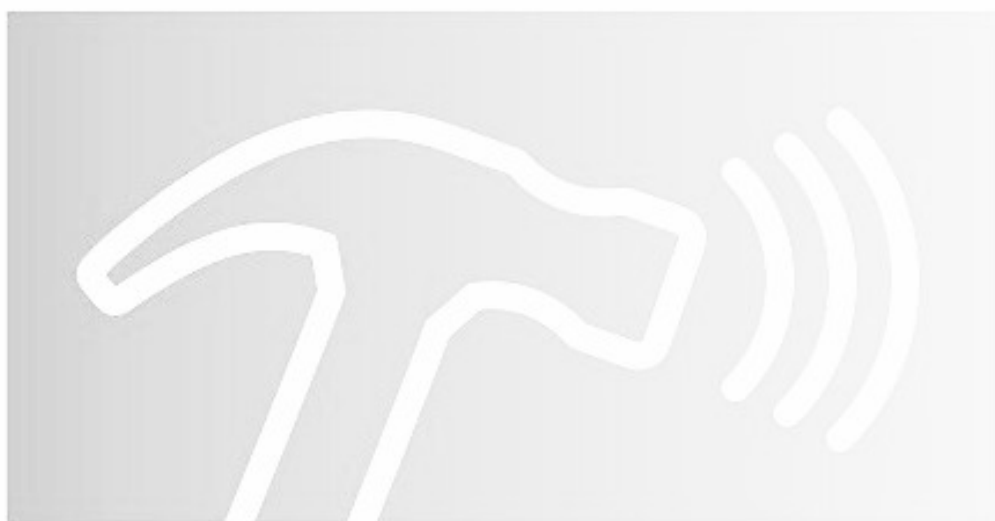




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Authors:

Module 1 - Dominik Hammer
Module 2 - Adél Kiss
Module 3 - Anna Cwynar, dr Iwona Nowak
Module 4 - Gabriella Fazakas

Project Coordinator:



c/o Katholische Erwachsenenbildung im Lande Niedersachsen e. V.
Gerberstraße 26, 30169 Hannover, Germany
www.namededucation.net, www.keb-nds.de

Partners:



Fundacja na Rzecz Studiów Europejskich
Zmudzka 23/8, 51-354 Wrocław, Poland
www.feps.pl



Asociatia Institutio Pro Educationem Transilvaniensis
Str. Szék nr. 147, Miercurea Ciuc, jud. Harghita, Romania
www.proeducatione.ro

Contact:

Dominik Hammer, KEB NDS, Hannover, hammer@keb-nds.de



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Introduction

*"The main challenges migrants face in accessing quality training and decent jobs include the under-utilization of skills, a lack of employment or training opportunities, lack of information, and exploitation of low-skilled workers."*¹

This curriculum has been developed as part of the Erasmus+-project NAMED (Narratives of Working Migration as Tools for the Assessment of Education Demands). The curriculum was created to provide a source for educational courses aimed at working migrants in the EU. It is designed to be adaptable to the needs of course participants and educators across the European Union. The curriculum is based on the NAMED Study Report², an extensive interview study led with working migrants in Germany, Poland and Romania. Drawing from biographic-narrative interviews, we identified central educational demands of working migrants, both with regards to educational contents, and with regards to course formats. The findings from the NAMED Study Report inform the content and form of this curriculum and its modules. The central aim of the curriculum is to enable working migrants to participate in their country of destination's society and to manage their workaday lives and their relationships. The curriculum is designed to be flexible and easily adaptable to the local needs of participants. The recommendations regarding contents and methods are based on our research, including the perspectives of working migrants, the work of other researchers and the feedback from experienced educators. Depending on the local situations of educators and participants, it might be advisable to change methods and contents in order to put emphasis on pressing issues or work within a fixed timeframe. Our curriculum here provides a science-based, well-grounded and developed framework, not a one-size-fits all solution.

Target group

This curriculum is aimed at adult and further education providers in the European Union who offer courses for working migrants. The contents of the course are designed to meet the education demands of working migrants. These education demands were analyzed in the NAMED Study Report. To properly address them, it is not enough to teach specific contents, it is also important to find forms and ways of teaching suited to the needs of working migrants. They live in circumstances distinct from other groups of learners, even from other migrants. This has implications for their learning needs. For one, working migrants have distinct schedules, determined by their work. Live-in carers and those frequently working

¹ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_651238.pdf

² The Study Report can be downloaded here: <https://www.namededucation.net/home/english/material/>

overtime might only have time outside regular working hours. This might go hand in hand with special requirements for childcare during course sessions. Those preparing for working abroad might be similarly pressed for time, depending on the planning and preparation period they can afford. Additionally, the time working migrant learners have is determined by the duration of their stay in the country of destination. Their job and their timeframe for the duration of the stay factor into their learning schedule.

Additionally, working migrants often face trade-offs between education and work. For those, whose residence permit is tied to working in the country of destination, seeking higher education becomes difficult. Even further education courses can come into conflict with the predominant goal of working and earning money abroad.

Like with other working learners, working migrants might also have less energy to prepare for course lessons, given the time and energy they spend at their jobs.

These conditions and their implications are one aspect of teaching working migrants as a group of adult learners. Another aspect are the specific topics that need to be addressed in a course for working migrants. Like most migrants, working migrants can benefit greatly from learning the country of destination's language. Given, that language courses are well established throughout the EU adult education landscape, and that a wide range of curricula exists for teaching them, we have not detailed language learning in this curriculum. However, we strongly advise to include language lessons and references to language learning programs into educational courses for working migrants. For this curriculum, we have emphasized opportunities for language learning and linguistic animation in the individual exercises of our curriculum's modules. Here, language lessons or courses can tie in and find ample points of contact.

The individual topics addressed in this curriculum are derived from the assessment of education demands through the NAMED Study Report.

Creating the curriculum

When creating this curriculum, we proceeded in several steps. At a workshop, we discussed, which thematic blocks would correspond to the education demands assessed in our study and integrated them into distinct modules. We then divided the modules among the research team and started working on the individual lesson plans. In the individual modules, we have highlighted links and connections to other modules in the curriculum. This can help teachers to create synergies between the educational contents and planning out lessons. Taught together, the educational contents in these modules will provide the knowledge, the attitude and the confidence that labor migrants need to thrive abroad. In addition to a description of necessary educational contents, we have also provided descriptions for exercises, working sheets and information sheets in this curriculum. Where worksheets, tools, compilations of

useful information, literature or course materials already existed, we linked to the sources in order to provide teachers and trainers with a fast and easy overview.

Suggested teaching methods

For the individual modules, readers will find suggested ways of teaching. These suggestions are made in accordance with the needs of working migrants as learners and with the content of the modules. The latter determines to some extent the ways in which it can be taught. However, we urge teachers to adapt the teaching methods as much as possible to the local circumstances and to the requirements of course participants. It is suggested to seek the input of participants early and to dedicate some lessons to answer questions which participants might have regarding their individual experience in the country of destination, e.g. with regards to the workplace or interactions with the citizens registrations office.

We believe that this curriculum can help educators throughout Europe to create courses which help working migrants during their migration. We hope that you, dear reader, find ample information and inspiration.

The NAMED Curriculum Team, November 2020

Module: Law and Social Policy

Lack of knowledge about their rights in the workplace is one source of vulnerability for working migrants. The information necessary to enforce their rights on the workplace encompasses housing, too, given, that accommodation is often provided by employers or actors adjacent to them. It also includes knowledge about the entitlement to social welfare benefits. This finding is not only based on the NAMED study report, but on other studies as well. Additionally, lack of knowledge about the social security system can lead to costly defaults for working migrants, for example, if they fail to register with a health insurance company or do not file their tax returns correctly.

One central contribution of educational institutions to ameliorating the situation of working migrants is to provide said knowledge. The *Law and Social Policy* module prepares working migrants to deal with institutions and actors in their country of destination. The aim of the module is to inform working migrants about their rights in the workplace, as well as their social rights and obligations in their country of destination. After completing this module, participants should be able to successfully interact with institutions and actors they encounter in their everyday live. Specifically, they should be able to claim their rights, confront abuses and exploitation, and be able to seek help for their problems by contacting the relevant services. They should be able to seek medical care for themselves and their family members and file their tax forms or claim welfare benefits. In addition, participants should be able to deal with educational institutions, both as parents of students and as students themselves. At the conclusion of this module, participants should know about the processes of acknowledgement for their job trainings or degrees in the country of destination.

Module content

This module consists of the following thematic blocks:

1. Residency
2. Labor Laws
3. COD Tenancy Laws
4. COD Health System
5. COD Social Security
6. Tax System in the COD
7. Educational System in the COD

References to other modules:

This module relates to other modules, namely

- The module *Cultural Education*, specifically the thematic block “daily life in a COD”, given, that many of the topics in this block are also related to aspects and tasks of daily life

- The module *Job Related Competences, Education and Job Training*, as further education and lifelong learning are closely connected to the workings of the Country of destinations education system and career plans depend on the possibility to effectively enforce one's rights on the workplace.

Trainers are encouraged to utilize the synergies these connections might bring.

Residency (Thematic Block 1)

Residency can be a source of problems for working migrants from third states as well as from other EU-countries. In the Polish country study of the NAMED-study report, for example, interview partners from third countries highlighted the difficulties and costs of legalization¹. The process can be costly and time-intensive, specifically for those who do not themselves understand all the forms and steps necessary. EU citizens, too, benefit from knowing about the laws of residency relevant to them. This applies for example if they lose their job, want to seek further education in their country of destination (COD), or migrate to a country that requires registration. Additionally, residence status is a source of vulnerability to labor exploitation both for workers with an irregular status and those dependent on their employer for their residence². It is for these reasons, that residency laws are included in the curriculum.

Aim: To clarify the legal framework governing residency and entitlement to social security

What should participants be able to do at the end of this block?

The participants should

- Know their rights of residency in the COD
- be able to interact with the institutions governing residency affairs
- fulfill necessary tasks connected to residency rules and laws

Key Terms: residence, visa, citizenship, registration, regular and irregular migration,

Recommended processing methods:

Front-of-class teaching, answering questions from course participants, working with examples and tables, excursions to the citizens registration office (CRO), providing worksheets and summaries

¹ See NAMED Study Report 2020: 97-99

² FRA - European Union Agency for Fundamental Rights. Protecting migrant workers from exploitation in the EU: workers' perspectives. 2019: 67-69, 72

Leading Questions: What are my rights of residency? How are my rights of residency related to my working situation? What are my duties as a working migrant in the COD? Which institutions will I interact with? What are common processes and how to fulfill them? Which rights do I have if I am undocumented? Who can I turn to in case there are difficulties related to my residency?

Material: Information material on residency, work sheets for registration practice, copies of forms needed for CRO appointments

Estimated timeframe: three lessons to five lessons (depending on feasibility of excursion to CRO) – one lesson basics, one lesson further info, one lesson practice/questions from participants

Topics

1.1 Rights of residency: EU and national legal frameworks

➔ *Including, but not limited to: Freedom of movement in the EU; Law of Residency in the Country of destination; Different Residency titles and their implications (e.g. Visa, EU Blue Card, ICT Card, etc.)*

1.2 Legal Frameworks: EU citizens and third country citizens

➔ *Including, but not limited to: Possible residency titles for EU and third country citizens; legal provisions governing residency for either; implications for personal stays; duties to contact institutions etc.*

1.3 Legal Frameworks: Rights of undocumented migrants in the COD

➔ *Including, but not limited to: Rights of irregular migrants in general; rights in the working place; how to spot and help victims of human trafficking*

1.4 Institutions and processes: Requirements connected to rights of residency

➔ *Including, but not limited to: When and Where to register; registering with the CRO; acquiring a registration card; checking, if one is registered with the necessary institutions; how to gather necessary documentation;*

1.5 Institutions and processes: Common problems of the registration process

1.6 Institutions and processes: government and counselling institutions

➔ *Including, but not limited to: Citizens Registration Office; MBE (Counselling for adult migrants in Germany) or equivalent institutions; migrant councils and NGOs; church adjacent counselling services; if possible visiting institutions "on site"*

Thematic Block 1 Exercises

- ➔ *Residency registration (role play in class to highlight the problems that might come up); filling out necessary forms to register (take home exercise); (Dependent on location: visiting the citizens registrations office).*

Literature, guides, resources:

This official European Union webpage gives an overview over residency requirements for EU-citizens moving to other EU-countries in order to work:

https://europa.eu/youreurope/citizens/residence/residence-rights/workers/index_en.htm

This website of the European Commission's 's Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL) informs about the rights to residence for the families of migrants in the EU:

<https://ec.europa.eu/social/main.jsp?catId=463&langId=en>

The same website also informs about "Working in another EU country" and provides more detailed information for migrants from EU and non-EU countries, as well as for posted workers:

<https://ec.europa.eu/social/main.jsp?catId=25&langId=en>

The EU Gleichbehandlungsstelle, which is run by the German Federal Commissioner for Migration, Refugees and Integration Office for the Equal Treatment of EU Workers, explains the legal basis for residence of EU citizens in Germany and the implications for EU workers in Germany:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre/first-steps-in-germany/residence>

The Homepage of the European Commission's EURES (European Employment Services)-Network features descriptions regarding living and working in the individual EU-countries. In the menu "moving to another member state", one can find the article "Registration procedures and residence permits". Here, the article for Germany is linked (other countries can also be selected):

<https://ec.europa.eu/eures/main.jsp?catId=8105&acro=living&lang=en&parentId=7745&countryId=DE&living=>

The German Federal Governments website “Make it in Germany” is set up to inform professionals from other countries about living and working in Germany. The website has a sub-section on visas:

<https://www.make-it-in-germany.com/en/visa/who-needs-a-visa/>

The website “Handbook Germany”, which provides short explanatory texts and videos aimed at migrants and especially refugees, has a page on different residence titles for specific purposes:

<https://handbookgermany.de/de/rights-laws/immigration.html>

Germany’s Federal Ministry of the Interior, Building and Community has an English page on the German Residence Act:

<https://www.bmi.bund.de/EN/topics/migration/law-on-foreigners/law-on-foreigners-node.html>

The ministry also offers a FAQ concerning residency (link to German version):

<https://www.bmi.bund.de/SharedDocs/faqs/DE/themen/migration/aufenthaltsrecht/aufenthaltsrecht-liste.html>

The English version of the German *Act on the Residence, Economic Activity and Integration of Foreigners in the Federal Territory* (Residence Act) can be found here:

https://www.gesetze-im-internet.de/englisch_aufenthg/englisch_aufenthg.html

The website “Infomigrants” is a news and information site for migrants. It is run by public service broadcasters from France, Germany and Italy, and is co-financed by the European Union. It features an article going into detail about Germany’s skilled immigration law:

<https://www.infomigrants.net/en/post/22558/germany-what-s-the-new-skilled-immigration-law>

Labor Laws (Thematic Block 2)

Knowing the country of destinations labor laws is crucial for working migrants. It is only through knowing their rights that they are able to claim them effectively. This is apparent in the reports of interview partners in the NAMED study report. Here, some of the interview partners have explicitly stated that the lack of knowledge about their rights in the workplace left them or their colleagues vulnerable to abuse or exploitation³. Similar problems were

³ See NAMED Study Report 2020: p. 37, 38

related in background talks during the preparation of the study. In addition, "Lack of knowledge of legal provisions and workers' rights"⁴ is named in a 2019 study conducted by the FRA as a risk factor for severe labor exploitation. Even, when the work is not exploitative, knowledge of labor laws is important, as differences between provisions in the country of origin (COO) and the country of destination (COD) can cause confusion. For example, stronger protections against dismissal in the country of origin are sometimes also assumed by working migrants as being in place in their country of destination. For these reasons, labor laws are included in this module.

Aims: To give an overview over relevant labor laws and labor safety provisions. To explain common abuses of labor law, how they function, how to spot them and how to defend oneself. To clarify, how a work contract should look like. To tell participants who to contact when their rights are infringed upon

What should participants be able to do at the end of this block?

The participants should

- know their rights in the workplace
- be able to identify if and how these rights have been infringed upon
- be able to claim their rights
- be able to seek help if their rights are violated

Key Terms: labor law, OSH, workers' rights, wage theft, work contracts,

Recommended processing methods:

Providing overview over relevant legal provisions through front-of-class teaching, short role plays of typical situations, giving examples, input from participants, answering participants' questions, working with model forms and contracts, providing worksheets and summaries

Leading Questions: What are my rights in the workplace? Specifically: How much wage am I owed? What to do if I have to work overtime? What are my rights to and during sick leave? What to do if I was unjustly fired? What to do when I am not getting paid my (full) wage? What are different forms of employment? What should my work contract look like? What are the signs of exploitative employment? What can I do when there is an infringement on these rights?

⁴ FRA - European Union Agency for Fundamental Rights. Protecting migrant workers from exploitation in the EU: workers' perspectives. 2019: pp.70-72

Material: model contracts, model cases, brochures regarding individual rights at the workplace, overview of helping institutions, example work contracts, translated legal texts

Estimated timeframe: five to six lessons: three to cover content, one for practice, two lessons for participants' questions

Topics:

2.1 Labor laws and worker's rights

➔ *Including, but not limited to: average workday and workweek; overtime; how to measure your worktime on the job; job dismissal, process and reasons, term of notice for job dismissal; sick leave; wage, minimum wage, separation of wage and rent; paid leave; pregnancy and maternity leave; protection of mothers in the workplace; end-of-year-bonus and other boni; rest periods; employers duties with regards to health insurance and with regards to pensioners insurance; workers councils; labor unions; workplace protection laws and clauses (including health and safety regulations)*

2.2 Forms of employment

➔ *Including, but not limited to: working as posted worker; seasonal work; temporary employment; permanent employment; full-time and part-time contracts; contract work (Zeitarbeit); contract for work and labor/contract for work and services (Werkvertrag); regular employment; illicit employment (including Scheinselbständigkeit);*

2.3 Typical breaches of labor laws in the COD

➔ *Including, but not limited to: wage theft; not paying overtimes; illegal termination; violating minimum wage provisions; not paying holiday; mobbing; conflating wage and rent; overworking employees; physical/psychological/sexual abuse at the workplace; forced labor; ignoring rest times*

2.4 How to spot exploitative contracts and behavior

➔ *Including, but not limited to: illegal and void provisions in working contracts; illegal behavior by supervisors and employers; dealing with illegal and void contracts; fighting back against exploitative and illegal practices; processes of claiming ones' rights against the employer; counselling institutions; relevant government institutions; legal aid (Prozesskostenhilfe);*

2.5 Health and Work

➔ *Including, but not limited to: sick leave; what to do when one falls sick; getting a certificate of incapacity to work from the doctor; rights during sick leave; employers' rights during sick leave; employers' duties with regards to health insurance; ensuring, that the employer fulfilled his duties; incapacity to work; occupational disability insurance*

2.6 Questions from the participants

2.7 Training: reviewing model contracts together

Model contracts, e.g. for temp work, can easily be found online. To provide a contrast, model contracts in a given field can be compared to the participants' contracts, if they feel comfortable bringing them to the course. Alternatively, participants can ask questions regarding their contracts after the model contracts chosen by the trainer are presented and discussed.

2.8 Training: Discussion of model cases

- ➔ *Presenting model cases and discussing with participants, if a practice is an example of abusive/exploitative behavior and, if so, how the correct behavior would look like; discussing, what should be done in cases of abuse and exploitation*

2.9 Questions from the participants

Thematic Block 2 Exercises

- ➔ *Researching contracts, answering questions regarding model cases, Q and A with the participants*

Literature, guides, resources:

The International Labor Organization's NATLEX catalogue (Database of national labour, social security and related human rights legislation) features labor laws and related legislation worldwide. It can be browsed by country or by category:

https://www.ilo.org/dyn/natlex/natlex4.byCountry?p_lang=en

The trade union website "Fair arbeiten" (working fairly) features a host of info material concerning labor law and workers rights. The website and the material are available in multiple languages:

<https://www.fair-arbeiten.eu/>

Recommended information material is also provided by the German trade union's "Faire Mobilität" (fair mobility) project. The material is available in multiple languages upon clicking on the individual flyers:

<https://www.faire-mobilitaet.de/informationen/flyer>

<https://www.faire-mobilitaet.de/informationen/publikationen>

<https://www.faire-mobilitaet.de/informationen/infoblatter>

The German trade union umbrella organization *DGB* is also involved in a transnational initiative to inform and support posted workers. The initiative offers information in multiple languages:

<https://www.fair-labour-mobility.eu/resources>

The *Gleichbehandlungsstelle EU-Arbeitnehmer*, which is run by the German Federal Commissioner for Migration, Refugees and Integration Office for the Equal Treatment of EU Workers also provides material related to working in Germany. It is recommended to read the material provided by the Gleichbehandlungsstelle EU-Arbeitnehmer:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/frequently-asked-questions/working-in-germany>

The Gleichbehandlungsstelle also has a subsection dealing with the question of how to enforce one's rights:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/frequently-asked-questions/working-in-germany/enforcing-your-rights>

The EURES (EUROpean Employment Services) websites dedicated to informing about working and living in the individual EU countries have sections which inform about working conditions and other relevant topics. They can be navigated using a drop-down menu. It is recommended to work through the different drop-down menus for the relevant countries. Here is the link to the page for "Kinds of employment" in Germany (other countries can also be selected):

<https://ec.europa.eu/eures/main.jsp?catId=8237&acro=living&lang=en&parentId=7778&countryId=DE&living=>

The *Servicestelle gegen Zwangsarbeit*, an organization countering forced labour and funded by the German Federal Ministry of Employment and Social affairs, offers resources on their website:

<https://www.servicestelle-gegen-zwangsarbeit.de/arbeitshilfen/>

The European Commission's Directorate-General for Employment, Social Affairs and Inclusion (DG-EMPL) informs about Rights at work in the EU on their website:

<https://ec.europa.eu/social/main.jsp?catId=82&langId=en>

The Directorate also links to relevant legislation and policies on an EU level:

<https://ec.europa.eu/social/main.jsp?catId=157&langId=en>

<https://ec.europa.eu/social/main.jsp?catId=148&langId=en>

On this page, the European Trade Union Institute's publications can be found:

<https://www.etui.org/listing/publication>

The NGO "La Strada" is working against human trafficking and features material concerning human trafficking and severe labour exploitation on their website:

<http://lastradainternational.org/>

The website "Infomigrants" is a news and information website for migrants. It is run by public service broadcasters from France, Germany and Italy and is co-financed by the European Union. This article by Infomigrants explains the risk of illegal work in Germany:

<https://www.infomigrants.net/en/post/19311/the-risks-of-working-illegally-in-germany>

The German Federal Agency for Employment ("Arbeitsamt", the Federally coordinated job center) host an English website for people from other countries seeking work in Germany:

<https://www.arbeitsagentur.de/en/welcome>

It has also published a brochure discussing questions employees and employers might have:

https://www.arbeitsagentur.de/datei/dok_bao14306.pdf

The „Prague Process", a transnational policy initiative, offers literature on human trafficking on its website:

<https://www.pragueprocess.eu/en/migration-observatory/publications/document?id=192>

<https://www.pragueprocess.eu/en/migration-observatory/publications/document?id=156>

The website "Handbook Germany", which provides short explanatory texts and videos aimed at migrants and especially refugees, has a page explaining legal aid, the financial aid to covering the costs of legal representation that might be necessary when going to court over violations of labor laws:

<https://handbookgermany.de/en/rights-laws/legal-aid.html>

Also, Handbook Germany offers information regarding self-employment:

<https://handbookgermany.de/en/work/self-employment.html>

The Chamber for Industry and Commerce Regensburg (IHK Regensburg) offers a detailed information-website aimed at employers and explaining temporary employment. The German language website offers an overview over different aspects of temporary employment:

<https://www.ihk-regensburg.de/hauptnavigation/fachthemen/recht/arbeitsrecht/arbeitsvertrag-und-beschaeftigungsverhaeltnisse/arbeitnehmerueberlassung-709058>

COD Tenancy Laws (Thematic Block 3)

Housing is a basic human need. For working migrants, knowing their rights regarding tenancy and knowing how to find housing becomes even more important for a number of reasons. For one, having an address is important for registration and legal stay in the country of destination. One interview partner in the German country study of the NAMED study report emphasized this aspect explicitly. Additionally, housing is one way through which bad actors exploit and control working migrants. Oftentimes, working migrants in such situations are housed in sub-par, unhygienic, overcrowded dwellings. Those exploiting them know that they are dependent on the housing and abuse this distress. Even for working migrants who are not exploited at the workplace, finding flats and dealing with landlords can be difficult. Therefore, renter's rights and duties are crucial education demands which are included in this module.

Aim: To teach the tenancy laws and the landlord's obligations in the COD.

What should participants be able to do at the end of this block?

The participants should:

- know about their rights as tenants
- be able to claim these rights
- be able to identify mistakes and inconsistencies in a lease contract
- be able to identify valid and invalid lease contracts and clauses

Key Terms: Tenancy, lease contracts, housing,

Recommended processing methods:

Giving overview and examples through front-of-class teaching, asking for participant input, training with model lease contracts, providing worksheets and summaries, discussing example listings on flat-hunting platforms or in newspapers

Leading Questions: Which rights do tenants have in the COD? Which rights do landlords have? How should a renting contract look like? How to spot and avoid exploitative rent situations? Who to contact if the landlord is breaking laws or is not following their obligations?

Material: information on relevant tenancy laws and provisions, overview over rights and duties of tenants and landlords, overview provisions if landlord is connected to/is employer, list of institutions that can help to counter abusive landlords, model rent contracts to control: one proper, one with mistakes/false provisions.

