skills.



The programme includes a **Modular Curriculum of 5 Learning Units**, elaborated according to the results of the previews PR1, aiming at filling the employers' training gap within intercultural and SE skills.

The Training Program on intercultural and socio-emotional skills of migrant's employers represents a comprehensive toolbox comprising of:

-  An overview of **criteria and standards for training and assessment methods**;
-  **Modular curriculum** to develop the intercultural skills of EU employers working with migrants, adapted to their needs identified and tailor-made;
-  **Learning materials** for EU employers working with migrants.

## 1.2 Target group

Target Group that was involved in our training activities is composed of:

-  *first users*: VET educators and trainers that need a framework to better training schemes towards intercultural and socio-emotional skills
-  *beneficiaries*: employers and professionals working with migrants that will improve their intercultural and socio-emotional skills.

## 1.3 Assessment methodologies

The most useful and efficacy Assessment methodologies, especially in the field of Adult Education, can be listed according to the “evaluation timing” and to the “style” of evaluation.

According to the evaluation timing, the most important methodologies are:




1. Initial evaluation: it is submitted to the students at the beginning of a training course
2. Intermediate evaluation: it is submitted to the students at the 50% of the training course
3. Final evaluation: it is submitted to the students at the end of the training course

According to the "style" of evaluation, the most important methodologies described in this section will be:

1. Evaluation tests, that could be submitted as:
  - a. Multiple choice test: it is composed of several questions, and per each question, student has to choose the right answers among the given options

- b. Open answer test: it is composed of several questions, and per each question, student has to write the right answer
  - c. Practical exercise: it is an activity that can be done during the lesson and that involves the students individually or in group
  - d. Role Play: it is a group activity that involves 2 or more students and each of them has to interpret a specific role
2. Monitoring test, that are used in order to monitor students' satisfaction concerning the learning materials, the teaching methods, the topics of the lesson etc...

For our Training Program on intercultural and socio-emotional skills of migrants' employers, we decided to test students through:

-  Final evaluation, that will be submitted as Multiple choice test at the end of each learning unit
-  Practical exercise/activities, that teachers can adopt in order to better explain the contents of their lesson or to evaluate students
-  Monitoring test, that will be submitted at the end of each learning unit, in order to verify students' satisfaction. They will be anonymous in order to allow students to feel free to give their opinion without conditioning.

## 2. Main work tasks/activities

The following sections will summarize the main work tasks/activities that have been carried on in order to produce the PR2 and its main contents.

**Work tasks /activities** that lead to the achievement of PR2 have been the following:

**PR2/A1: Curriculum design and development**, with the following activities:

**A1.1 - Creation of training program working group (Result Team).** One person from each partner country has been part of the Result Team. They created the detailed requirements for curriculum development process and agreed on the working procedure. During this phase, the responsible partner engaged one/two people from each partner, so as to form the training program development group.

6

The training program result team has been the following:

n.	Name and Surname	Partner	Country
1	Teresa Maltese	STUDIO RISORSE S.R.L.	Italy
2	Maria Tountopoulou Maria Malapetsa Anna Moutsiou	ISON PSYCOMETRICA	Greece
3	Eva Salomonova	VHS Cham	Germany
4	Alcidio Jesus	AFN	Portugal
5	Antonio Ruoto	ilinformatica Srl	Italy

6	Arturo J. Gonzales Ascaso	INNETICA	Spain
---	------------------------------	----------	-------

**A1.2 – Analysis of PR1 outputs and Guidelines.** The development of PR 2 was based on the outputs of PR1 with the aim of bridging training gaps identified. The analysis was focused on methods on the development and training of intercultural and socio-emotional skills and on the employers' needs for intercultural and SE skills. On the basis of PR1 results, Studio Risorse defined the working procedure (guidelines) to develop the curriculum with a first proposal on the definition of Modules and Learning Units.

**A1.3 – Development of Training Program on Intercultural and SE Skills:**

a) Collection of training program development group's proposals. Each member of the group sent to Responsible partner its proposal about the development of the training and feedback concerning the guidelines elaborated. Then, Responsible partner collected all sent proposals in order to come to an agreement together on the form of the curriculum.

b) Elaboration of first version of the training program. When the form of the curriculum was ready, Responsible partner provided to the partnership the proposal of the training. The proposal included the 5 units to be developed and the sections of the training (introduction, theoretical background, activities for improvement, evaluation activities, further resources for study, etc). Each learning units is:



described in legible and understandable terms by referring to the knowledge, skills and competences contained in them;

- ☞ described in terms of choice of activities to propose to users (assessment tools, exercises, methodologies, etc)
- ☞ classified according to the time required to reach the educational objective of the unit.

For each unit there is a title, a description of the learning results, and procedure and criteria for assessment of the learning outcome.

c) Revision of format of the training curriculum. All partners gave feedback on the format of the curriculum and also proposed activities and methods to be included in each training module. According to the collected feedbacks, responsible partner revised the training curriculum in order to produce the definitive format and start working on the content of the training.

### **PR2/A2: Elaboration of training material and assessment system for each learning unit:**

Learning materials for employers, organizations and professionals working with migrants will enable them to improve their intercultural and social emotional skills.

Learning materials and assessment system refer all 5 Learning Units that has been defined. Learning materials are based on peer learning techniques that has been proved very effective in adult education, ensuring the active participation of the trainees and maximizing the added value of the training. Given that skills are best acquired by actually engaging in activities and "learning by doing" (Cockburn-Wootten & Cockburn, 2011) as well as through role plays and role models (Goleman and Boyatzis, 2009), the methodology of the programme largely focus on the creation of participatory activities and exercises, based on cooperative and peer learning models.

Learning materials are also based on the concepts of Interculturality and Socio-Emotional Intelligence i.e. a new interdisciplinary area where multiple fields are combined to build a unified theory of decision making. The course provides participants with tools in psychology and behavioral ethics, combining learning modeling with studies related to social behavior and emotional skills.

Responsible Partner produced guidelines for the design and development of training materials and each Partner has been responsible for the elaboration of learning materials and assessment tools of 1 learning unit. Specifically:

<i>Modules/Learning Units</i>	<i>Responsible Partner</i>
I - Emotion management skills	<b>ISON</b>
II – Empathy	<b>VHS</b>
III - Relationship management skills	<b>AFN</b>
IV- Attentiveness/active listening	<b>INNETICA</b>
V - Social responsibility Skills	<b>Studio Risorse</b>

**PR2/A3: Joint staff training.** As soon as the program got its complete form, a joint staff training event was held face to face in Italy in order to train the trainers of the partners' organisations (no. 2 for each partner) that were those who trained the employers during the following pilot phase. The trainers had the opportunity to experiment, directly on themselves, the training methodologies/tools/materials developed within the project, in particular they were able to test the training program on the development of socio-emotional and intercultural skills. Thanks to the feedback that emerged during the joint training event, it was then possible to define the guidelines for the development and testing of this project result, for the subsequent definition of its final version. The participants also had the opportunity to learn about

new and innovative tools for the creation of educational content, which after an initial plenary training period, were tested by the VET operators themselves, in order to produce training materials to be integrated into the teaching materials already produced in reference to the PR2 training program. In particular, *some of the activities/exercises contained in the PR2 Intercultural Training Program for employers were tested in person during the training event by the participating operators and were filmed in real time*. The videos were then appropriately edited and are available on the project website, in the section dedicated to PR2, themselves representing additional training material available to teachers involved in the testing phase and who, even after the end of the project, will want to experiment with the training program.

**PR2/A4: Pilot test of the program.** The draft version of the program has been translated in all partners' languages and has been tested with 153 VET trainers (30/32 per partner country), so as to get feedback and make improvements to the final version. The responsible Partner produced guidelines and tools useful for the testing phase (assessment and monitoring questionnaires/tests, etc...). Each partner collected feedback among participants to the pilot test and elaborated a short report with the results, described in the next section of this report.

**PR2/A5: Final version of the program.** Thanks to all feedback that have been collected during the testing phase, the draft version of the program has been reviewed and improved and the final version of it has been elaborated and translated in each partner language.

## 2.1 Results from National Pilot Tests

The **Activity PR2/A4 - Pilot test of the program** gave us the possibility to collect participants' feedback through evaluation and monitoring questionnaires. It was a very important step because they allow us to "verify" our Training program with direct beneficiaries involved in Piloting, in order to detect and correct possible mistakes and make useful changes to improve the Curriculum.

V2 - The Second Version of the training course is presented in this report and it was elaborated after the testing activities, taking into account participants' feedback.

### Participants involved in Pilot Test

<b>PARTNER</b>	<b>COUNTRY</b>	<b>N. OF PARTICIPANTS</b>
<b>STUDIO RISORSE</b>	<b>Italy</b>	<b>30</b>
<b>ISON</b>	<b>Greece</b>	<b>32</b>
<b>INNETICA</b>	<b>Spain</b>	<b>30</b>
<b>AFN</b>	<b>Portugal</b>	<b>30</b>
<b>VHS</b>	<b>German</b>	<b>31</b>
	<b>TOTAL</b>	<b>153</b>

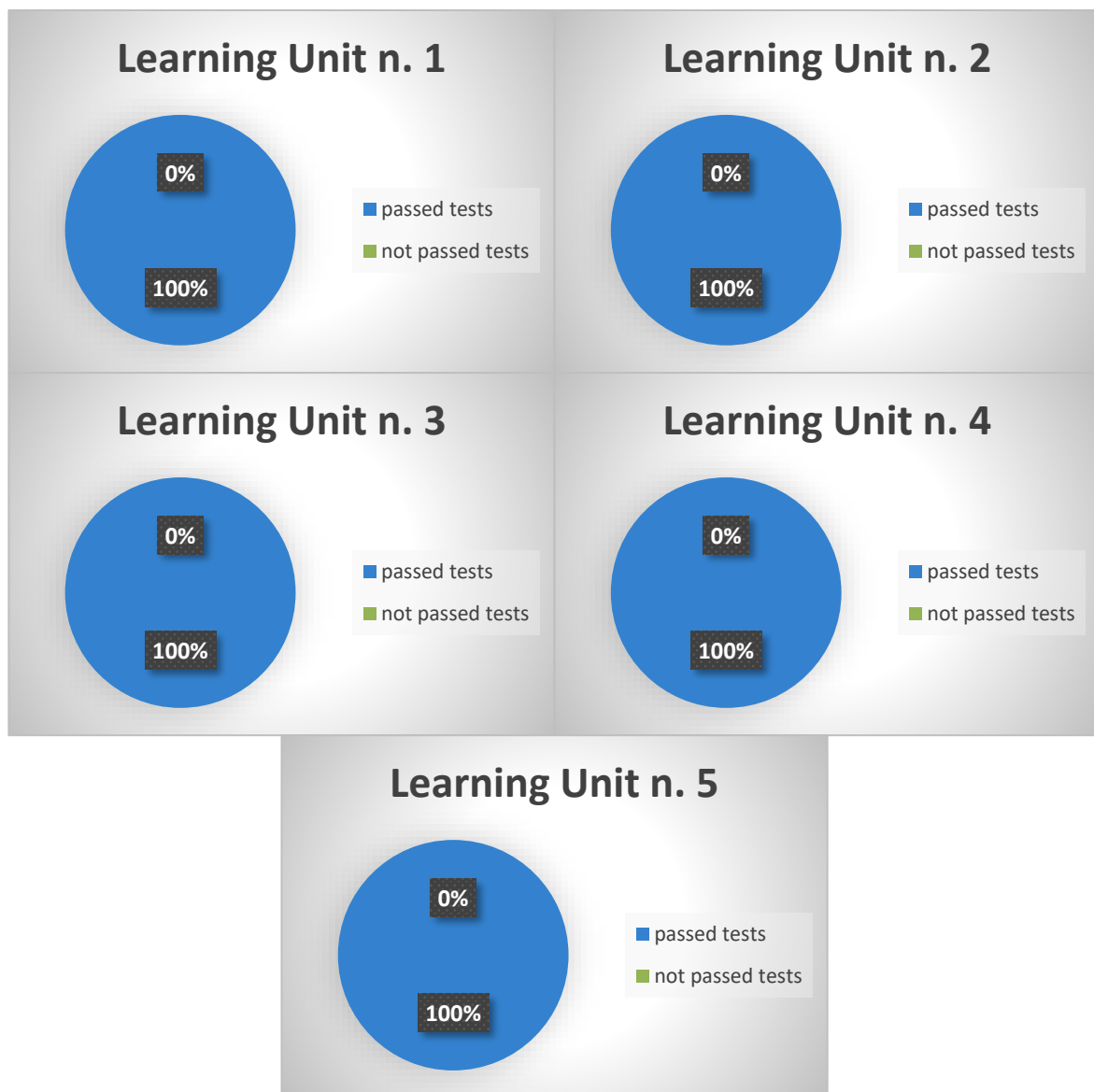
The results obtained by the evaluation activities carried on by the partners and with the direct beneficiaries' involvement were very positive and they confirm

the validity of the training course structure as presented in the Version 1 of the output and describe in this document.

