



I-WELCOME - Reinforcing migrant women's integration in society and the labour market

IO1.A3 LEARNING OUTCOMES AND SYLLABUS



P7 – Emphasys Centre

INFORMATION ABOUT OUTPUT

Output: IO1 – A BELNDED UP-SKILLING PROGRAMME FOR TCN WOMEN
Activity: IO1-A3 : DEVELOPMENT OF SYLLABUS

PROJECT INFORMATION

Project acronym: I-WELCOME
Project title: I-WELCOME - Reinforcing migrant women's integration in society and the labour market
Project number:
Sub-programme or KA: KA2 Cooperation for Innovation and the Exchange of Good Practices
Project website: <https://iwelcome-project.eu/>

Contents

Introduction	4
MODULE 1: Soft Skills.....	5
1. General Description of the Module	5
2. List of Topics:	6
MODULE 2: ICT SKILLS	11
1. General Description of the Module	11
2. List of Topics:	11
MODULE 3: Professional Development Skills.....	16
3. General Description of the Module	16
4. List of Topics:	16
MODULE 4: Practical guidelines for TCN women joining the labour market – Rights and Responsibilities	25
5. General Description of the Module	25
6. List of Topics:	25

Introduction

The effective integration of migrants into the host country is a key challenge, countries around Europe facing at the moment. Specifically, TCN women appeared to be in a more disadvantageous position compare to their male counterparts as they face additional obstacles such as child care obligations and gender discrimination. The integration of migrant women in the labour market and the host society in general is an important task for equity consideration alone, in order to close the socio-economic gap between men and women and also to promote the successful inclusion of children of migrants.

This document aims to act as the basis in order to design the learning material targeting the needs and gabs of TCN women in terms of skills and knowledge. Additionally, the syllabus developed as part of this activity will support the monitoring and validation of the newly acquired skills, using the methodology of the Open Badges. The four modules to be developed, were stemmed out the research conducted in all the partner countries with TCN women.

MODULE 1: Soft Skills

1. General Description of the Module

Soft skills are competencies that are neither knowledge nor technical know-how. The OECD defines them as "social and emotional skills".

They are a cluster of productive personality traits that characterize one's relationships in a social environment. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits.

The importance of soft skills lies in the fact that they are not restricted to a specific field. These thinking dispositions consist of a group of abilities that can be used in every aspect of people's lives, without any need to readapt them based on the situation. Their ductility helps "people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life". Soft skills make people flexible in a world which keeps changing.

Interest in soft skills has increased over the years. The more research that is conducted, the more people understand the relevance of this concept. The huge amount of fund companies and worldwide organizations are investing in the training and development of this field shows this interest. The European Commission launched the program Agenda for new skills and jobs in 2012 in order to train and explain to young adults this new set of skills.

Now, in the 21st century, soft skills are a major differentiator, a sine qua non for employability and success in life. The Nobel prize James Heckman claims that "soft skills predict success in life, that they casually produce that success, and that programs that enhance soft skills have an important place in an effective portfolio of public policies".

Soft skills are mainly developed by experiential learning that offers an active and rapid approach to build relational and behavioral skills. Centered on the learner-actor, it combines elements of action, reflection, support and transfer.

Soft-skills are part of the life skills necessary for living together and working in a professional team.

In this module, we chose 4 out of many soft skills to be developed in several activities showing the link between the skills to be developed and the employability competencies of TCN women:

- Intercultural skills
- Adaptability
- Communication skills
- Problem solving

2. List of Topics:

Topic 1: Intercultural skills

Short description: Intercultural skills include the ability to observe the “other” in an empathic and cooperative approach allowing to avoid otherness, that is, the mechanism of division between me and the other from me, a mechanism that necessarily generates a conflict. Intercultural skills are closely linked to the concept of identity, an identity that must necessarily be "liquid" to be able to consider diversity as wealth. Intercultural skills include practicing active listening and succeed in adopting good management and mediation of conflicts using cultural diversity as an added value in the market labour. Intercultural skills help also in communicating more effectively.

Topic 2: Adaptability

Short description: Adaptability is a very important skill in the modern working environment. It is linked with the concept of flexibility and self-awareness; Adaptability helps to interpret reality critically by gathering its contradictions and resources, allowing one to face any difficulties turning them into *resilience*.

Topic 3: Communication skills

Short description:

Being able to communicate effectively is perhaps one of the most important of all life skills. It is what enables us to pass information to other people and to understand what is said to us. Communication, at its simplest, is the act of transferring information from one place to another. It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). In practice, it is often a combination of several of these.

Topic 4: Solving problem

Short description:

Problem-solving is a mental process that involves discovering, analysing, and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

The best strategy for solving a problem depends largely on the unique situation. In some cases, people are better off learning everything they can about the issue and then using factual knowledge to come up with a solution. In other instances, creativity and insight are the best options.