Estimated timeframe: three lessons

Topics:

3.1 Tenants rights and helping institutions

- ➔ *Including, but not limited to: Use of the flat; repairs by landlord; disturbances and defects; guests; alterations; damages in the flat; liability in the case of damages; adequate and exorbitant rents; Claiming ones' rights as tenant; renters unions, tenants unions and other institutions that help working migrants when they have problems with their landlords*

3.2 Common problems connected with housing and renting

- ➔ *Including, but not limited to: Rent and the implementation of rent increases (how much is legal?); Entering the premises and related issues; connecting rent and wage; dealing with situations where the boss is the landlord; dealing with situations where the landlord is friends with the boss;*

3.3 How to find a flat

- ➔ *Including, but not limited to: rent market situation in COD; factors influencing local rent situations in COD; (online-)addresses to search for flats; modes of leasing; early warning signs; which flats to avoid;*

3.4 What should a tenancy contract look like

- ➔ *Reviewing a model contract step by step, discussing the relevant points and tying in/repeating was learned in the thematic block*

3.5 Questions from participants

Thematic Block 3 Exercises

- ➔ *Researching a model tenancy contract, looking for problematic provisions and parts*

Literature, guides, resources:

The Brochure "My Rights as a Tenant in Europe" was created as part of the TENLAW project. The focus of this project was "Tenancy Law and Housing Policy in Multi-level Europe". It was funded by the EU, coordinated by the Center for European Law and Politics at the University of Bremen and ran from 2012-2015. The brochure linked here was edited by Christoph U. Schmid and Jason A. Dinse:

https://static.uni-graz.at/fileadmin/rewi-institute/Zivilrecht/Dokumente/Lurger/TENLAW_2014_My_Rights_as_Tenant_in_Europe.pdf

Here is the link to TENLAW's reports page:

<https://www.uni-bremen.de/jura/tenlaw-tenancy-law-and-housing-policy-in-multi-level-europe/reports/reports>

TENLAW also includes a "citizen's info" with country report:

<https://www.uni-bremen.de/jura/tenlaw-tenancy-law-and-housing-policy-in-multi-level-europe/citizens-info>

The website "Handbook Germany", which provides short explanatory texts and videos aimed at migrants and especially refugees, has a page on finding accommodation:

<https://handbookgermany.de/de/live/search-a-flat.html>

The *Gleichbehandlungsstelle EU-Arbeitnehmer*, which is run by the German Federal Commissioner for Migration, Refugees and Integration Office for the Equal Treatment of EU Workers, has a website dedicated to housing:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre/first-steps-in-germany/housing>

Model tenancy contract for training (for Germany, in German):

<https://www.eu-gleichbehandlungsstelle.de/resource/blob/192932/339560/2e219307076a61c3d3d8d18be14af979/muster-wohnungsmietvertrag-data.pdf?download=1>

German insurance company "Ergo" provides a Tenancy Agreement Checklist (for Germany, in German):

<https://www.ergo.de/de/rechtsportal/mietrecht/mietvertrag/checkliste>

The EURES (EUROpean Employment Services) websites dedicated to informing about working and living in the individual EU countries have sections which inform about different aspects of living in other EU countries. They can be navigated using a drop-down menu. It is recommended to work through the different drop-down menus for the relevant countries. Here is the link to the page for "Finding Accommodation" in Germany (other countries can also be selected in the menu):

<https://ec.europa.eu/eures/main.jsp?catId=8006&acro=living&lang=en&parentId=7745&countryId=DE&living=>

COD Health System (Thematic Block 4)

Knowing how and where to find help for medical problems is crucial for everybody. For working migrants, this can pose a significant challenge, given that health systems differ significantly between countries in the EU. Additionally, understanding the different approaches to health insurance can be difficult. And questions regarding dismissal protection during sick leave are relevant aspects in the workplace. For some interview partners in the NAMED study report, not registering properly or failing to unsubscribe from health insurance lead to costly fines. Others reported that their employers did not register them properly and lied to them, leaving the interview partners uninsured. To avoid legal trouble and make sure they are insured, working migrants should know about the country of destination's health and insurance systems.

Aim: To provide the information necessary for working migrants to successfully navigate the country of destinations health system.

Aim/What should participants be able to do at the end of this block?

The participants should

- understand basics of their CODs health system
- know their CODs health insurance system
- be able to seek medical help if they need it

Key Terms: health care, emergencies, doctors, health insurance,

Recommended processing methods:

Providing overview through front-of-class teaching, asking participants experiences, answering participants' questions, asking the participants, whether training with model forms is required (e.g. anamnesis form, application form for self-employed migrant workers, etc.),

Leading Questions: How can one get medical help? How is the CODs medical system structured? What to watch out for with health insurance? What are working migrant's rights when they are ill?

Material: explainers

Estimated timeframe: three to four lessons

Topics:

4.1 How to receive medical care and which

➔ *Including, but not limited to: What to do in case of emergencies; How to make an emergency call and to whom; Emergency services; other important medical services; When to visit the doctor; when to visit the hospital; where to go; how to bridge language barriers; receiving medical treatment when uninsured; receiving medical treatment when undocumented; what to do when in need of care; what to do if chronically ill; physical and mental health; help for psychological problems; registration and communication in hospitals*

4.2 Basics of COD health care system

➔ *Including, but not limited to: structure of the health care system; role of public and private health insurers in the CODs health system; access to healthcare and its preconditions; different doctors, hospitals and clinics that exist in the COD; average waiting times for procedures; requirements for receiving medication (e.g. prescription drugs)*

4.3 Health insurance

➔ *Including, but not limited to: types of health insurance; services provided by health insurers; duties of the insured; duties of employers; how to get insurance for the family; what health insurers do pay and what they do not pay; accident insurance; nursing care insurance; process of organizing nursing care (application, relevant institutions, etc.)*

4.4 Questions from the participants

Literature, guides, resources:

The EURES (EUROPEAN Employment Services) websites dedicated to informing about working and living in the individual EU countries have sections which inform about different aspects of living in other EU countries. They can be navigated using a drop-down menu. It is recommended to work through the different drop-down menus for the relevant countries. Here is the link to the page for "The health system" in Germany (other countries could also be chosen):

<https://ec.europa.eu/eures/main.jsp?catId=8765&acro=living&lang=en&parentId=7811&countryId=DE&living=>

This official European Union website gives an overview over healthcare for EU citizens living abroad:

https://europa.eu/youreurope/citizens/health/index_en.htm

The Gleichbehandlungsstelle EU-Arbeitnehmer, which is run by the German Federal Commissioner for Migration, Refugees and Integration Office for the Equal Treatment of EU Workers, has a website dedicated to health and health insurance in Germany:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre/social-security/health>

The Gleichbehandlungsstelle EU-Arbeitnehmer also was involved in the joint publication „Zugang zum Gesundheitssystem für Unionsbürgerinnen und Unionsbürger, Angehörige des EWR und der Schweiz“ (Access to the health care system for EU citizens, their relatives, members of the EEA and Switzerland, German version):

<https://www.eu-gleichbehandlungsstelle.de/resource/blob/193074/1787660/606d8cd45ecoocb3bac522d76a3cofe3/broschuere-zugang-zum-gesundheitssystem-data.pdf?download=1#download=1>

The Organization for Economic Co-operation and Development (OECD) publishes profiles on country's health profiles which look at and compare the health care systems of individual countries. Linked below are the health care profiles for the EU:

<http://www.oecd.org/health/health-systems/country-health-profiles-EU.htm>

The OECD also regularly publishes the "Health at a Glance: Europe" report, which analyzes and compares health systems in the EU and the health status of EU citizens. The report also analyses, among other things, accessibility and effectiveness of health care systems:

https://www.oecd-ilibrary.org/social-issues-migration-health/health-at-a-glance-europe-2018_health_glance_eur-2018-en

Mighealthcare is a project that ran from 2017 to 2020 and aimed to foster the integration of vulnerable migrants and decrease health inequalities. Tools and other resources developed by the EU-funded project can be found on their website:

<https://www.mighealthcare.eu/>

The Health Systems and Policy Monitor allows visitors to inform themselves about, and compare, the health care systems of most EU countries. It features overviews as well as more detailed, in-depth information:

<https://www.hspm.org/searchandcompare.aspx>

The website "Handbook Germany", which provides short explanatory texts and videos aimed at migrants and especially refugees, has a page on health insurance in Germany:

<https://handbookgermany.de/de/live/health-insurance.html>

The website "Infomigrants", a news and information site for migrants, has a factcheck-video discussing "Medical care for Migrants without documents".

<https://www.infomigrants.net/en/post/22661/fact-check-medical-care-for-migrants-without-documents>

The website also offers an article about what to do when sick without papers in Germany:

<https://www.infomigrants.net/en/post/20743/germany-sick-without-papers>

This website offers further information as well as links the “Medinetz” or “Medibüro” institutions that offer healthcare to migrants without papers in Germany:

<http://gesundheit-gefluechtete.info/ueber-uns/>

The website Expatica offers compilation of important emergency hotline numbers in Germany:

<https://www.expatica.com/de/healthcare/healthcare-basics/emergency-numbers-in-germany-761525/>

The Kassenärztliche Vereinigung Nordrhein, an association of doctors, offers questionnaires for patient anamnesis in different languages. These questionnaires are ideal for training, as the terms can be compared between the different languages:

<https://www.kvno.de/praxis/praxismanagement/fluechtlingsbehandlung/anamnese>

Another training document for anamnesis is the WHO-5 questionnaire, which focusses on mental health, and specifically depression. This questionnaire, too, is available in multiple languages:

<https://www.psykiatri-regionh.dk/who-5/who-5-questionnaires/Pages/default.aspx>

COD Social Security (Thematic Block 5)

Knowing the country of destinations social security system is important for working migrants. Whether they are entitled to financial support and whether they can claim such support can greatly impact the migration experience of working migrants. The possibility to claim unemployment benefits or family benefits can contribute to financial stability or enable working migrants to quit work in exploitative contracts. It can also be a necessity in precarious situations that arise spontaneously. For one interview partner in the NAMED study report, knowing about the social system of the COD became essential, when their spouse was fired and the family assistance office wrongly assumed they had left the country the year before⁵. In such cases, knowing rights and entitlements as well as the different processes becomes crucial. To deal with situations like these, working migrants should know the country of destination’s social security system. Therefore, this thematic bloc has been included in the module.

Aim: To give an overview over the CODs social security system.

⁵ See NAMED Study Report: 60

What should participants be able to do at the end of this block?

The participants should:

- know to which benefits they are entitled
- be able to claim these benefits with the respective institutions

Key Terms: benefits, child benefits, unemployment, welfare

Recommended processing methods:

Providing overview through front-of-class teaching, training with model forms (e. g. child benefits), role playing contact with institutions (job center, Familienkasse), answering participants' questions,

Leading Questions: In which cases are working migrants entitled to welfare benefits? To which benefits are they entitled? How is the benefit system structured? How does one claim benefits? Which duties and obligations do claimants have? What is the runtime of the benefits?

Material: fact sheets with overview over laws, institutions, forms of benefits, etc., model forms for practicing

Estimated timeframe: four lessons

Topics:

5.1 Social Security System of the COD

➔ *Including, but not limited to: Foundational ideas; legal framework; structure; function;*

5.2 Relevant institutions

➔ *Including, but not limited to: job center; social welfare office; foreigner's registration office; family benefits office; NGOs specialized in helping with social matters*

5.3 types of benefits

- ➔ *Including, but not limited to: unemployment benefits; child allowance/benefits⁶; invalidity retirement*

5.4 How to claim benefits

- ➔ *Including, but not limited to: Conditions for claims; Relevant institution for each benefit; process of claiming benefits; relevant documents and forms; NGOs to contact when help is needed; setting up a bank account in the COD*

5.5 Training with test forms

- ➔ *E.g. form for claiming unemployment benefits, form for claiming child benefits*

5.6 Questions from participants

Thematic Block 5 Exercises

- ➔ *filling out test forms for benefits*

Literature, guides, resources:

The EURES (EUROPEAN Employment Services) websites dedicated to informing about working and living in the individual EU countries have sections which inform about different aspects of living in other EU countries. At the bottom of the "living and working conditions"-page for the individual countries, a link leads to a page discussing "social security and insurance". This page also features the downloadable pdf "Your social security rights in [country]". Here are the links for the social security and insurance pages for Germany and France respectively (other countries can also be selected):

<https://ec.europa.eu/social/main.jsp?catId=1111&langId=en>

The social security rights of EU citizens in the individual EU countries can also be found on this official EU website, on which the countries can be selected via drop-down menu. Different language versions are available for the downloadable pdfs:

<https://ec.europa.eu/social/main.jsp?catId=858&langId=en>

This official European Union website gives an overview over EU rules impacting which social system is relevant for those living abroad. It is recommended to read the individual pages on the website:

https://europa.eu/youreurope/citizens/work/unemployment-and-benefits/index_en.htm

The website also features a glossary FAQ concerning terms used:

<https://ec.europa.eu/social/main.jsp?catId=857&langId=en&intPagId=984>

⁶ The structure and preconditions of child benefits vary greatly among EU countries. In Germany, for example, child benefits are paid to ensure, that essential means of subsistence for a child are not taxed, as is demanded by the constitution. Here, a link to the lessons regarding taxation would be beneficial.

On one of the related pages, an FAQ regarding social security systems in the EU can also be found:

https://europa.eu/youreurope/citizens/work/unemployment-and-benefits/social-security/faq/index_en.htm

The website also features a page discussing family benefits:

https://europa.eu/youreurope/citizens/work/unemployment-and-benefits/family-benefits/index_en.htm

This website, too, features a FAQ-section:

https://europa.eu/youreurope/citizens/work/unemployment-and-benefits/family-benefits/faq/index_en.htm

The Gleichbehandlungsstelle EU-Arbeitnehmer, which is run by the German Federal Commissioner for Migration, Refugees and Integration Office for the Equal Treatment of EU Workers, has a website dedicated to social security in Germany. It is recommended to read the website and all its subsections:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre/social-security>

The Gleichbehandlungsstelle also informs about different forms of insurances:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre/first-steps-in-germany/insurances/>

The German Federal Agency for Employment (the Federally coordinated Job Center) informs about benefits and the process of claiming them in English on the following websites:

<https://www.arbeitsagentur.de/en/social-insurance>

<https://www.arbeitsagentur.de/en/financial-support>

Model forms for training in the course and guidelines can also be found on the websites:

<https://www.arbeitsagentur.de/en/en/download-center>

The Homepage of the *Informationsverbund Asyl und Migration e. V.* features helpful publications for counsellors and practitioners working with migrants. The charitable organization was set up by welfare organizations and NGO's and is providing information on questions related to asylum and migration. They also feature publications on intra-EU-migration and social security for EU-citizens in Germany:

<https://www.asyl.net/publikationen/>

Tax System in the COD (Thematic Block 6)

Taxation varies between EU countries, jobs and between forms of employment. The country of destinations tax codes, which are sometimes difficult to understand, can be a trap for working migrants. Sometimes, working migrants are lured into jobs in Germany through advertisements citing wages before taxes. Only upon receiving their first pay slip do those working migrants realize the lie, sometimes thinking the company to which they are posted has wronged them. In other cases, they are promised a wage after taxes, which can only be attained through a more favorable tax bracket⁷. Or shady agencies try to convince working migrants to sign up as “freelancers”, promising higher hourly pay, but omitting that this entails taking care oneself of insurance and tax matters⁸. These were the practices interview partners in the NAMED study reported. But even if working migrants do not interact with bad actors, knowing the country of destinations tax system is important. For one interview partner in the NAMED study reports’ German country study, knowing about the country’s tax code was helpful for financial planning, given that it enabled them to estimate their spouse’s future earnings. Additionally, as has been related by an interview partner in the German country study, knowing how to file their own taxes saves working migrants money. Given the importance of the tax system for working migrant’s individual earnings and for fighting exploitation in the workplace, the country of destinations tax system is included in this module.

Aim: To convey the basics of the CODs tax code.

What should participants be able to do at the end of this block?

The participants should be able to

- Understand the basics of the CODs tax code
- Know their duties as related to taxes
- Be able to identify, whether they are defrauded involving taxation
- File their tax returns

Key Terms: tax code, taxation, processes in the country of destination

Recommended processing methods:

Providing an overview through front-of-class teaching, training with model forms (provide take home model tax declaration, give example for filling out before, discuss model tax declaration filled out by participants afterwards), answering participants questions

⁷ See NAMED Study Report 2020: 41

⁸ See NAMED Study Report 2020: 74

Leading Questions: How does the COD tax system work? What taxes are there in the COD? How are the taxes in the COD related to my form of employment? How do I pay taxes in the COD and which taxes do I pay? How much taxes will I have to pay in the COD? How do I file for tax returns in the COD? Which expenses are tax-deductable in the COD?

Material: Information on the country of destinations tax system, work sheets, model forms, table overview

Estimated timeframe: three lessons – one lesson basics, one lesson specific aspects, one lesson practical task (reviewing take-home practice tax return form together) and questions from participants

Topics:

6.1 Tax code of the COD

➔ *Including, but not limited to: tax brackets; tax levels; tax IDs; tax returns; deadlines for filing taxes*

6.2 Relevant taxes for working migrants

➔ *Including, but not limited to: wage taxes; taxation for freelancers; child benefits; tax deductible expenses*

6.3 Training: filling out model tax declaration form

➔ *Explaining process step-by-step, using training to repeat learning content; reviewing training forms of course participants; explaining filing process for different cases (single, married with children, wage tax, freelancer, etc.)*

6.4 Questions from participants

Thematic Block 6 Exercises

➔ *Filling out tax return forms for different cases to train filing taxes (Including filing regular tax returns, filing tax returns with special characteristics, filing tax returns as a freelancer).*

Literature, guides, resources:

The website "Gesetze im Internet", which is run by the German Federal Ministry of Justice, offers an English translation to the German Tax Code. The translation can be found here:

https://www.gesetze-im-internet.de/englisch_ao/

The EURES (EURopean Employment Services) websites dedicated to informing about working and living in the individual EU countries have sections which inform about different

aspects of living in other EU countries. They can be navigated using a drop-down menu. It is recommended to work through the different drop-down menus for the relevant countries. Here is the link to the page for "Income and taxation" in Germany (other countries can also be selected):

<https://ec.europa.eu/eures/main.jsp?catId=8666&acro=living&lang=en&parentId=7811&countryId=DE&living=>

The Gleichbehandlungsstelle EU-Arbeitnehmer, which is run by the German Federal Commissioner for Migration, Refugees and Integration Office for the Equal Treatment of EU Workers, has a website dedicated to "First steps in Germany". This page has a subsection on Taxes:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre/first-steps-in-germany/taxes>

The German Federal Governments website "Make it in Germany" is set up to inform professionals from other countries about living and working in Germany. The website has a section on taxes, which can be found here:

<https://www.make-it-in-germany.com/en/jobs/taxes/income/>

The German Federal Ministry of Finances published the brochure "Steuern von A bis Z" (taxes from A to Z), which can be downloaded here (German version):

https://www.bundesfinanzministerium.de/Content/DE/Downloads/Broschueren_Bestellservice/2018-03-26-steuern-von-a-z.html

The European Unions "Your Europe" website offers information on "Income Taxes Abroad":

https://europa.eu/youreurope/citizens/work/taxes/income-taxes-abroad/index_en.htm

This includes a FAQ:

https://europa.eu/youreurope/citizens/work/taxes/income-taxes-abroad/faq/index_en.htm

The website also offers general information on taxes:

https://europa.eu/youreurope/citizens/work/taxes/index_en.htm

The European Commission offers comparative data tables on taxation. Data sets can be downloaded by country or by form of taxation. This data might be relevant to teachers and trainers:

https://ec.europa.eu/taxation_customs/business/economic-analysis-taxation/data-taxation_en

The website "Handbook Germany", which provides short explanatory texts and videos aimed at migrants and especially refugees, has a page on the German tax system:

<https://handbookgermany.de/en/work/german-tax-system.html>

Handbook Germany also has a page on filing the Tax Declaration:

<https://handbookgermany.de/en/work/tax-declaration.html>

The topical homepage *Steuern.de* offers documents and forms for declaring taxes as pdf-downloads. Here, trainers could find training material or model forms to discuss in the course:

<https://www.steuern.de/steuerformulare.html#c8645>

Educational System in the COD (Thematic Block 7)

Especially for those working migrants planning a longer or even a permanent stay in their country of destination, knowing about the CODs educational system is helpful. This applies not only for families, where assisting children's educational opportunities necessitates knowing about the educational system. It also applies for working migrants whose career planning involves seeking further education abroad. Additionally, knowing the CODs educational system is valuable to those working migrants who plan to have degrees and/or job trainings acknowledged in the COD. For those reasons, this thematic bloc is included in the module.

Aim: Giving an overview over the country of destinations educational system

What should participants be able to do at the end of this block?

The participants should:

- know if and how their degrees and trainings can be recognized
- be able to organize education for their children
- be able to get involved in their children's education
- be able to fulfil the administrative processes necessary in order to receive (further) education in the COD

Key Terms: school, education, further education, recognition of skills, recognition of degrees

Recommended processing methods:

Providing overview and examples through front-of-class teaching, asking participants, if training with forms (e. g. application for school or university, documents from children's

kindergarten/school, documents relating to recognition of degree) is needed, answering participants' questions,

Leading Questions: How is the COD's educational system structured? Which (further/higher) education can working migrants receive? What are the prerequisites? How does this relate to their status? How can degrees/trainings be recognized? What schools can/must children visit? How is the education system for children organized? How to find and apply for a kindergarten place?

Material: Brochures and overviews concerning the school system, rights and duties of parents etc., overview over educational system

Estimated timeframe: three lessons

Topics:

7.1 CODs Education System

➔ *Including, but not limited to: kindergartens, schools, and further education; criteria for selection into a school; university studies and job trainings; adult and further education*

7.2 Education for Children

➔ *Including, but not limited to: getting a place in a kindergarten; choosing a school; dealing with school officials; supporting and helping children in school; preventing parentification of kids; PTA;*

7.3 Further and Adult education

➔ *Including, but not limited to: job trainings; university studies; admission requirements;*

7.4 Recognition of degrees and trainings

➔ *Including, but not limited to: recognition of job trainings in the COO; recognition of study degrees; processes of recognition; institutions that help with the recognition of degrees;*

7.5 Questions from participants

Literature, guides, resources:

The EURES (EUROpean Employment Services) websites dedicated to informing about working and living in the individual EU countries have sections which inform about different aspects of living in other EU countries. They can be navigated using a drop-down menu. It is recommended to work through the different drop-down menus for the relevant countries. Here is the link to the page for "The education system" in Germany (other countries can also be selected):

<https://ec.europa.eu/eures/main.jsp?catId=8798&acro=living&lang=en&parentId=7811&countryId=DE&living=>

The European Union's Education, Audiovisual and Culture Executive Agency offers comparative analyses of educational systems in the EU's member states. The analyses include reports that show the structure of educational systems using diagrams. The reports are available in multiple languages and might be useful as tools in teaching the NAMED course:

https://eacea.ec.europa.eu/national-policies/eurydice/topics/structure-education-systems_en

The European Commission offers further "Resources and Tools" regarding education on the following homepage:

https://ec.europa.eu/education/resources-and-tools/about_en

Among them is the "Education and Training Monitor EU analysis, volume 1 2019", an in-depth report evaluating the education and training system in Europe:

https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-eu-analysis-volume-1-2019_en

The website "Handbook Germany", which provides short explanatory texts and videos aimed at migrants and especially refugees, has a page on the German university system:

<https://handbookgermany.de/de/learn/university-system.html>

The European Commission has published a "Users Guide" for Directive 2005/36/EC, titled "All you need to know about recognition of professional qualifications". The guide can be found here:

<https://www.education.ie/en/The-Education-System/Qualifications-Recognition/EU-Directive-2005-36-EC-User-Guide.pdf>

The Homepage of the *Informationsverbund Asyl und Migration e. V.* features helpful publications for counsellors and practitioners working with migrants. The charitable organization was set up by welfare organizations and NGOs and is providing information on questions related to asylum and migration. They also feature publications on questions regarding education in Germany:

<https://www.asyl.net/publikationen/arbeitshilfen-zu-arbeit-bildung/>

The material the *Informationsverbund Asyl und Migration* hosts covers, for example brochures on welfare entitlement for international students with disabilities:

<https://www.asyl.net/view/detail/News/arbeitshilfe-studierende-mit-behinderungen/>

The *Informationsverbund* also, e.g., hosts Brochures on the financing of vocational training for refugees and EU-citizens:

https://www.asyl.net/fileadmin/user_upload/publikationen/Broschuere_Ausbildungsfoerderung_Fluechtlinge_Unionsbuerger-2017_web.pdf

The *IQ Network* is an organization helping migrants in Germany with questions regarding the recognition of professional qualifications. The English version of the networks website can be found here:

<https://www.netzwerk-iq.de/en/>

The German Chambers of Industry and Commerce (IHK) offer counselling on the recognition of foreign qualifications. Their website can be found here:

<https://www.ihk-fosa.de/en/for-applicants/counselling/>

The website 'Anerkennung in Deutschland' is the German Federal Governments information portal on the recognition of foreign professional qualifications. It is administrated by the *Federal Institute for Vocational Education and Training* and is available in multiple languages. Here is the link to the websites English version:

<https://www.anerkennung-in-deutschland.de/html/de/index.php>

The European Commission has published the document *Everything you need to know about the recognition of professional qualifications*, which answers questions related to recognition. It can be found here:

<http://ec.europa.eu/DocsRoom/documents/15032/attachments/1/translations/en/renditions/pdf>

Fact Sheet for the NAMED curriculum

Module: Law and Social Policy

Thematic Block: Labor Laws

COD: Germany

Topic	Law in COD
Legal workday	Eight hours. Extension of worktime until 10 hours is possible for a short period of time, but over a period of six months, the workday average must not be higher than 8 hours. If someone worked ten hour days for some weeks, the weeks after, their workload needs to be reduced accordingly.
Legal Minimum Wage	Currently 9,35 Euro/hour before taxes
Mandatory timekeeping of worktime	For Minijobs and Jobs listed under § 2a of the – SchwarzArbG*
Work breaks	Thirty minutes for work time over six hours, 45 minutes for work time over 9 hours
Rest period	At least 11 hours between finishing time and start of work
Sick leave	<ul style="list-style-type: none"> ➔ For those employed longer than four weeks, the employer has to pay sick leave for up to six weeks ➔ Inability to work has to be attested by a doctor ➔ The employer has to be informed immediately ➔ Caution! You can be terminated during sick leave and have no special protection against job dismissals.
In case of dismissal	<ul style="list-style-type: none"> ➔ Job dismissal must be delivered in writing ➔ Never sign anything! ➔ Check, whether the dismissal is valid ➔ Contact a counsellor or union representative
Terms of notice for job dismissal	Employee: two weeks during the probation period, four weeks after. Exception: an "Arbeitsaufhebungsvertrag" (=contract

	<p>over ending a work relationship), careful NEVER SIGN SUCH A CONTRACT unless you have a new job you want to start immediately and the contract is your idea.</p> <p>Employer: dismissal without notice (in case of exceptional reasons)</p>
Forms for job dismissal	<ul style="list-style-type: none"> ➔ Redundancy due to business operations ➔ Dismissal on grounds of conduct ➔ Dismissal on grounds of personality ➔ Extraordinary dismissal ➔ Different rules for job dismissals apply depending on whether the Protection against unfair dismissal protection act (Kündigungsschutzgesetz) applies
Invalid job dismissals	<p>Job dismissals can be invalid because of formal aspects or because of their content. For example, when</p> <ul style="list-style-type: none"> ➔ The dismissal period is wrong ➔ The dismissal was not delivered in writing ➔ There is no reason justifying the dismissal ➔ In case of a job dismissal, always contact your counsellors, lawyers or union representatives immediately
Dismissal Protection	Legal Basis: Protection against Unfair Dismissal Act, Employment Protection Act
What to do if I want to sue my former employer	<ul style="list-style-type: none"> ➔ Provide evidence ➔ Stay within the deadlines for filing the suit ➔ Prepare for a longer lawsuit ➔ Inform yourself about eligibility for Prozesskostenhilfe (legal aid) or ➔ Contact a labour union ➔ Legal aid can also be granted for cross-border disputes in the EU**
Forms of wage theft	<ul style="list-style-type: none"> ➔ Not paying at all ➔ Not paying overtime ➔ Deducting expenses from wage (e.g. for cleaning work clothes, equipment)

	<ul style="list-style-type: none"> ➔ Subtracting changing time from worktime, even though special clothing is required ➔ Subtracting loading or offloading time from worktime ➔ Not granting or paying vacation days
Steps to take in case of wage theft	<ul style="list-style-type: none"> ➔ Employees that don't get paid what they are owed should demand payment in writing and immediately contact counsellors and trade unions. ➔ Outstanding wages can be sued for in labor court. In order to successfully sue for wages, it is important, that employees have evidence of the work they did and the times they worked (e. g. through undersigned time sheets). ➔ Wage claims must be filed within the time limit stated in the work contract
Other forms of exploitative behavior	<ul style="list-style-type: none"> ➔ Not registering employees with the pension insurance scheme ➔ Fictitious self-employment
Legal protection of working mothers	<ul style="list-style-type: none"> ➔ Extended protection against job dismissal during pregnancy ➔ It is forbidden to occupy pregnant employees six weeks before the due date until eight weeks after the due date
Temporary Employment	<ul style="list-style-type: none"> ➔ Some jobs are offered on a temporary basis. ➔ These jobs end after the period stated in the contract. ➔ Temporary work contracts without an objective reason for the time limit stated therein can be extended up to three times, and no longer than two years.