Per each Learning Unit, participants involved in Partners pilot tests obtained good results within final tests and the general averages of evaluations are always higher than 70% (most of them are from 90% to 100%, with a general evaluation as "A – Excellent"), so we can say that the training course is validated and it is useful to improve employers' knowledge in the field of intercultural and social-emotional skills.

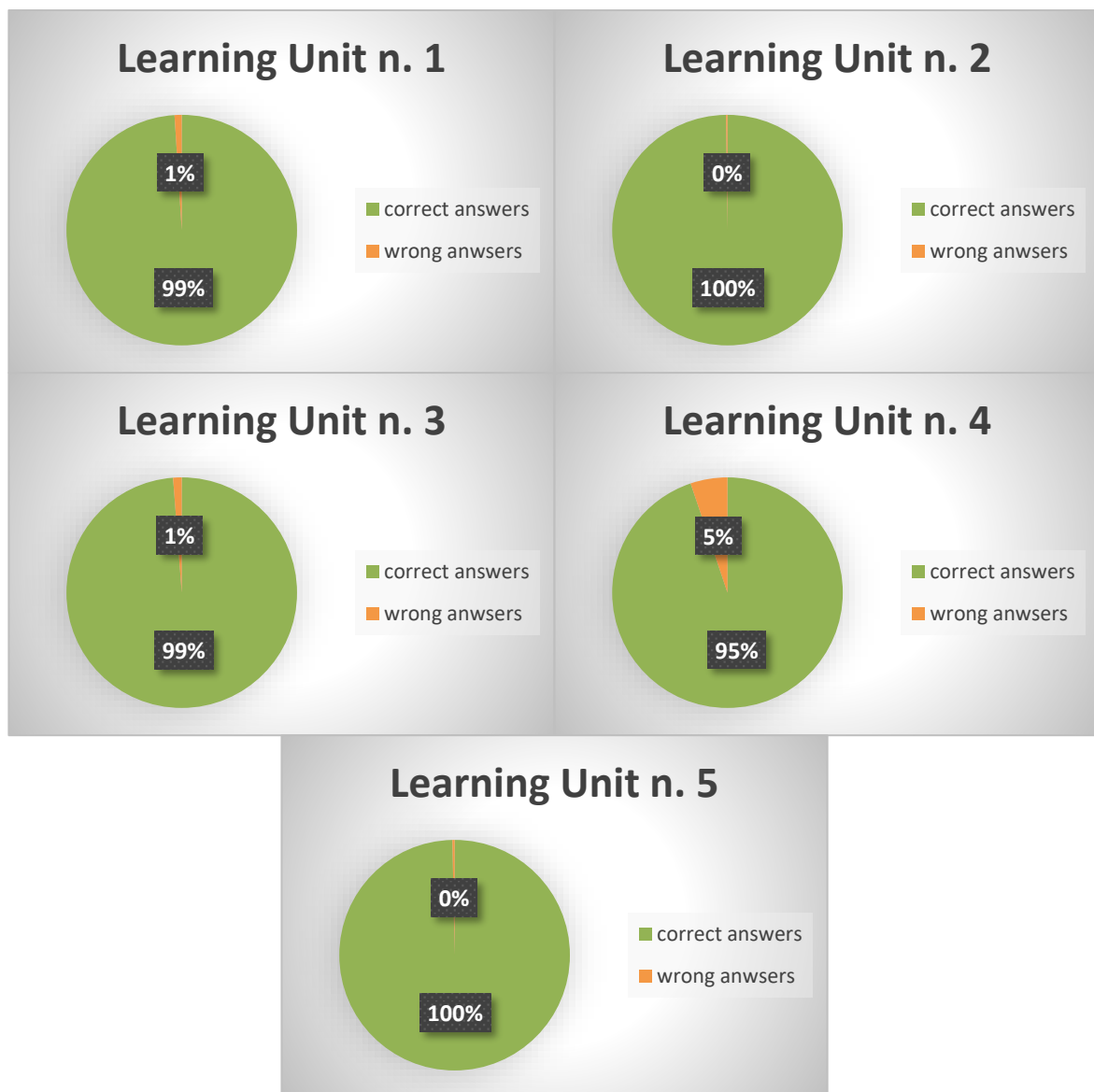
## STUDIO RISORSE TESTING

### % of Passed tests per Learning Unit



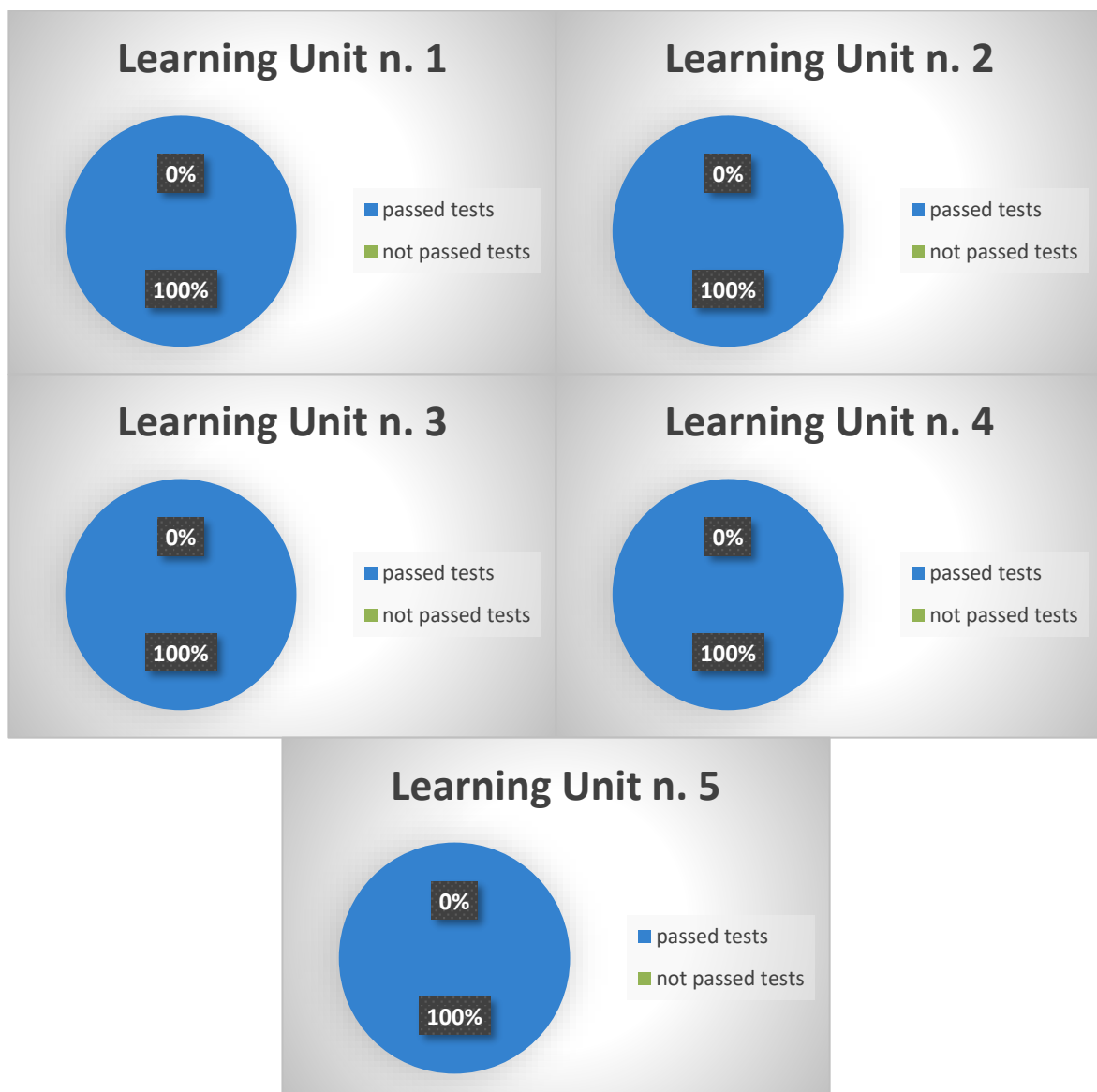
## STUDIO RISORSE TESTING

### % of correct answers per Learning Unit



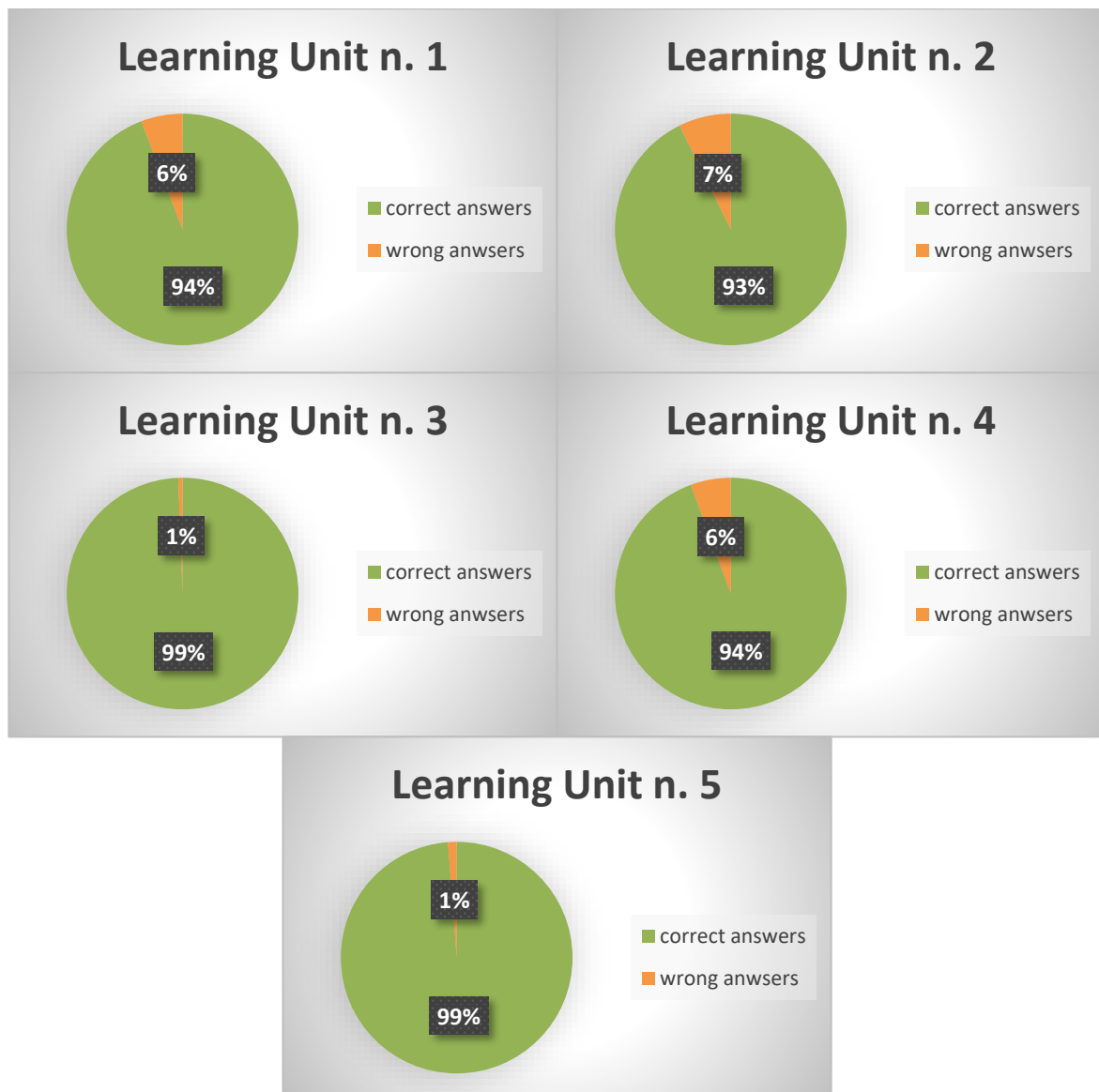
