# INCREA

## SOCIAL INCLUSION OF MIGRANTS THROUGH CREATIVE INDUSTRIES

# IO2/A1

## LEARNING METHODOLOGY

## Erasmus+

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# Introduction

This document forms the IO2/A1 Learning Methodology that will be followed for the Training Courses for Migrants Combining Language, Entrepreneurial and Digital Skils learning for the implementation of INCREA Project (henceforth 'Project').

The project is dedicated to support migrants/refugees and social workers in their integration process in the European societies enhancing their language and entrepreneurial skills through the exploitation of ICT tools.

Exploiting their personal cultural background, the project will develop a complete package of learning material aiming to address the lack of adequate language and employment-related skills (including digital skills) and to promote language, entrepreneurial and Digital skills learning in order to foster the entrepreneurship spirit.

The project is co-funded by the Erasmus + European Projects.

The present document contains information regarding the structure of the INCREA training programme.

## Purpose of the IO2/A1 Learning Methodology

The present document aims to define the purpose of the project, the target group of the training course, while based on the learners' needs identified within the context of IO1, the methodology will also define the learning objectives to be achieved through the learning material.

In addition, based on learners' needs and stakeholders feedback received during consultative workshops, events and IO1 research, the methodology contains information about the type of learning activities and format that will be used in the training course together with an illustration of the learning structure and objectives related to each module and useful guidelines for the development of the training material.

The evaluation form of the training course will be delivered separately as part of the Quality Assurance, before the internal and the pilot testing. A template of the evaluation form is provided in Annex A and Annex B.

# The learning methodology

## The aim of the project

The specific purpose of the project is the development of training modules and activities considering the different characteristics of the individuals to support them in their integration process in the Europeans societies enhancing language and entrepreneurial skills. In particular, INCREA will develop an innovative ICT tool – based on the methodology of Serious game – to be used in a blended-learning environment aiming in transferring knowledge toward target migrant/refugees together with a manual that fosters creative entrepreneurship exploiting personal cultural background.

The INCREA project will deliver a complete package of learning material aiming to address the lack of adequate language and employment-related skills (including digital skills) and to promote language, entrepreneurial and Digital skills learning together with creative activities that foster entrepreneurship spirit exploiting personal cultural background. After the completion of training, all participants are expected to be empowered in applying their background in creating business, promote social inclusion and growth using more professional language in real life.

## The target group

The project is especially designed primarily for adult migrants, refugees and secondary experts, trainers, business professionals and the organizations providing training for entrepreneur purposes, entrepreneurs, social inclusion of migrants. However, the tools will be useful for all organizations active in training across Europe.

## Expectations

The expected impact of the project is related to the main objectives of the project:

1. The social inclusion of new immigrants in order to increase their contribution to grow towards an innovative development creates new job opportunities in Europe in the near future.
2. The consortium intends to raise awareness about the benefits of social innovation and inclusion, along with the opportunities offered by included people with different cultures, with the aim also to leverage among the various stakeholders identified. In this respect, the project also aims to have an impact in the promotion and diffusion of the impact investing.
3. At a local level, the project will provide local participants and stakeholders with the tools and techniques to improve the processes of running and developing their operations to reach the goals.
4. At a regional level, the increased inclusion of migrants in the economic tissue will be materialize into a generalized economic growth and a diminution of social poverty.
5. At a national, European and International level, the project will influence policy and help to shape the future of social and labor inclusion as long as partners continue to learn from each other.

## Phases of learning methodology

A training strategy should leverage a blended approach for optimal results. Blended learning means a mix of different learning environments where methods, techniques and/or resources are combined. A blended learning can combine ILT, video conferencing or virtual classroom and/or any other methodology. An appealing teaser with video, animation and/or sound to invite and motivate users, followed by any combination of ILT, e-learning is an example of blended learning.

Practical access to resources: Training and documentation usually consist in planning, implementing and evaluating.

User documentation usage normally foresees self-help / peer assistance (online manuals, FAQs, IVR and forums) on Portals.