Health insurance	<ul style="list-style-type: none"> ➔ Generally, it is the employees right to choose the health insurance company they want to be registered with. ➔ It is the employer's duty to register employees with a health insurance company. ➔ It is the employer's duty to inform their employees, which health insurance company they registered them with. ➔ The employee has to provide the employer with the necessary data regarding insurance: name, address, insurance number, nationality ➔ The employer is obliged to provide the employee with a copy of the information sent to the insurance company. ➔ Failing to register is sanctioned under the law. ➔ For jobs in some sectors, registering workers is required even before the employment starts: construction, restaurants and hotels, freight forwarding, logistics, industrial cleaning and in the meat industry*** ➔ Those registered with an insurance company receive an insurance number and an insurance card.
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* https://www.gesetze-im-internet.de/englisch_schwarzarbg/englisch_schwarzarbg.html#poo6o

** https://e-justice.europa.eu/content_legal_aid_forms-157-en.do

***see: https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre/first-steps-in-germany/insurances?id=Wie_wird_die_Einhaltung_der_Meldepflicht_bzw_Mitwirkungspflicht_im_deutschen_Sozialversicherungsrecht_kontrolliert

Recommended information material by German trade union's "Faire Mobilität" (fair mobility) project, available in multiple languages upon clicking on the individual flyers:

<https://www.faire-mobilitaet.de/informationen/flyer>

<https://www.faire-mobilitaet.de/informationen/publikationen>

<https://www.faire-mobilitaet.de/informationen/infoblaetter>

It is also recommended to read through the material of the Gleichbehandlungsstelle EU-Arbeitnehmer:

<https://www.eu-gleichbehandlungsstelle.de/eugs-en/eu-citizens/information-centre>

Fact Sheet for the NAMED curriculum – template -

Module: Law and Social Policy

Thematic Block: Labor Laws

COD:

Topic	Law in COD
Legal workday	
Legal Minimum Wage	
Mandatory timekeeping of worktime	
Work breaks	
Rest period	
Sick leave	
In case of dismissal	
Terms of notice for job dismissal	
Forms for job dismissal	
Invalid job dismissals	
Dismissal Protection	
What to do if I want to sue my former employer	
Forms of wage theft	
Steps to take in case of wage theft	
Other forms of exploitative behavior	
Legal protection of working mothers	
Temporary Employment	
Health insurance	

First Steps in the COD

In many EU countries, state institutions as well as NGOs have developed websites and brochures aiming at helping migrants with orienting themselves. While many of these services are primarily aimed at refugees, the information they provide can be valuable to working migrants, too. Following, some of the online services that exist for migrants are documented. This compilation of online services primarily features German websites.

ILO

The International Labour Organisation, a specialized UN agency, provides material and publications on many aspects of labor migration. Among them are pre-departure information brochures for migrants planning to work abroad. These are focused mainly on Filipino and Indian health professionals and have been created as part of the program “Promoting Decent Work Across Borders: A Project for Migrant Health Professionals and Skilled Workers”, which was funded by the EU. The brochures covering live and work in the EU Member States Denmark, Germany, Finland and the EFTA Member State Norway can be found here:

https://www.ilo.org/manila/publications/WCMS_367565/lang--en/index.htm

https://www.ilo.org/manila/publications/WCMS_367564/lang--en/index.htm

https://www.ilo.org/manila/publications/WCMS_367563/lang--en/index.htm

https://www.ilo.org/manila/publications/WCMS_367566/lang--en/index.htm

The program page can be found here:

https://www.ilo.org/manila/projects/WCMS_173607/lang--en/index.htm

Your Europe

The European Unions Your Europe website offers information about work, residence, education, health care and family related questions. The following link for example clarifies the rights to a bank account in the EU:

https://europa.eu/youreurope/citizens/consumers/financial-products-and-services/bank-accounts-eu/index_en.htm

EURES

The Homepage of the European Commission’s EURES (European Employment Services)-Network features descriptions on living and working in the individual EU-countries. The overviews regarding ‘Living and working’ for the individual countries can be chosen here:

<https://ec.europa.eu/eures/main.jsp?acro=lw&lang=en&catId=490&parentId=0&lang=en&app=4.5.1-build-o>

The Ankommen App

The Ankommen App aims at providing information for migrants who just arrived in Germany. It comprises the categories "Living in Germany", "Asylum, Apprenticeship, Job" and "Learn German". The App was developed by the German Federal Agency for Employment ("Arbeitsamt", the Federally coordinated Job Center), the Goethe Institute, the Federal Office for Migration and Refugees and the German public service broadcasting authority "ARD Alpha". It can be downloaded via different app stores. The App's website can be found here:

<http://ankommenapp.de/APP/EN/Startseite/startseite-node.html>

The Goethe Institute's *Mein Weg nach Deutschland* Page

The Goethe Institute, a cultural association which aims at promoting knowledge of the German language and culture has created a thematic website titled 'Mein Weg nach Deutschland' (my way to Germany). This website, which is available in multiple languages, features the addresses of counselling institutions, as well as pages on, e. g. 'First Steps in Germany', 'Working', 'School and Education' and more. The website can be found here:

<https://www.goethe.de/prj/mwd/en/index.html>

The Goethe Institute also offers an App *Mein Weg nach Deutschland*:

<https://www.goethe.de/prj/mwd/en/deu/deu/app.html>

The Deutsche Welle (DW) *Open Your Heart* Website

German public service broadcaster Deutsche Welle (DW) created the Open Your Hearts website, which is primarily aimed at refugees and which is available in English and Arabic. The website offers explanatory videos and other resources to help with managing first steps in Germany:

<https://www.dw.com/en/learn-german/open-your-heart/s-32879>

The page also features a section aimed at helpers and trainers:

<https://www.dw.com/de/deutsch-lernen/mach-dein-herz-auf/s-32876>

Migra Info

The page 'Migra Info' provides an overview over questions concerning career and further education. The website can be found here:

<http://www.migra-info.de/startseite.html?L=1>

Handbook Germany

The website Handbook Germany is aimed at migrants and especially refugees. It provides short explanatory texts and videos concerning everyday life in Germany:

<https://handbookgermany.de/en.html>

Make it in Germany

The German Federal Governments *Make it in Germany* is aimed at skilled workers from abroad and the companies that want to hire them. The website gives a broad overview over different topics migrant workers in Germany should know about:

<https://www.make-it-in-germany.com/en/>

The German Federal Agency for Employments website

The German Federal Agency for Employment ("Arbeitsamt", the Federally coordinated Job Center) host an English website for people from other countries seeking work in Germany:

<https://www.arbeitsagentur.de/en/welcome>

Software and online-learning tools to supplement language courses and foster language learning

The tools and courses listed here are meant as supplements to other ways of learning the COD's language, not as substitutes. It is the opinion of the NAMED research team that attending language courses with other students and under the supervision of a teacher cannot be substituted by apps or other online tools. However, as a supplement, or in the absence of such courses, tools like the following might provide some help and assistance in learning the COD's language. Given, that this is a central competence in order to orient oneself in the COD, we recommend visiting a language course early on and an early acquisition of the COD's language regardless of the planned duration of the stay. Some of the apps listed under *German language apps* are also offering learning options for other languages.

German

Courses

Deutsche Welle German courses

German public service broadcaster Deutsche Welle (DW) offers online German language courses free of charge:

<https://www.dw.com/de/deutsch-lernen/deutschkurse/s-2068>

VHS-Lernportal

The VHS adult education centers offer blended learning tools for German courses.

<https://deutsch.vhs-lernportal.de/wws/9.php#/wws/deutsch.php?sid=85259890903386677560318241824640S187fd1e5>

Goethe Institute

The Goethe Institute, a cultural association which aims at promoting knowledge of the German language and culture offers online language exercises for German in a professional context:

<https://www.goethe.de/de/spr/ueb/daa.html>

For trainers, the Goethe Institute provides a tool with games to use for language learning in a basic level:

https://www.goethe.de/resources/files/pdf83/Handreichungen_Spielsammlung.pdf

Finally, the Goethe Institute has provided worksheets and exercises, which are part of the German test for immigrants that the Institute has developed:

<http://www.goethe.de/lhr/prj/daz/uen/dfz/de4282432.htm>

German learning apps

Overview at Deutschland.de

Deutschland.de is giving an overview over German learning apps. The homepage, which is run on behalf of the German Ministry of Foreign Affairs, presents a collection of free language learning apps which can be used to learn German. Specifically, they recommend Anki, Memrise, WordPic, Babbel, DeutschAkademie, MindSnack's Learn German, Busuu, Duolingo and links to Free online German courses and videos:

<https://www.deutschland.de/de/topic/knowledge/eight-free-apps-to-teach-you-german>

Goethe Institute

The Goethe Institute, a cultural association which aims at promoting knowledge of the German language and culture, has developed a learning App for German. This App can be downloaded here:

<https://www.goethe.de/de/spr/ueb/dt1.html>

The Goethe Institute also offers a language learning game, which can be downloaded here:

<https://www.goethe.de/de/spr/ueb/led.html>

Project Compass

Project Compass is an Erasmus+-Project which aims at offering a multi-way translation tool for key terms used in everyday communication. The tool can be accessed here:

<https://project-compass.eu/>

The Ankommen App

The Ankommen App aims at providing information for migrants who just arrived in Germany. It comprises the categories "Living in Germany", "Asylum, Apprenticeship, Job" and "Learn German". The App was developed by the German Federal Agency for Employment ("Arbeitsamt", the Federally coordinated Job Center), the Goethe Institute, the Federal Office

for Migration and Refugees and the German public service broadcasting authority "ARD Alpha". It can be downloaded via different app stores. The App's website can be found here:

<http://ankommenapp.de/APP/EN/Startseite/startseite-node.html>

Language learning on Youtube

On the video platform Youtube, migrants can not only find content provided by organizations like Infomigrants or Handbook Germany. The platform also features language learning videos, for example the Channel *Deutsch verstehen*:

<https://www.youtube.com/c/Deutschverstehen/videos>

Learning Resources

Zum Unterrichten

The Homepage 'Zum Unterrichten' offers a collection of useful material and links for teaching German as a foreign language. The page, designed in the form of a Wiki, primarily aims at trainers and teachers. It can be found here:

https://unterrichten.zum.de/wiki/Deutsch_lernen

How to be a good trainer

The „Prague Process“, a transnational policy initiative, has published a handbook aimed at trainers working with migrants. It can be downloaded on their website:

<https://www.pragueprocess.eu/en/migration-observatory/publications/document?id=97>

Polish

Didactic materials for Polish language teaching for adults published by the Polish *Office for Foreigners*:

<https://udsc.gov.pl/uchodzcy-2/pomoc-socjalna/materialy-dydaktyczne-do-nauki-jezyka-polskiego/materialy-dydaktyczne-go-nauki-jezyka-polskiego/>

This website contains links to multiple online resources (including podcasts, video lessons, online Polish courses, language apps, resources for advanced learners) to study Polish for free:

<https://www.fluentin3months.com/learn-polish-free/>

This article contains links to multiple online resources for Polish language learners aiming at developing learners' vocabulary, grammar, reading and listening:

<https://www.careersinpoland.com/article/education/the-best-free-online-resources-for-polish-language-learners>

This article contains links to multiple online resources for Polish language learners:

<https://www.clozemaster.com/blog/best-resources-for-learning-polish/>

Module: Job Related Competences, Education and Job Training

The module *Job related competences, education and job training* is preparing labor migrants for self- reflection on personal key competences that they already possess, and that they can document. Furthermore, it provides an opportunity to reflect on key competences and basic skills that are expected on an EU level and a check of those skills that might be needed in the country of destinations (CODs) labor markets. In this module, we invite participants to give an individual description of their professional identity, to envision and integrate their international labor market experience in their personal career path and to orientate their focus towards long-term career planning. This planning should include their further course of action upon their return to the country of origin (COO) and the use of knowledge and experiences gathered abroad. Additionally, in this module we direct the attention of labor migrants to the opportunities provided by further education and training, and try to facilitate both the recognition of self-development and the recognition of situations in which to seek help in the different aspects of labor market orientation. When we scrutinize the issue of burn-out and well-being in a final block, we invite labor migrants to assess themselves, find their well-being resources and take charge of their well-being. With this module, we aim to empower labor migrants to be proactive in their labor market orientation in order to reduce their vulnerability on the labor market. We want to enable labor migrants to minimize the risk of exploitation, maximize the benefits of labor migration, and prepare them to have a profitable working migration experience.

References to other modules

The module relates to other modules in this Curriculum: to LAW AND SOCIAL POLICY in the aspects of labor market chances and the rights labor migrants have; to CULTURAL EDUCATION – precisely in topics of working culture, working in multicultural environments; and finally, it relates to the module PERSONAL AND INTERPERSONAL COMPETENCES as well, since we discuss the personal capacity of being well and working against burn-out. Furthermore, the module offers, along the exercises provided, options for language learning, mentioning where linguistic animation is possible.

The module consists of the following blocks:

- key competences and basic skills
- professional identity and career path
- further education and training
- burn-out and well-being

The module uses a participatory training methodology, including different exercises, tests, evaluations, discussions, planning, case studies, role plays, etc. in order to engage the learners and to facilitate the transfer of new knowledge, development of skills and competences, as well as the forming the attitudes.

Block 1 - Key Competences and Basic Skills

As is also mentioned in the NAMED study report, persons working in low-skilled sectors are more often becoming subjects to different types of labor exploitation. In order to prepare workers for the prevention of such difficulties and raise their awareness, we can take steps in multiple respects. One such step is to give an overview and inform about the key competences and basic skills that are needed in labor markets (in the EU) in general, and to discuss the competences and skills that are needed in specific sectors and professions. Being aware of their own competences and being able to assess/re-assess their advances in specific fields of competency, being informed and helped in their labor market orientation, labor migrants are equipped for greater success. Competences and skills are not only predictors of performance, they are the bases for adult's further education and training.

Aim: To get an overview over, to assess and to provide feedback regarding participants' competences and skills, and to facilitate labor migrants' job market orientation (with regards to portfolio compilation and job search).

Learning Outcomes

At the end of this block, participants should:

- know their general and profession specific competences and skills (especially knowing which are already their strengths and areas of expertise, and in which fields they need further developments)
- be able to prove their competences and skills by compiling their own employment/career portfolio, or if not, to be aware that they can search or ask for professional help in this respect
- act consciously and proactively in all aspects of labor market orientation.

Recommended processing methods:

Short presentations (maybe supported by powerpoint or another presentation software) about competences and skills, doing tests, conducting the evaluations, working with examples/models (of compiling documents like CV, letter of motivation), role-playing scenarios (of an interview situation with questions that focus on competences), running an online job search.

Materials:

Competency and skill assessment tests, evaluation forms, models of portfolio content, CV, motivation letter, info-papers, brochures, descriptions for role plays, instructions for the online tasks.

Leading questions:

Which are my well-developed key competences and skills? Which are the fields where I need further development? Which competences do my profession or job require? Do I possess

them? If not, how to acquire them? Which competences, skills should I include in my resume? How do I prove/make visible my competences and skills? Where to find help in fine-tuning my job application? Where to find help in translating my competences into the language and context of the COD? How do I explain transitions or gaps in my CV? Am I able to put all the knowledge I have regarding my competences and skills in the service of my labor market orientation and how?

Topics:

1.1. General competences/EU competences for LLL

Including, but not limited to: list of key competences and basic skills; tests to assess competences, discussing results: strengths and weaknesses in a general field of competency and regarding basic skills.

1.2. Profession specific competences

Including, but not limited to: list of profession specific competences and skills; tests to assess competences, evaluations, discussion of results: the strengths and weaknesses in specific fields of competency, skills and needs for upskilling.

1.3. The employment portfolio

Including, but not limited to: how to compile your portfolio; how to market yourself; CV; letter of motivation; documentation and records of education, training and qualifications; sample works; evidence of achievements; where to find professional help in establishing a good portfolio.

1.4. Labor market orientation and job search

Including, but not limited to: job search approaches; how to prepare for an interview; participating on job fairs; use of new media and online tools in labor market orientation; how to develop all these skills.

Exercises:

1.If the group is in the same vocation, the trainer can run a professional competence test. If the participants are in different vocations, the trainer can run a rather general competence test. (For model tests see the link provided below.) After participants fill out the forms and have received their scores, the trainer should initiate an evaluation and discussion. By this exercise, linguistic animation is possible.

To continue the exercise with testing the different skills the trainer can initiate short role-playing of interviews in pairs where situations/cases are discussed that reveal the use of skills in practice. For example:

- Have you worked with a team that didn't work well together or that didn't get along? How did you overcome these roadblocks?
- Tell me about a time you reversed a negative situation and how you accomplished that.

- Describe a challenging work situation/project and how you managed it.

Here also, if the trainer highlights keywords, expressions, etc., linguistic animation is possible.

2. The trainer should give participants a table of content of a model portfolio, or a model portfolio. All participants should then check individually which elements are relevant for their profession and present career situation, which skills they already possess, which are the items that they can realize/collect easily and which are future possibilities for their portfolio development. After an individual check of the list, sharing the information in groups is advised. During this group work, the trainer and the participants can help presenters out through questions, suggestions, examples and advice in order to gain a comprehensive understanding of the portfolio and get instructions on how to create a well-received one.

3. After some instructions and an overview the trainer gives over speculative job search in general, participants get the task to write the cover letter for a speculative application, or sketch at least a few sentences for such a cover letter. Some (if not all) should be shared in the group in order to receive instructions and tutoring in developing skills for writing good cover letters.

Estimated time frame: approximately 90 minutes for topic 1.1. and 1.2. (combined), 90 minutes for 1.3. and 90 minutes for topic 1.4. (within each 90-minute session there could be a 10-15 minute introduction/presentation part, followed by one or two rounds of individual or group-work of approximately 25-30 minutes with discussion opportunity after each, and a final part for participants questions and take-home exercise instructions).

Literature, information, sheet forms

Links to different competence models:

The European Union key competences for lifelong learning

<https://op.europa.eu/ro/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

http://www.yedac.eu/media/5379/keycomp_en.pdf

5 component competence model

https://www.researchgate.net/publication/314970681_A_Five-Component_Future_Competence_5CFC_Model

The competence iceberg model

<https://www.managementstudyguide.com/competency-iceberg-model.htm>

List of competences

<https://www.wikijob.co.uk/content/interview-advice/competencies/key-competencies>

<https://www.123test.com/competencies-list/>

<https://www.indeed.com/career-advice/resumes-cover-letters/resume-core-competencies>

Generally about competences and skills

<https://www.youtube.com/watch?v=UgMm-gXqYp4>

Tests to assess competences – in English

<https://www.123test.com/competency-test/>

Tests to assess competences – in Hungarian

http://www.munkahelyiteszt.hu/munkahelyitesztek/tesztek_kompetencia-meres

Tests, questionnaires to assess competences – in Hungarian

<http://eletpalya.munka.hu/kerdoivek>

How to update skills and keep job skills current

<https://www.careeronestop.org/Credentials/FindYourPath/my-skills-are-out-of-date.aspx>

<https://www.thebalancecareers.com/how-to-keep-your-job-skills-current-2063756>

Speculative job search in general, steps of speculative job search

<https://www.coachingforgeeks.com/speculative-application-no-job-vacancies/>

<https://www.theguardian.com/careers/speculative-applications>

The model portfolio

<https://csi.smumn.edu/wp-content/uploads/2017/12/portfolio.pdf>

An article explaining difference between skills and competences and calling the attention of job seeker to pay attention to these when searching a job.

<https://social.hays.com/2019/10/04/skills-competencies-whats-the-difference/>

Methodological guide to assess skills and competences, material in Hungarian

https://www.bkmkik.hu/attachments/article/2662/2-kompetencia_kezikonyv_v10_20170921.pdf

The ESCO portal about competences

<https://ec.europa.eu/esco/portal/documents>

McClelland's model of competences

<http://www.nwlink.com/~donclark/hrd/case/McClelland.html>

The Pyramid model of competences by McClelland

<http://www.nwlink.com/~donclark/hrd/case/chart1.html>

The iceberg model of competences

https://www.londonleadershipacademy.nhs.uk/sites/default/files/uploaded/Introduction%20to%20the%20iceberg%20model_FINAL_25%2003%202015.pdf

About professional competence

<https://www.igi-global.com/dictionary/professional-competence/23715>

Career adviser homepage, about personality-types that best suit you

<https://www.emiero.com/personality-typologies/>

Basic skills

<https://skillyukt.com/7-basic-skills-every-interviewer-looks-for-in-a-fresher/>

How to master new skills

<https://hbr.org/2012/11/how-to-master-a-new-skill>

Tests for competences in Hungarian

<http://www.munkahelyiteszt.hu/>

Information about speculative job search

<https://www.katieroberts.com.au/career-advice-blog/speculative-job-applications/>

Tools to assess skills and competences

<https://www.assessment.com/>

<https://www.mbtionline.com/>

<https://www.truity.com/view/tests/personality-career>

Thematic Block 2 - Professional Identity and Career Path

Professional identity, the professional self-image of a person, forms over time and the structures of professional identity change dynamically from one life stage to another, when people gather new professional knowledge, experiences and skills. We examine this development on a middle or long-term timeline of its evolution. Labor migration might challenge these processes of career development in multiple ways, resulting in professional identities in transit, where the outcomes can move on a broad spectrum between success and failure of occupational continuity (in the NAMED study report, cases of occupational mismatch were often reported). The career-paths of a person forms over time. Considering it from a long-term perspective is more practical regarding a person's professional achievements. Therefore, in contrast to the previous block, where competences and skill were viewed from a rather cross-sectional perspective, we now adopt a longitudinal perspective. Career development is becoming increasingly competitive, personal career planning and the application of different learning and self-development approaches within a profession are becoming key for success in the labor market. In this module we will check with participants whether their labor migration resulted from a push or a pull factor in their professional life (is it serving their careers or does the job abroad serve as a "parking lot"?).

Aim: thinking through, together with the participants the life-span perspective of their career-planning, to help them express their professional identity and recognize milestones of their careers, and to orient them towards planning future steps of their career-paths (including reflections on how to use/utilize their labor migration experience).

Learning Outcomes

At the end of this block, participants should:

- know how to define and describe their professional identity with their goals and objectives
- be able to draw their career-paths
- be able to envision, plan and improve their career prospects.

Recommended processing methods:

Short presentations (maybe supported by powerpoint or another presentation software) about professional identity and career, visualization of career paths based on life trajectory and future goals, story-telling.

Materials:

Paper on the structure of professional identity, drawing about life-span and career-paths, lists with practical tips for move forward in career and setting goals, models of career action plan.

Leading Questions:

How do I determine myself in professional respect? How did my professional identity evolve? Which were/are my professional goals and objectives? At which points is my labor migration serving my professional goals and objectives? Which moments/decisions do I consider milestones of my career? How do I visualize what I want to achieve? Where did I stall/do I stall? How can I overcome the „parking lot“? How do I see my future career prospects? Should I have a career plan? Which would be the actions I would like to take in my career?

Topics:

2.1. Professional identity, goals and objectives

Including, but not limited to: how to define/describe one's professional identity; structures of professional identity; professional growth; evaluation of professional goals achieved so far; considering professional goals to be achieved; the role of labor migration in one's professional identity.

2.2. Career-path

Including, but not limited to: identifying and listing key moments/steps/advances/milestones of one's career; drawing career paths; considering periods of „parking lot“; applying the perspectives of self-development; formulating goals and objectives (of labor migration and return to the COO scenarios).

2.3. Future visions

Including, but not limited to: orienting towards planning future steps of career-path; reflections on how to use/utilize labor migration experience in the future; personal career planning; handling the next stall well and overcoming the „parking lot“; keeping up the motivation of the migrant worker; maximize the benefits of labor migration and expand life opportunities.

Exercises:

1. After the trainer describes how professional identity forms and evolves, participants receive the following instructions: You meet a person whom you know but did not meet for years. They are interested in your destiny. You need to talk in an enjoyable and illustrative way about your profession and your evolution within that profession. Work in pairs. Mention your beliefs and values that determined your choice of this profession, your evolution in profession. Which were the formal and non-formal trainings and autonomous learnings that served your professional development? How did your work/workplaces contribute to this evolution? Did social forces affect your professional evolution? Talk also about how do you see yourself compared with other professionals from your field.
2. Be your own brand. The trainer asks participants to think of a brand and to note down a few characteristics that -according to their opinion - make that brand special. After this task, participants are asked to think about themselves in their professional capacity. They are encouraged to create their personal brand – including key words, notes on paper (mentioning values and passions, unique traits, key aspects of their personal images). After this, a discussion is initiated to share the results of their work.
3. The trainer can prepare a coordinate system or a puzzle shape chart (depending on participants' willingness to go deep and talk about their future in detail) in the respective chart, participants can mark the professional achievements they want to realize in the future: key moments, results they expect, successes they wish to achieve. When presenting these, they can do so with an imaginative exercise. The trainer can give out this task: "Imagine you're looking down into your funeral from the spirit world. Somebody reads your eulogy. Imagine they're talking about what you did in your working life. What do they say about you as a professional?" Participants should detail their professional life achievement listed earlier in the coordinate system or on puzzle cards/sections.

In all 3 exercises there are opportunities for linguistic animation.

Estimated time frame: approximately 90 minutes for topic 2.1. and 2.2. (combined), and another 90 minutes for topic 2.3. (within each 90-minute session there could be a 10-15 minute introduction/presentation part, followed by one or two rounds of individual or group-work of approximately 25-30 minutes with discussion opportunities after each, and a final part for participants questions and take-home exercise instructions).

Literature, information, sheet forms

What is professional identity?