## ISON TESTING

### % of Passed tests per Learning Unit per Learning Unit



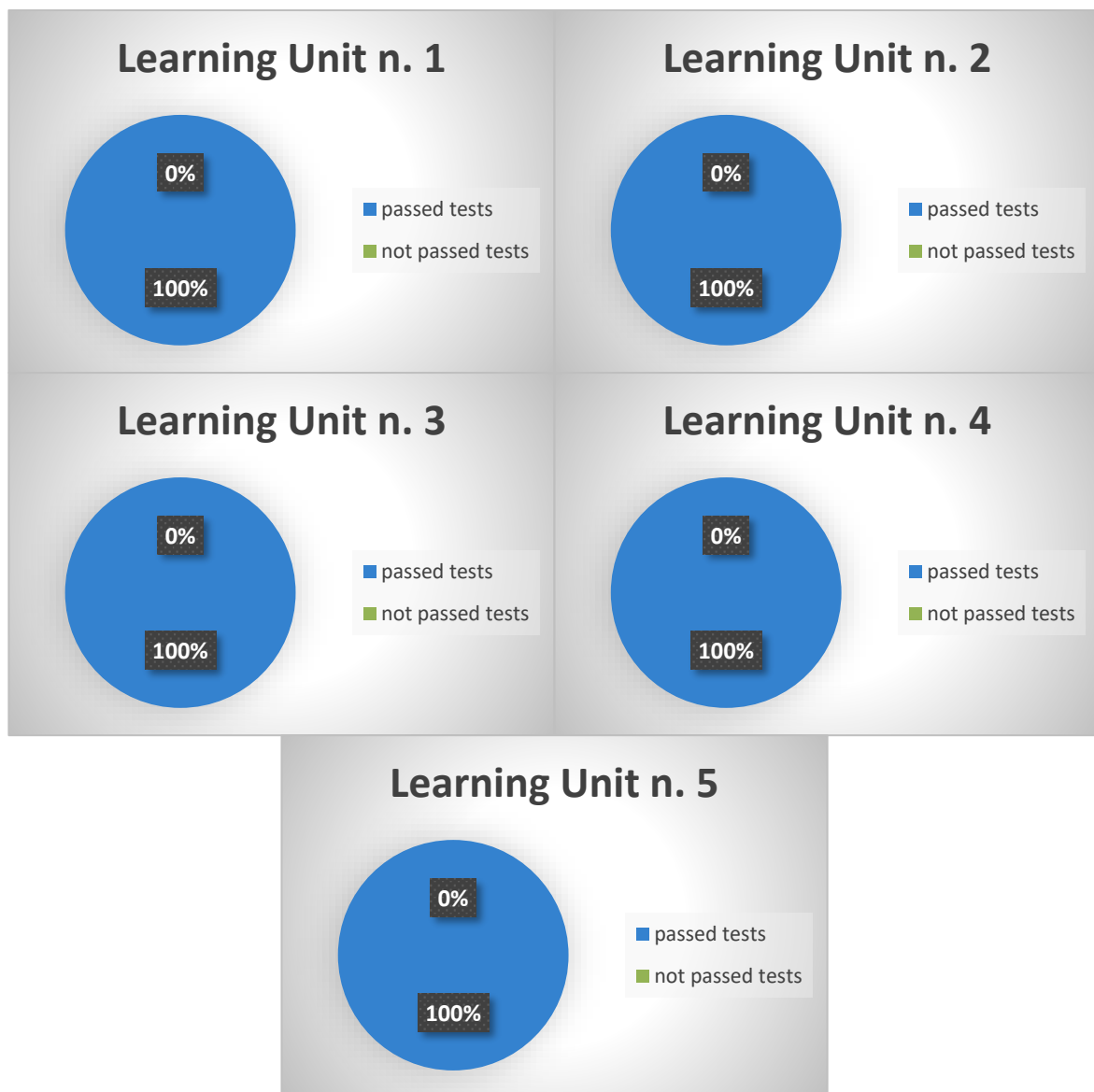
## ISON TESTING

### % of correct answers per Learning Unit



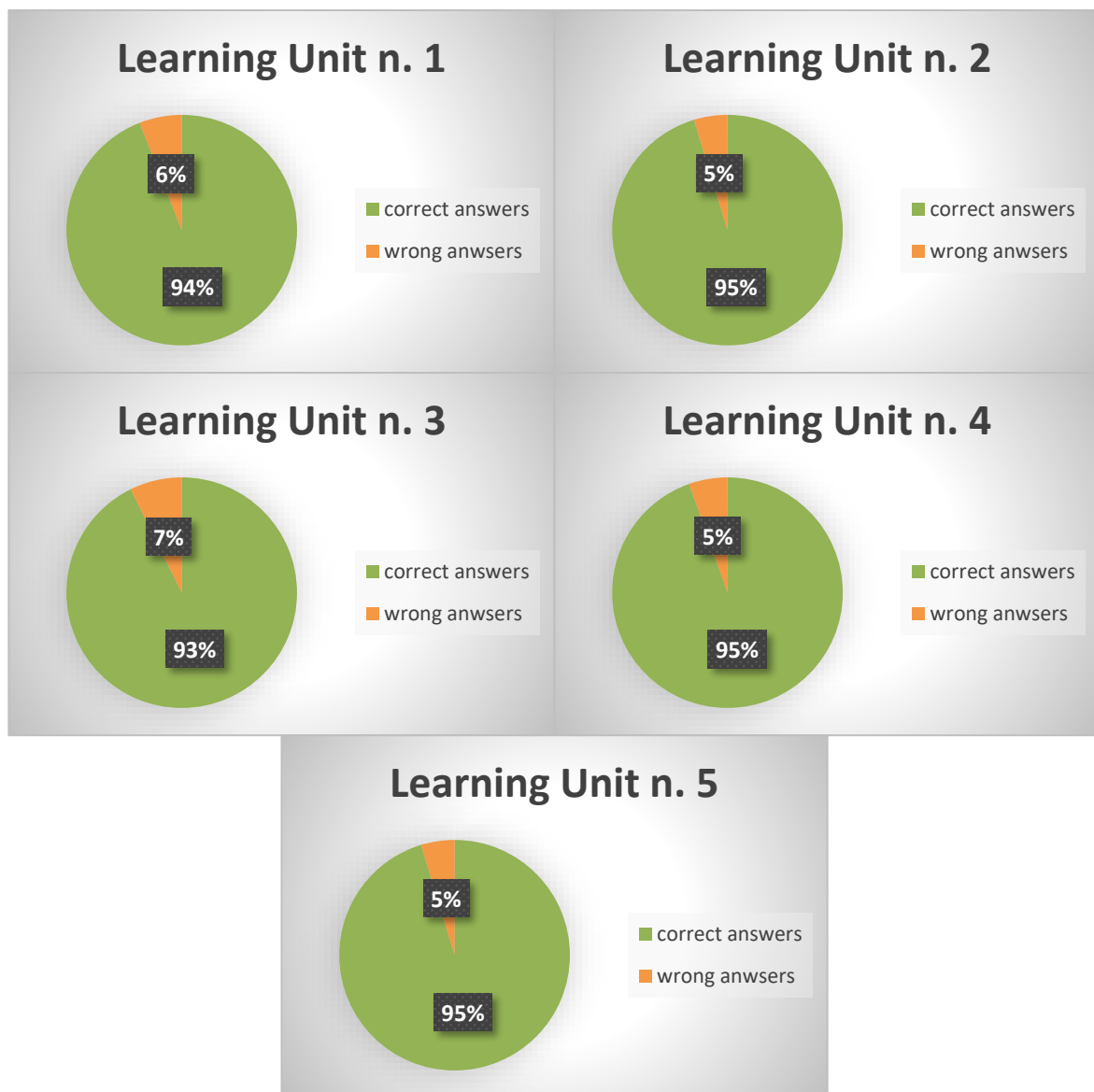
## INNETICA TESTING

### % of Passed tests per Learning Unit



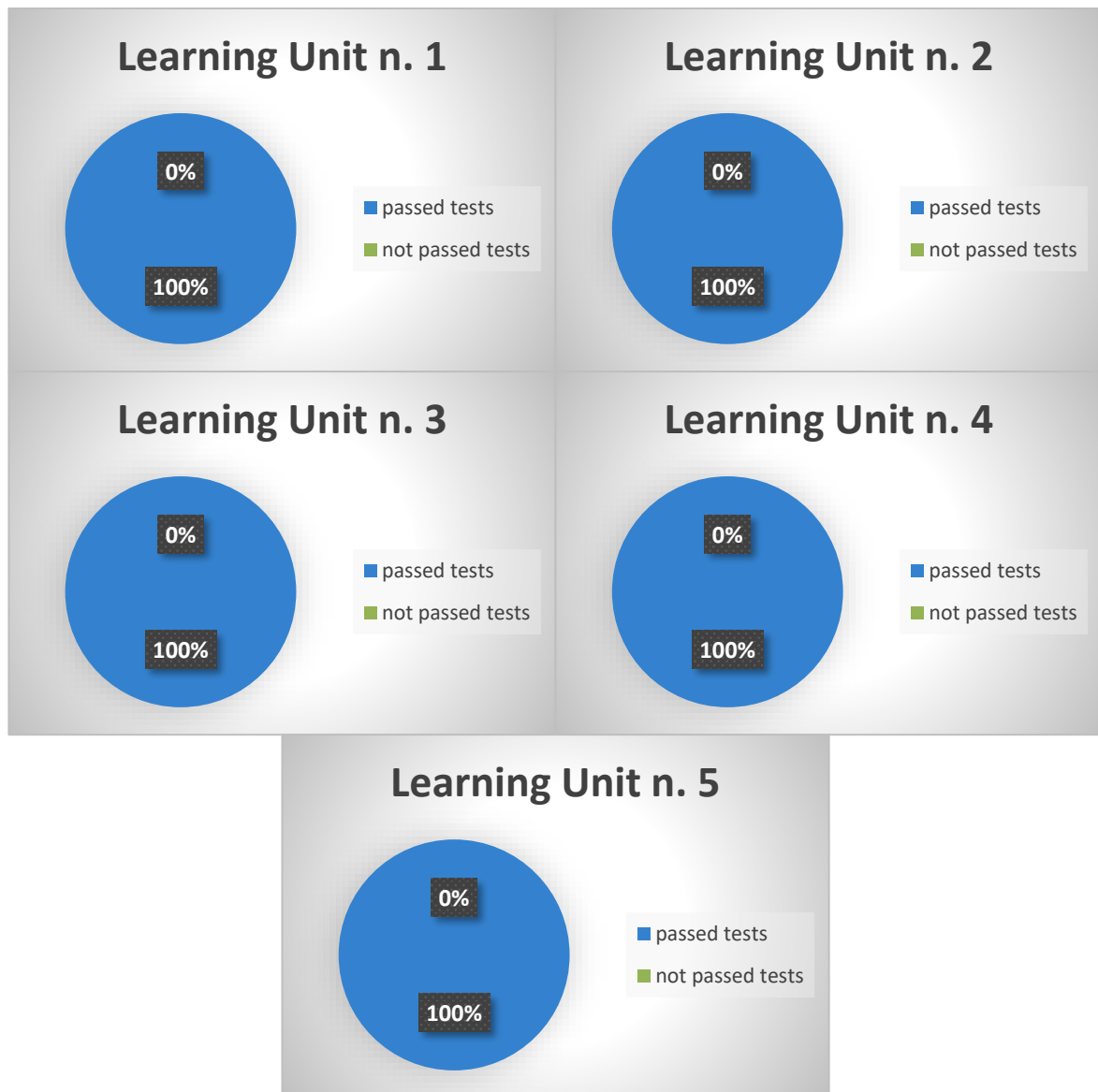
## INNETICA TESTING

### % of correct answers per Learning Unit



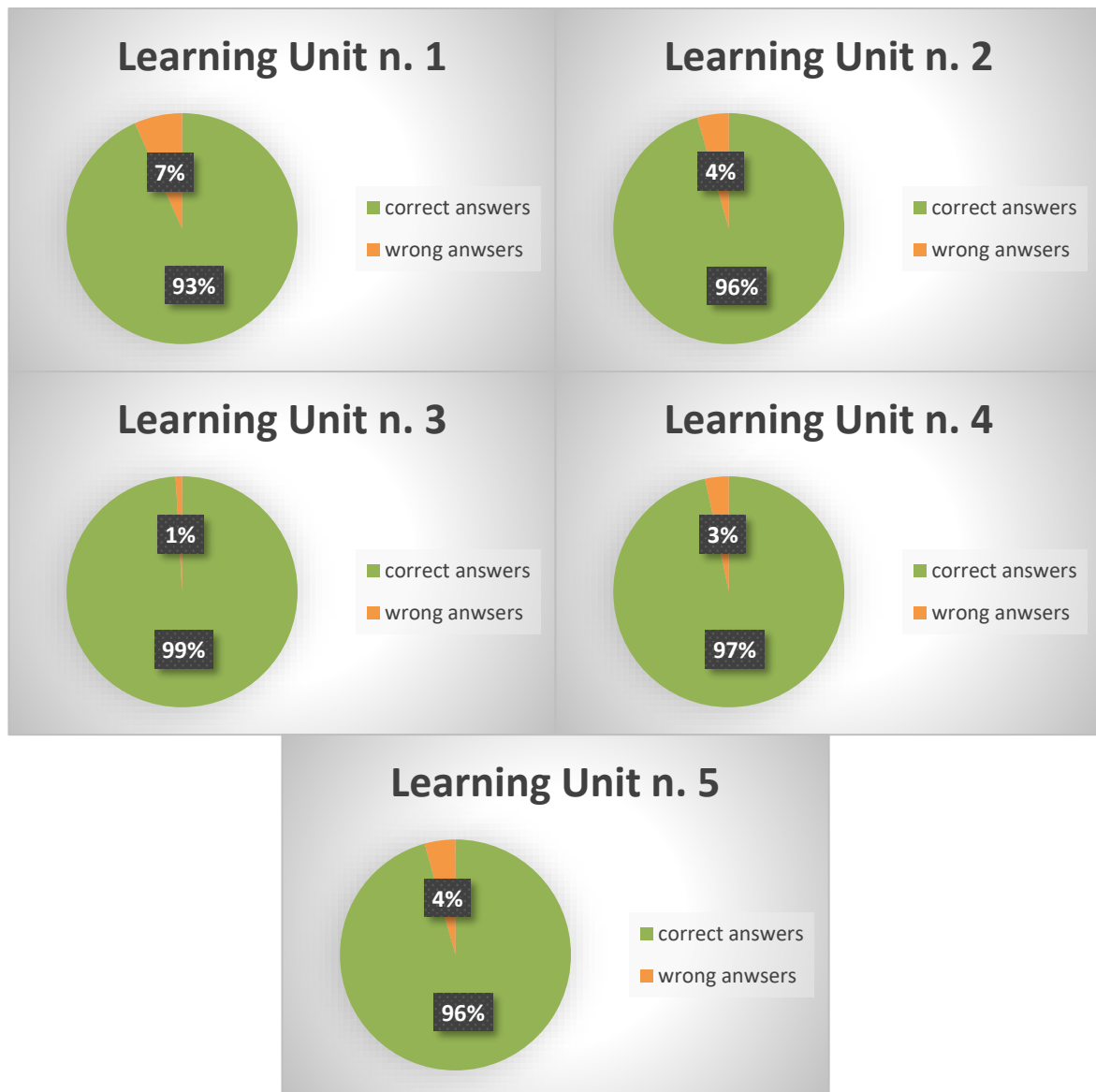
## AFN TESTING

### % of Passed tests per Learning Unit



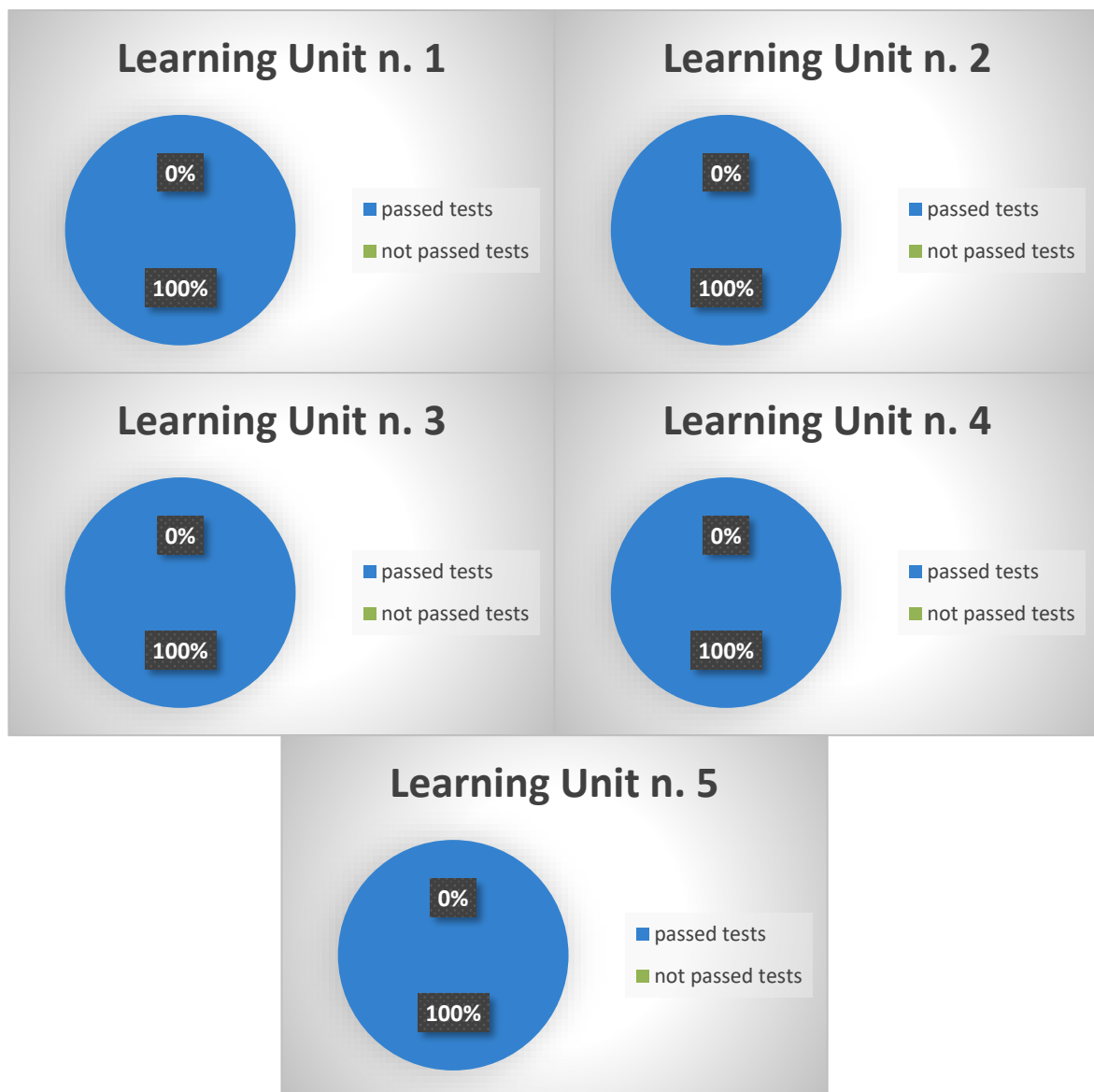
## AFN TESTING

### % of correct answers per Learning Unit



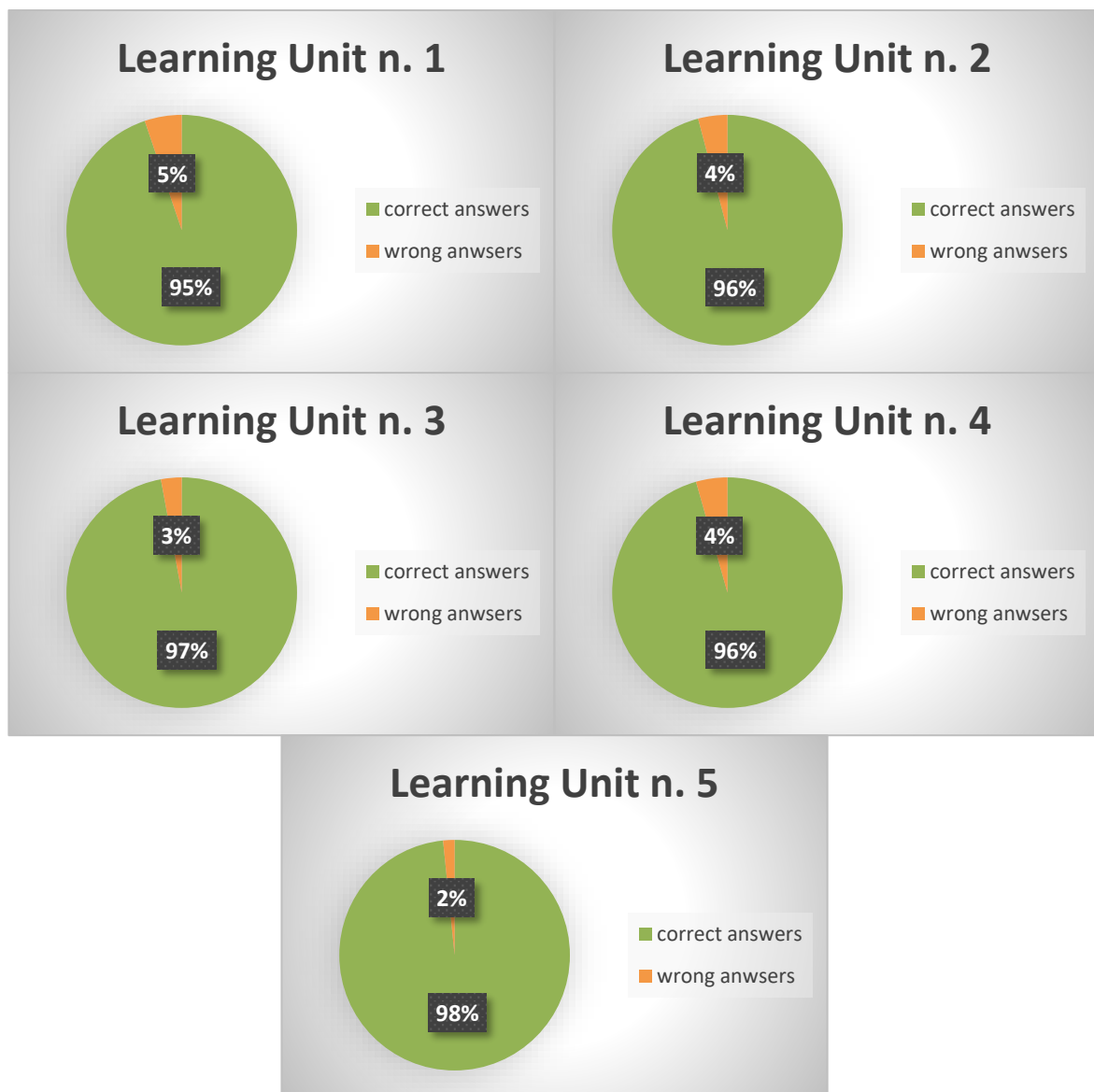