As in every training methodology we can identify the following distinct steps:

### a) Identification of training requirements

Upon the commencement of the training process, the first task that will be performed will be a definition of the training requirements by analysing the scope of training and the target audience profile. It should be noted that training requirements will be usually defined in the context of skills management or continuous improvements activities. This step can be considered completed after the finalization of IO1 results.

### b) Production of a training plan

Based on the requirements of the target audience, a training plan shall be produced that will comprise of:
- A training course that will be conducted in accordance to the training plan.
- A description of the training programme.
- A description of the training material and associated documentation that will have to be produced.
- The specification of the material that will be integrated into the INCREA learning environment.
- A time-schedule for training
- Training evaluation form(s) to be used in the context of training evaluation activities

### c) Training Execution

The training will be conducted in accordance to the training plan. Training will be conducted allowing the trainees to participate actively in the programme, express their questions, express their preferences in the topics that they would like to be trained, etc. Hands-on training or tests to the reference environment may be also performed. Additional, each trainee will have the opportunity to test the Serious Game to be developed for the purposes of the project.

### d) Training Evaluation

At the end of each training session, each trainee will be asked to complete the evaluation form, aiming at the elicitation of information regarding the confidence that trainees have in their skills

obtained through the programme. The answers provided in the evaluation forms when processed, along with the evaluation results of the training environment, may result in the determination of further training requirements that will have to be satisfied by organising additional training sessions.

## The learning objectives

The innovative training material to be created aims in providing crucial information about language, digital and creative entrepreneurship areas.

Based on IO1 results about the validation of the target audience's needs, the material will comprise three basic learning modules towards the provision of support to increase language, digital and entrepreneurial competencies required to be part of the European societies and creative industries.

All modules will be accompanied by a glossary including special terms or terms that are of upmost importance for the deep understanding of the content.

## Language Skills Module

With reference to the Language Competencies unit, the content aims in covering all the topics concerning the B1/B2 CEFR Language Framework with a significant focus on the entrepreneurial field and professional behaviour within a workplace.

The learning outcomes of the module are :

- ❑ Discuss familiar topics, give your opinion
- ❑ Understand topics related to work, leisure and studies
- ❑ Deal with situations likely to arise when applying for a job
- ❑ Produce simple texts on work related topics
- ❑ Describe working experience and competences/skills
- ❑ Communicate with colleagues

## Digital Skills Module

The Digital Skills module aims in generating awareness of efficient ways to use Social Media and online marketing techniques to promote a business while it focuses on the use of digital media in a working environment.

The learning outcomes of the module are:

❑ Finding opportunities to exploit online and open resources

❑ Be able to promote your brand online

❑ Be aware of how creative industries and freelancing jobs can be efficient online

❑ Knowledge in financial concepts

❑ Funding resources

❑ Cyber Security awareness

## Creative Entrepreneurial Skills Module

The Entrepreneurial Skills module comprises approaches to creative disciplines as well as soft and practical entrepreneurial competencies required for the learners to create a basic mindset and be able to pursue their career from visualizing an innovative idea to create, register and run successfully their own start-up business.

The learning outcomes of the module are:

❑ Setting your project's goal/s, evaluating time and resources available

❑ Getting reviews, building a portfolio and marketing your skills

❑ Developing a methodology for future work

❑ Prospecting and predicting

❑ Transferring and re-contextualising skills, knowledge and experience

❑ Identifying practical methods and strategies to generate potential business ideas

❑ Becoming familiar and learning how to use the Idea Design Process tool to generate and visualise a business idea

❑ Evaluating the attractiveness and feasibility of the business idea

❑ Utilise the existing need to turn an idea into an opportunity

❑ Getting ready to create a specific business idea plan

❑ Identify what type of Company you want to set up by consulting the administrative and tax benefits

❑ Learn how to register your business

❑ Individuate what type of funding opportunity it's the most suitable in order to reach your goal

❑ Getting ready to Utilize the existing tool to get access to finance

## The Structure of the Training Course

The following table depicts the main structure of the learning material among the three modules in accordance with the learning objectives related to the lessons consisting the modules. The sequence of the modules and lessons is structured according to the needs validated in the context of IO1 gap identification.