<https://www.igi-global.com/dictionary/professional-identity/23722>

Professional identity and social work – an example

<https://www.chester.ac.uk/sites/files/chester/WEBB.pdf>

About career paths

<https://www.thebalancecareers.com/career-path-definition-with-examples-2059765>

Career progression

<https://www.myworldofwork.co.uk/my-career-options/career-progression>

Career action plan

<https://www.thebalancecareers.com/career-action-plan-524755>

Set career goals

<https://www.thebalancecareers.com/goal-setting-526182>

Case studies for career counseling, future visions and results

<https://core.ac.uk/download/pdf/211325605.pdf>

Building one's personal brand

<https://digitalmarketinginstitute.com/blog/7-steps-to-build-your-personal-brand>

Professional identity - brand yourself

<http://www.soulfocustherapy.com/what-is-your-professional-identity/>

The professional identity of a social worker – in Hungarian

<http://socprof.partium.ro/Documents/Training%20material%202.pdf>

Scientific article/approach to professional identity (theory, research, example)

<https://www.mededpublish.org/manuscripts/1454>

Career re-planned – in Hungarian

<https://www.profession.hu/cikk/karrier-ujratervezve>

The process of career change / scientific approach based on field research - in Hungarian

<http://unipub.lib.uni-corvinus.hu/2696/1/vt2010n2p18-44.pdf>

About the changing nature of careers

https://www.researchgate.net/publication/254121234_The_Changing_Nature_of_Careers_A_Review_and_Research_Agenda

Career guidance - a case study

http://ewinter.weebly.com/uploads/3/8/5/8/3858325/case_study.pdf

Block 3 – Further Education and Training (FET)

Further education and training (FET) is included in the wide interpretation of lifelong learning (LLL). As an UNESCO document explains “the further education and training sector developed and was shaped from a combination of education policies and by the prevailing workforce development strategies”⁹. In this module we structured the contents in a way that can help and facilitate labor migrants’ participation in FET. It is constructed especially for assisting the participation of those, who would otherwise be confronted with barriers due to long working hours, work overload, spatial distance to FET facilities, difficulties in covering the costs of education, etc. – as the NAMED study described. Finding training programs which meet the participants’ needs and the requirements of a changing economy, while providing participants with a good learning experience are key in fostering participation. Since we want to stimulate the participation in education of an as yet non-participant group of adults, we want them to engage in new forms of learning and open renewed perspectives towards learning. Therefore, focusing on individual learning projects and outcomes might be one of the possible ways to empower them through FET.

Aim: To reflect on participants’ learning experiences, considering their learning demands with the aim to develop individual/personalized approaches and action plans for their participation in FET.

Learning Outcomes

At the end of this block, participants should:

- know the context of LLL, structures, providers and offers of adult further education and training
- be able to formulate their learning experiences and be willing to work on individual/personalized learning projects

⁹ <http://www.unesco.org/education/edurights/media/docs/72576f7e4dc99a6f8e98c0b920cdb5582c3b5c4d.pdf> p.18

- be able to explore and internalize different ways of learning and self-development.

Recommended processing methods:

Short presentations (maybe supported by powerpoint or another presentation software) about LLL, labor market competitions, skill-match, upskilling, case studies, check individualized learning projects, formulating learning goals and objectives (of labor migration, and their later use).

Materials:

Brochures on LLL, competitive labor market and better skill-match, models, brochures on adult counseling offers, case study descriptions, learning project scenarios.

Leading Questions:

Which are my positive learning experiences? What do I fear when it comes to learning? What does lifelong learning mean to me? Which are the drives and blocks of my participation in learning/training? Where should I look for educational offers? Which offers am I interested in? Is there any guidance or coaching if I intend to start learning/start a training? How can I learn best? Which are the forms of learning that correspond the most with my demands and expectations? Do I have a right to workplace training? How much does further education cost in the COD (and compared: how much does it cost in the COO)? Should I consider project-based learning? How do I do that?

Topics:

3.1. The perspective of lifelong learning and personal development in a competitive arena

Including, but not limited to: interpreting LLL; participating in LLL, individual learning accounts in personal development; the labor market as a competitive arena; LLL serving the need to achieve better skills-match.

3.2. Learning pathways

Including, but not limited to: individualized educational responses; drives and blocks of participating in LLL; supporting the needs-based and goal-oriented learning of labor migrants; presenting and discussing different ways of learning (autonomous learning, informal learning, volunteering, apprenticeship, entrepreneurship etc.); ideas for individual learning projects and project-based learning

3.3. Providers of adult learning and of lifelong learning

Including, but not limited to: finding a facilitator for adult learning; getting support in finding alternative approaches to teaching and constructing new knowledge; defining an individual

learning project; reflecting on how to optimize the achievement of individual educational plans.

Exercises:

1. The trainer hands out case studies to participants (one case for every two persons), they then have to read them. The cases shall be about adults who searched/asked for the help of an adult education provider and succeeded in their adult learning in different ways. After reading the cases, participants shall take notes

- on the personal benefits actors in the cases gained through the facilitated learning process/project,
- on the previous experiences actors in the cases relied on when they engaged in learning
- on the ways of learning and styles of learning which self-directed learning actors in the cases described could manage
- application, practice, use in action of the knowledge gained through this learning process.

As they finish taking notes, the results will be shared with the course, in order to give insight into more cases and in order to show the multiple individual uses and results.

2. In order to prepare participants for outlining their individual learning projects the following task can be helpful: Participants receive a few sentences that are related to their general and professional interest or questions, and they have to continue and finish these sentences. For example:

- I would appreciate if someone could show me the...
- I'm curious about...
- I have to find out how...
- I have this feeling of ... when I think of learning.

Having heard the answers, the trainer can ask participants to choose their most essential/pressing interest. Afterwards, groups of 2-3 people shall be built. For this it would be advisable to build groups along the lines of similar interests. If interests are diverse, participants will work individually on creating learning projects. The exercise should be concluded by sharing and discussing the results.

During the exercises there are opportunities for integrating linguistic animation and language learning.

Estimated time frame: approximately 90 minutes for each topic (within each 90 minute session there could be a 10-15 minutes introduction/presentation part, followed by one or two rounds of individual or group-work of approximately 25-30 minutes with discussion opportunities after each, and a final part for participants questions and take-home exercise instructions).

Literature, information, sheet forms

Lifelong learning

<https://www.valamis.com/hub/lifelong-learning>

<https://hbr.org/2017/02/lifelong-learning-is-good-for-your-health-your-wallet-and-your-social-life>

<https://www.researchgate.net/publication/294091215> Why do people with little formal education not participate in lifelong learning activities The views of adult educators

Facilitating adult learning

https://www.canr.msu.edu/od/uploads/files/PD/Facilitating_Adult_Learning.pdf

<https://www.researchgate.net/publication/323794475> Facilitating Adult Learning

<http://ncsall.net/index.php?id=384.html>

Make a learning/training plan:

<https://www.careeronestop.org/Credentials/FindYourPath/make-a-training-plan.aspx>

<https://www.mindtools.com/pages/article/personal-learning-plan.htm>

<http://literacybasics.ca/learner-plan-development/developing-the-learner-plan/>

Facilitating adult learning

https://www.canr.msu.edu/od/uploads/files/PD/Facilitating_Adult_Learning.pdf

Developing the learner plan

<http://literacybasics.ca/learner-plan-development/developing-the-learner-plan/2/>

<http://literacybasics.ca/learner-plan-development/developing-the-learner-plan/5/>

Problem-based learning and adult education

http://etec.ctlt.ubc.ca/51owiki/PBL_and_Adult_Education

Study on work-based learning for adults

[https://www.europarl.europa.eu/RegData/etudes/STUD/2017/602056/IPOL_STU\(2017\)602056_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2017/602056/IPOL_STU(2017)602056_EN.pdf)

Studies on adult learning

Block 4 – Burnout and Well-being

Labor migrants are in a disadvantaged situation not only with regards to access to FET, their physical and mental health and their well-being are facing higher levels of risk as well. Long working hours, work overload, excess physical exhaustion, lacking access to physical or mental health services, the occupational stress they face, etc. (all the aspects discussed in the NAMED study) are risk factors with respect to labor migrants health and performance. Consequently, learning about mental and physical health care is important for labor migrants. It is however a skill that needs to be developed. In this module labor migrants shall learn to identify the signs and symptoms of burnout, they shall be prepared to search help in recovery and shall be able to learn ways of re-establishing their mental health and developing their resilience.

Aim: To teach about identifying signs of burnout, provide tips and contacts for recovery and preserving mental health, facilitating resiliency.

Learning Outcomes

At the end of this block, participants should:

- be able to recognize signs and symptoms of burnout
- be able to handle burnout and know the necessary steps towards recovery
- know where they can find help and support.

Recommended processing methods:

Short presentations (maybe supported by powerpoint or another presentation software) about burnout, mental health and well-being, making a burnout test, collecting tips for recovery and maintaining physical and mental health, practicing resting, teaching about the flow.

Materials:

Fact sheet on signs of burnout, lists of practical tips for maintaining mental and physical health, chart with the “flow” diagram, lists of institutions providing support during (individual/personal) crisis.

Leading Questions:

What is burnout? Which are its symptoms? Am I burning out? Which will be the consequences if I do? What should I do if I recognize symptoms of burnout? What should I do when I feel

burned out? What are ways of recovery from burnout? How could I prevent further burnouts and maintain my mental health? What is the “flow”? Why is being in the flow good? How is it helping me? When am I in flow? Which are the contacts where can I seek help, in case of a crisis affecting me or an acquaintance?

Topics:

4.1. Burnout and its consequences

Including, but not limited to: learning about potential signs of burnout; identifying one’s own burnout symptoms; the short and long term consequences of burnout; tips about how to handle burnout.

4.2. Recovery, well-being and the flow

Including, but not limited to: ways of recovery; learning about the flow and how to cultivate it; contacts for help in crisis.

Exercise:

1. The trainer provides a burn-out test, participants fill it out, and as they have the scores, discuss their present state of mental health. Such a discussion does require a positive atmosphere in the group and the willingness of the individual participants to share. If not, participants can share their test results with the trainer individually or the trainer can provide a general overview over possible results and their meaning.
2. The participants jointly compile a list of resources that are supposed to aid in recovery from burnout. Alternatively the trainer can provide a list of potential resources. The participants are encouraged to tell about situations in which they used these resources – trainers paying attention to emphasize both the approach system (I used to...) and the withdrawal system (I usually avoid to...).
3. In sitting or lying position (preferably lying on a mat) a short imaginative relaxation exercise can be conducted, during which techniques for inner patience and attention, self-reflection and stress-relief are practiced.
4. The trainer presents „The Flow” with the help of the flow chart by Csikszentmihályi Mihály. Participants fill out a flow test. Afterwards, a voluntary discussion of results and of possible steps to move from one state to another/towards the flow state takes place. Participants will be asked to tell about situations in which they felt themselves as being in flow or in a state that seemed to be very close to the flow.

During the exercises there are opportunities for linguistic animation and language learning.

Estimated time frame: approximately 90 minutes for topic 4.1., and another 90 minutes for topic 4.2. (within each 90-minute session there could be a 10-15 minute introduction/presentation part, followed by one or two rounds of individual or group-work of approximately 25-30 minutes with discussion opportunities after each, and a final part for participants questions and further trainer instructions).

Literature, information, sheet forms

About burn-out in general, and links to tests

<https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm>

<https://www.helpguide.org/articles/stress/surviving-tough-times.htm>

https://www.mindtools.com/pages/article/newTCS_o8.htm

<https://psychologytoday.tests.psychtests.com/bin/transfer>

https://www.researchgate.net/publication/277816643_The_Maslach_Burnout_Inventory_Manual

Information about the "Flow"

<https://positivepsychology.com/mihaly-csikszentmihalyi-father-of-flow/>

Flow test in Hungarian language

https://www.researchgate.net/publication/273674651_Egy_ujonnan_kidolgozott_Flow_Allapot_Kerdoiv_kimunkalasanak_es_pszichometria_i_jellemzoi_nek_bemutatasa

Causes of burn-out

<https://hbr.org/2019/07/6-causes-of-burnout-and-how-to-avoid-them>

Response to burn-out

<https://www.workplacestrategiesformentalhealth.com/managing-workplace-issues/burnout-response>

Maslach burn-out test – in Hungarian

http://szocialisportal.hu/documents/10181/108471/A_burn_out_kerdoiv_kitoltese_es_ertekelese.pdf/9700b2df-3fd9-b8f1-9a95-4db04924efea

A text on the Maslach Burnout Inventory co-authored by Dr. Maslach herself – in English

https://www.researchgate.net/profile/Christina_Maslach/publication/277816643_The_Maslach_Burnout_Inventory_Manual/links/5574dbd708aeb6d8co1946d7.pdf

„The Flow” by Csíkszentmihályi Mihály

<https://positivepsychology.com/mihaly-csikszentmihalyi-father-of-flow/>

Module: Intercultural Education

General overview of the module theme

Changing the country of residence always means finding oneself in a new situation and facing the unknown, regardless of whether it involves moving to a place in a similar cultural context, with the same official language as the country of origin, or relocating to an area which is culturally distant from the original home and place of upbringing. Of course, the closer we are to our cultural and linguistic backgrounds, the easier it is for us to adapt and orient ourselves in a new situation, at least superficially. It should be emphasized that the very decision to leave one's home and look for a new job in a new environment is extremely stressful and destroys an existing order. As the NAMED Study Report¹⁰ shows, working migrants have to overcome cultural differences in order to achieve well-being in their country of destination:

“For many migrants, going in search of a job is the first time they travel abroad at all, they have no experience in travelling and living in foreign countries, so especially at the beginning, being a migrant is an overwhelming experience and causes stress (...)” (NAMED Study Report, p. 101)

“The habits, the way of behaviour, the culture of bondage and the functioning of the new society to which migrants are sent are often incomprehensible to them (...)” (NAMED Study Report, p.101)

The adaptation process should be therefore supported by intercultural education programs, conceptualized for migrants more broadly. There are four main issues challenging those who have moved to another country, which intercultural education must address. The first one is **Daily Life**, i.e. all issues related to the practical aspects of living in the new community such as: shopping, transportation, legal, administrative and tax systems, housing, health. The second area is the **Cultural Adaptation Process**, i.e. finding oneself in a new situation, developing a sense of security and comfort. This process should be as stress-free as possible and respond to the individual needs of working migrants. The third issue, confronting **Stereotypes, Prejudices and Discrimination**, is important as adapting to a new community means not only confronting stereotypes and prejudices or dealing with discrimination, but also rethinking one's own beliefs, simplifications and ideas about the place and community of the country of destination. Finally, the area of **Intercultural Communication** aims at defining

¹⁰ The Study Report can be downloaded here: <https://www.namededucation.net/home/english/material/>

the differences between the receiving and the incoming society and resolving the conflicts that arise from diverse cultural backgrounds both at work and during free time.

“Meeting educational demands in the area of intercultural education, learning intercultural competences should take place as soon as possible after arrival in COD. It would be worthwhile for working migrants to have the opportunity to learn about local customs, cultural codes, traditions and rules of the workplace. At the same time it is this knowledge that is most often gained through experience. However equipping migrants with a basic package of knowledge about COD culture will strengthen their sense of security, confidence and ability to adapt to new situations.” (Study Report, p. 104)

Intercultural education is difficult to define explicitly and the needs of working migrants are very diverse. Therefore, intercultural learning requires the acquisition of many soft skills as well as an open attitude and willingness to change (not only the environment or work, but primarily oneself). This module is intended to guide and support migrants in taking their first steps in the long process of adaptation in the new country and in achieving well-being.

Module content

This module consists of the following thematic blocks:

1. Daily life in a COD
2. Cultural adaptation process
3. Stereotypes, prejudices, discrimination
4. Intercultural communication

Links to other modules

- Thematic block “Daily Life in a Country of Destination” discusses daily-life related issues and activities that might be challenging for the migrants. Challenges related to residency and labor laws, taxes, as well as health and education systems are addressed in the Module “Law and Social Policy”.
- Thematic block “Intercultural communication”, especially the topic “Work culture and environment” has points of connection with the Module “Job related competences/ Education and Job Training”.

- Thematic block “Cultural adaptation process” focusing on migrants’ well-being in a COD, personal perception and attitudes towards the COD and its community is connected to the Module “Personal and Interpersonal Competencies” which discusses the issues such as self-awareness, personal values but also relation with the environment.

Daily life in a country of destination

Introduction to the block:

As mentioned in the Polish country study, aspects of culture related to daily life situations such as cooking styles, doing shopping or using public transportation differ between the countries and might thus cause troubles to labor migrants (compare, e. g. NAMED Study report, pp. 101-102). Hence, it is crucial to include in the curriculum those activities, which enable migrants to gain skills and knowledge on how to simplify situations from daily life and make them interesting sources of cultural learning.

In addition to identifying everyday challenges and learning how to cope with them, we propose to include those activities, which would help migrants discover the COD’s traditions and customs in the training program. Discovering the ways of celebrating traditional festivities, religious holidays and other ceremonies (which was stated as an interest by our interview partners), ideally should be based on activities fostering the contact between migrants and the COD’s society’s members. If there is no sufficient number of initiatives that facilitate the contact between migrants and the COD’s community and enable migrants to learn about the CODS’s traditions (see, e. g. NAMED Study Report, p. 101), with the help of the trainers the chosen festivity could for example be organized in the form of a small open event by the migrants themselves. Organizing such an initiative would not only allow the migrants to experience what they have learned about COD’s traditions in practice, but also strengthen their skills of showing initiative, integrating within the group, and it would (if well-promoted) help to get to know local community who could be invited to participate in such an event.

Apart from learning about daily life’s obstacles and the COD’s customs and traditions, this part of the curriculum also envisions learning about the COD’s artistic culture, history, and other cultural aspects, which are often the keys to understanding people’s behaviors, ways of thinking, etc. Yet as stated in the Study Report, many working migrants “do not have time for any participation in culture”¹¹ (NAMED Study Report, p. 101). This is why we strongly recommend including interactive sessions related to the COD’s culture and history. This could

¹¹ “The situation of the migrants who work +/- 40 hours a week is often different.” See: Study report, p. 101.

be done, for example, in the form of film screenings and discussions, participation in performances, visits to cultural institutions, etc. within the framework of the training program.

Aim: To make migrants' everyday life easier. To transform everyday challenges into sources of cultural learning.

Leading Questions: What are the daily life situations that may cause difficulties for migrants? What to do in order to prepare for potential difficulties related to daily life situations? How to transform daily life situations into lessons about the COD's language, culture, traditions, community etc.?

Key terms: migration, everyday life, COD, customs, traditions, artistic culture, cultural identity

Estimated timeframe: 5 lessons

Topics:

1. Daily life challenges
 - identifying challenging situations of everyday life
 - learning how to cope with such obstacles
 - transforming daily struggles into sources of cultural learning
2. COD's customs and traditions
 - traditions and customs of the COD: what are their sources, how where they transformed over time, what meaning do they have today
 - DOS and DON'TS in the COD
 - learning about public holidays, traditional festivities
 - cuisine of the COD
3. The COD's artistic culture and history
 - discovering the COD's history
 - participation in the COD's cultural life
 - the impact of history and artistic culture on the local community

Materials: Handouts with information about the COD's aspects of daily life, calendar with descriptions of festivities and public holidays happening in the COD, iconic films, important books and reproductions of art works, other info packs related to specific topics (e.g. sports, cultural festivals, cuisine etc.), materials related to specific exercises

Recommended processing methods: role play, individual work, work in pairs and groups, field trips, study visits, city games, linguistic animations, film screenings, craft or cooking workshops

What should participants be able to do at the end of this block?

The participants should be able to:

- name the difficulties that arise from daily life situations and understand how these difficulties are linked to cultural differences,
- search for solutions regarding potential difficulties related to daily life situations, apply these solutions in practice,
- transform daily life situations into lessons about the COD's language, culture, traditions, community, etc.
- explain the COD's traditions,
- take active part in the COD's festivities,
- see and explain the correspondence between the COD's culture or history and it's people's way of thinking and acting.

Examples of the activities:

1. City game

Topics:

1. Daily life challenges
2. Language Training

Time: 3 hours

Materials: Handouts for participants with the descriptions of tasks they should fulfill to complete the city game. Some materials are helpful for completing the tasks, e.g. a list of useful phrases, tickets for public transport, some change for shopping, etc.

Course of the activity: The trainer shall divide the group into smaller teams and explains the rules of the city game¹² including the time to complete the game, the meeting place, etc. They shall provide the handouts with tasks to complete (alternatively they can only give the

¹² Depending on the game's tasks and the degree of the participants' acquaintance with a COD, the trainer might also decide that the participants should not use their phones and/or translators as aids to would help them to complete the activity.

first task to each group and then send the description of the next task to the group upon completing the previous assignment). It is important that each team starts with a different task. The tasks of the city game depend on the language skills and the degree of the participants' acquaintance with a COD. In case of migrants who have just moved to a COD this could be, e.g., shopping, using local public transport, ordering meals in the cafe etc. If, the participants however live in a COD for a longer period of time, the tasks could be related to filling in some tax forms, opening a bank account independently etc. Ideally the tasks for the game should be addressing the needs of the participants mentioned throughout the training.

Aim of the activity: The activity aims at familiarizing migrants with the new environment of the COD by helping them to gain confidence in the independent management of daily tasks and stimulating their first contacts with locals. As the tasks are completed in a team, the city game is also a useful tool for stimulating the integration of a group and for training teamwork.

2. Blog / Vlog / comic book

Topics:

1. Daily life challenges
2. The COD's customs and traditions
3. The COD's artistic culture and history

Time: The entire training course duration, or even longer - if the participants decide to continue documenting their experiences.

Materials: Depending on the chosen form and the participants' equipment - PC with internet access, phone with camera, camera and mic, sketchbook and pencils, etc.

Course of the activity: Each participant is asked to document their experiences in a COD (daily life situations, contact with a local community, taking part in cultural / sport events and festivities etc.) in a form of their own choice. Depending on the participant's interests and skills this could be writing a blog / running a video blog / creating a comic book / drawing / writing song lyrics, etc.

Each participant is asked to share their form of documenting daily life experiences with the other participants at least once a week. The blogs/vlogs etc. that are the results of the training are then collected from participants and disseminated as learning materials for the participants of following training courses.

Aim or the activity: Individual reflection on daily life experiences in a COD. Learning how to depict these experiences in an appealing way and sharing them with others. Developing participant's skills and interests.

3. Organizing a traditional festivity in the COD

Topic: The COD's traditions and customs

Time: The entire training course duration

Materials: Info packages about the COD's festivities (books, handouts, videos, pictures), materials needed for celebrating the chosen festivity (each training course participant should prepare / bring something).

Course of the activity: At the beginning of the course, the participants are asked to think of one typical festivity / traditional celebration in the COD which they would like to discover and experience (alternatively: depending on the dates of the course the trainer proposes engaging with the upcoming traditional celebration). This could be individual festivities such as birthdays, typical family gatherings, or national/ traditional/ religious holidays celebrated in a COD. First the participants should gain theoretical knowledge about the chosen festivity and then they should, together and under supervision of the trainer, plan step by step how to organize the celebration that would allow them to personally experience the traditions of the COD. Ideally, the celebration could take place upon finishing the training - as a form of a farewell party and 'testing' the gained knowledge of the course participants in practice.

Alternatively, the course participants may think of organizing a traditional festivity together in the form of an open event with the participation of a local community. Note: such an event requires longer preparation and higher costs (e.g. costs of promotion, renting the place, materials, etc.).

Aim of the activity: Getting to know the traditions of the COD in theory and practice. Learning how to organize an event. Developing teamwork skills, developing leadership skills.

4. Iconic film from the COD

Topics:

1. COD's artistic culture and socio-history
2. linguistic animation

Time: 2,5 hours

Materials: Film (with subtitles, if needed), computer, projector, speakers, obtaining a license for film screening (if necessary).

Course of the activity: The activity encompasses watching an iconic / well-known film¹³ which is crucial for the COD's culture. Before the film screening, its socio-historical context is

¹³ The film should be chosen by the trainer after the consultations with the participants.

introduced by the trainer. After the screening the trainer leads the discussion about the film. First the participants are asked about their understanding of the entire film and particular scenes as well as its context. Then the trainer explains e.g. what makes that particular film iconic and how it is connected to the values / history / events of the COD's community. They also emphasize the key quotes from the film that are used in a spoken language of a COD (if such quotes exist).

Aim or the activity: The activity aims at introducing an element of the artistic culture of a COD to the participants and to encourage them to start discovering the COD's culture on their own. It also helps migrants to understand how artworks reflect the historical and social context of the COD and at the same time how they can affect the COD's society behavior and language.