MODULE 1 – SOFT SKILLS				
MODULE 1: Soft Skills		<p>KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i></p> <p>What will you learn?</p>	<p>SKILLS <i>(In the context of EQF, skills are described as practical)</i></p> <p>What skills you will gain?</p>	<p>ATTITUDE <i>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i></p> <p>What you will be able to do with this competence?</p>

<p>Topic 1: Intercultural skills</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - To promote an empathic approach that includes active and non-judgmental listening, abstention from judgments, the openness to the “Other”. It led to positive management of conflicts. Since the latter - especially in a pluralistic and multicultural context - are unavoidable, it is essential to develop the capacity of mediation, negotiation, and cooperation by learning to recognize them (distinguishing the specific problem from the person facing it) and manage them appropriately. Therefore, the empathic approach helps to avoid <i>Otherness</i>. that is, the mechanism of division between me and the other from me, a mechanism that necessarily generates a conflict; - To Encourage a Cooperative approach that allows experimenting learning spaces in which, thanks to mutual collaboration, it is easier to develop strategic and transversal skills, links between content and insights. This approach promotes positive interdependence, individual responsibility, and relational capacities, optimizing the results; - To acquire effective tools to interpret reality and different contexts, managing to put into practice flexible models of communication and behavior; 	<ul style="list-style-type: none"> - To adopt a different concept of Identity encouraging a "liquid" identity in order to be able to consider diversity as a source of enrichment and realizing that more than a glance at reality sends back a much more articulated and interesting image of it; - the awareness of adopting an empathic and cooperative approach to optimize the results as well as the tools and strategies to do it; - To be aware of the theoretical bases that support these theses; 	<ul style="list-style-type: none"> - The skill of mediation and collaboration - Active listening; -Flexibility; -Positive interdependence; -Self-awareness of self-competence; 	<ul style="list-style-type: none"> - To be able to take a broader look at the context of reference; - To practice active listening and succeed in adopting good management and mediation of conflicts; - To make the best use of their cultural, linguistic and social skills by practicing positive attitudes; - To use cultural diversity as an added value in the market labour; - To communicate more effectively;
--	--	---	---	---

<p>Topic 2: Adaptability</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -To analyze the modern working environment highlighting how important it is to be flexible and adaptable to achieve your work goals and optimize your skills; -To acquire tools and strategies to adapt to change proactively and creatively, managing to decline positively any eventual change; 	<ul style="list-style-type: none"> -To interpret reality critically by gathering its contradictions, resources, changes in progress; - To face any difficulties trying to turn them into <i>resilience</i>; 	<ul style="list-style-type: none"> - Flexibility; -Ability to interpret contexts; - Self awareness; 	<ul style="list-style-type: none"> - to be able to measure themselves in different situations (times, spaces, procedures) and to manage and face any situations finding the best solution; - to react and adapt themselves to change becoming subjects and objects of a continuous and constructive transformation; - to use creativity and innovation as filters to approach the complexity of modern reality;
<p>Topic 3: Communication skills</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -To convey and transmit a message, information, instructions, policies, procedures, decisions clearly, so the listener will hear, read, understand what is said, agree and accept the message, and react as intended by the manager or sender of communication; - To use communication as a tool to bind teams together and work for the organizational goal; -To get the interlocutor to the desired goal. The goal could be informing them or allowing them to understand a message, but also to persuade or convince them to act. 	<ul style="list-style-type: none"> - To understand the influence of communication in human relationships, paying special attention to their relationship; - To be aware of the difficulties we have to establish a correct communication; - To provide tools that avoids conflict and stress in labor relations; - To increase communication skills to issue facilitating messages and avoid 	<ul style="list-style-type: none"> - Active listening - Analytical skills - Non-verbal communication - Emotion control - Stress management - Open mindness 	<ul style="list-style-type: none"> -To keep calm in difficult situations; -To know how to express oneself to send a clear and consistent message; -To learn to direct/control the conversation; -To know different response techniques in difficult situations, not letting ourselves be controlled by the other party, not see the attacks as something personal; -To know how to give professional answers with humanity; -To avoid falling into the error of self-justification, etc.

		barriers and conflicts.		
Topic 4: Problem Solving	Main Objectives: -To identify and analyse problems, -To identify appropriate methods for solving problems, -To develop creative problem-solving strategies, -To develop creative thinking skills and adopt a proactive attitude in a multicultural environment.	-To understand the true nature of a problem; -To be able to reassess when the first idea doesn't work; -To be able to evaluate each potential solution to select the most appropriate one.	- Active listening - Analytical and reflective skills - Innovative and creative thinking - Adaptability - Flexibility - Resilience - Teamworking - Responsibility - Emotional Intelligence	-To be stronger in decision making; - To be able to step back and analyze a problem before rushing to solve it; -To be able to give an accurate, objective and detailed account of what occurred in order to solve the problem; -To be able to listen to people and take an interest in what they say.