Each module consists of five (5) lessons that aim to achieve specific learning objectives. The type of activity to be used enables all users to interact with the content and the environment.

| Module | Lesson | Learning Objective | Type of activity/Format |
|---|---|---|---|
| **1. Language Skills** | 1.1. How to prepare my CV | - Describe working experience and competences/skills<br>- Deal with situations likely to arise when applying for a job<br>- Understand topics related to work, leisure and studies | Interactive multimedia content |
| | 1.2. Are you ready for an interview? | - Describe working experience and competences/skills<br>- Discuss familiar topics, give your opinion<br>- Understand topics related to work, leisure and studies | Interactive multimedia content |
| | 1.3. Let's work! How to communicate with your colleagues | - Describe working experience and competences/skills<br>- Discuss familiar topics, give your opinion<br>- Communicate with colleagues | Interactive multimedia content |
| | 1.4. How to write emails and deal with bureaucracy | - Produce simple texts on work related topics<br>- Deal with situations likely to arise when applying for a job<br>- Understand topics related to work, leisure and studies | Interactive multimedia content |
| | 1.5. How to make a phone call | - Produce simple texts on work related topics | Interactive multimedia content |
| | *1. Self-assessment* | - Evaluate knowledge<br>- Self-reflection | Interactive quiz |
| **2. Digital Skills** | 2.1. How to find online and open resources | - Finding opportunities to exploit online and open resources | Interactive multimedia content |

| | | | |
|---|---|---|---|
| | 2.2. How to create your own brand identity | - Finding opportunities to exploit online and open resources<br>- Be able to promote your brand online<br>- Be aware of how creative industries and freelancing jobs can be efficient online | Interactive multimedia content |
| | 2.3. Work online! Online banking and freelances | - Be aware of how creative industries and freelancing jobs can be efficient online | Interactive multimedia content |
| | 2.4. How to make your business visible online | - Finding opportunities to exploit online and open resources<br>- Be able to promote your brand online<br>- Be aware of how creative industries and freelancing jobs can be efficient online | Interactive multimedia content |
| | 2.5. How to secure your PC and business digital documentation | - Cyber security awareness | Interactive multimedia content |
| | *2. Self-assessment* | - Evaluate knowledge<br>- Self-reflection | Interactive quiz |
| **3. Entrepreneurial Skills** | 3.1. How do I make a research and find a business idea? | -Identifying practical methods and strategies to generate potential business ideas<br>- Becoming familiar and learning how to use the Idea Design Process tool to generate and visualise a business idea<br>- Evaluating the attractiveness and feasibility of the business idea<br>- Utilise the existing need to turn an idea into an opportunity<br>- Transferring and re-contextualising skills, knowledge and experience | Interactive multimedia content |
| | 3.2. Let's plan! How to prepare a business plan | - Setting your project's goal/s, evaluating time and resources available<br>- Utilise the existing need to turn an idea into an opportunity<br>- Prospecting and predicting | Interactive multimedia content |

| | | - Getting ready to create a specific business idea plan<br>- Transferring and re-contextualising skills, knowledge and experience<br>- Identifying practical methods and strategies to generate potential business ideas<br><br>- Getting reviews, building a portfolio and marketing your skills<br>- Evaluating the attractiveness and feasibility of the business idea<br>- Developing a methodology for future work | |
|---|---|---|---|
| | 3.3. Do you know how to register a company? | - tify what type of Company you want to set up by consulting the administrative and tax benefits<br>- Learn how to register your business | Interactive multimedia content |
| | 3.4. How to deal with taxation and hire employees | - Getting ready to Utilize the existing tool to get access to finance<br>- Identify what type of Company you want to set up by consulting the administrative and tax benefits | Interactive multimedia content |
| | 3.5. How can I fund/credit my business? | - Individuate what type of funding opportunity it's the most suitable in order to reach your goal<br>- Getting ready to Utilize the existing tool to get access to finance | Interactive multimedia content |
| | *3. Self-assessment* | - Evaluate knowledge<br>- Self-reflection | Interactive quiz |

## Guidelines for the development of the training course

The following guidelines were provided to all partners in order to keep consistency among all the modules and lesson. The pre-defined language level was agreed to be B1, which is a conclusion drawn after the IO1 results.