Literature, teaching tools:

Short animation explaining the difference between customs and traditions:

<https://www.youtube.com/watch?v=-PT2gWBpLyM>

The website of the company *Commisceo Global* features a resource called "Country Culture Guides" which can be navigated using a drop-down menu for the relevant country. One can find here a brief information on the COD's language, culture and society, etiquette, business practices etc.: <https://www.commisceo-global.com/resources/country-guides/>

For an exemplary Polish Guide see:

<https://www.commisceo-global.com/resources/country-guides/poland-guide>

The EURES website dedicated to working and living in EU countries has sections which inform about e.g. "culture and social life" or "transport". They can be navigated using a drop-down menu. It is recommended to work through different drop-down menus for the relevant countries (instruction: select a country of destination -> click on "living and working conditions" -> select relevant topic according to your interest from the list "living conditions" e.g. "cultural and social life" or "transport"). An exemplary link to the page "Living conditions - Cultural and social life" in Poland (other countries could also be chosen) can be found here: <https://ec.europa.eu/eures/main.jsp?catId=8844&acro=living&lang=en&parentId=7824&countryId=PL&living=>

Resources related to daily life in Poland

The section "Cultural life" in the online Encyclopedia Britannica contains subsections on the topics such as: "cultural milieu", "daily life and social customs", "the arts" (including short entries on: literature, music, visual arts, theatre and motion pictures), "cultural institutions", "sport and recreation", "media and publishing":

<https://www.britannica.com/place/Poland/Health-and-welfare#ref256685>

On the website Culture.pl which is run by Adam Mickiewicz Institute - a national cultural institution promoting Poland and Polish culture worldwide - one can find several articles on Polish daily life and Polish customs including:

- "How to survive everyday life in Poland": <https://culture.pl/en/article/how-to-survive-everyday-life-in-poland>
- "How to survive a Polish Dinner Party": <https://culture.pl/en/article/how-to-survive-a-polish-dinner-party>
- "How to Survive a Business Meeting with Poles": <https://culture.pl/en/article/how-to-survive-a-business-meeting-with-roles>

The official information portal of Poland entitled Poland.pl which is run by the Polish Ministry of Foreign Affairs includes:

- the section "Polish culture and art" (with the subsections devoted to: music, visual arts, architecture and design, literature, sport): <https://poland.pl/culture-and-art/>
- the section "Experience Poland" (with the subsections such as: "about Poland", "traditions and holidays", "cuisine" and "famous Poles): <https://poland.pl/experience-poland/>

Resources related to daily life in Germany

The section "Cultural life" in an online encyclopedia Britannica contains subsections on the topics such as: "cultural milieu", "daily life and social customs", "the arts" (including short entries on: government and audience support, literature and theatre, music and dance, visual arts, architecture, film art festivals), "cultural institutions" (including short entries on: museums and galleries as well as libraries), "sport and recreation" (including short entries on: sporting culture and leisure activities), "media and publishing" (including short entries on: broadcasting, the press, publishing): <https://www.britannica.com/place/Germany/Cultural-life>

The portal entitled Deutschland.de (a page published provided by FAZIT Communication GmbH in cooperation with the Federal Foreign Office in Berlin) includes:

- the section "Life" with subsections: "society and integration", "lifestyle and cuisine", "mobility and travel", "sports and leisure": <https://www.deutschland.de/en/topic/life>
- the section "Culture" with subsections: arts and architecture, creativity and fashion, communication and media, town and country: <https://www.deutschland.de/en/topic/culture>

The series of 20 videos about daily life in Germany and German society for German language learners entitled "Deutschlandlabor - Alltag in Deutschland" prepared by Goethe Institute in cooperation with the Radio Broadcaster "Deutsche Welle":
https://www.goethe.de/de/spr/ueb/dlb.html?wt_sc=deutschlandlabor

Resources related to daily life in Romania

The section "Cultural life" in an online encyclopedia Britannica contains subsections on the topics such as: "cultural milieu", "daily life and social customs", "the arts", "cultural institutions", "sport and recreation", "media and publishing":
<https://www.britannica.com/place/Romania/Political-process#ref42859>

The website entitled *Supporting the Integration of the Resettled*, which is sponsored by European Union's Asylum, Migration and Integration Fund, contains sections with information on everyday life, arriving in Romania, health, education, work and learning Romanian: <https://stire.org/romania/everyday-life/>

The short entry about everyday life in Romania includes brief information on the aspects such as: housing, work and transportation, food, religion and tradition as well as clothing: <https://flybynightpress.com/2020/03/13/everyday-life-in-romania/>

This article (in Romanian only) contains the statements of foreigners who moved to Romania about the aspects that surprise or shock them in this country: <https://identitatea.ro/ce-socheaza-pe-straini-la-romania/>

This article (in Romanian only) contains the statements of foreign visitors who travelled to Romania about the country itself as well as their view on the life in Romania:
<https://www.momondo.ro/discover/ce-spun-strainii-dupa-ce-calatoresc-in-romania>

This article describes traditions unique to Romania:
<https://theculturetrip.com/europe/romania/articles/12-traditions-only-romanians-can-understand/>

Cultural adaptation process

Introduction to the block:

As mentioned in the NAMED Study Report, even though “the intercultural transition, coupled with lacking knowledge about the country of destination, can reinforce the feeling of isolation”, moving to another country may also mean “new opportunities, a change in lifestyle and status, which is what most working migrants strive for” (NAMED Study Report, p. 102). This block aims at preparing migrants for the experience of living in another country by focusing on the influence of the decision to relocate on their mental state and social position in a COD.

In order to reduce stress and feeling of loneliness or isolation, which might be related to culture shock, one should understand the entire process of cultural adaptation. This is especially relevant, as culture shocks are caused by, among others, experiencing new situations and dealing with other behaviors in a foreign country. Knowing about the so-called “slump” phase, during which small challenges may become large obstacles, as well as learning about the ways to work through this period might mitigate the difficulties experienced in this part of the adaptation cycle. Furthermore, as it is not only the attitude of the COD’s society, but also migrants’ attitude towards their own and the COD’s culture, it is important to encourage their readiness to integrate and learn about their new living place (see e. g. Study report, p. 103). Acculturation strategies play an important part for migrant’s well-being in the COD.

Aim: To introduce ways of cultural acculturation. To reflect on the stages of the adaptation process and to better understand one’s own adaptation process.

Leading Questions: How does the process of adaptation look like? What stages does it consist of? What does the understanding of the adaptation process “offer” to migrants? What are the different cultural acculturation categories? What is a migrant's attitude towards their own community and towards the country of destination community? What are the attitudes of the COD’s community? How do these attitudes (of migrants themselves and COD community) affect the experiences of migrants? What can the migrants do to integrate?

Key terms: culture shock, cultural adaptation cycle: honeymoon, slump, realization and adaptation phases, acculturation strategies

Estimated timeframe: 4 lessons

Topics:

1. Adaptation process
 - cultural shock
 - getting to know different stages of adaptation
 - understanding one's own adaptation process
 - learning how to deal with potential difficulties on each stage of the adaptation process
2. Acculturation
 - getting to know different acculturation strategies of individuals (separation, marginalization, integration, assimilation) and the COD (multiculturalism, melting pot, segregation, exclusion) - J. Berry's model
 - criticism of J. Berry's model
 - understanding the importance of migrant's own attitude for their well-being in the COD
 - learning about potential attitudes of the COD's community

Materials: videos related to the cultural adaptation process and cultural shock, materials in which migrants themselves share their experiences

Recommended processing methods: individual work, self-reflection, film screenings and discussion, sharing experiences

What should participants be able to do at the end of this block?

The participants should be able to:

- understand the adaptation process, know different stages of adaptation process,
- recognize the benefits of understanding the adaptation process,
- explain different cultural adaptation categories,
- understand the influence of the migrants' attitude towards their own community and country of destination's community on the migration experiences in the COD,

- understand the influence of the attitudes of the COD's community on migrants' experiences of living in the COD,
- explain which steps to take to integrate.

Examples for activities:

1. **What I know, what I would like to know, what I expect from the COD (COD's society), what I can offer the COD (COD's society)**

Topics:

1. The COD: knowledge and expectations
2. Self-reflection

Time: 40 minutes

Materials: 4 flipchart sheets, markers

Course of the activity: The participants are divided into 4 groups. Each group receives one flipchart paper sheet with the following title:

- Group 1: "What I know about the COD"
- Group 2: "What I would like to know about COD"
- Group 3: "What I expect from the COD and its society"
- Group 4: "What I can offer the COD and its society"

Each group shall fill in their answers on the flipchart paper. After 10 minutes, the sheets are to be exchanged between the groups in a clockwise rotation. The next group is asked to add only the new ideas on the paper sheet which they received (7 minutes). Then the papers are being exchanged again between the groups until every group worked on every paper.

At the end of the group work, that is after each of 4 groups has filled in answers on all four paper sheets, each group shall present their last flipchart sheets. The trainer shall conclude the activity with an open discussion.

Aim or the activity: The exercise allows the participants to evaluate their current knowledge about the COD and to become aware about what they would still like to learn about the country they live in. At the same time, it helps them to identify and name which aspects of COD and its society would allow them to live there in a more comfortable way and to understand the importance of their own presence for the COD's society.

2. **Culture shock** - stages exercise based on:

<http://www.culturalorientation.net/library/all-lesson-plans/adjustment/cultural-adjustment-culture-shock-icmc-turkey>

Topic: Cultural adaptation stages, culture shock, culture adjustment

Time: 30 minutes

Materials:

- "The Story of Newcomers" divided into four parts (handout)
- Flipchart paper or board
- Markers
- Diagram (see in the document linked below)

Instructions for the activity:

1. Draw a diagram, where the horizontal line represents time. Mark the line with four time points, representing the time before moving to the COD, the time after arrival, 1,5 years after arrival, and five years after arrival. Now draw a vertical line. This line represents the emotional stages of a migrant during the time periods. The scale ranges from desperation to euphoria.
2. Ask one participant to read the first part of the story aloud and instruct the others to listen carefully.
3. After the first part is read, ask the participants to measure the character's emotional state before going to the COD on the scale. Draw a horizontal line from there, and the vertical one from the point "before moving to the COD" on the timeline. Mark the point where these two lines meet.
4. Repeat the same procedure for the three remaining parts of the story.
5. At the end, connect all the given (four) points with a line to create a graphic representation of culture shock.
6. Discuss the meaning of culture shock, its impact on everyday life, and different coping skills and coping mechanisms with the participants.

Aim of the activity: Understanding how the process of cultural adaptation occurs. Strengthening participants' self-confidence by raising their awareness about the stages of this process and the emotions associated with it.

Literature and teaching tools:

The website of the American Culture Orientation Resource Center features lessons and scenarios dealing with the topic of cultural adjustment (including issues such as: culture shock, community mental health resources, changing family roles, stressors associated with resettlement, and coping strategies): <http://www.culturalorientation.net/library/all-lesson-plans/adjustment>

This short video features students from all over the world, who talk about the difficulties they experienced while studying abroad and how they overcame them:

https://www.youtube.com/watch?v=z5EEz_R_RiE

This short animation explains culture shock and the Cultural Adaptation Cycle: https://www.youtube.com/watch?v=g-ef-xhC_bU

An article explaining J. W. Berry's model. See: Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46 (1), 5–34.

A worksheet with tasks related to acculturation strategies (J. Berry's model and its criticism): https://www.ccsu.edu/ddesignation/files/acculturation_strategies_worksheet.pdf

The article (Polish language only) "Migrants and the host community. Conditions for acculturation strategies and contacts with the host community ("Migranci a społeczność przyjmująca. Uwarunkowania strategii akulturacyjnych a kontakty ze społecznością przyjmującą") describing "issues relating to determinants of acculturation strategies in the context of contacts between migrants and the host society": <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.cejsh-a38f393c-dbf6-4fec-8cab-b79126ba7776>

The educational Resource (Polish language only) "Wyzwania związane z migracjami - perspektywa osób migrujących" ("The challenges of migrations - the migrants perspective") including references to lesson scenarios and other resources concerning the cultural aspect of migration. The material is written for teachers and educators working with young people: https://migracje.ceo.org.pl/sites/migracje.ceo.org.pl/files/o_strategiach_akulturacji_na_ww.pdf

The article (Polish language only) "Integration: challenges for the local community. The example of Gdańsk" ("Integracja: wyzwania dla społeczności lokalnej. Przykład Gdańska") explaining the concept of integration and describing the importance of the COD's local community efforts for migrants integration:

https://migracje.ceo.org.pl/sites/migracje.ceo.org.pl/files/uch_4_mat-merytoryczny_integracja_wyzwania_dla_spolecznosci_lokalnej_przyklad_gdanska_magda_siciarek.pdf

Stereotypes, prejudices, discrimination

Introduction to the block:

As mentioned in the NAMED Study Report, migrating to another country can be more difficult and stressful if migrants do not have sufficient knowledge about the place of destination. In such cases, their image of COD might be heavily distorted, especially if it is affected by stereotypes and prejudices (see e. g. NAMED Study report, p. 101 – 102). In order to be able to open up to new experiences and integrate into a local community, migrants must understand stereotypes, prejudices and discrimination. It is important to know that in the course of upbringing, everybody learns stereotypes of different groups, including their own, i.e. those to which they belong. It is also crucial to understand how stereotypes influence self-perception and the perception of others.

The concepts of prejudice and favoritism are closely related to stereotypes. They describe feelings and emotions that felt towards given phenomena, social groups and nationalities. If they are positive, they constitute favoritism, if negative, they lead to prejudice. A combination of stereotypes and prejudices, as well as social and legal inequalities, gives rise to discrimination which can have different manifestations and can be experienced on a daily basis by migrants coming to a COD.

The block aims at bringing an understanding of all these terms closer to the participants, helping them to recognize that their own beliefs about the COD's culture and people might be motivated by stereotypes or prejudices, as well as teaching them how to deal with potential acts of discrimination from the side of the COD's people or other migrants.

Aim: To show that people have a tendency to generalize. To introduce the concepts of stereotypes, prejudice and discrimination. To present the negative consequences of stereotypes and prejudices.

Leading Questions: What is a stereotype? Do I think in stereotypes? How do stereotypes shape and distort the vision of a certain group/ society/ nationality, etc.? What are the features of stereotypes? What are the functions of stereotypes? What is prejudice? Where do prejudices come from? What is discrimination? Do I discriminate? Am I discriminated against? How can I deal with discrimination? What can I do against discrimination?

Key terms: migrant, COD, stereotype, prejudice, discrimination, identity, hate speech, favoritism

Estimated timeframe: two lessons

- First lesson on concepts understanding (theoretical knowledge)
- Second lesson on learning how to act (practical skills)

Topics:

Understanding Concepts:

- getting to know the terms, understanding that everyone has prejudices, getting to know why it is important to understand these concepts, identifying stereotypes, prejudices, discrimination in participants' real life situations or experiences

Learning how to act:

- learning how to deal with migrant's own stereotypes, prejudices and discrimination acts; learning how to deal with being discriminated against.

Materials: Information material with definitions of the terms: stereotype, prejudice, discrimination, materials directly related to activities on the topic

Recommended processing methods: group work, discussion, role-play activity, debate, learning through drama, social media activity

What should participants be able to do at the end of this block?

The participants should be able to:

- give the definitions of stereotypes, prejudices and discrimination,
- understand the sources of stereotypes, prejudices, discrimination, as well as the relationship between them,
- name the features and functions of stereotypes,
- recognize and identify their own stereotypes,
- explain how stereotypes shape and distort the vision of a certain group/ society/ nationality, etc.,

- understand how language and hate speech affect the process of shaping reality,
- understand whether they discriminate others or are being discriminated against,
- cope with and counteract discrimination.

Examples of activities:

(NOTE: Please note, that the following training activities require a positive atmosphere among the course participants. If you feel that the atmosphere among the course participants does not allow for the exercises proposed below, we suggest instead putting a stronger emphasis on the theoretical framework).

1. Warm up - stereotypes

Time: 5-7 minutes, depending on the group size

Materials: Soft, light ball

Course of the activity: The participants stand in a circle. The first person receives a ball from the trainer. Their task is to throw the ball to a selected person from the group and at the same time say a name of the nationality of their choice. The person who catches the ball should immediately say the first thing that comes to their mind about this nationality - an adjective describing a chosen nation or some kind of a national characteristic. Then that person chooses another nationality and throws a ball to the next person from the circle. A game continues until all participants throw and catch the ball at least once.

Aim of the activity: By being forced to concentrate on catching the ball and simultaneously saying an adjective about a nationality or national characteristics, the participants might discover that they have subconscious beliefs - stereotypes about various nations. Hence the exercise can be used as a good starting point for opening the discussion about stereotypes, prejudices and discrimination.

2. Defining the terms: stereotypes, prejudices, discrimination¹⁴

Time: 30 minutes

Materials: flipcharts, markers

Instruction for the activity:

1. Tell the following story: "You are building a house. Autumn is approaching and you need to put the roof up quickly. However, due to illness one of the workers had to leave a job. You need to find a solution quickly. Otherwise, the snow and rain will destroy some of the

¹⁴ source: https://amnesty.org.pl/wp-content/uploads/2017/06/Razem-mamy-sile_Stop-Dyskrymiancji_Material-do-pracy-z-grupa.pdf, modified activity

finished rooms. You call the construction site. The manager says they know two people who could do the work: Adam and Anna. Who do you choose?"

2. Ask the participants to identify the right person – to quickly give the name an employee. Most likely it will be Adam.
3. Keep telling the story: "You go back to the construction site and it turns out that a fragile, unskilled man who needs an additional job to earn more money for alcohol has been employed. When you ask your manager about Anna, he answers that she was a strong woman with experience in construction."
4. Discussion: Ask why did the participants choose a man? If you hear that "After all, it's a man", ask if they know any weak men who wouldn't be able to work on a construction site? And do they know strong women?
5. During the discussion you can use examples from the world of sport. Ask the participants what they were guided by when making their decision. Introduce the concept of prejudice and favoritism. Write the terms favoritism and prejudice on the flipchart board. For each of them match the name of one of the characters from our story (favoritism corresponds to Adam, prejudice corresponds to Anna). We recommend to present examples of women who run renovation business / construction companies, etc.
6. Introduce the concept of discrimination. Write on the board: DISCRIMINATION IS THE UNREASONABLE DIFFERENTIATION OF PEOPLE. Stereotype / prejudice + power = discrimination.
7. Return to the history of Adam and Anna. Ask if, according to the participants, discrimination has taken place? Follow the story using the equation. Ask questions:
 - Did the employer use the gender stereotype?
 - Who in the history of Adam and Anna is power and who is an individual?
 - Did discrimination take place?

Aim of the activity: This exercise is intended to make participants realize the mechanisms behind prejudice and discrimination. It introduces concepts such as favoritism and prejudice and explains how stereotypes work.

3. Roles based on prejudices¹⁵

Time: 30 minutes

Materials: Sticky notes

Instruction of the activity: Each participant writes one short description of a hypothetical character who could easily meet with negative comments in their life on a sticky note (alternatively: the trainer has the sticky notes with descriptions ready before the exercise). The descriptions may be similar to the following examples: "60 years old homeless man", "30 years old female prostitute", "40 years old man with moderate intellectual disability e.g. down syndrome" etc.

The participants then pass the sticky notes to one another and stick them on their foreheads, without seeing the descriptions. Then everyone is asked to walk around the room, look at the notes stuck to the others, and make comments based on their stereotypes/prejudices they are faced with. The task of each person is to guess what role was described on their sticky note.

At the end of the exercise the group discusses how they have felt with the comments they have received and given the others.

Note: At the beginning of the activity the trainer should clarify that painful comments and actions may appear during the exercise - the participants should understand that this exercise is only a game.

Aim of the activity: The exercise makes the participants realize the existence of the negative labels that are often internalized by the people even if not explicitly stated. By saying out loud and by receiving comments based on prejudices, the participants become more aware of how harmful such labels might be.

4. Silent debate¹⁶

Time: 30 minutes

Materials: paper tape or a rope dividing a big room, prepared statements with prejudices for the use of the trainer

Course of the activity: The trainer divides the space into two parts. They then read the sentences related to commonly used prejudices (or the prejudices identified by the group the

¹⁵ Source: "Manual for Peers Trainers. Peers for Peace", written by: EPTO, Ofensiva Tinerilor and CEJI, modified activity

¹⁶ Source: <https://www.salto-youth.net/>, modified activity

trainer works with) one by one. The people who are in FAVOR of the statement shall position themselves on the right side of the space; those AGAINST the statement should go to the left. Those participants who cannot decide whether they agree or disagree with the statement should stay in the middle.

All the participants must have their name written visibly on a sticker. The trainer will call one of them, and only that person will be able to explain why they have positioned themselves in a particular place. Only two or three people are asked in each round. After listening to their arguments, the group members are invited to reposition themselves if they have changed their opinion about a certain statement.

At the end of the activity the participants are asked how they have felt about not being able to share their opinion when and how they wanted.

Note: The exercise must be done in silence, no one can speak or offer an opinion, unless the trainer asks them to do so.

Aim of the activity: The activity helps the participants to notice and respect the fact that not all people who surround them think the same way. It also makes the participants realize that some statements are hard to define as either completely true or false, and that often receiving additional information or listening to the opinion of the others makes us change or adapt our own opinions.

Literature, teaching tools:

A workshop scenario (in Polish only): "How we see others - stereotypes, prejudices, discrimination" ("Jak postrzegamy innych? Stereotypy, uprzedzenia, dyskryminacja" prepared by The Polish Humanitarian Action:

<https://e-globalna.edu.pl/index.php?etap=10&i=1393>

Educational materials (in Polish only): "Around discrimination" ("Wokół dyskryminacji. Materiały edukacyjne") published by Regional Representation of European Commission touching on the following topics: stereotypes, hate speech and peer violence motivated by hate speech, discrimination, serious and massive human rights violations: https://ec.europa.eu/poland/sites/poland/files/materialy_educacyjne_prke_wokol_dyskryminacji.pdf

The handbook "Together we have the strength: stop discrimination" ("Razem mamy siłę: stop dyskryminacji") published by Amnesty International Association containing the educational materials on the topics such as: equality, stereotype-prejudice-discrimination

and discrimination in practice (in Polish only):

https://amnesty.org.pl/wp-content/uploads/2017/06/Razem-mamy-sile_Stop-Dyskrymiancji_Material-do-pracy-z-grupa.pdf

The lesson scenario on the topic of prejudice and stereotypes published by British Equality and Human Rights Commission: <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>

The lesson scenario on the topic of discrimination published by British Equality and Human Rights Commission: <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination>

The website breakingprejudice.org has gathered various teaching tools (assignments, definitions, group activities, podcasts, and video clips) related to the topic of stereotypes, prejudices and discrimination: <http://breakingprejudice.org/teaching/>

TEDTalk: “The danger of a single story” by Chimamanda Ngozi Adichie: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

Workshop scenario in connection to Chimamanda Ngozi Adichie’s TedTalk entitled “The danger of a single story” prepared by the Polish Humanitarian Action (material in Polish only): https://www.pah.org.pl/app/uploads/2018/02/2018_materialy_educacyjne_karta_niebezpiecze%C5%84stwo_jednej_historii.pdf

The handbook, published by European Union Agency for Fundamental Rights (FRA), examines European non-discrimination law. It also contains references to the European Social Charter, as well as relevant United Nations instruments: https://fra.europa.eu/en/news/2020/fra-publishes-bulgarian-and-croatian-versions-non-discrimination-legal-handbook?pk_campaign=FRA-Alerts-Newsletter&pk_source=newsletter

Numerous videos of SAIH Norway (radiaid.com) on stereotypes about Africa such as:

- https://www.youtube.com/watch?v=ymcflrj_rRc

Intercultural communication

Introduction to the block:

The NAMED Study Report underlined the importance of acquiring and developing intercultural competences for migrants, as such competences have a direct positive impact on their work and daily life experiences in their COD (see e. g. Study report, p. 156). This block addresses the need to strengthen migrant's intercultural competences by focusing first and foremost on intercultural communication.

This part of the curriculum begins with a reflection on what culture is and on how to define it. The block then examines, which aspects of cultures may differ and focuses on identifying potential culture clashes that might arise from these differences - among others Geert Hofstede's cultural dimensions and Edward T. Hall's cultural factors are discussed and analyzed and the concept of intercultural conflict style is introduced in this part. After learning how to recognize the cultural differences and potential conflicts that might arise from them, the participants are encouraged to learn how to address these challenges.

Other topics that are discussed in this block are verbal and non-verbal communication.

Verbal communication uses language, voice, words and sentences. In contrast, non-verbal communication makes use of body language, facial expressions, pauses and tone of speech as a medium of communication. For those migrants who have a low or medium level of language proficiency, the second type of communication proves to be useful. Especially in a working environment, where the language of COD is required, non-verbal communication partly takes over the function of verbal communication for them.

Due to the fact that the curriculum is particularly designed for labor migrants, this block concludes with a part related directly to the cultural aspects of the work environment. In this block, potential cultural problems that might occur at work due to different ways of communication, practices and behavioral patterns are discussed and addressed by the participants.

Aim: To show how communication processes differ in various cultures. To identify challenges that arise from these differences in intercultural interactions and to teach ways to creatively address them.

Leading Questions: What defines cultures? How do cultures differ? What aspects of cultures differ? What are the challenges that arise from these differences? How to address these challenges? How are the differences reflected in communication? How are the differences between cultures reflected in languages? How are the differences between cultures reflected in verbal and non-verbal ways of communication? How are the cultural differences reflected at work: when it concerns communication, work priorities (task orientation vs personal orientation) and workstyle, in terms of time, space, etc.?

Key terms: migration, COD, culture, intercultural communication, verbal and non-verbal communication, cultural dimensions, cultural factors, values, norms, intercultural conflict style, culture clash

Estimated timeframe: 5 lessons

Topics:

1. What is culture?
 - Understanding what culture is
 - Defining culture
 - Culture and values / norms / communication
2. Cultural differences and clashes
 - G. Hofstede cultural dimensions (a. individualism vs collectivism, b. uncertainty avoidance, c. power distance - strength of social hierarchy, d. long term vs short term orientation, e. indulgence vs restraint, f. masculinity vs femininity), critical view on Hofstede's theory
 - E. T. Hall cultural factors (a. context - high context cultures and low context cultures, b. time - monochronic time and polychronic time, c. space - high territoriality and low territoriality), critical view on Hall's theory
 - culture clashes
 - intercultural conflict styles
3. Addressing the challenges that may arise from cultural differences
4. Verbal communication and non-verbal communication
 - body language
 - voice tone
 - verbal language

5. Work culture and environment
- task orientation vs personal orientation
 - work style
 - approaches to time and space
 - vertical vs horizontal structure

Materials: Information materials related to culture theory and cultural differences, materials directly related to activities on the relevant topic

Recommended processing methods: simulation games and activities, role-play games, interactive workshops, group work / group exercises, linguistic animations/language learning, presentations and discussion

What should participants be able to do at the end of this block?

The participants should be able to:

- define culture and differentiate between cultures (know which aspects differ between cultures),
- understand, where potential culture clashes may come from,
- name differences between cultures, which are reflected in languages,
- name the cultural differences reflected in verbal and non-verbal communication,
- acknowledge the impact of cultural differences in work communication, as far as communication, work priorities (task orientation vs personal orientation) and style (in terms of time, space, etc.) are concerned.

Examples of activities:

1. Cultural onion

Topic: What is culture? Defining culture

Time: 10-15 minutes

Materials: Handouts with five alternative definitions of culture

Course of the activity: The description of the activity can be found on pages 3-4 of the document available on the following website: <https://www.ambitia.eu/wp-content/uploads/2019/02/2%20Intercultural%20Trainig%20Exercise%20Pack.pdf>

Aim of the activity: “Culture onion” allows the participants to think about their own understanding of the concept of culture and get to know different definitions of culture. It also raises participants’ awareness about different aspects of culture.

2. Personal space

Topic:

1. Cultural differences
2. Cultural clashes
3. Edward T. Hall’s cultural factors

Time: 15 minutes

Materials: none

Course of the activity:

a. The Emotional Reality of Cultural Rules on Appropriate Spacing

The description of the activity can be found on page 5 of the following file:
<https://www.sjsu.edu/people/carol.mukhopadhyay/race/Culture-more-activities-2014.pdf>

or

b. The Emotional Reality of Cultural Rules on Touching

The description of the activity can be found on page 5 of the following file:
<https://www.sjsu.edu/people/carol.mukhopadhyay/race/Culture-more-activities-2014.pdf>

After the activity on space or touching, the trainer shall explain the different cultural factors introduced by Edward T. Hall:

- the concept of high and low context cultures
- the concept of monochronic and polychronic time
- the concept of space

See: http://changingminds.org/explanations/culture/hall_culture.htm and
<https://escholarship.org/content/qt4774h1rm/qt4774h1rm.pdf?t=oowtd6>

Aim of the activity: Through the activity the participants experience how personal space differs in various cultures.