## VHS TESTING

### % of Passed tests per Learning Unit



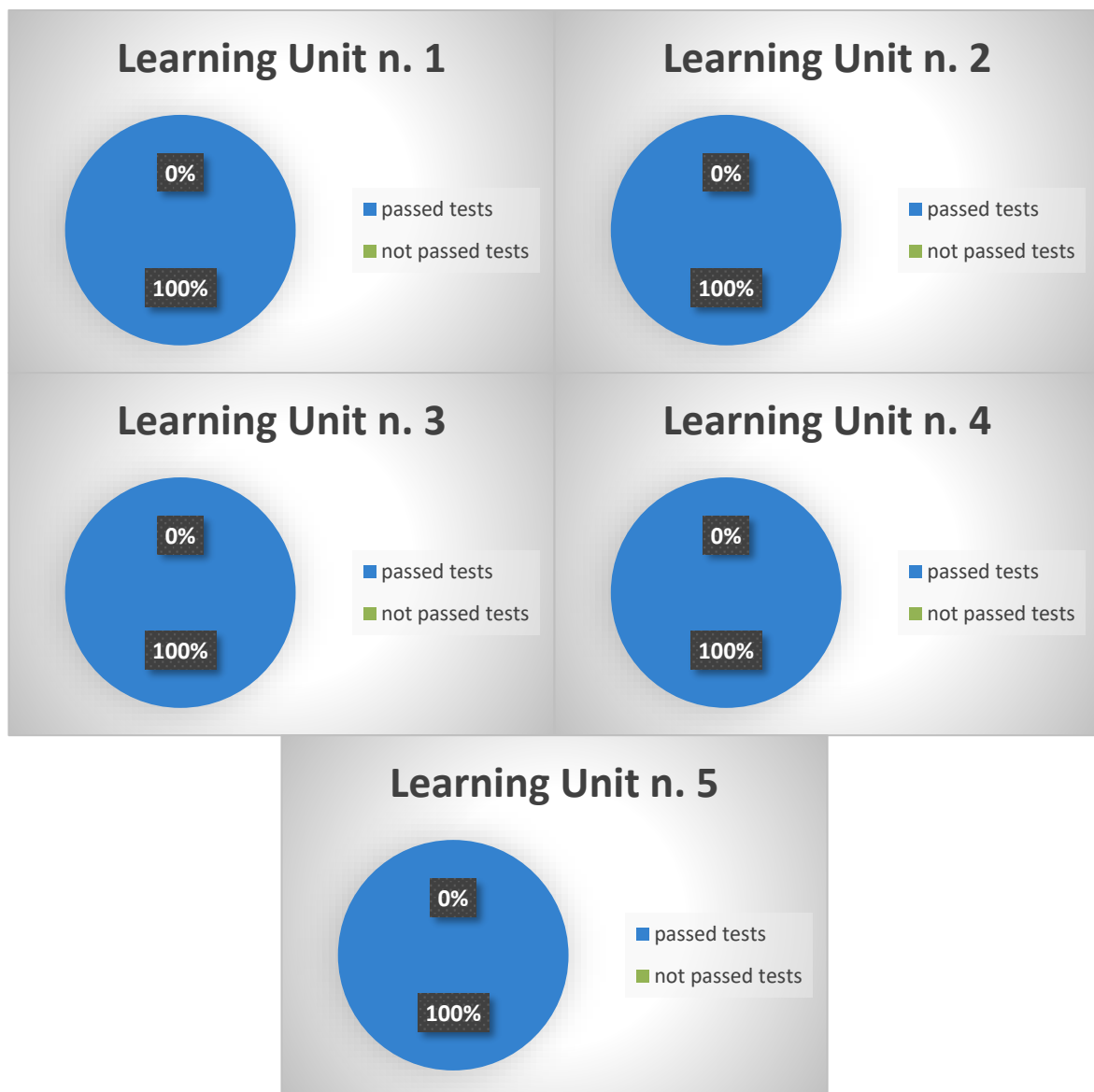
## VHS TESTING

### % of correct answers per Learning Unit



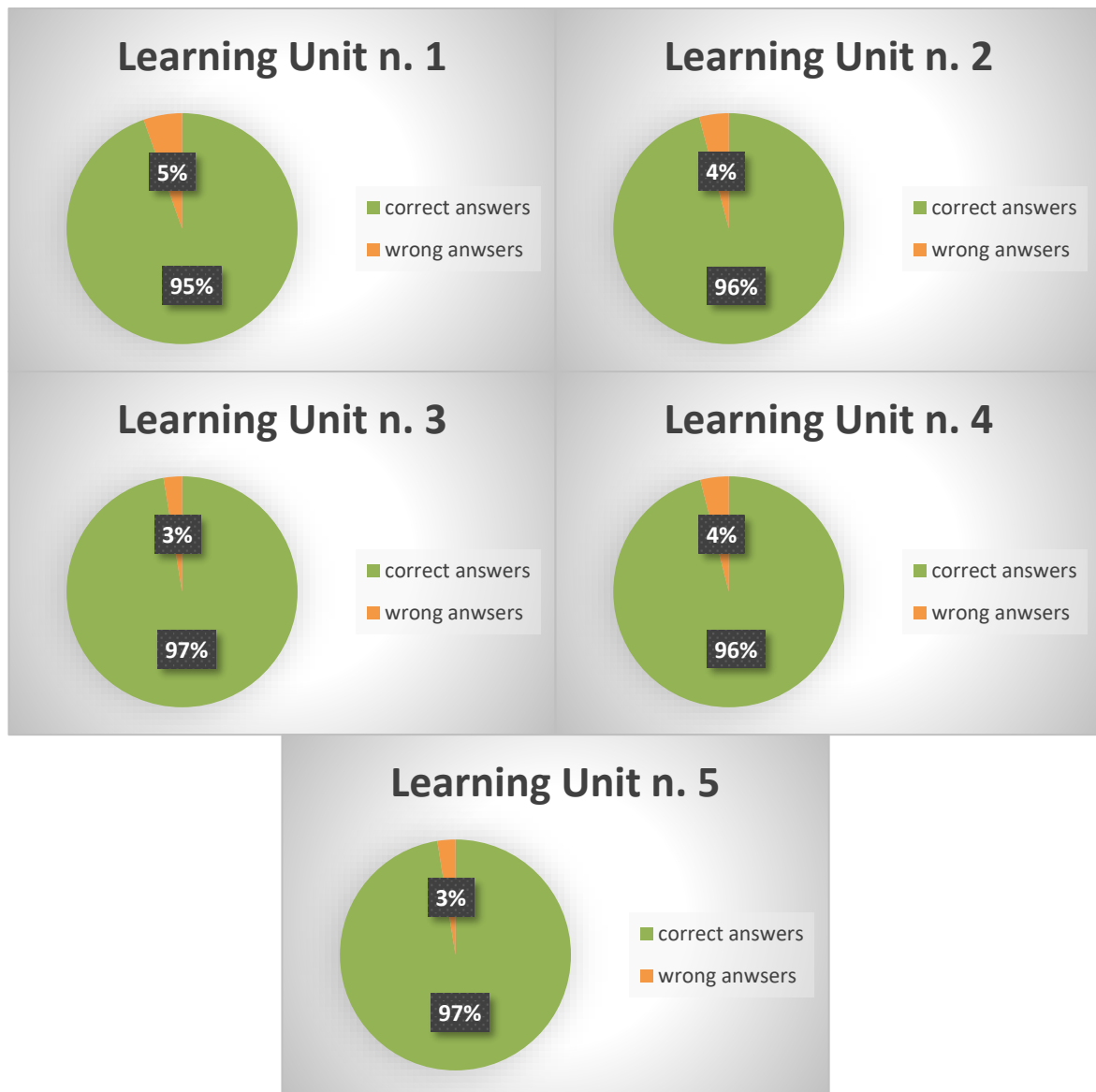
## INTERC.LAB TESTING

**% of Passed tests per Learning Unit (total average)**



## INTERC.LAB TESTING

**% of correct answers per Learning Unit (total average)**



The results obtained by the **monitoring activities** carried on by the partners and with the direct beneficiaries' involvement were also very positive and they confirm the validity of the training course structure as presented in the Version 1 of the output and describe in this document.

In particular participants involved in Partners pilot tests evaluated with high score each item and the general averages of evaluations are always higher than 70%, so we can say definitively that the training program is validated and it is very appreciated by beneficiaries.

### 3. MODULAR CURRICULUM

This section of the report is devoted to the description of most important results of PR1 that were used in order to elaborate the training curriculum PR2.

#### 3.1 PR1 Results and conclusions

The most important sections of PR1 in order to achieve the goals of PR2 refer the individuated Clusters of skills. In particular:

1) the 12 individuated Socio-Emotional skills, included in the 5 Clusters of skills.