> ➤ **Step 1:** Determine the learning outcomes. Research online the communication abilities covered by CEFR B1 in your language

 **Example: English B1**

***The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.***

***Examples:***
- Can produce simple connected text on topics that are familiar or of personal interest.
-Can ask to open an account at a bank, provided that the procedure is straightforward.
-Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
-Can deal with most situations likely to arise while travelling in an area where the language is spoken.
-Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**Learning outcomes:**
❑ **Discuss familiar topics, give your opinion**

❑ **Understand topics related to work, leisure and studies**

❑ **Deal with situations likely to arise when travelling**

❑ **Produce simple texts on familiar topics**

❑ **Describe experiences and events**

❑ **Read articles and reports about common topics**

> **Step 2:** Research online and list down the grammar elements covered by CEFR B1 in your language. Stick to it when developing the content. All the language used in the course cannot be of a higher level.

> **Step 3:** Prepare the content. The glossary section should be the last one you develop. In each unit/topic, there should be 3-4 slides. Include videos, images and supplement with external links. You should include links to external websites/platforms with further information, examples or automatized exercises.

> **Step 4:** Prepare the glossary. Select the most difficult vocabulary that you have used in your explanations, list them and provide definitions and examples if needed. Maximum 10 words.

> **Step 5:** Prepare the Self-assessment exercises. There are 3 types of exercises:
> 1. Multiple choice
> 2. True / False
> 3. Drag & Drop
>
> Prepare at least 2 slides of exercises per topic.

> **Step 6:** Prepare the Self-evaluation. Prepare at least 3 slides following the two types of self-evaluation statements in the PowerPoint template. All statements should be related to the learning outcomes of the course.

## The Learning Motivational Environment

In order to increase the motivation and engagement of all learners, the project will develop a custm-made environment to enhance the initiation and persistence of activities.

- ❑ Towards that purpose, the INCREA LME will contain:
- ❑ The specific learning objectives of each module
- ❑ Interactive activities and multimedia content that supports learning and skills retention
- ❑ Assessement exercises that can measure learning
- ❑ Progress report
- ❑ Gamification mechanics that motivate the users to be even more engaged
- ❑ An appealing interface and a user-friendly environment
- ❑ A culture that infuses a learning environment
- ❑ Collaborative space and fora
- ❑ Online chat tools

The delivery **LME** will be based on Social Learning Motivation Environment that increase intrinsic motivation in order to engage learners through:

- Integration of interactive curriculum using instructional design

**Purpose**

**Autonomy**

- Learners will have freedom of choice and will see their progress

- Rewards (Open Badges)