3. Activity on Hofstede's cultural dimensions:

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=aglecfacpub>

Topic:

1. Cultural differences and clashes
2. Addressing the challenges that may arise from cultural differences
3. Work culture and environment

Time: 60 minutes

Materials: Printed handouts with roles of district managers and 4 different groups of sales representatives to be found under this link:

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=aglecfacpub> on pages 662-665

Course of the activity:

1. Preparation phase: providing an explanation of Hofstede's cultural dimensions (see: "Preparation for Experience" part of the article:
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=aglecfacpub> ,p. 656)
2. Activity: The facilitator distributes the roles to the group (the majority of the group receives a role of a sales representative and approximately every 5th person assumes the role of a district manager. For a group of 24 people there should be 4 district managers). The participants who play the roles of district managers are asked to leave the room. Meanwhile, the sales representatives are divided into 4 groups. They read the scenarios and may ask questions about their roles. Once the roles are clear, the facilitator invites the district managers to enter the room: each manager should work with one group. After 10 minutes, the managers go to another group of sales representatives. The process continues until each district manager has worked with each group of sales representatives. (see: "Instructions for Facilitating the Exercise" part of the article:
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=aglecfacpub> , p. 657)
3. Debriefing: the questions for debriefing can be found on p. 657, see: "Processing Instructions" part of the article:
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=aglecfacpub>

Aim of the activity: Better understanding of Hofstede's cultural dimensions. Getting to know the constraints inherent in culturally diverse working environments. Developing a vocabulary to discuss cultural differences. Considering a more culturally inclusive perspective of organizational behavior. (See: "Purpose and Audience for the Exercise" in the article:

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=aglecfacpub>, p. 655)

4. The following exercise is the second part of a workshop entitled “**Bridging values**” which can be found on the following website:

<https://www.salto-youth.net/tools/toolbox/tool/bridging-values.2103/>

Topics:

1. cultural differences and culture clashes
2. work culture and environment
3. intercultural conflict styles

Time: approximately 50 to 60 minutes

Materials: presentation about intercultural conflict styles, handouts with the descriptions of the characters

Course of the activity:

1. Presentation: First the participants learn about intercultural conflict resolution styles (ICS), which were described by Mitch R. Hammer. According to Hammer the four main conflict resolution styles are:
 - discussion style
 - engagement style
 - accommodation style
 - dynamic style
 -

The model of intercultural conflict resolution style and the descriptions of each of the styles can be found in Hammer’s article “The Intercultural Conflict Style Inventory: A conceptual framework and measure of intercultural conflict resolution approaches”, available here: <https://icsinventory.com/resources/mr-hammer-2005-ics-validation-article>

2. Role play: After the presentation, the participants test different intercultural conflict styles in practice. Each person plays the role of a certain character in order to learn by experience how to mediate and communicate effectively despite misunderstandings related to cultural differences.

For the purpose of this workshop it is suggested to choose the conflict situation between Max and Walid which takes place in a work context.

The handout about the character of Walid is available here:

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1625/Walid.pdf

and the handout describing Max is available here:

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1626/Max.pdf

3. Debriefing, reflection

Aim of the activity: Introducing the concept of intercultural conflict styles to the participants, learning about one's own intercultural conflict style. Analyzing conflicts in communication that may arise from different cultural backgrounds and learning about the solutions for these conflicts.

5. Exchange

Topics:

1. verbal and non-verbal communication
2. linguistic animation and language learning

Time: 1-2 hours

Materials: object to be exchanged for each team

Course of the activity: The group is divided into teams of four or five persons. Each group is supposed to exchange objects with unknown people on the street five times. Before the participants set off, they receive a starting object to be exchanged and a paper with detailed instructions from the trainer. The initial object is something that is not valuable or attractive (e.g. a belt buckle, a wire, a package of handkerchiefs). What will be offered in return is never certain. The participants decide themselves what they would like to trade the object for and where in the city they will start with the task. The game will be concluded at the initial meeting point with the whole group.

Aim of the activity: The exercise, which is performed in groups, enables the participants to interact with the local community, gain courage to start conversations and practice the language of the COD with the native speakers that they have met randomly. It also helps to develop participants' persuasion skills.

6. Pantomimic depiction of the situation - work environment

Topic:

1. work culture and environment
2. verbal and non verbal communication
3. linguistic animation and language learning

Time: 20 minutes

Materials: flipcharts, board, markers, vocabularies (optional)

Course of the activity: The group shall move around in the room. The trainer shall ask the participants to imitate their gestures and repeat their statements (examples below). Since the sentences are not translated, they shall try to make the most appropriate gestures for the situation. For example, when asking the question: "What time is it?" they shall stand in front of a person, point at the person's wrist and asks a question. Only at the end of the exercise, shall the trainer check in with the participants, to see, what they have understood. The sentences communicated through gestures are then translated into a verbal language. Examples of sentences:

- "Smoking is prohibited in the entire building."
- "Can I call you by your name?"
- "I can't stay overtime."
- "I have to leave urgently. Will you replace me?"
- "I don't like it when you talk to me with a raised voice."

Aim of the activity: The exercise increases the participants' ability to communicate in a non-verbal way. It also refers to their interpersonal skills and enriches vocabulary related to communication in a work situation.

7. Barnga: A Simulation Game on Cultural Clashes

Topics:

1. Non verbal communication
2. cultural differences and cultural clashes

Time: 60-80 minutes

Materials: up to 6 tables (depending on the group size), modified deck of cards for each group, a sheet of rules for playing a card game for each of the players in every group (the rules can be found here: http://www.acphd.org/media/271383/barnga_instructions.pdf)

Course of the activity: The entire description of this simulation activity can be found here: <http://intercultural-learning.eu/Portfolio-Item/barnga/>

Aim or the activity:

"In Barnga, participants experience the shock of realizing that despite many similarities, people of differing cultures perceive things differently or play by different rules. Players learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group."

(source: <http://fys.utk.edu/wp-content/uploads/sites/31/2017/08/SmokeysAcesRulesSet.pdf>)

Literature, teaching tools:

This website contains, among other resources, multiple tools for intercultural learning. The tools (see: "toolbox" section -> "toolbox by competence") are divided into sections such as: "values", "attitudes", "skills", "knowledge and critical understanding": <http://intercultural-learning.eu/>

The "T-Kit 4 - Intercultural learning" is a joint comprehensive publication providing the reader with the theoretical background about intercultural learning and practical tools such as: tips for facilitators, educational activities, scenarios and intercultural learning in daily practice: <https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32>

The manual "52 Activities for Improving Cross-Cultural Communication" contains descriptions of activities aiming at strengthening intercultural communication: <https://www.mobt3ath.com/uplode/book/book-56008.pdf>

The manual "Intercultural Training Exercise Pack" contains descriptions of activities aiming at improving intercultural and cultural awareness: <https://www.ambitia.eu/wp-content/uploads/2019/02/2%20Intercultural%20Trainig%20Exercise%20Pack.pdf>

The publication (in Polish only) "Intercultural education" ("Edukacja międzykulturowa") containing numerous intercultural games and plays descriptions: <http://czytelnia.frse.org.pl/edukacja-miedzykulturowa-2/>

A joint publication "REMINT: Refugees and Migrants Inclusion Toolkit" containing the information on migration in Europe (including several EU countries profiles) as well as the useful tools for work with migrants, asylum seekers and refugees: https://eeli.edu.gr/wp-content/uploads/2019/07/handbook_final-version-no-sweden.pdf

A handout with the description of cross-cultural communication activity "Uncocktail Party" can be found here: <http://www.ufic.ufl.edu/pd/downloads/ici-Activities/UncocktailParty.pdf>

In the TEDTalk: "A word game to communicate in any language" Ajit Narayanan talks about a system of presenting the chosen language in forms of interrelated pictures - concept maps. The system can be used for helping the people who are not able to express themselves verbally to communicate with the others:
https://www.ted.com/talks/ajit_narayanan_a_word_game_to_communicate_in_any_language

Module personal and interpersonal competencies

The importance of personal and interpersonal competences, or 'soft skills', in the working environment, and in professional and in personal life in general has been confirmed in several studies over the last decades. 'Soft skills' refer both to character traits and interpersonal skills that influence how well a person can work or interact with others. The term 'soft skills' covers a wide range of skills as diverse as teamwork, time management, empathy, as well as several other skills and competences.

Soft skills have more to do with who people are, rather than with what they know. As such, they encompass the character traits that decide how well one interacts with others and usually are a definite part of an individual's personality.

Drawing from the NAMED study report, we can confirm that the importance of personal and interpersonal competences is one key topic in the working migration context, mostly in the interpersonal working environment, but also partway in any other working situation.

"A working migrants personality influences how they deal with situations they face in the country of destination and how they perceive those situations in the first place. In short, a working migrants personality determines, how they subjectivize the objective circumstances they face. Working migrants who have an outgoing and open personality, for example, might actively seek contact with others and have less reservations about interacting with the country of destinations society and institutions. Working migrants, who are rather timid, might shy away from such encounters more easily. Working migrants' attitudes might decide, among other factors, how they perceive exploitation"

(NAMED study report p. 161)

The soft skills and interpersonal competences are mostly addressed in non-formal educational contexts for teenagers and young adults who are part of formal or informal groups. They are also discussed and taught in the leadership, team, or management contexts of companies. However, soft skills and interpersonal competences are generally vital for professions where employees interact with other people, be it in a care capacity, like in the case of social workers, or in the service sector, e. g. for those working in tourism.

The goal of this module is to contribute to combating the social problems of working migrants, preventing violence or exploitation, helping working migrants to solve their

personal and interpersonal problems, gain self-knowledge and self-trust and helping them pursue their interests.

We suggest covering the subjects in this module organized into two thematic blocks and eight lessons. This is an optional structure, and such are the exercises. The facilitator is encouraged to adapt these suggestions based on the experiences and needs of the group, the given timeframe, and the learning environment.

Developing personal and interpersonal competences is an extensive topic and can be a life-long learning process of developing awareness. The exercises presented and the lessons suggested in this module will serve as an introduction, or, depending on the level of awareness of the participants, will contribute to making further steps. This module gives some grips and tips for the facilitator to guide exercises which make the participants raise questions and to experience feelings that will directly or indirectly contribute to a higher level of personal and interpersonal awareness.

One base of this module is *Social Emotional Learning* (hereinafter SEL) as a process to develop the self-awareness, self-control, and interpersonal skills. Through this process, the participants acquire and apply the knowledge, skills, and attitudes necessary to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy towards others, establish and maintain supportive relationships and make responsible and caring decisions. People with strong social-emotional skills are better able to cope with everyday challenges and benefit educationally, professionally and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides the foundation for positive, long-term effects on individuals as well as communities.

The lessons in this module are based on different exercises developed for adults, adolescents and children. They are adaptable, or in several cases have already been adapted to the context of working migrants.

This module aims at formulating topics and lessons which are relevant for everybody's daily life. As is the case with the lessons, several exercises have been adapted to the labor migration context. This module and the sample exercises aim at making the participants aware of the importance of the competences taught and at offering them the opportunity to make conscious steps in the direction of personal development.

For this module we recommend processing methods used in non-formal education and based on experiential learning, like individual and group exercises, tests, discussions in pairs and in larger groups. Methods like role-playing games and other interactive and experiential approaches are favorable for this topic. These recommendations are based on the Cone of

the Experience¹, described by Edgar Dale in 1964⁶, which indicates that learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed” by them. To activate the learning process, the exercises will be followed by debriefings lead by the facilitators. The questions will be adapted to the group and will be changed on the base of how discussions developed.

The topic of the module might become very personal for the participants at a certain point, which the group has to be prepared for, so that the participants can take part with empathy and honesty and open up to each other. Participant should know that in this module they will be asked to share their feelings, experiences and thoughts. To enable and foster such processes, it is necessary for the facilitator to be aware of the group cohesion and to carry out several warm-up and preparation exercises so that the group members get to know each other. It is very important to incorporate warm-up exercises and icebreakers, particularly in those groups where the participants are not colleagues or acquaintances. Several exercises will be adaptable also for language learning, as mentioned in the introduction.

For this module, it is recommended to have two facilitators who have experience in non-formal training, e.g. social workers or facilitators with a background in psychology. The professional background contributes to a self-confidence of the facilitator and the success of the training. It is no necessity, but strongly recommended for the facilitator to have already experienced the exercises chosen as participant and also as facilitator.

Bibliography:

<https://casel.org/>

<https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it>

https://www.queensu.ca/teachingandlearning/modules/active/documents/Dales_Cone_of_Experience_summary.pdf

<https://www.cfchildren.org/what-is-social-emotional-learning/work/>

Thematic blocks and lessons of the module

1. Self-awareness (Thematic block)

- 1.1 Self-identity
- 1.2 Self-knowledge
- 1.3 Self-reflection

¹https://www.queensu.ca/teachingandlearning/modules/active/documents/Dales_Cone_of_Experience_summary.pdf

- 1.4 Personal values
- 1.5 Emotional learning

2. Social awareness (Thematic block)

- 2.1 Social awareness / empathy / relation with the environment
- 2.2 Communication / social relations Family / friends/ colleagues
- 2.3 Conflict management

Thematic Block Nr. 1 - Self-awareness

*„Getting to know ourselves is the greatest journey, the most frightening discovery
and the most instructive encounter...”*

Sándor Márai

Introduction to the thematic block

The quote by Hungarian writer Sándor Márai describes concisely the nature of the way to knowing ourselves. Self-awareness is the ability to see oneself clearly. People with higher levels of self-awareness are more confident and more creative in their everyday life. They make sounder decisions, build stronger relationships, and communicate more effectively. They are less likely to engage in antisocial behavior and are more successful professionally. Personal development, self-knowledge, self-awareness and self-esteem were found to be important factors for migration outcomes in the NAMED study report. Helping working migrants to work on their individual personalities starts with their self-awareness.

The aim of this block is to make participants reflect on their self-awareness and to provide them through experience with tools, which they then are able to employ individually after the training.

Aim: To raise the level of motivation for self-awareness and exploration.

Leading questions

Who am I? What are my values? How I react in difficult situations? Am I reflecting to my thoughts, actions? What are my regular thoughts, how is my internal dialogue? What are my strengths, weaknesses? What kind of personality do I have?

Key terms: self-identity, self-awareness, self-reflections, values, emotional learning, personal development

Estimated time-frame: 5 lessons, 90 minutes/ lesson

Lessons/Topics:

- 1.1 Self-identity
- 1.2 Self-knowledge, self-awareness
- 1.3 Self-reflection
- 1.4 Personal values
- 1.5 Emotional learning

Recommended processing methods:

non-formal educational exercises based on the experiential learning, individual and group exercises, test, discussions in pairs and in larger groups.

What should participants be able to do (ability, A) /to know (knowledge, K) /to be (values, V) at the end of this block?

- V - be consciousness of the importance of self-awareness in the personal and professional life.
- K - to describe the onion concept of the identity
- A - identify the main aspects of their identity
- A - be able to identify their strengths, weaknesses, threats and opportunities
- V - be more self-reflective
- V - be more aware on their emotions
- A - to express their emotions more precisely
- A - be able to put self-knowledge into the service of their labor migration: to better succeed in the international working environment and general social environment.

Materials: paper, pens, flipchart, prepared worksheets, technical equipment, other materials depending on the individual exercises.

1.1. Self-Identity

Self-identity is how a person thinks about themselves. It is an internal concept for defining who we are, it is also called self-perception or self-concept. This sense is developed early in life, but it evolves through constant evaluation and adjustment throughout the lifespan.

In this lesson we have collected exercises and activities in which the participants can learn and experience more about how they define themselves, to learn the different aspects of identity and also to learn about each other.

Exercises

1.1.1. *What would I be if I would be a ...*²

Time: 40-50 min

Materials: paper, pen

Aims of the activity are to exercise self-expression, getting to know each other, to use a metaphorical approach towards self-knowledge.

Process:

The participants will have to define themselves with the help of a living being or an object.

The facilitator will ask, for example: "If you were a flower, which flower would you be?"

The participants will write down the answer and the quality, trait or attribute that is the reason why a particular flower was chosen by them, and which explains their answer. For example: „I chose the Viola, because the viola is a modest flower“.

When everybody wrote down their answer, the facilitator shall ask another question:

"If you were a domestic animal, which domestic animal would you be?"

The participants shall write down their answers, for example: „I would be a dog, because dogs are faithful.“

The list of questions can continue with other things that we can use to characterize ourselves. There can be things like: wild animals, colours, furniture, buildings, food, fruits, drink, cloths, musical instrument, wheather, and so on.

After all the questions have been put forward and answered, the participants will present their answers to the group.

² www.igyk.pte.hu/files/tiny_mce/File/kari_projektek/tehetseguhely/prezentaciok/onismereti_trening_BI.pdf

Debriefing questions:

How was this activity for you? Did you discover anything interesting about yourself or about others? Are you satisfied with your answers? Was it easy or difficult to find the best flower / animal / color etc. to describe yourself?

1.1.2. *Who am I?*

Time: 40 min

Materials: flipcharts papers for the participants, markers, pencils

The aim of the activity is to identify the most important aspect of one's identity.

Process:

Every participant receives half of a flipchart paper and colored markers or pencils. The participants are tasked with drawing themselves on the paper, and include the different aspects of their identity (family, nationality, education, gender, religion, roles in society, belonging to different groups, and others). The drawing can also be symbolic.

Helping questions can be asked. They might be also written down on a flipchart where they can be seen by the participants:

What are your characteristics as a person? How would you describe yourself? What are your most important moral values? What makes you to be who you are now? What makes you feel comfortable or uncomfortable? How do you feel at the moment? Who and what is influencing you the most?

After around 15 minutes of individual work, the participants shall form small groups of 3-5 persons.

Every participant shall present their drawing to the others.

In each group there should be a facilitator, who can help to have an open discussion in which everybody participates.

After the group activity, there will be a discussion in the course with all the participants.

Debriefing questions:

How did you feel during the activity?

What was easy to think and to talk about when talking about yourself? What was difficult? How did it feel to self-reflect? Why is your identity important to yourself and others? Why is it important for us to understand ourselves first? What did you learn in this exercise and how can it be useful for you in your daily life?

1.1.3. The “onion model” of identity

Time: 40 min

Materials: flipchart, markers, papers, pencils

The aim of the activity is to understand the multilayered nature of identity.

Process: After the previous exercises, the facilitator will introduce the ‘onion model’. The onion model is used in several areas to describe and visualize multilayered aspects. In this case, it shows us the layers of identity and personality in a relatively simple way. Personality is like a multi-layered onion with the public self on the outer layers and private self at the core. As time passes and intimacy grows in an interpersonal relationship, the layers of one's personality begin to unfold to reveal the core of the person.³

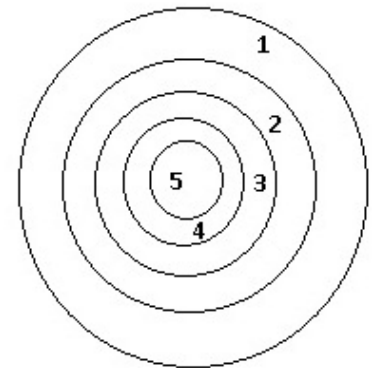
This part can start with a short movie fragment from the ‘Shrek’-cartoon. ‘Shrek’ explains at a certain moment in the film (chapter 6-00:25:14- 00:27:45) the concept of identity by using the metaphor of the onion with multiple layers.

If during the lesson no access to equipment is available (wifi, laptop, projector), or if the fragment is not accessible in the working language, the facilitator could use the transcript of the dialogue, and translate it into the working language. (pg. 21: <https://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf>)

This clipping from the video can be used as an introduction of the onion model (the onion diagram drawing prepared on a flipchart, with concentric circles). The participants can draw their own onions and list the different layers which are important for them: the most important one at the core, the less important ones outside.

Onion model:

1. Visible aspects, that can be seen and touched, biographical data – clothes, outlook, age, gender, name
2. Language and symbolism – the way we talk and our use of words
3. Repetitive actions, routines, rituals – daily and weekly
4. People the participants are looking up to/their heroes/role models



³Infante, D. A., Rancer, A. S., & Womack, D. F. (1997). Building Communication Theory.

5. Values, moral norms, social standards

"We all have layers"

Debriefing questions:

- Has it happened to you that you were being reduced to one of your layers? If so, what happened?

How did you react? What else could you have done?

- Has it happened that you were being reduced to one of somebody else's layers? What happened? How did you feel? How did they react? What could you have done?
- Is the division between layers of your identity clear? What follows from that?
- Do the layers of your identity stay the same? Or do they change? Is it necessary that they stay the same? What are the advantages and disadvantages?

The aim of presenting this model and thinking about identity on the individual level is to raise participants' awareness of the fact that each person's identity consists of multiple elements and is unique. Sometimes people focus on one visible element of identity (often a different one) and attribute all behavior to this one element of identity, whereas a person is a lot more. It is unfair and uncomfortable to be 'locked up' in one part of one's identity.

>> Note 1: In this activity a correspondence can be made to the onion model of culture described in the module ***Intercultural Education***, in the thematic block *Intercultural Communication*.

>>> Note 2: The exercises above are adaptable for language learning modules, by asking the participants to describe themselves or their thoughts in the language of the COD. The exercise can be adjusted to the language proficiency level of the participants, by preparing handouts (e. g. cards with different possible answers, which the participants can choose for the exercise ***Who am I?***) For the **onion model**, the example attributes which are written for the different layers could be printed on differently colored paper to make them easier to distinguish and foster learning the words.

Bibliography:

Taunz E., Urban R., Brenda S., Dowden G, Green S., Geudens T. 2008, ID Booklet Ideas for Inclusion & Diversity, <https://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf>

Maria N., Tiberiu C. et al, Fundația Noi Orizonturi: Cetățenia activă – Curriculum IMPACT, 2011

1.2 Self-knowledge

Self-knowledge or self-awareness is a perception and a clear understanding of our personality. It is also the ability to recognize and to be aware of one's strengths, weaknesses, thoughts, confidence, beliefs, motivations and emotions. Several studies underline the importance of inner speech in the process of self-development and self-awareness.⁴ Observing, analyzing and even monitoring the inner speech is indeed an organic part of the self-awareness process and can help to shape our relationship with people, things and ourselves.

In this lesson, there are suggested activities for mostly individual work using tools which were mostly created for organizational development, but were adapted for personal development.

Activities

1.2.1. The Proust Questionnaire⁵

Time: 40 min

Materials: pens, papers, printed questionnaires for the participants.

The aim of the activity is to improve self-awareness with a funny game.

The Proust Questionnaire was popularized by its namesake, famous author Marcel Proust. He believed that an individual's true nature could be revealed by answering these questions.

Process:

Every participant receives the questionnaire and finds a partner with whom they will answer the questions.

Depending on the timeframe, the questionnaire it can be adapted to include fewer questions. Besides the original function of the questionnaire of being a self-awareness exercise, it can also contribute to getting to know each other better in the course setting.

⁴Alain Morin 2009

⁵<https://positivepsychology.com/wp-content/uploads/Proust-Questionnaire.pdf>

The Proust Questionnaire

1. What is your idea of perfect happiness?
2. What is your greatest fear?
3. What is the trait you most deplore in yourself?
4. What is the trait you most deplore in others?
5. Which living person do you most admire?
6. What is your greatest extravagance?
7. What is your current state of mind?
8. What do you consider the most overrated virtue?
9. On what occasion do you lie?
10. What do you most dislike about your appearance?
11. Which living person do you most despise?
12. What is the quality you most like in a man?
13. What is the quality you most like in a woman?
14. Which words or phrases do you most overuse?
15. What or who is the greatest love of your life?
16. When and where were you happiest?
17. Which talent would you most like to have?
18. If you could change one thing about yourself, what would it be?
19. What do you consider your greatest achievement?
20. If you were to die and come back as a person or a thing, what would it be?
21. Where would you most like to live?
22. What is your most treasured possession?
23. What do you regard as the lowest depth of misery?
24. What is your favorite occupation?
25. What is your most marked characteristic?
26. What do you most value in your friends?
27. Who are your favorite writers?

28. Who is your hero of fiction?
29. Which historical figure do you most identify with?
30. Who are your heroes in real life?
31. What are your favorite names?
32. What is it that you most dislike?
33. What is your greatest regret?
34. How would you like to die?
35. What is your motto?

Debriefing questions:

How was it to go through these questions? Were questions among them with which you were already familiar? Have you faced questions you have never thought about? Which? Were there question that surprised you? Why? Have you learned something new about yourself during this activity?

Note: For a group with basic COD language skills, this exercise can be adapted for a language learning module by using the questions and asking the participants to answer them in the in the language of the COD.

1.2.2. Heart Talk⁶

Time: 15 minutes

Materials: Construction paper; scissors; pens or markers

The aim of the activity is to give group members the opportunity to express caring and self-awareness, and to sharpen listening skills.

Process:

One group member, or the counselor, cuts out a piece of construction paper in the shape of a heart and writes in the following partial sentences:

- I feel angry when...

⁶Patricia Johnson <https://www.counseling.org/docs/default-source/aca-acc-creative-activities-clearinghouse/heart-talk-a-self-awareness-group-activity.pdf?sfvrsn=15>

- I hate it when...
- I feel unhappy when...
- I feel jealous when...
- I wish I didn't have to...
- I don't like it when I have to...
- I don't like when (name of the person) tells me...
- Something I'd like to change is...
- If I were (name of the person) I would...
- I feel like no one loves me when...

The group members pass on the heart. The facilitator models a sentence to share feelings and passes the heart on to a group member. The group member chooses one partial sentence from the list, says it out loud and completes it, while everyone else listens. The group member passes the heart on to the next person and so on, until everyone has had a chance to complete the phrase. Select another member and another phrase and repeat as many times as seems productive for the course.

Debriefing questions:

How was this activity for you? How was it to complete these sentences and say them out loudly?

Could you repeat at least one thing you heard and resonated with during the exercise?

Note: This exercise can be adapted and included in a language learning module by using the COD's language.

1.2.3. Personal SWOT analysis

Time: 60 minutes

Materials: pens, papers, flipchart, handout – Personal SWOT analysis for the participants

The aim of the activity is to identify the strengths and weaknesses of the participant's personality and analyze the threats and opportunities.

The SWOT analysis is a planning and decision-making tool used mostly in an organizational or business context. But it is also a useful development exercise which can help to identify and evaluate personal goals.

A personal SWOT Analysis encourages self-improvement and is a great way to organize, prioritize, and plan for personal development. This tool has a simplistic format, which is why further in-depth analysis may be required. It can be applied for different aspects of personal life, but is mostly used for the aspect of career aspirations.

Process:

Every participant chooses a quiet place to fill out the worksheet individually. After filling out the worksheet, it is required to discuss with others, asking one or more trusted persons to do so. If in the course there are participants who know each other well, they can form pairs and discuss their analyses. In a small group, the analyses can be presented to the whole group by the participants. The group can then give feedback. With a larger group it is also possible to ask for volunteers, who are open to presenting their own case, which would then be discussed by the whole group.

Remind the participants that there is no wrong answer, and that they should write down their thoughts as they come.

Handout: Personal SWOT analysis printed table

S = Strengths (internal)

W = Weaknesses (internal)

O = Opportunities (external)

T = Threats (external)

Strengths

The strengths are the skills, abilities, qualifications and attitudes which are already in a person's possession, they are what makes them unique. For example, is the person calm under pressure? Are they a patient listener?

Weaknesses

A personal weakness is a liability or an area for growth. These are characteristics participants could improve to increase future job opportunities. For example: being disorganized, having a tendency to procrastinate, being bad at time management.