MODULE 2: ICT SKILLS

1. General Description of the Module

This module will provide concrete knowledge on the ICT skills that TCN women should acquire for their professional development. These skills will be related to:

- The understanding, use, organisation and visualisation of the information and data within the working environment
- The creation of digital information and content within the job framework
- The interaction through virtual means with colleagues and external collaborators
- The identification of the threats in online environments related to the workplace

2. List of Topics:

Topic 1: Information and Data Literacy

Short description: Through this topic the users will learn how to understand, analyse, and communicate the information and data within the framework of their workplace. Techniques on analysing the information and improving the decision-making process will be included.

Topic 2: Digital Content Creation

Short description: Through this topic the users will get information on the most used tools to provide digital content requested within the framework of their job.

Topic 3: Communication and Collaboration

Short description: This topic will introduce you to different ways of interacting, communicating, and collaborating through digital technologies, while also being aware of the behavioural norms in a digital environment.

Topic 4: Online Safety

Short description: This topic will introduce you to the potential risks and threads you might encounter online, and on different ways on how to protect your devices, content, personal data and privacy in the digital environment.

MODULE 2 – ICT SKILLS

Topic 1: Information & Data Literacy	Main Objectives:	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>
	To understand what kind of information they need to search, where and how to store it.	What will you learn?	What skills you will gain?	What you will be able to do with this competence?

		<p>The meaning of data literacy.</p> <p>To analyse, compare and critically evaluate the credibility and reliability of sources.</p> <p>To organise, store and retrieve data, information and content in digital environments.</p>	<p>To properly manage the Data and Information.</p> <p>To be able to visualise data.</p> <p>To develop the Critical thinking skill.</p> <p>To develop skills related to decision making.</p>	<p>To be able to retrieve information easily and from trustworthy sources.</p> <p>To be able to make faster and better decisions</p> <p>To pass the concrete information according to the tasks at the work</p>
Topic 2: Digital Content Creation	<p>Main Objectives:</p> <p>To set the users able to identify, produce, use and share digital content.</p>	<p>Learn about tools to create digital content.</p> <p>Introduction to copyrights and licenses in digital content</p>	<p>To be able to create and edit digital content in different formats.</p> <p>To be able to share the created content through digital means for</p>	<p>To be able to create digital content.</p> <p>To be able to share it within the working group or with external</p>

			the purpose of work. To be able to respect and apply copyright rules.	collaborators. To be able to understand copyright rights and adapt to the creation of the content
Topic 3 – Communication and Collaboration	Main Objectives: To interact, communicate and collaborate through digital technologies, while being aware of the behavioural norms in a digital environment.	-To understand what netiquette is and why is important -To learn the basic rules of netiquette. -To be able to identify different ways of digital communication for a given context. -To be able to identify different ways of collaborating through digital	-To be able to apply the basic rules of netiquette into my practices. -To be able to use email, social media channels and other applications to communicate with others online. -To be able to use	-To apply critical thinking in order to choose the appropriate means of communication in a given context. -To apply critical thinking in order to choose the appropriate means of collaboration in a given context.

		technologies.	online tools such as Google Docs and Canva to collaborate with others online.	-To maintain openness and understanding when dealing with netiquette issues.
Topic 4 - Online Safety	<p>Main Objectives:</p> <p>To learn more about potential online risks and how to protect your devices, content, personal data and privacy in the digital environment.</p>	<p>-To identify risks and threads for hardware and software in the digital environment.</p> <p>-To identify risks and threads on personal data and privacy.</p> <p>-To identify different ways to protect yourself from online threads.</p>	<p>-To be able to protect my hardware and software from online risks and threads.</p> <p>-To be able to protect my privacy and personal data from online risks and threads.</p>	<p>-To apply critical thinking when encounter a potential online risk and thread.</p> <p>-To apply critical thinking on what data and information should be shared online.</p> <p>-To always be suspicious when dealing with online activities.</p>

MODULE 3: Professional Development Skills

3. General Description of the Module

The professional development skills presented in module 3 are aimed at training TCN women in a wide variety of specialized topics, covering Identification of Employment Opportunities, Professional Networking, Creation of CV & Cover Letter and Preparation for a Job Interview. Each topic is intended to help the target group improve their professional knowledge and competence, or to enhance career progression. After completing the module, the learners will be able to search and recognise relevant career opportunities, to engage in a professional networking in order to create long-lasting business relations and to prepare for a job interview by elaborating and submitting a CV and motivational letter as well as being able to face the interview in a presentable way. These skills are of utmost importance to the target group, as TCN women need to master key competences in order to enhance their employability in the host country.