**Mastery**
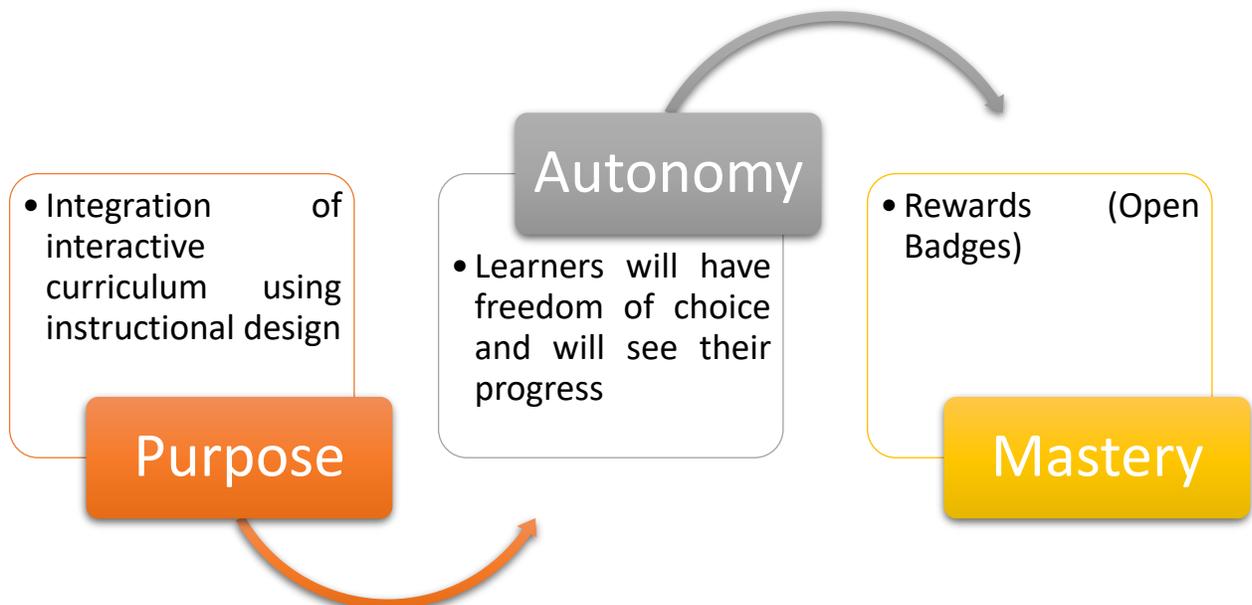
# Annex A – Training Evaluation Form

*Introduction*

### Training Organisation

The following table lists the organisational details of the training course.

**Table 2 - Organisation details**

| | |
|---|---|
| Organised by: | |
| Chaired by: | |
| Date: | |
| Location/Venue: | |
| Duration: | |
| Presenters: | |
| Participants: | |

Attendees:

1.

2.

Trainers:

*Training Agenda*

**Table 3 Training #1 – Programme/Agenda**

| Date | Time | Activity | Presenter |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

*Overview*

### Training Material, Tools and Game

The following table lists all material used during the training:

| Activity | Material/Tools/Game |
|---|---|
| - |  |
|  |  |
|  |  |
| - |  |
| - |  |
|  |  |

### Training Infrastructure

# Annex B – Training Evaluation Form

Training Evaluation Form

[Title of Training]

[Place]

[Time]

## *Attendee Information (optional)*

**Name**: ................................................................................

**Address**: ................................................................................

**Organisation**: ................................................................................

**e-mail**: ................................................................................

**Tel**.: ................................................................................

We would like to thank you for taking the time to answer the questions that follow. The information you provide us will be kept as confidential, and will allow us to improve the quality of the services we are offering.

*Part 1.*

How would you rate the quality of the training material? (please one mark)

☐ **Inadequate**

☐ **Less than Acceptable**

☐ **Acceptable**

☐ **Good**

☐ **Very Good**

How would you rate the quality of the training session itself? (please one mark)

☐ **Inadequate**

☐ **Less than Acceptable**

☐ **Acceptable**

☐ **Good**

☐ **Very Good**

How would you rate the completeness of the information provided during the training session? (please one mark)

☐ **Did not cover my needs for information**

    **Please state reason(s):** ...................................................................................

    ...................................................................................................................

☐ **Covered several topics, but left many blank spots**

    **Please state:** ............................................................................................

    ...................................................................................................................

☐ **Covered several topics, but left a few blank spots**

    **Please state:** ............................................................................................

    ...................................................................................................................

☐ **All aspects were covered**

    **Please state:** ............................................................................................

    ...................................................................................................................

*Part 2*

How would you rate the training level of difficulty? (please one mark)

☐ **Very easy**

☐ **Easy**

☐ **Just right**

☐ **Difficult**

☐ **Very difficult**

How would you rate the organisation of the training session? (please one mark)

*a) Time allocated to the presentation of various topics*

☐ **Satisfactory**     ☐ **Acceptable**     ☐ **Not Satisfactory**

Which are the topics for which you consider the time allocated as not satisfactory?

..................................................................................................................................................................

...................................................................................................................................

*b) Time allocated for discussion and feedback*

☐ **Satisfactory**     ☐ **Acceptable**     ☐ **Not Satisfactory**

How would you rate the trainers? (please one mark)

☐ **Inadequate**

☐ **Less than Acceptable**

☐ **Acceptable**

☐ **Good**

☐ **Very Good**

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### *Do you have any suggestions?*

If you feel there are issues not covered during the training session or issues that we should try to improve on, we would feel obliged if you could help us by drawing our attention to them:

...............................................................................................................................................................

...............................................................................................................................................................

...............................................................................................................................................................

Thank you!

The INCREA Team