Do other people see weaknesses that participants themselves do not see? Do co-workers consistently outperform them in key areas? In such cases, the participants should be

encouraged to be realistic and face their weaknesses, as unpleasant as they might be, as soon as possible.

Opportunities

Are there any training courses that participants think would make them stronger at their job? Course participants should be encouraged to look at the trends of the industry/ sector they are working in or that they desire to work in.

Threats

What are the external conditions that can be obstacles for in achieving their goals?

Internal	Strengths	Weaknesses
	What do you do well? Which unique resources can you draw on? What do others see as your strengths? What advantages do you have that others don't have (for example skills, certifications, education or connections)? What do you do better than anyone else? Which of your achievements are you most proud of?	What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses? What tasks do you usually avoid because you don't feel confident doing them? Are you completely confident in your education and skills training? If not, where are you weakest? What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)? Do you have personality traits that hold you back in your field?
External	Opportunities	Threats
	What opportunities are open to you? How can you turn your strengths into opportunities? Or can you get help from others? Or can you receive support/information via the internet? What new technology can help you? What trends (management or otherwise) do you see in your company, and how can you take advantage of them? Is there a need in your company or industry that no one is filling?	What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to? What obstacles do you currently face at work? Are any of your colleagues competing with you for a role? Is your job (or the demand for the things you do) changing? Does change threaten your position?

Debriefing questions:

How was this exercise for you? Did you have difficulties when creating your personal SWOT analysis? Have you thought about your opportunities, threats, strengths, weaknesses in this way? Did what you found out about yourself during this exercise surprise you? How can you use it in your everyday life? How can you use the things you learned during this exercise during your migration?

At the end, the facilitator can propose for the participants to repeat this exercise maybe after a year to see if they recognize is any difference.

Bibliography:

<https://trainingmag.com/how-conduct-personal-swot-analysis/>

<https://cacoo.com/blog/a-comprehensive-guide-to-creating-your-personal-swot-analysis/>

https://www.mindtools.com/pages/article/newTMC_05_1.htm

1.3. Self-reflection

Self-reflection is the ability and habit of deliberately paying attention to one's own thoughts, emotions, decisions, and behaviors. Being able to reflect on one's thoughts from a distance, to mentally step outside of oneself, outside of one's thoughts, outside of the situation at hand and to become an observer of oneself. Analyzing our feelings, thoughts and actions can lead to being more aware of actions in the future. If we know why we are doing things and why we have certain reactions puts us in control of our next steps, and we can improve the way we do things.

This can be connected to the exercises already undertaken, where a reflection is part of the exercise. The questions which can help our self-reflection are the questions we are asking during the debriefing of our exercises. Thus, self-reflection is included after every exercise.

Activities:

1.3.1. Self-reflection

Time: 20 min

Materials: Papers and pens

The aim is to exercise self-reflection

Process: The facilitator will ask the participants to think on a recent situation (in the workplace or in a familiar environment) when they became angry, annoyed or stressed. Everybody shall think of one concrete recent situation (which happened in the last days) and shall answer the following questions:

What did you feel in that situation? Try to formulate all the feelings you faced.

Which thoughts did you have at that moment? What was in your mind?

How did you react and behave at that moment?

What did you do or not do at that moment?

How were you seen by others in that situation?

What have you learned from that situation?

What would you do differently, or in which way would a reaction be acceptable for yourself?

Ask the participants to share their case, if they would like to share voluntarily. At least 3-4 people, or even all the participants can be invited to share, provided, that it is a small group of not more than 8 people.

Debriefing questions:

How was it to relive the situation that stressed you or annoyed you? How was it to go through all these questions? Was it easy or difficult to remember all the details? What do you think why was it easy or difficult? Are you used to analyzing annoying situations in general? What can you take with you from this exercise? How can you use this experience in your daily life in the different contexts of work / family / friends in the COO and in the COD.

1.3.2. Monitoring inner speech

Time: 30 min

Materials: Papers and pens

The aim of the exercise is to observe the inner voice and to reformulate self-talks in a positive, supportive way.

Process: Without any introductions of the exercise ask the participants to write down an inner talk or monologue and the questions which are arising due to the situation. Participants will have to write 3-4 sentences, which usually appear in their thoughts in different family or work situations. It is suggested to think about a situation which happened abroad during a migration experience. Propositions and statements shall start with „I am...” or in any other way the participants recall their inner speech.

Here are several possible model situations, but it is more efficient to think about a real personal experience.

1. I have made a mistake at a work, it has irreversible consequences (It can be any other inconvenient situation, in which the participant has felt guilty).
2. I have received a compliment from my supervisor at work and they have presented me with an opportunity for a higher position with more duties and responsibilities (Or any other, situation where the participants were successful or where they were faced with an important decision).
3. I have a great career opportunity, but I never worked in such a job before and I feel doubts regarding my chances for succeeding (Or any other true situation where the participant did not feel comfortable, when they were confronted with a challenge).
4. I made a mistake and I am in a conflict with my supervisor at my workplace abroad. Or: I am in a conflict with my client (for persons who are working with clients or patient, e.g. nurses).
5. There is a problem at my workplace and I am afraid, that I will be made responsible for it, even though it is not my fault.

In the next step the participants shall form pairs and exchange their papers and they will read the notes to each other, but reformulated with "You are..."

The facilitator shall then start a discussion regarding the exercise and introduce the concept of the inner speech.

Debriefing questions:

How did you feel during the exercise? How was it to think what you thought about yourselves in different situations? How was it to hear from others what you wrote down and what you think about yourself? Are we observing our self-talk/inner speech in our daily routines? Or is it more of an unconscious monologue/dialogue? Are we thinking about how we are talking to ourselves? How is our way to talk, which are the words we use, how are our tone and attitude? Would we allow anyone to speak to us the way we are talking to ourselves? Are the words we use mostly positive or rather critical or negative?

Talking to oneself is one of the most natural skills we possess. It stimulates self-reflection, increases motivation, and connects us to our emotions. Research by Canadian professor Alain Morin⁷ shows, that there is a high correlation between talking to oneself more frequently and

⁷ Alain Moris: Inner Speech (in book Encyclopedia of Human Behavior) 2012
https://www.researchgate.net/publication/235916743_Inner_Speech

a higher self-awareness and self-evaluation. The quality of inner speech is critical—the more positive the words used are, the better.

If we pay attention to the inner voice, we can control it and use it for our self-development.

After the discussions, the facilitator shall ask the participants to reformulate the thoughts they wrote down before, with other words and in a more supportive way. Some of them might have written in a positive tone from the start. The facilitator shall ask them to consider if they can do it better than before.

As a closing moment of the exercise they can read the reformulated propositions to each other or to the whole group.

The facilitator shall accord few more minutes to ask the participants about their feelings and experiences regarding the final part of the exercise.

Was it different? How was it to hear these thoughts? How can the participants integrate this experience in their everyday life?

The facilitator can challenge them to observe their self-talk in the next days and try to remember this exercise.

Bibliography:

<https://self-compassion.org/exercise-5-changing-critical-self-talk/>

<https://nickwignall.com/negative-self-talk/>

1.4 Personal values

In the background of our instinctive actions and decisions are our personal values. The more we act on the base of our values, the better we feel.

Personal values⁸ are important to us, they constitute the characteristics and behaviors that motivate us and they help to form the base of our decisions. Sometimes because of the specific life situation, or because of difficult circumstances, people are forced to make decisions which don't correspond with their values. Such situations might leave people feeling upset and disappointed.

For example, maybe a person values honesty. They might believe in being honest wherever possible and think it is important to say what one really thinks. If such a person does not speak their mind, they probably feel disappointed in themselves. After conducting the activities in

⁸ <https://business.tutsplus.com/tutorials/what-are-personal-values--cms-31561>

this block, the participants can define and formulate what is important in their life and what the values and motivations behind their decisions and actions are.

Activities:

1.4.1 Value Hat⁹

Time: 20 min

Materials: Papers and pens, cap or hat

The aim of the exercise is to name and define personal values.

Process:

Every participant writes down a value important to them. They fold the piece of paper and put it in a cap/hat placed in the center of the circle.

During the next round, everyone takes out one piece of paper, reads it out loud and tells the others something about that value based on their own experience. Afterwards, the others can complete this task with their own experiences, or react to the story.

The facilitator will then write the values down on a flipchart paper.

After the second round the facilitator shall ask the participants to name more values that are important, but which they have not yet mentioned, and these values, too will be listed on the flipchart.

Debriefing questions:

How did you feel during this exercise? How was it to connect to a value written by others? How important are these specific values in your daily life? Can you recognize a decision you made on the basis of a value?

1.4.2

Case study

Time: 30 min

Materials: No material needed

The aim of the exercise is to sympathize and empathize with an unknown person and assess his values based on his actions, reactions, feelings described.

The case:

⁹Jabbertalk: A methodology for International youth work by Don Bosco Youth/Net IVZW p.78

A man who dropped out of high school, living in a rural environment with his family, his wife, his 7 years old daughter and his 10 years old son, had decided to go and work abroad for a better living. He has been earning much more money with this work than he could have earned at home with any other job he would have been able to do. After two years of working abroad, he started renovating the families house in order to create a better living environment. During these two years he and his wife observed that his sons grades at school have started getting worse. He feels disappointed.

Process:

The participants shall try to empathize andsympathise with the man’s situation and list a few values they think are behind his actions.

The participants shall form pairs and discuss the case and the man’s values. After that, they shall share at least two of the values they identified with the whole group.

Debriefing question:

How was it to sympathize/empathize with the person in the case? Was it easy or difficult? What do you think,

why was it difficult or easy to sympathize? Do you face similar conflicts / cases / concerns in your life? Do you think of your values consciously as you are searching for solutions to break out from such conflicts? What can you take with you from this activity?

1.4.3 Values in Action¹⁰

Time: 30 min

Materials: VIA cards / or values written on a flipchart, sticky notes.

The aim of this exercise is to identify the character strengths that the participants already possess and those strengths that they can develop. The exercises shall be adapted for the situation of labor migrants.

Personal values are turned into personal strengths of character by the researchers of the VIA Institute based in Ohio. Scientists there have identified 24 character strengths that people have the capacity to express.

These are: appreciation of beauty & excellence, bravery, creativity, curiosity, fairness, forgiveness, gratitude, honesty, hope, humility, humor, judgment, kindness, leadership, love,

¹⁰ <https://www.viacharacter.org/>

love of learning, perseverance, perspective, prudence, self-regulation, social intelligence, spirituality, teamwork, zest.

The facilitator shall prepare a flipchart or cards with the character strengths for the exercises.

The list of character strengths in all the project languages and with free accessible **VIA classification** to download and use in PDF or printed version is available on the page of the VIA institute.

It can be accessed here: <https://www.viacharacter.org/character-strengths>

The participants shall read the 24 strengths and chose three that they assume they possess and three that they wish to improve.

Every participant shall receive 3 sticky notes of one color (for strengths they possess) and 3 sticky notes of another color (for strengths they would like to improve).

They shall write the strengths they choose on the separate sticky notes. After the participants are thinking about this individually for approximately 5 minutes, they shall form pairs and they shall share, why they plan to take action in improving all three chosen strengths.

Debriefing questions:

The facilitator shall start a discussion on the basis of several questions:

What are the most common values and strengths in possession? Which strengths are desired / need to be improved? Why are these values important for the participant's life, in which area are they important? Are their actions and decisions reflecting the values they hold? The participants can give examples for correspondence in their chosen strengths and their everyday decisions and actions. How are these values and strengths influencing their everyday life as they are working abroad?

At the end the participants will share one character-strength which they would like to improve with the whole group. Furthermore, they will share three actions they plan to take in order to get closer to reaching their goal.

1.4.1 The Wheel of Life¹¹

Time: 30 min

Materials: papers, pens, flipchart, markers, colored pencils

The aim of this simple and powerful tool is to visualize all areas of our life together to see where we need improvement.

¹¹https://liberationist.org/15-simple-exercises-to-increase-your-self-awareness/#cmtoc_anchor_id_2

Process:

The facilitator asks the participants to list the most important aspects of their lives, and writes on a flipchart paper:

“What are the most important elements of our lives and without which elements do we face major difficulties?”

The answers might be the following or might be connected to one of these topics:

1. finance, 2. personal growth 3. health, 4. family, 5. relationships, 6. social life 7. Spirituality / faith 8. career.

After the participants name no more elements, the facilitator assigns the elements listed to the eight aspects above together with the participants.

The facilitator shall present the concept of the wheel of life on a paper or on a flipchart drawing of a wheel.

This tool is straightforward to use and increases self-awareness by assessing the key areas in our lives.

A scale from 1 to 10 assesses each area, where 1 is closest to the center of the circle and marks the lowest level of satisfaction, while 10 is at the edge of the circle and represents the highest level of satisfaction. Different Colors can also be used to highlight each area. Participants shall retreat to a quiet place and remove all distractions. They shall then have around 20-30 minutes to create a drawing representing their personal wheel of life. They can also write down a few words for each element, explaining why they are at that specific level of satisfaction.

The participants shall receive printed *wheels of life* (with 8 or 10 segments) on an A4 paper from the facilitator, or the participants will draw such wheels for themselves on the base of their previous listing.

Questions that can help are:

Career: Is your career where you want it to be by now? Are you satisfied with what you are doing? Reflect on job satisfaction versus career satisfaction.

Finance: Are you satisfied with your financial situation? Are you earning enough income to satisfy your current needs? Do you have a clear plan for the future? Are you saving money or are you e.g. suffering from debt-related stress?

Personal Growth: Do you have a clear purpose in life? What are your goals and priorities? Are you satisfied with your personal development? Do you spend enough time to learn, reflect, and improve your knowledge and behaviors?

Health: How physically fit are you? Are you satisfied with your eating habits? How would you rate your physical activity? Do you have chronic health problems? How satisfied you are with your current state of health?

Family: Do you have a good relationship to your family? Do you spend enough time with your parents and your children?

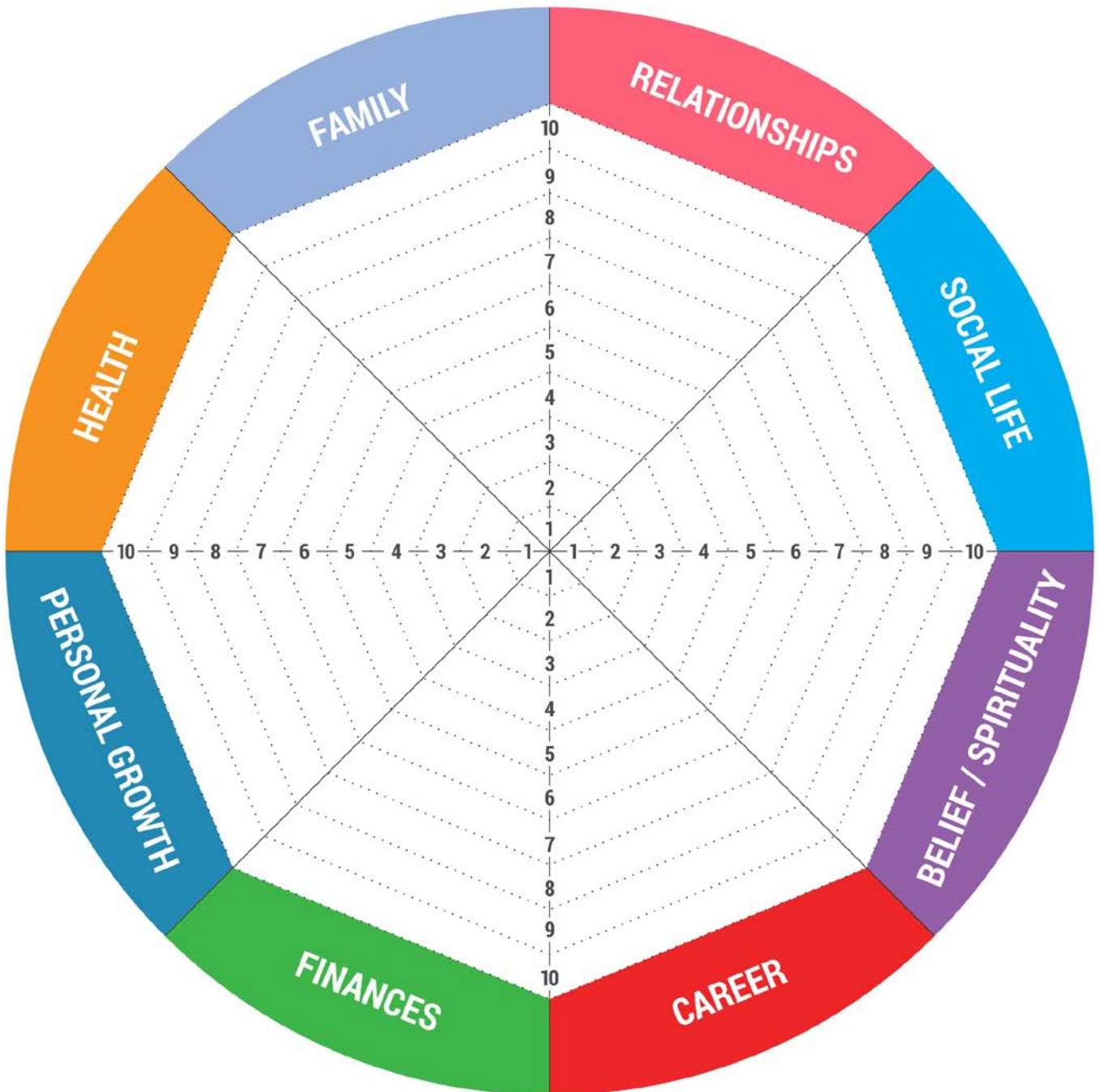
Relationships: Do you have people you can count on? Do you have a support network? Do the people around you help you grow?

Social Life: Do you feel loved, understood, and respected? Do you have a partner that makes you happy? How strong is your relationship?

Spirituality / Faith: How is your connection with the universe and your higher self. How connected are you with the spiritual aspect of life? Contrary to common belief, this has nothing to do with having a religion. But some of you might have this spiritual connection within a religion also.

The purpose of scoring in this activity is to understand if the participants are living a well-balanced life.

WHEEL OF LIFE



Debriefing questions:

When you look at the shape of the wheel, how do you feel? How would you like to change the shape of the inner wheel? What surprises you the most? What would a score of ten look and feel like?

Which category would you most like to improve? What category would you most like to start with?

At present, how do you spend time in each area? What do you need to improve the score in each area? Which small steps would have the most significant impact on your satisfaction?

Could a single action improve more than one area? Which kind of influence has your migration experience on your present wheel of life? What is your goal for improvement for the next months, based on the results of your wheel?

The participants can set themselves goals for improvement in certain time periods—1 month, 3 months and 6 months. They can return to their wheel of life after a while (a few weeks or months) to monitor their progress.

Besides understanding the current status of their life, who they are, how they live, it is also important to take action on improving segments in life where there is a need to do so. Using the insights gathered for self-development is an important part of self-awareness.

1.4.2. Write a letter for your Future Self¹²

Time: 20-60 min

Materials: papers, pens

The aim of the activity is to grasp one's plans for the future more clearly.

Process:

Before the exercise, the facilitator shall ask the participants to think back for a few minutes (maybe with their eyes closed or in a 2-3 minute period of silence) to the previous exercises and to remember what they discovered and learned about themselves and to which realizations they have come.

After that, the facilitator shall ask the participants to write a letter and give the following instructions:

„Please write a letter to your future selves, who is 5 years older, about your personal growth.“

- Address yourselves: Dear (e.g. 45) years old myself!

¹²http://www.ifjusagugy.hu/kotetek/M%C3%B3dszer%C3%A1r_k%C3%B6nyv_web.pdf

- Write down, how you see yourself in the future (formulate in the present tense!). What surrounds you? How do you feel? What do you do? Where are you? etc.
- Write about the process of succeeding to achieve your goals (formulate in past tense). What kind of difficulties did you have to overcome? What did you feel as you accomplished your goal? When and what was it the most difficult, when was it the easiest?
- Say goodbye to yourself nicely. Formulate, and write down that you are proud of yourself because you have succeeded.

If participants would like to share and read their letters, the facilitator can open floor to share, but shall not obligate anybody to do so.

This exercise will not have a debriefing at the end. The facilitator will thank the participants for their participation.

This exercise can be adapted also to any other vocational/professional or any other particular goal.

1.5 Emotional learning

One important aspect of self-awareness is being more aware of our emotions. A human being can experience around 34.000 emotions. Usually, we are stuck with around 12 expression to express our emotions. And generally, we do not connect emotions to our decision-making process, or, at least we make efforts to shut our feelings out and try to remain on a rational level. However, emotions managed in a constructive way can help us to achieve goals.

Labor migrants are living through several emotions during their experience abroad, some of which might not have been anticipated and might be brought about by facing an unknown environment. Such emotions can be draining and overwhelming. And sometimes they are not consciously perceived. In such cases, such emotions might remain unspoken and are not consciously formulated.

"Living apart from ones' family is emotionally and psychologically draining. When working migrants move alone, they need to make time to contact the family, often aided by technological devices, ..."

Named study p. 50

Psychologist Robert Plutchik created the Plutchik Model or **Wheel of emotions**¹³ to help analyze emotions. It shows that there are 8 basic emotions: joy, trust, fear, surprise, sadness,

¹³<https://www.6seconds.org/2020/08/11/plutchik-wheel-emotions/>

anticipation, anger, and disgust. These emotions are biologically primitive and have evolved in order to guarantee the survival of the species. These emotions are reactions to a situation which give us the energy to act and to protect ourselves. The model is actually a little 'ice cream cone' which unfolds to the emotions wheel. This wheel is used to illustrate different emotions in a compelling and nuanced way.

The graphic wheel of emotions can be found here: <http://feelingswheel.com/>

Activity

1.5.1 Talking about emotions

Time: 30 minutes

Materials: papers, pens

The aim of the activity is to talk about emotions in difficult situation, to identify the variety of emotions that arise in a certain situation.

Process:

For the first step, the facilitator shall conduct a brainstorming with the participants. They shall ask the participants to name as many emotions as they can and say what is coming to their minds.

They shall then create a list of the emotions named on a flipchart.

The participants shall form groups of 2 or 3 persons.

The participants shall be asked to think about a challenging experience (an unexpected situation involving their family or their work, an emotional situation or an emergency situation, a specific case connected with their experience as migrant workers etc.).

Some Examples:

What are/were your emotions on the day/days you left/leave your home when you go to work abroad?

What are/were your emotions on the day/days before you left/leave the COD to go home?

What kind of emotions do you have when you make a mistake at work?

What are your emotions when you do your work commendably?

What are your emotions when your friends are going out and they are not asking you to join them?

What are your emotions, when you are coming home after three months of working abroad, and you have missed your daughter's birthday?

How do you feel, when you return home from abroad and your wife is doing all the housework, including tasks, which used to be your job?

The participants shall be asked to think about one particular case on the basis of the models above (or any other personal experience) and to describe the emotions before, during and after this situation.

They shall be asked to share with a fellow participant, and after that have the opportunity to share their emotions with the course.

Debriefing questions:

How was it to talk about emotions? Why was it easy or difficult? Did you find the fitting expressions for them? Are we aware of our emotions in a situation? How can you grasp emotions as they are in the moment? How can you be more aware on your emotions in the everyday life?

Useful resources for the facilitator:

ABC of Emotions: How to use the FEELINGS WHEEL to develop Emotional Literacy | episode 03 - Six Seconds, The Emotional Intelligence Network:

<https://www.youtube.com/watch?v=XGwJwIDJgLU>

Understanding differences between EMOTIONS FEELINGS and MOODS | episode 04

- Six Seconds, The Emotional Intelligence Network:

https://www.youtube.com/watch?v=_pbdqgXWxBQ

TED Talk: Lisa Feldman Barrett neuroscientist - You aren't at the mercy of your emotions – your brain creates them. (Subtitle available with every project language)

https://www.ted.com/talks/lisa_feldman_barrett_you_aren_t_at_the_mercy_of_your_emotions_your_brain_creates_them?referrer=playlist-what_are_emotions

TED Talk: Tiffany Watt Smith cultural historian - The history of human emotions (Subtitle available with every project language)

https://www.ted.com/talks/tiffany_watt_smith_the_history_of_human_emotions?referrer=playlist-what_are_emotions

<https://www.6seconds.org/2020/08/11/plutchik-wheel-emotions/>

https://en.wikipedia.org/wiki/Robert_Plutchik

2. Interpersonal competences (Thematic block)

Introduction to the thematic block

The interpersonal competences and skills that we use when we interact and communicate with others are crucial for our social relations. They cover a variety of scenarios where communication and cooperation are essential. These skills involve the ability to communicate and build relationships with others. They are often referred to as 'people skills' and incorporate both personality traits and the learned behavior of how to handle certain social situations. Some examples of interpersonal skills include: active listening, teamwork, responsibility, dependability, leadership, motivation, flexibility, patience and empathy.

The field of interpersonal competences is permanently growing, with a widening range of tools being developed. In this thematic block we approach several subtopics adapted to our subject.

In a work environment, strong interpersonal skills are assets that can help people navigate complexity, change and their day-to-day tasks. Social awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. These are important skills for migrant workers, who are often employed in diverse workplaces. Social awareness also includes the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support. When striving for harmoniously living and working together, social awareness is needed both for working migrants and members of the COD. The mutual acknowledgement of cultural values, traditions, communication style and relational patterns is an important aspect of a good, constructive collaboration.

This thematic block includes topics like 'social awareness', 'social relations – communication' and 'conflict management'.

"The interviews revealed that people were pressed to learn about conflict management, stress management, crisis management, and emotional burdens' management due to labor migration, and considering the ways how to handle these."

(NAMED Study report p. 138)

Aim: To raise the interest of the participants in their social awareness / to foster awareness in their social interactions in general and in the COD.

Leading questions

How do I act in a group? How do I react in a difficult or a conflict situation? What is my communication style? What are my interpersonal skills? How to react in general in a conflict situation? How do I get out of a conflict? How satisfied am I with my conflict management strategies? What can I learn from a conflict? How can I improve my actions in a conflict?

Key terms: active listening, teamwork, empathy, flexibility, relation with the environment, social relations, communication in family, communication with colleagues and friends, conflict management, decision making.

Estimated time-frame: 5 lessons, 90 min/lesson

Topics:

- 2.1 Social awareness
- 2.2 Social relations - communication
- 2.3 Conflict management

Recommended processing methods:

Providing theoretical materials, conducting practical exercises, experiential learning, working with tests for the course, individual& small group work, working in larger groups.

What should participants be able to do (ability, A)/to know (knowledge, K)/to be (values, V) at the end of this block?

The participants should

- A - be able to demonstrate awareness of how individuals and groups cooperate towards achieving common goals.
- K - know what the personal strengths and weaknesses in their interpersonal skills are.
- K - know the meaning of being an active listener
- A -be able to actively listen
- K - know how to describe assertive communication
- A- be able to communicate more assertively
- A - be able to apply the learned social-awareness skills during their labor migration: to better succeed in the international working environment and general social environment.