In this point we need to emphasize that intercultural competence has been identified as a subscale of social competence and therefore it won't be presented as a standalone main dimension. Therefore, Interclab scheme consists of the two main concepts with their dimensions:

- a. Emotional Competence/skills
- b. Social Competence/Skills (intercultural competence is included under this category)

**Table 1: Interclab Socio-Emotional Competence Scheme (See page no. 26 of PR1 Handbook)**

Basic Skills	Dimensions
<b>Emotional Skills</b>	<b>I. Emotion management skills</b> <ol style="list-style-type: none"> <li>a. <i>Understanding emotions</i>: Ability to understand the value and nature of emotions and to use emotions in a way that facilitates thought</li> <li>b. <i>Emotional self-awareness</i>: Ability to perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on</li> </ol>

	<p>others</p> <p>c. <i>Emotional self-control</i>: Regulating and influencing one's own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions</p> <p>d. <i>Adaptability</i>: Ability to adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature</p>
<p><b>Social skills</b></p>	<p><b>II. Empathy</b>: Ability to perceive and correctly express others' emotions, to understand and imagine the feelings and intentions of others and to take the perspective of others</p> <p><b>III. Relationship management skills</b></p> <p>a. <i>Collaboration/teamwork</i>: ability to build and manage relationships, to give and accept help, and to form agreements for cooperation.</p> <p>b. <i>Conflict resolution and negotiation</i>: ability to address misunderstandings, value, and resource conflicts constructively.</p> <p>c. <i>Influence</i> ability to understand own strengths and values and convince/persuade other people</p> <p><b>IV. Attentiveness/active listening</b>: Capacity to listen and focus on other people, to direction one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed</p> <p><b>V. Social responsibility Skills</b></p> <p>a. <i>Diversity and intercultural skills</i>: Ability to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions</p> <p>b. <i>Tolerance</i>: Ability to understand and accept the diverse perspectives, values, and lifestyles of others</p> <p>c. <i>Social concern</i>: Express concern for all kinds of people</p>

Taking into consideration the results from desk research, focus groups and survey with employers working with migrants in all partner countries, we reached to useful conclusions regarding the employers' needs for socio-emotional competence, which were the basis for the development of Interclab training program. More specifically, employers declared that all 12 identified socio-emotional skills, that comprises the Interclab scheme play an important role in the daily practice of employers and professionals who work with migrant groups and combined with hard skills, such as legal knowledge and knowledge of the culture of other countries could make a professional effective in his/her work with migrant groups.

Furthermore, one of the most important findings is surely that our respondents were – on average – “very interested” in all twelve dimensions of social-emotional competence training (M = 3.9, SD = 0.8) and named all twelve of them as training needs for fellow employers relatively often.

2) The most representative methods on the improvement of Social and Emotional skills, that were the basis for the development of the training program.

### Social and Emotional skills training methods

**Cognitive-Oriented Methods:** they view the mind as a "processor of information," and therefore a person's behaviors and perspectives are based upon the knowledge that they already have, as well as their past experiences. i.e. the basic idea behind the ABC model is that "external events (A) do not cause emotions (C), but beliefs (B) and, in particular, irrational beliefs (IB) do". The goal when using these methods is accepting the rational beliefs and disputing the irrational beliefs.

**Behavioural approaches:** *the basic idea behind is that all behaviors are learned, based upon each individual's personal experiences, through trial and error by receiving punishments and consequences for certain thoughts and actions and reinforcement and positive benefits from others. i.e. participating in events, perspective taking challenges, experiential activities, etc.*

**Combination of cognitive and behavioural methods:** *deal with overwhelming problems in a more positive way by breaking them down into smaller parts, changing negative patterns/thoughts using also practical behavioural techniques. i.e. CBT model: identification and reshaping of negative thoughts through group discussions, diary, experiential training*

**Methods with elements of role-taking and role play:** *they allow trainees to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Participants are given particular roles to play in a conversation or other interaction. They act out the scenario and afterwards there is reflection and discussion about the interactions, such as alternative ways of dealing with the situation.*

**Self-awareness and reflection methods:** *they focus on self-observation and report of one's thoughts, desires, and feelings, setting aside time, ideally every day, to quietly and honestly look at ourselves. i.e. using diaries, mind maps, recordings etc*

**Mindfulness:** *a type of meditation in which we focus on being intensely aware of what we're sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress.*

**Supervision:** a formal arrangement for practitioners/professionals to regularly discuss their work with someone experienced, to keep a questioning and reflective eye on the work that they are doing and being supported to extend their perspective and continue to grow and develop.

Regarding the training methods that have been defined as effective in the development of socio-emotional skills, all seven, namely Role taking, Cognitive-behavioural methods, Behavioural methods, Cognitive methods, Reflection, Mindfulness and Supervision, are all selected as relevant by employers, but there are also differences among partner countries.


**According to the afore mentioned findings, we concluded that our training program have to include learning units covering all twelve socio-emotional competences, using several different training methods, so as to give the possibility to trainers and trainees in the different countries to select those methods that are more appealing to them.**

So, identified Modules/Learning Units are the following: no. 5 Modules/ Learning Units for each Cluster of Skills.

<b>Module/ Learning Units</b>	<b>Learning Outcomes</b>
<i>I - Emotion management skills</i>	<ul style="list-style-type: none"> <li>- to be able to understand the value and nature of emotions and to use emotions in a way that facilitates thought</li> <li>- to be able to perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others</li> <li>- to be able to regulating and influencing one's own</li> </ul>

	<p>emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions</p> <ul style="list-style-type: none"> <li>- to be able to adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature</li> </ul>
<i>II - Empathy</i>	<ul style="list-style-type: none"> <li>- to be able to perceive and correctly express others' emotions, to understand and imagine the feelings and intentions of others and to take the perspective of others</li> </ul>
<i>III - Relationship management skills</i>	<ul style="list-style-type: none"> <li>- to be able to build and manage relationships, to give and accept help, and to form agreements for cooperation.</li> <li>- to be able to address misunderstandings, value, and resource conflicts constructively.</li> <li>- to be able to understand own strengths and values and convince/persuade other people</li> </ul>
<i>IV- Attentiveness/active listening</i>	<ul style="list-style-type: none"> <li>- to be able to listen and focus on other people, to direction one's attention to the needs, feelings and cognitions of others and to remain attentive even when distressed</li> </ul>
<i>V - Social responsibility Skills</i>	<ul style="list-style-type: none"> <li>- to be able to understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions</li> <li>- to be able to understand and accept the diverse perspectives, values, and lifestyles of others</li> <li>- to be able to express concern for all kinds of people</li> </ul>

According to our Application form, each learning unit is:

 described in legible and understandable terms by referring to the knowledge, skills and competences contained in them,

described in terms of choice of activities to propose to users (assessment tools, exercises, methodologies, etc)

classified according to the time required to reach the educational objective of the unit.







For each unit there is a title, a description of the learning results, and procedure and criteria for assessment of the learning outcome.

In order to define the structure of Training Program, we decided that the **duration of the course is 30 hours, 6 hours for each Learning Unit.**

### 3.2 Learning Unit n. 1 - Emotion management skills

Number of Learning Unit	I	Title	Emotion management skills
<p><b>Learning outcome</b></p>			<p>After the completion of this Learning Unit, participants will be expected to increase their understanding and awareness of their emotions and other people's emotions, and manage their own emotions better. On the one hand, participants will be trained in understanding emotions, their value and nature and on the other hand, they will improve their emotional self-awareness. Finally, the learning unit aims at promoting emotional self-control, how to regulate and influence one's own emotions to motivate oneself, achieve goals, and deal with stress, control or redirect one's emotions and impulses, and how to persevere in the face of obstacles and setbacks.</p> <p>At the end of this LU, will be expected to be able to:</p> <ul style="list-style-type: none"> <li>👤 realize the importance of emotion management and the concepts that revolve around it in effective migrant' work inclusion</li> <li>👤 learn the theoretical approaches that can contribute to the employers' emotion management;</li> <li>👤 understand the value and nature of emotions and use emotions in a way that facilitates thought</li> <li>👤 perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others</li> <li>👤 regulate and influence one's own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions</li> <li>👤 adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature</li> <li>👤 facilitate mutual contact and discussion taking into consideration emotions and feelings of others;</li> </ul>

	<ul style="list-style-type: none"> <li>👤 focus on understanding how a person feels and why he/she feels that way, being also able to cope with negative emotions in a constructive way;</li> <li>👤 exercise emotional self-control and self-awareness.</li> </ul>
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>👤 Concept of Emotions</li> <li>👤 Definitions: Emotional intelligence, Emotional (self-) awareness, Understanding emotions, Emotional self-control</li> <li>👤 Importance of emotion management skills for employers in migrant' work inclusion</li> <li>👤 Methods for emotion management skills improvement</li> </ul>	<ul style="list-style-type: none"> <li>👤 to be able to understand the value and nature of emotions and to use emotions in a way that facilitates thought</li> <li>👤 to be able to perceive and correctly express one's own emotions/knowing what one is feeling at any given time and understanding the impact of those moods on others</li> <li>👤 to be able to regulating and influencing one's own emotions to motivate oneself, achieve goals, and deal with stress/controlling or redirecting one's emotions</li> <li>👤 to be able to adapt and adjust one's feeling and thinking to new situations and to effectively solve problems of a personal and interpersonal nature</li> </ul>
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>👤 Self-awareness- A technique to improve emotional awareness and understanding emotions</li> <li>👤 Case study</li> <li>👤 Awareness</li> <li>👤 Experiential – Cognitive behavioural Method</li> <li>👤 Mindfulness</li> <li>👤 Reappraisal of emotional stimulus</li> </ul>

<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li> Pdf files</li> <li> PowerPoint slides</li> <li> Practical exercises and activities</li> <li> Audio/video</li> <li> Clips</li> <li> Links</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><u>Face to face</u></p> <p>Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Thanks to the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain theoretical topics, but also through "experience methodologies", that will allow the promotion of learning through active and direct learners' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson – Self-evaluation, analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Group discussion. Finally, individual or group training activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific skills and in-depth analysis about a specific topic.</p> <p><u>On Line</u></p> <p>The Interclab training program will also be in form of a synchronous and asynchronous webinar. In distance education, the training is conducted through the internet, offering the trainee "autonomy", i.e. the possibility of studying independently of limiting factors, such as the obligation of his physical presence in a specific area. Didactic methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. Training activity will be realized through the download of didactic materials</p>

	<p>realized and uploaded on the platform in a structured and intuitive path that will involve participants, motivate them, pushing them for the application of previous knowledge, provide them documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics. Clear instructions that explain the use of platform will be provided, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self-evaluation of entrance competences</p> <p>The trainees will be able to study the theoretical part of each module asynchronously in ppts, notes or videos format, before the beginning of the practical part.</p> <p>For the practical part of the training, participants will be guided by the trainer to implement the experiential exercises and discuss their experience. The activities will be implemented under the supervision of the trainer, either in groups or individually. The trainer will explain the scope and the instruction of each activity and facilitate the reflection process.</p> <p>Trainer and trainees will meet in the training platform to go through the training activities. Most of the activities will be interactive and of different forms, such as drag and drop, matching game, online filling of form, meeting rooms for group activities, multiple choice answers, "post-it" forms, etc., in order to make the training more interesting. The material will be also available in downloadable forms (that can be used if training is implemented in real classroom).</p>
<b>Duration</b>	6 hours

## LO Evaluation criteria and procedures

At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc. It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:

GRADES SCORE	EVALUATION	DEFINITION
90% < 100%	A	Excellent
80% < 89%	B	Good
70% < 79%	C	Satisfactory
60% < 69%	D	Sufficient
0% < 59%	F	Fail

Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.













Each test will include at least 10 questions and 4 multiple choice answers.