Materials: paper, pens, flipchart, prepared worksheets, solutions to potential technical needs, materials for the individual exercises.

2.1 Social awareness

Social awareness involves the ability to understand and empathize with others, particularly with people from different backgrounds than one's own. Social awareness includes empathy for others, understanding others' feelings and reactions, active listening, cooperation in team and other skills.

Activities

2.1.1. *Rope knot*¹⁴

Time: 20 min

Materials: One long climbing rope. A large seminar room or space outside

The aim of the activity is to stimulate cooperation towards the overall success of the group by helping others and by doing one's individual part for the group as a whole.

Process:

Tie one overhand knot in the rope for each person that is in the group. Space the knots about two feet apart. Instruct group members to select a knot on the rope and stand by it on either side of the rope. Then tell them to grab the rope on either side of the knot with one hand. Some people will grab further out from their knot than others, which is fine. Now challenge the group to untie all of the knots without anyone letting go of the rope or without moving the hand that is on the rope. Participants may use only their free hand to untie the knots. You may set this activity up by having the group think of things that are 'knots' for the group that need to be 'untied,' or have the knots represent problems for the group that need to be straightened out.

Debriefing questions:

How was it to do this exercise? How did you feel during the process? How did the group manage to solve the task? How many different groups were working on this challenge at once? When your side of the rope was untied, did you help the others on your team in any way, or did you just hang out? Why? Are you ever on a team where two or more different groups are working separately from each other? Are there any 'knots' in your team that need to be untangled?

¹⁴ Empathy games - A collection of games to help understand the life and situations that people experience within your community. p. 16 https://www.scout.org/sites/default/files/tutorial_files/empathy%20games.pdf

2.1.2 *Falling egg*¹⁵

Time: 70 min.

Materials: thick straws, adhesive tape, raw eggs, string, tray to cover the floor where the eggs will fall

The aim of the activity is to create a working situation where the participants are interacting, are solving a task together and where they can experience their actions in the group work.

Process:

The activity shall be conducted in groups of 3-4 persons. Every group shall receive 25 thick plastic straws, one roll of adhesive tape and one raw egg.

The groups have 45 minutes to create a structure that will keep their eggs whole after a fall from 2.5 meters of height.

After the groups are finished, the participants shall come together and the groups shall choose a person to drop the egg.

The groups shall place their structure in the tray and the delegated group member shall drop the egg from 2.5 meters of height.

Between the groups, there shall be a competition, so that those groups, whose eggs were not falling apart and remained whole after the fall, shall be the winners.

Debriefing questions:

What was the task? How did you manage to accomplish the task? How was work in the group? Did you identify different roles? Was somebody coming up with an idea that you followed? Did anybody take on a leadership role? How was communication in the group? Has everybody presented their ideas?

If you have failed, what would you do differently looking back? What do you think you could improve?

Was it a success or a failure? What do failure or success mean for the group?

2.1.3 *My interpersonal skills*¹⁶

Time: 40 Minutes

Materials: Two copies of the questionnaire for each participant, pens

¹⁵Peter Dürschmidt et. al.: Trénerek kézikönyve p. 119

¹⁶Rudas János: Delfi örökösei (2007) p. 222–224

The aim of the exercise is to make the participants aware on the skills they use in interpersonal relations and to give feedback to others. The exercise can also serve a future personal development plan. In a work environment, strong interpersonal skills are an asset that can help to navigate complexity, change and day-to-day tasks.

Process:

The participants are organized in pairs or in groups of three persons

- The pairs are formed in a way that they already know each other. Each participant shall first fill out a questionnaire about themselves and then fill out a questionnaire about their partner.
- After filling out the questionnaire, the pairs are going to discuss the results of the questionnaires with a special emphasis on the differences between the one they filled out about themselves and the one filled out by their partner. They should also discuss the intended direction of development.

The questionnaire below helps to reflect your relationship with other individuals and your group skills. This questionnaire is also designed to help you formulate your personal development goals.

1. Read the list of actions and skills and mark those, which you are performing well (marked with 'Right') and those that need improvement (marked with 'Needs to be done More/Less').
2. There might be missing actions that you do consider important in your interpersonal communication. If this is the case, please fill in the blank parts.
3. After that please check the list again and mark the three or four actions which you would like to improve at the moment.

		Needs to be done	
	Right	More	Less
<i>Communication skills</i>			
1. Speaking in a group			
2. Speaking briefly and concisely			
3. Speaking energetically			
4. Encouraging others to speak			

5. Paying attention			
6. Thinking before speaking			
7. Staying on topic with my remarks			
8.			
<i>Observation skills</i>			
9. Observing tension / pressure in groups			
10. Observing who is speaking to whom			
11. Observing the level of interest of the group			
12. Sense the feelings of individuals			
13. Recognizing if somebody is mentally absent			
14. Observing the reactions to my explanations			
15. Recognizing, if a group is avoiding talking about a subject.			
16.			
<i>Problem-solving skills</i>			
17. Explaining problems and goals			
18. Asking for opinions and ideas			
19. Offering ideas and proposals			
20. Approaching ideas critically			
21. Summarizing debates/discussions			
22. Drawing conclusions on lessons learned			
23.			
24.			
<i>The capacity of improving the atmosphere in a group</i>			
25. Showing interest			
26. Involving everybody in the working process			
27. Creating harmony and helping people reach an agreement			

28. To uphold the rights/claims of individuals against group pressure			
29. Expressing respect and praising			
30.			
<i>The skill of expressing your emotions</i>			
31. Telling others how I feel			
32. Hiding my feelings			
33. Disagreeing openly			
34. Expressing affection/sympathy			
35. Expressing gratitude			
36. Being ironic			
37.			
<i>Facing and accepting emotional situations</i>			
38. Facing anger and conflict			
39. Facing intimacy and attraction			
40. Tolerating silence			
41. Tolerating pressure or stress			
42.			
<i>Social relations</i>			
43. Competing to be better than others			
44. Behaving dominantly			
45. Trusting in others			
46. Being helpful			
47. Being supportive			
48. Drawing attention to oneself			
49. Standing up for oneself			
50.			
<i>Others</i>			

51. Understanding why I do what I do (wit)			
52. Asking for feedback			
53. Accepting help and assistance			
54. Being determined			
55. Being self-critical			
56. Being patient			
57. Retreating to read or think			
58.			
59.			
60.			

Debriefing questions:

How was it to think about these questions? How was it to think through and to fill out the questionnaire for somebody else? What have you learned about yourself? How was it to see how somebody else sees you on the base of these actions and skills mentioned in the questionnaire? How can you what you have learned during this activity apply in your everyday life? Which action that needs improvement would be helpful during your migration? Did you face difficulties until now because the lack of one of these skills or traits?

Which are the most important skills/behaviors/actions, which you would like to improve and what will be the next step to improve them?

2.2 Social relations - communication

Communication is the base of interpersonal relations. To achieve better relationships, we have to be more aware of our communication style and improve our communication skills.

In every social context - family, friends or work - the quality of the communication defines the quality of the relations. Nonviolent communication (NVC) is an approach developed by Marshall Rosenberg in the beginning of the 1960s. NVC is based on the assumption that all human beings have the capacity for compassion and empathy. The approach furthermore assumes that people who are speaking or behaving harmfully or violently towards others do not recognize more effective strategies for meeting their needs when they do so.

NVC aims at supporting change on three interconnected levels: within the self, between individuals, and within groups and social systems. The NVC-approach is taught as a process of interpersonal communication designed to improve a compassionate connection to others.

Exercises

2.2.1 Back-to-back Drawing¹⁷

Time: 30 min

Materials: paper sheets and pens

The aim of the exercise is to develop how we relate to one another, including how we share information and how we get along.

Process:

Pairs will shall back-to-back. One from them shall be the 'listener' and one is the 'speaker'. The listener receives a blank piece of paper and a pencil, and the speaker receives a geometrical image. These are accessible via the link in the footnote below.

The speaker shall describe the geometrical image in details. The listener shall draw on the blank paper the details and attempts to recreate the image, based upon the instructions. Neither member can see the other's paper and the listener may not communicate with the speaker.

The pairs shall have 10 minutes for this task.

Debriefing questions:

How was the exercise? What kind of difficulties you have faced? How was it to draw/ explain what you saw although you could not ask or interact?

As a speaker, which steps did you take to make sure your instructions would be clear? What was it like not having feedback from the listener during the exercise? How can these steps be translated to real-life conversations? As a listener, what did you like about the speaker's instructions? Did you find that any of the speaker's instructions were ambiguous, or difficult to follow?

Do you think your results would have been different if you had been able to communicate with the speaker (and if so, how)? What we mean to say and how it is interpreted, are often

¹⁷<https://www.therapistaid.com/worksheets/drawing-communication-exercise.pdf>

two different things. What can you do to reduce the risk of miscommunication in real-life conversations already during speaking? Did you face similar situations in your labor migration experience? How were you able to manage them? What will you take with you from this exercise and what will you put into practice in your everyday life?

2.2.2 The game of assertive communication¹⁸

Time: 40-120 Minutes depending on the size of the group

Materials: No materials needed

The aim of the exercise is to give the participants an introduction into the meaning of the expressions of assertiveness, aggressiveness, submissiveness. The participants will gain knowledge about their communication style. This exercise aims at improving the usage of assertiveness in every day life with an emphasis on working migrant's situations.

Process:

The facilitator shall shortly present the differences between assertiveness, aggressiveness and submissiveness. This stage of the exercise also lends itself to leading a discussion on the topic and perhaps to introducing the idea of non-violent communication by Marshall B. Rosenberg.

Submissive communication: the needs of others are seen more important, lacking self-respect, avoiding confrontation, lack of expression, speaking softly and timidly

Assertive communication: balance in needs, both participants in the conversation are respected, speaking with a balanced tone and volume, acknowledging one's own claims and the claims of others, emotionally expressive, achieves goals without hurting others.

Aggressive communication: one's own needs are seen as more important, lacking respect, „Out to win“-mentality, hostile, dominant in posture and gesture, speaking loudly.

This is a role play activity. An optional number of pairs, but at least three, shall be formed.

The course shall assemble in a semicircle and the pair who will perform the next scenario stays in the front.

One scenario will be presented in three different manners.

The first pair shall be given the task to play the roles of the first scenario described in a submissive manner.

¹⁸Rudas János: Delfi örökösei – Önismereti csoportok – elmélet, módszer, gyakorlat p. 160

The second pair shall be given the task to play the same case in an aggressive way.

The third pair shall be given the task to play their roles in an assertive manner.

In all three cases the first role described shall be played as submissive, aggressive or assertive, while the other role shall be played in a normal fashion.

After the scenes were presented, the group will discuss the situation and the three ways of approaching it. The role plays can continue several times with different cases.

Situations:

1. Roles: customer, cashier

The customer is making the weekend purchase in a little shop in the neighborhood of their house. When the cashier states the price, the customer realizes, that they don't have enough money.

2. Roles: home care assistant (labor migrant), patient

The patient asks for soup for lunch. The assistant brings a potato soup which is not to the taste of the patient.

3. Roles: truck driver (labor migrant), superior

The working schedule of the truck driver is depending on the route they are given for the day. They regularly receive longer routes than are manageable during a normal working day. Other than their colleagues, they not paid extra for this. They decide to talk about this with their superior.

4. Role: two labor migrants who live in the same flat

They use the same kitchen for preparing food. One is always leaving the kitchen messy, the other is always cleaning it up. The flat-mate that always cleans, decides to talk about this with their colleague.

5. Roles: colleagues

Two coworkers receive a job which they can only get through if they divide the tasks equally between them. One of them realizes, that the partner is contributing far less, and decides to talk about this.

6. Role: neighbors

One neighbor is going to work every day early and therefore is going to sleep early in the evening. Their neighbor is listening to music loudly until late at night, so the other is unable to sleep.

Debriefing questions:

How was the role play for the participants? How was it for the observers? What have they observed during the exercise? What was the body position of the speakers in the different cases? What were the characteristics of the dialogues? How did the participants feel in their roles? How was it to experience the different styles of communication? Do you face similar situations in your daily life? Can you identify the communication style you use in general? How can you apply the knowledge gained during this activity in your everyday life? What do you need to improve your communication skills?

2.2.3 Active listening / controlled dialogue¹⁹

Time: 60 minutes (explaining the rules, building groups of three people, in every group there will be three rounds of discussions of 10-15 minutes.)

Materials: Not needed

The aim of the activity is to experience how difficult is to be an active listener and to listen to others.

To learn how to better pay attention.

To train empathy and to sympathize, to understand the thoughts and the feelings of the conversational partner.

Process:

The activity shall be conducted in groups of three persons. Two persons (A and B) shall together think about a topic of dispute or the subject of an argument, on which they might have strongly different opinions. A and B shall start to discuss about the chosen topic, while the third person shall observe in silence.

The discussion shall be initiated by A with a statement which will be repeated in summary by B.

To adapt the exercise to the subject of this curriculum, the participants can choose one topic connected to labor migration or to working as a migrant. Of course, any other subject is also acceptable. The main goal of this exercise is to practice active listening.

¹⁹Peter Dürschmidt at all: Trénerek kézikönyve p. 39

- * If B correctly repeats the information heard before, A shall confirm by answering „correct“. After that, B has the opportunity to respond or react to the statement of A.
- * If B did not interpret and summarize the statement correctly, A shall respond „false“. In this case B shall try one more time. If B won't succeed, then A shall repeat the statement.
- * Until this point in the game, C shall observe the process, monitor the time, and shall only intermit, if the participants are not following the rules. C shall make notes about how the participants can apply their nonverbal as well as their verbal expressions and their sympathetic skills for active listening.
- * After 15 minutes, the first round of discussion will end. C will report to A and B about the impressions they have given regarding their communication (5 minutes).
- * After that, they change their roles so everybody will be also in the position of the observer.

Debriefing questions:

How was the exercise? How was it to be the observer? How was it to be in the listener role? How was it to be in the role of the speaker? What was easy? What was difficult? What kind of difficulties did the participants face? How did they get through the difficulties? What kind of feelings appeared during the exercise?

Can somebody give one or more examples from their everyday life where they faced similar situations of active or inactive listening in their homeland or in their COD? In which area(s) of our life can we apply the experience we learned during this exercise? How can we use this in our everyday life, e.g. when communicating in the family? How can we use it in the working environment in the homeland or in the COD?

2.3. Conflict management

In the middle of difficulty lies opportunity.

Albert Einstein

Description of the content

Everyday life is full of conflicts: conflicts at the workplace with colleagues and supervisors, conflicts at home with the family and conflicts in general in interpersonal contexts. Conflict is seen as a negative phenomenon, which is why most people prefer to avoid it or are solving conflicts in radical ways. Yet, conflicts are an unavoidable part of our life and appear where

different values, interest, feelings, beliefs and behaviors are coming in contact. As the Einstein quote above says, in the difficulty or the conflict in the life of any person and any organization is hiding the opportunity for improvement. Having in mind the working migrant situation (an unknown working and living area, different working cultures, broader cultural differences, language barriers in communication), there is an increased probability of conflicts.

The Thomas Kilmann model identifies two dimensions of behavior in a situation of conflict, namely assertiveness and cooperativeness. Assertiveness is the degree to which a person tries to satisfy their own needs. Cooperativeness is the degree to which a person tries to satisfy the other person's concerns. The relation of these two aspects results in five distinct modes of conflict handling: Avoiding (sidestepping the conflict), Accommodating (trying to satisfy the other person's concerns at expense of one's own), Compromising (trying to find an acceptable settlement that only partially satisfies both people's concerns), Competing (trying to satisfy one's concerns at the expense of others), Collaborating (trying to find a win-win solution which completely satisfies both people's concerns).

On the basis of this model and from the interviews we have conducted for our study, we conclude that a working migrant's life situation potentially creates several conflicts, and the reaction might in general consist of avoiding or accommodating.

In this lesson, we recommend to hold a different type of exercises: case study /role play (of a conflict in the family or the work environment). The participants can be asked to create the conflict scenarios by defining its different elements.

Exercises

2.3.1 *Helium Hoop*²⁰

Materials: Lightweight hula hoop for each team of max. 7 persons

Time: 30 min.

The aim of the activity is to experience conflict and to work through conflict in order to reach a team goal.

Process:

The members of the groups of maximal 7 persons shall form a circle. They shall stand close to each other, shoulder by shoulder, and they shall raise their arms to the same level with their

²⁰ Marry Scannell: The big book of conflict resolution games p. 47

arms vertically (holding them on chest level) and their pointer-fingers stretched. This hand position needs to be maintained for the duration of the activity. The facilitator will place a hula hoop on the circle formed by the pointer-fingers.

Rules: The goal of the activity is to simply lower the hoop to the ground. All participants have to maintain contact with the hoop at all time with both fingers. If anyone loses contact, or his or her fingers slip off the hoop, the team must assume the starting position and begin once more. Once the team understands the team goal and the rules, the trainer places the hoop in the starting position and begins. Usually the hoop starts to rise, as if by magic.

The hoop will have the tendency to rise. After a few attempts, the facilitator can intervene to lead a short discussion of reflection on what is happening, what kind of ideas or strategies the group or its members have to solve the task. If after several attempts, the idea of the common rhythm has not emerged, the facilitator can help by inserting another short exercise.

Feel the time

The participants are asked to close their eyes and after a starting signal count to twenty in their minds. As they arrive at twenty, they can open their eyes and look around but stay silent. There will be participants, who will open their eyes earlier than others. With this exercise the participants can experience the relativity of feeling time.

The insights from this exercise then can be applied to the activity with the hula hoop. It might be important to introduce a measure, a rhythm for the movement of group members that is clear to every participant.

If they don't succeed to complete the task, the activity will be closed and the debriefing discussion will be lead on the topic of how to handle cases when we do not succeed in situations and how to handle failures. Or the participants can try the exercise again later after several other activities.

Debriefing question: What were some of your initial thoughts regarding this activity? What was challenging about this activity? What made it challenging? Did anyone emerge as a leader? What did they do to demonstrate a leadership quality? How did your perceptions influence your behavior? How effective was the team at dealing with frustration? Did your team experience any conflict? Why, or, why not? How was conflict resolved? How did you balance the individual's responsibility with the team's goal? What are some real-life situations that may be similar in nature to this challenge? Do you face similar situation as a migrant worker? What can you take with you and apply in your everyday life or at work in the COO and in the COD?

Note: During this activity, frustrations may run so high that communication is completely breaking down and team members are blaming and verbally attacking one another. Be prepared to cut the activity, lead a debriefing discussion, go on to other activities, and eventually come back to it later, after learning some helpful skills in conflict resolution.

2.3.2 Conflict cases study

Time: 60-90 minutes

Materials: pens, papers

The aim of the activity is put conflict management strategies into practice.

Process:

The participants are asked to create a case study of a conflict situation:

Step 1. Asking the participants to form pairs (or forming pairs with an energizing exercise). Every pair shall receive an A4-sheet of paper and be tasked to describe a conflict situation by answering the next questions. They shall do so without trying to solve the conflict.

In the conflict shall be included at least one working migrant. Every pair shall have a different case: (1. A working migrant and native worker, 2. Two working

migrants, 3. A working migrant and their employer or supervisor, 4. A working migrant and their family member, 5. A patient or customer and a working migrant)

- Who are the participants? (give them name and 2-3 personality traits)
- What is the background of the participants?
- What kind of personality do the participants have? What are their values?
- What is the subject of the conflict?
- Create a conversation to illustrate the conflict created.

During this task, the facilitator shall approach each pair to give further instructions if needed.

Step 2. Every pair gives their case study to the next pair.

The participants are asked to use the other side of the paper and to answer the next questions:

- Please rewrite the conversation in a way that would work better.
- What can the participants of the conflict learn from the situation?

After answering the questions, the participants shall share their cases in the course group.

The facilitator should then introduce the Thomas Kilmann model and connect the exercises and the model. The facilitator should ask the participants to identify the conflict handling modes they found used in their case studies.

Competing style - Assertive and uncooperative. You can expect an unwillingness to negotiate and an unwillingness of taking into account another person's opinion.

Collaborating style - Assertive and Cooperative. This style consists of thoughtful consideration of each party's views, including a discussion of goals, resulting in mutual understanding.

Compromising style - moderately Assertive and Cooperative. It gives neither party everything they desire, but both parties receive enough so as to leave each party satisfied.

Avoiding style - Unassertive and Uncooperative. This is seen as the withdrawal from, or refusal to address the conflict.

Accommodating style - Unassertive and Cooperative. The result is the submission of one party by acknowledging and accepting another party's side of the issue.

Debriefing questions:

How was it to develop a conflict situation and to write a conversation? Were you faced with any difficulties? What happened, when you received another case? Have you been inspired by your own experiences or was it a fiction? Are you satisfied with the way you have rewritten the conversation? How do you feel in situations of conflict similar to one of the examples you have given? How would you act in these same situations? What can you take with you from this exercise?

Closing exercise

2.3.3. *Who will I become?*²¹

Time: 30 min

Materials: papers, pens

The aim of the activity is to summarize, to reflect on the training, the course and the things the participants learned.

²¹ Rudas János: Delfi öröksége – Önismereti csoportok – elméleti, módszer, gyakorlat p. 261

Process:

The group is in a circle.

The facilitator will ask the participants to think of the whole course and to reflect on the processes which happened in the group and try to formulate what kind of changes were encouraged to happen. After a few minutes of thinking, everybody writes their name on top of a paper and after that writes 8-10 sentences (depending on the extent of the section, the hours of the activity and the topics discussed). The text, which the participants write, shall start with one of those two beginnings: "I will be a person who ..." / „I would like to be a person who ..."

After everybody finished writing, they shall give their paper to the person sitting to their right. Everybody then reads what was written by their group mate and passes the paper on further to the next participant, until the paper is arriving back at its original owner.

As the papers are back, the facilitator will ask the participants to express a few feelings and thoughts about their own and the group mate's intentions of changing.

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TED Talk: Tiffany Watt Smith, cultural historian: The history of human emotions (Subtitles for the TED Talk are available in every project language)

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Resources personal and interpersonal competences

ID Booklet Ideas for Inclusion & Diversity

A practical educational booklet about Inclusion and Diversity developed for youth. Language: English

<https://www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf>

Positive Psychology

A community, science-based online-resource and knowledge-base, which offers courses, techniques, tools and tips to help you put positive psychology into practice in everyday work for therapists, psychologists, counselors, coaches, teachers or practitioners. Language: English

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Interreg-IPA CBC Magyarország-Szerbia HUSRB/1602/42/0152 / Acronym: Socioagro

A learning curriculum for developing skills and competencies, including a module for self and personality development. Language: Hungarian

https://kathaz.hu/wp-content/uploads/2019/02/O%CC%88nismeret_e%CC%81s_szeme%CC%81lyise%CC%81gfejleszte%CC%81s_tananyag.pdf

Cetățenia Activă – Curriculum IMPACT / Active citizenship – IMPACT curriculum 2016

New Horizons Foundation, Cluj-Napoca. A facilitation guide for IMPACT group leaders. Language: Romanian

<https://noi-orizonturi.ro/resurse/Oameni%20de%20IMPACT/Curriculum-IMPACT-2016.pdf>

Magazin de împrumuturi – Activități experiențiale outdoor 2018

Experiential Activities Renting Shop Toolkit- a guide with experiential activities to use in service of learning and outdoor education, for toolkit coordinators and content developers, New Horizons Foundation, Cluj-Napoca. Language: Romanian

<https://noi-orizonturi.ro/resurse/Oameni%20de%20IMPACT/Magazin%20Imprumuturi%20Bleed%203mm.pdf>

Komunikációs és csapatépítő játékok

Games of communication and teambuilding. Language: Hungarian

<https://moderniskola.hu/2018/08/kommunikacios-csapatepito-es-onismereti-jatekok-az-evkezdesre/>

Önismereti és társismereti tréning blokk foglalkozások Selection of activities for selfknowledge. Language: Hungarian

http://igyk.pte.hu/files/tiny_mce/File/kari_projektek/tehetsegmuhely/prezentaciok/onismereti_trening_BI.pdf

Ifjúság – Módszertár / 100 Nonformális módszer és szituációs megoldás / Collection of tools: 100 of nonformal and situational exercises. Language: Hungarian

http://www.ifjusagugy.hu/kotetek/M%C3%B3dszert%C3%A1r_k%C3%B6nyv_web.pdf

100 ways to energise groups: Games to use in workshops, meetings and in community

Language: English

<https://www.ndi.org/sites/default/files/Energisers.pdf>

The page of the VIA Institute on Character, Cincinnati, Ohio is an non-profit organization working in the science of character strengths. They create and validate surveys of character, support researchers, and develop practical strengths-based tools for individuals and professionals, such as therapists, managers and educators. Language: English

<https://www.viacharacter.org/>

The organization 'New World of Work' has developed an assessment system for "21st Century Skills" including "Resilience", "Self-Awareness" and "Social/Diversity Awareness" among others. Language: English <https://newworldofwork.org/badges/>

Training manual for facilitators: Using soft skills in non-formal education by Dr. Kaustuv Kanti Bandyopadhyay, Ms Priti Sharma. It is a manual designed to build an understanding of the concepts of soft skills in non-formal education. It is a reference manual for the practicing trainer of using soft skills in non-formal education training, a source book for sample training sessions, materials and exercises to be used during such training. It is comprised of steps and activities for facilitating training on soft skills. Language: English <https://epale.ec.europa.eu/en/resource-centre/content/training-manual-facilitators-using-soft-skills-non-formal-education>

"Uczyć się inaczej. Kompendium wiedzy o edukacji pozaformalnej na podstawie doświadczeń uczestników i uczestniczek Programu „Młodzież w działaniu” (2007-2013)" "To learn differently. Compendium of knowledge on non-formal education based on the experience of participants in the Youth in Action Programme (2007-2013)", including chapters such as: "About learning and education", "About non-formal education - its philosophy and learning process", "About the benefits of non-formal education", "About the challenges for non-formal education", "Voices of participants in non-formal education activities" Language: Polish http://czytelnia.frse.org.pl/media/FRSE_RAY_wartosc-edukacji_www.pdf

"Nieodkryty kraj. Przyszłość, rozwój osobisty oraz zarządzanie zmianą w kontekście szkoleń EVS" ("An undiscovered country. Future, personal development and change management in the context of EVS training"). Including chapters such as: "An undiscovered country. Learning by experience during EVS", "future in context of EVS trainings", "Methods of working on the topic of the future during EVS training", "Development - the magic of life and non-formal learning", "How to create an environment conducive to development?", "Talk about change management", "Working with metaphors and stories", etc. Language: Polish <http://czytelnia.frse.org.pl/nieodkryty-kraj/>

"Sześć kontekstów uczenia (się) dorosłych" ("Six contexts of learning/teaching adults") including chapters such as: "the human who learns", "non-obvious education", "motivation and engagement", "the zone of restrictions", "educator's suitcase", "The future starts tomorrow". Language: Polish <http://czytelnia.frse.org.pl/szesc-kontekstow-uczenia-sie-doroslych/>