On a voluntary basis, a monitoring test will be submitted to all participants, in order to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire in order to evaluate the provided Learning materials, the contents of the unit, the proposed activities and exercises, etc. according to the following scale:

EVALUATION	DEFINITION
1	None
2	Little
3	Sufficiently
4	Much

### 3.3 Learning Unit n. 2 – Empathy

Number of Learning Unit	II	Title	Empathy
<p><b>Learning outcome</b></p>	<p>After the completion of this Learning Unit, participants will be expected to increase their basic theoretical knowledge and methodology on how to improve their empathy skills. At the same time, they will understand the importance to apply empathy skills in their every working day in order to support migrants' work inclusion.</p> <p>At the end of this LU, will be expected to be able to:</p> <ul style="list-style-type: none"> <li>👤 facilitate mutual contact and discussion taking into consideration emotions and feelings of the other;</li> <li>👤 show understanding of the opinion and feelings of other people and accept others' as they are;</li> <li>👤 know how to understand relevant unspoken information, feelings and needs of other people;</li> <li>👤 create a good conversational climate through attention, openness and respect;</li> <li>👤 focus on understanding how a person feels and why they feel that way;</li> <li>👤 apply empathy skills in every working day to support own migrants' workers.</li> </ul>		
<p><b>Knowledge</b></p>		<p><b>Skills</b></p>	
<ul style="list-style-type: none"> <li>👤 Concept of Empathy</li> <li>👤 Definitions: Affective empathy, cognitive empathy</li> <li>👤 Importance of empathy skills for employers in migrant' work inclusion</li> </ul>		<ul style="list-style-type: none"> <li>👤 to be able to perceive and correctly express others' emotions</li> <li>👤 to be able to understand and imagine the feelings and intentions of others</li> <li>👤 to be able to take the perspective</li> </ul>	

 Methods for empathy skills improvement	of others
<b>Training Methods</b>	 Case study  Cognitive Method  Role play - Experiential  Mindfulness  Self-evaluation
<b>Learning Materials</b>	 Pdf files  PowerPoint slides  Practical exercises and activities  Audio/video  Clips  Links
<b>Didactic Methodology</b>	<p><u>Face to face</u>          Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Thanks to the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain theoretical topics, but also through "experience methodologies", that will allow the promotion of learning through active and direct learners' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson – Self-evaluation, analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Group discussion. Finally, individual or group training activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific skills and in-depth analysis about a specific topic.</p> <p><u>On Line</u>          The Interclab training program will also be in form of a</p>

synchronous and asynchronous webinar.

In distance education, the training is conducted through the internet, offering the trainee "autonomy", i.e. the possibility of studying independently of limiting factors, such as the obligation of his physical presence in a specific area.

Didactic methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. Training activity will be realized through the download of didactic materials realized and uploaded on the platform in a structured and intuitive path that will involve participants, motivate them, pushing them for the application of previous knowledge, provide them documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics. Clear instructions that explain the use of platform will be provided, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self-evaluation of entrance competences







The trainees will be able to study the theoretical part of each module asynchronously in ppt, notes or videos format, before the beginning of the practical part.










For the practical part of the training, participants will be guided by the trainer to implement the experiential exercises and discuss their experience. The activities will be implemented under the supervision of the trainer, either in groups or individually. The trainer will explain the scope and the instruction of each activity and facilitate the reflection process.

Trainer and trainees will meet in the training platform to go through the training activities. Most of the activities will be interactive and of different forms, such as drag and drop, matching game, online filling of form, meeting rooms for group activities, multiple choice answers, "post-it" forms, etc., in order to make the training more interesting. The material will be also available in downloadable forms (that can be used if training is implemented in real classroom).

<b>Duration</b>	6 hours																												
<b>LO Evaluation criteria and procedures</b>	<p>At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc. It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:</p> <table border="1" data-bbox="504 813 1399 1106"> <thead> <tr> <th>GRADES SCORE</th> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>90% &lt; 100%</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>80% &lt; 89%</td> <td>B</td> <td>Good</td> </tr> <tr> <td>70% &lt; 79%</td> <td>C</td> <td>Satisfactory</td> </tr> <tr> <td>60% &lt; 69%</td> <td>D</td> <td>Sufficient</td> </tr> <tr> <td>0% &lt; 59%</td> <td>F</td> <td>Fail</td> </tr> </tbody> </table> <p>Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times. Each test will include at least 10 questions and 4 multiple choice answers.</p> <p>On a voluntary basis, a monitoring test will be submitted to all participants, in order to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire in order to evaluate the provided Learning materials, the contents of the unit, the proposed activities and exercises, etc. according to the following scale:</p> <table border="1" data-bbox="724 1704 1177 1951"> <thead> <tr> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>None</td> </tr> <tr> <td>2</td> <td>Little</td> </tr> <tr> <td>3</td> <td>Sufficiently</td> </tr> <tr> <td>4</td> <td>Much</td> </tr> </tbody> </table>	GRADES SCORE	EVALUATION	DEFINITION	90% < 100%	A	Excellent	80% < 89%	B	Good	70% < 79%	C	Satisfactory	60% < 69%	D	Sufficient	0% < 59%	F	Fail	EVALUATION	DEFINITION	1	None	2	Little	3	Sufficiently	4	Much
GRADES SCORE	EVALUATION	DEFINITION																											
90% < 100%	A	Excellent																											
80% < 89%	B	Good																											
70% < 79%	C	Satisfactory																											
60% < 69%	D	Sufficient																											
0% < 59%	F	Fail																											
EVALUATION	DEFINITION																												
1	None																												
2	Little																												
3	Sufficiently																												
4	Much																												

### 3.4 Learning Unit n. 3 - Relationship management skills

Number of Learning Unit	III	Title	Relationship management skills
<p><b>Learning outcome</b></p>			<p>After the completion of this Learning Unit, participants will be expected to increase their abilities for managing relationships effectively. Collaboration training shall promote learners' ability to build and manage relationships, to give and accept help, and to form agreements for cooperation. Conflict resolution and negotiation training shall support participants in addressing misunderstandings, value, and resource conflicts constructively. Influence training shall promote learners understanding of their own strengths and values and support them in persuading other people.</p> <p>At the end of this LU, will be expected to be able to:</p> <ul style="list-style-type: none"> <li> understand what cooperation means and what other concepts revolve around it;</li> <li> realize the importance of cooperation skills in the field of migrants' work inclusion;</li> <li> learn which theoretical approaches can contribute to the development of cooperation skills;</li> <li> strengthen their ability to effectively manage their relationships with their migrants' workers;</li> <li> "cultivate" the feeling that the goal is common among all the team members that they are part of a unity receiving increased satisfaction from the relationships among them, with common moral, rules and values;</li> <li> enhance and develop conflict resolution and negotiation skills, which will help to properly manage interpersonal relationships and to identify the source of conflicts and misunderstandings so that they can be addressed holistically in order to help migrants workers overcome the difficult situation in which they find themselves in, to manage their emotions and to achieve their goals.</li> </ul>

Knowledge	Skills
<ul style="list-style-type: none"> <li> Definitions: Cooperation, Conflict resolution &amp; Negotiation, Influence</li> <li> Importance Relationship management skills for employers in migrant' work inclusion</li> <li> Methods for Relationship management skills improvement</li> </ul>	<ul style="list-style-type: none"> <li> to be able to understand what cooperation means and what other concepts revolve around it;</li> <li> to be able to realize the importance of cooperation skills in the field of migrants' work inclusion;</li> <li> to be able to learn which theoretical approaches can contribute to the development of cooperation skills;</li> <li> to be able to strengthen their ability to effectively manage their relationships with their migrants' workers;</li> <li> to be able to "cultivate" the feeling that the goal is common among all the team members that they are part of a unity receiving increased satisfaction from the relationships among them, with common moral, rules and values;</li> <li> to be able to enhance and develop conflict resolution and negotiation skills, which will help to properly manage interpersonal relationships and to identify the source of conflicts and misunderstandings so that they can be addressed holistically in order to help migrants workers overcome the difficult situation in which they find themselves in, to manage their</li> </ul>

	emotions and to achieve their goals.
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>👤 Self-reflection</li> <li>👤 Role playing</li> <li>👤 Experiential – Cognitive behavioural Method</li> <li>👤 Mindfulness</li> <li>👤 Self-evaluation</li> </ul>
<b>Learning Materials</b>	<ul style="list-style-type: none"> <li>👤 Pdf files</li> <li>👤 PowerPoint slides</li> <li>👤 Practical exercises and activities</li> <li>👤 Audio/video</li> <li>👤 Clips</li> <li>👤 Links</li> </ul>
<b>Didactic Methodology</b>	<p><u>Face to face</u></p> <p>Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Thanks to the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain theoretical topics, but also through "experience methodologies", that will allow the promotion of learning through active and direct learners' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson – Self-evaluation, analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Group discussion. Finally, individual or group training activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific skills and in-depth analysis about a specific topic.</p> <p><u>On Line</u></p>

The InterCLab training program will also be in form of a synchronous and asynchronous webinar.

In distance education, the training is conducted through the internet, offering the trainee "autonomy", i.e. the possibility of studying independently of limiting factors, such as the obligation of his physical presence in a specific area.

Didactic methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. Training activity will be realized through the download of didactic materials realized and uploaded on the platform in a structured and intuitive path that will involve participants, motivate them, pushing them for the application of previous knowledge, provide them documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics. Clear instructions that explain the use of platform will be provided, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self-evaluation of entrance competences

The trainees will be able to study the theoretical part of each module asynchronously in ppts, notes or videos format, before the beginning of the practical part.











For the practical part of the training, participants will be guided by the trainer to implement the experiential exercises and discuss their experience. The activities will be implemented under the supervision of the trainer, either in groups or individually. The trainer will explain the scope and the instruction of each activity and facilitate the reflection process.

Trainer and trainees will meet in the training platform to go through the training activities. Most of the activities will be interactive and of different forms, such as drag and drop, matching game, online filling of form, meeting rooms for group activities, multiple choice answers, "post-it" forms, etc., in order to make the training more interesting. The material will be also available in downloadable forms (that can be used if training is implemented in real classroom).

<b>Duration</b>	6 hours																												
<b>LO Evaluation criteria and procedures</b>	<p>At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc. It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:</p> <table border="1" data-bbox="504 815 1399 1106"> <thead> <tr> <th>GRADES SCORE</th> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>90% &lt; 100%</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>80% &lt; 89%</td> <td>B</td> <td>Good</td> </tr> <tr> <td>70% &lt; 79%</td> <td>C</td> <td>Satisfactory</td> </tr> <tr> <td>60% &lt; 69%</td> <td>D</td> <td>Sufficient</td> </tr> <tr> <td>0% &lt; 59%</td> <td>F</td> <td>Fail</td> </tr> </tbody> </table> <p>Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times. Each test will include at least 10 questions and 4 multiple choice answers.</p> <p>On a voluntary basis, a monitoring test will be submitted to all participants, in order to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire in order to evaluate the provided Learning materials, the contents of the unit, the proposed activities and exercises, etc. according to the following scale:</p> <table border="1" data-bbox="724 1704 1177 1951"> <thead> <tr> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>None</td> </tr> <tr> <td>2</td> <td>Little</td> </tr> <tr> <td>3</td> <td>Sufficiently</td> </tr> <tr> <td>4</td> <td>Much</td> </tr> </tbody> </table>	GRADES SCORE	EVALUATION	DEFINITION	90% < 100%	A	Excellent	80% < 89%	B	Good	70% < 79%	C	Satisfactory	60% < 69%	D	Sufficient	0% < 59%	F	Fail	EVALUATION	DEFINITION	1	None	2	Little	3	Sufficiently	4	Much
GRADES SCORE	EVALUATION	DEFINITION																											
90% < 100%	A	Excellent																											
80% < 89%	B	Good																											
70% < 79%	C	Satisfactory																											
60% < 69%	D	Sufficient																											
0% < 59%	F	Fail																											
EVALUATION	DEFINITION																												
1	None																												
2	Little																												
3	Sufficiently																												
4	Much																												

### 3.5 Learning Unit n. 4 - Attentiveness/active listening

Number of Learning Unit	IV	Title	Attentiveness/active listening
<p><b>Learning outcome</b></p>			<p>After the completion of this Learning Unit, participants will be expected to increase their abilities to attend to other people. On the one hand, it shall increase participants' attentiveness, i.e., their capacity to direct their attention to the needs, feelings, and cognitions of others and to remain attentive even when they feel distressed personally. On the other hand, the training will equip participants with skills to listen and focus on people in a non-judgmental manner that allows others to reflect openly.</p> <p>At the end of this LU, will be expected to be able to:</p> <ul style="list-style-type: none"> <li>👂 direct their attention to the needs, feelings and thoughts of their migrant workers and to respond to them appropriately;</li> <li>👂 probe the migrant worker if things are not clear during a conversation and react to nonverbal signals;</li> <li>👂 focus on the migrant worker in a non-judgmental manner, allowing the migrant worker to reflect openly;</li> <li>👂 show their migrant workers they are focused and engaged so that they feel comfortable to share information;</li> <li>👂 to decode the migrant workers' non-verbal signals and body language while expressing himself/herself, like the posture, the tone, speed and pitch of voice, his/her gestures and facial expressions;</li> <li>👂 summarize regularly during conversation, check whether they have understood the other person;</li> <li>👂 show an interest in the other person during conversation and encourage him/her to carry on talking through eye contact and manner;</li> <li>👂 give others space and use silence at the right time;</li> <li>👂 show respect to migrant worker;</li> <li>👂 focus on what the speaker is telling.</li> </ul>

Knowledge	Skills
<ul style="list-style-type: none"> <li> Definitions: Active listening, Attentiveness</li> <li> Importance of active listening skills for employers in migrant' work inclusion</li> <li> Methods for Active Listening skills improvement</li> </ul>	<ul style="list-style-type: none"> <li> to be able to direct their attention to the needs, feelings and thoughts of their migrant workers and to respond to them appropriately;</li> <li> to be able to probe the migrant worker if things are not clear during a conversation and react to nonverbal signals;</li> <li> to be able to focus on the migrant worker in a non-judgmental manner, allowing the migrant worker to reflect openly;</li> <li> to be able to show their migrant workers they are focused and engaged so that they feel comfortable to share information;</li> <li> to be able to decode the migrant workers' non-verbal signals and body language while expressing himself/herself, like the posture, the tone, speed and pitch of voice, his/her gestures and facial expressions;</li> <li> to be able to summarize regularly during conversation, check whether they have understood the other person;</li> <li> to be able to show an interest in the other person during conversation and encourage him/her to carry on talking through eye contact and manner;</li> </ul>

	<ul style="list-style-type: none"> <li>👤 to be able to give others space and use silence at the right time;</li> <li>👤 to be able to show respect to migrant worker;</li> <li>👤 to be able to focus on what the speaker is telling.</li> </ul>
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>👤 Role playing</li> <li>👤 Role taking</li> <li>👤 Case study</li> <li>👤 Experiential Method</li> <li>👤 Mindfulness</li> <li>👤 Self – evaluation</li> </ul>
<b>Learning Materials</b>	<ul style="list-style-type: none"> <li>👤 Pdf files</li> <li>👤 PowerPoint slides</li> <li>👤 Practical exercises and activities</li> <li>👤 Audio/video</li> <li>👤 Clips</li> <li>👤 Links</li> </ul>
<b>Didactic Methodology</b>	<p><u>Face to face</u></p> <p>Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Thanks to the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the traditional Face-to-Face lesson, that will be used in order to introduce and explain theoretical topics, but also through "experience methodologies", that will allow the promotion of learning through active and direct learners' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson – Self-evaluation, analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Group discussion. Finally,</p>

individual or group training activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific skills and in-depth analysis about a specific topic.

On Line

The IntercLab training program will also be in form of a synchronous and asynchronous webinar.

In distance education, the training is conducted through the internet, offering the trainee "autonomy", i.e. the possibility of studying independently of limiting factors, such as the obligation of his physical presence in a specific area.

Didactic methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. Training activity will be realized through the download of didactic materials realized and uploaded on the platform in a structured and intuitive path that will involve participants, motivate them, pushing them for the application of previous knowledge, provide them documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics. Clear instructions that explain the use of platform will be provided, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self-evaluation of entrance competences

The trainees will be able to study the theoretical part of each module asynchronously in ppts, notes or videos format, before the beginning of the practical part.

For the practical part of the training, participants will be guided by the trainer to implement the experiential exercises and discuss their experience. The activities will be implemented under the supervision of the trainer, either in groups or individually. The trainer will explain the scope and the instruction of each activity and facilitate the reflection process.

Trainer and trainees will meet in the training platform to go through the training activities. Most of the activities will be interactive and of different forms, such as drag and drop,

	<p>matching game, online filling of form, meeting rooms for group activities, multiple choice answers, “post-it” forms, etc., in order to make the training more interesting. The material will be also available in downloadable forms (that can be used if training is implemented in real classroom).</p>
<b>Duration</b>	6 hours

## LO Evaluation criteria and procedures

At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc. It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:

GRADES SCORE	EVALUATION	DEFINITION
90% < 100%	A	Excellent
80% < 89%	B	Good
70% < 79%	C	Satisfactory
60% < 69%	D	Sufficient
0% < 59%	F	Fail










Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.

Each test will include at least 10 questions and 4 multiple choice answers.

On a voluntary basis, a monitoring test will be submitted to all participants, in order to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire in order to evaluate the provided Learning materials, the contents of the unit, the proposed activities and exercises, etc. according to the following scale:

EVALUATION	DEFINITION
1	None
2	Little
3	Sufficiently
4	Much

### 3.6 Learning Unit n. 5 - Social responsibility Skills

Number of Learning Unit	V	Title	Social responsibility Skills
<p><b>Learning outcome</b></p>			<p>After the completion of this Learning Unit, participants will be expected to increase their concern for all kinds of people, their openness to different values, and their ability to cooperate with diverse people. On the one hand, participants will be trained in understanding and accepting the diverse perspectives, values, and lifestyles of others.</p> <p>Finally, the learning unit aims at increasing participants' diversity and intercultural competence so that they can understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions, and work together with diverse people better. Overall, the course shall enable employers to feel a commitment and concern towards all kinds of workers.</p> <p>At the end of this LU, will be expected to be able to:</p> <ul style="list-style-type: none"> <li> understand the influence of culture, age, gender, religion, and social class on identity, needs, and emotions</li> <li> understand and accept the diverse perspectives, values, and lifestyles of others</li> <li> express concern for all kinds of people/workers</li> </ul>
<b>Knowledge</b>		<b>Skills</b>	
<ul style="list-style-type: none"> <li> Definitions: Culture, Diversity, Intercultural competence, Tolerance, Values, attitudes and stereotypes</li> <li> Importance of social responsibility skills (diversity and intercultural competence, Tolerance, Social concern) for employers in migrant' work inclusion</li> <li> Methods for social responsibility</li> </ul>		<ul style="list-style-type: none"> <li> to be able to realize understand how people can differ in their way of thinking, acting, or in their beliefs, emotions and values;</li> <li> to be able to demonstrate openness to new perspectives and diversity of own workers;</li> <li> to be able to interact respectfully and appropriately with workers of diverse backgrounds;</li> </ul>	

<p>skills improvement</p>	<ul style="list-style-type: none"> <li>👤 to be able to recognize and critically reflect upon their own biases (conscious and unconscious) towards age, gender, disabilities, cultural background etc.;</li> <li>👤 to be able to reflect upon and understand the influence of diversity in their personal and professional surroundings;</li> <li>👤 to be able to accept similarities and dissimilarities between individuals;</li> <li>👤 to be able to be diversity knowledgeable and tolerant in every working day to support own migrant workers.</li> </ul>
<p><b>Training Methods</b></p>	<ul style="list-style-type: none"> <li>👤 Self-awareness</li> <li>👤 Cognitive Method</li> <li>👤 Case study</li> <li>👤 Awareness</li> <li>👤 Experiential – Cognitive behavioural Method</li> <li>👤 Self-evaluation Exercises</li> </ul>
<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li>👤 Pdf files</li> <li>👤 PowerPoint slides</li> <li>👤 Practical exercises and activities</li> <li>👤 Audio/video</li> <li>👤 Clips</li> <li>👤 Links</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><u>Face to face</u> Training methodology will be based on the use of active didactic techniques, with the aim to simulate real work situations. Thanks to the centralization of participants' work experience, it will be possible to discover the wide range of informal skills that they own. So, "formal" training activity will be realized through the</p>

traditional Face-to-Face lesson, that will be used in order to introduce and explain theoretical topics, but also through "experience methodologies", that will allow the promotion of learning through active and direct learners' participation. Among the didactic methodologies that will be used, we have: - Face to face lesson - Self-evaluation, analysis of entrance competences - Case method: work group for the analysis and discussion of a work situation (ex. teacher suggests the problem and the group decides the adequate solution) - Group discussion. Finally, individual or group training activities are foreseen, through the realization of exercises and practical applications, with the aim to develop specific skills and in-depth analysis about a specific topic.

#### On Line

The Interclab training program will also be in form of a synchronous and asynchronous webinar.

In distance education, the training is conducted through the internet, offering the trainee "autonomy", i.e. the possibility of studying independently of limiting factors, such as the obligation of his physical presence in a specific area.

Didactic methodology will be based on the use of a web platform, specifically created on the project website, where participants can access with their username and password. Training activity will be realized through the download of didactic materials realized and uploaded on the platform in a structured and intuitive path that will involve participants, motivate them, pushing them for the application of previous knowledge, provide them documents and information according to their possibilities and to the characteristics of available tools, offer support and feedback and constantly monitor the learning level of topics. Clear instructions that explain the use of platform will be provided, as well as an assistance system that will allow the solution of problems linked to the download of contents and tools of self-evaluation of entrance competences

The trainees will be able to study the theoretical part of each module asynchronously in ppts, notes or videos format, before the beginning of the practical part.

	<p>For the practical part of the training, participants will be guided by the trainer to implement the experiential exercises and discuss their experience. The activities will be implemented under the supervision of the trainer, either in groups or individually. The trainer will explain the scope and the instruction of each activity and facilitate the reflection process.</p> <p>Trainer and trainees will meet in the training platform to go through the training activities. Most of the activities will be interactive and of different forms, such as drag and drop, matching game, online filling of form, meeting rooms for group activities, multiple choice answers, "post-it" forms, etc., in order to make the training more interesting. The material will be also available in downloadable forms (that can be used if training is implemented in real classroom).</p>
<b>Duration</b>	6 hours

## LO Evaluation criteria and procedures

At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc. It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:

GRADES SCORE	EVALUATION	DEFINITION
90% < 100%	A	Excellent
80% < 89%	B	Good
70% < 79%	C	Satisfactory
60% < 69%	D	Sufficient
0% < 59%	F	Fail

Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.

Each test will include at least 10 questions and 4 multiple choice answers.

On a voluntary basis, a monitoring test will be submitted to all participants, in order to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire in order to evaluate the provided Learning materials, the contents of the unit, the proposed activities and exercises, etc. according to the following scale:

EVALUATION	DEFINITION
1	None
2	Little
3	Sufficiently
4	Much



**INTERCLab**  
Intercultural lab  
for migrants' inclusion

## 4. Annexes