4. List of Topics:

Topic 1: Identification of Employment and Professional Development Opportunities

Short description: In topic you will learn how to look for and recognise relevant career opportunities and express interest and how to submit the required documents for a job application (CV / motivational letter / language certificates /diploma), as well as how to prepare for a job interview.

Topic 2: Professional Networking

Short description: In topic you will learn how to create and evaluate your network and how to use networking in order to express interest in a certain professional field. Attention will be placed on how to prepare for a professional networking event and the common mistakes that need to be avoided during such event.

Topic 3: Creation of CV and Cover Letter

Short description: In topic you will learn how to recognise your qualities, and to reflect on your professional experience and academic training. Furthermore, you will improve your written expression and the use of the word computer programme.

Topic 4: Preparation for a Job Interview

Short description: In topic you will learn how to recognise your strengths and weaknesses regarding the tasks of a specific job position. Furthermore, you will improve your oral expression and manage job interviews with the least possible stress.

MODULE 3 – Professional Development Skills				
Topic 1:	Main Objectives:	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(In the context of the EQF, attitude is described as the ability of the</i>
Identification of Employment and Professional Development Opportunities	<ul style="list-style-type: none"> -Being able to identify employment and professional development opportunities in an easy way; -Being able to adapt his/her academic and professional experience to the required skill in each identified employment 	<i>What will you learn?</i>	<i>What skills you will gain?</i>	<i>learner to apply knowledge and skills autonomously and with responsibility)</i> <i>What you will be able to do with this competence?</i>

	<p>opportunity.</p>	<p>-To know where to look for employment and professional development opportunities (local labour centres, online work platforms);</p> <p>-To know how to contact a company / employer and express interest in a certain position that is being offered;</p> <p>-To know how to submit the required document for a job application (CV / motivational letter / language certificates /diploma);</p> <p>-To know how to prepare for a job interview and what are the most common questions one gets asked.</p>	<p>-To be able to work with online tools and platforms in order to look for and identify employment opportunities;</p> <p>-To be able to determine if one's academic and professional experience matches the skills and knowledge required for a specific job;</p> <p>-To be able to recognise relevant career opportunities and express interest / contact a potential employer;</p> <p>-To be able to write a CV and a motivational letter that presents him/her as a strong candidate for the specific job position;</p> <p>-To be able to prepare for an interview and answer common interview</p>	<p>-To show motivation and determination to learning and professionally growing at the work place;</p> <p>-To present positive attitude and mindset during a job interview;</p> <p>-To have confidence when answering questions about one's professional experience during an interview.</p>
--	---------------------	---	--	--

			<p>questions in an easy and confident way;</p> <p>- To be able to evaluate if one has the needed skills and knowledge that is required for a certain work position;</p> <p>-To be able to organise and submit all documents required for a job application.</p>	
<p>Topic 2</p> <p>Professional Networking</p>	<p>Main Objectives:</p> <p>-To be able to understand how to use professional networking in order to look for employment opportunities;</p> <p>-To be able to use professional networking to create business relationships and access the labour market;</p>	<p>-To know practical tips on how to begin / improve networking skills;</p> <p>-To be aware of how one should or should not behave during a professional networking event;</p> <p>-To know how how to use networking in order to</p>	<p>-To be able to predict what to expect during a professional networking event;</p> <p>-To be able to avoid common networking mistakes;</p> <p>-To be able to express what one needs, looks for and</p>	<p>-To show confidence and positive attitude during a professional networking event;</p> <p>-To show motivation to grow and develop professionally;</p> <p>-To show clear communication of needs and</p>

		<p>express interest in a certain professional field;</p> <p>-To know how to prepare for a professional networking event and how to pitch yourself or your idea under a minute time.</p>	<p>can offer when one engages in networking;</p> <p>-To be able to search, engage or organize a networking event;</p> <p>-To be able to express one's own business ideas and / or looking for partners to cooperate with;</p> <p>-To be able to use networking as a tool to create long-lasting professional relationships;</p>	<p>offers when networking;</p> <p>-To show openness to cooperation and creating long-lasting business relationships;</p>
<p>Topic 3</p> <p>Creation of CV and Cover Letter</p>	<p>Main Objectives:</p> <p>-Being able to write CVs and motivation letters in a satisfactory way;</p> <p>-Being able to recognise and</p>	<p>-To know the structure of a curriculum and a motivation letter;</p> <p>-To know about the content that should or should not be included in a CV / motivation</p>	<p>-To be able to communicate in writing, adapting the academic and professional experience to different jobs and sectors;</p> <p>-To be able to determine the professional and</p>	<p>-To present confidence in one's professional experience and academic knowledge. It means, in one's professional value;</p> <p>-Flexibility when planning the different stages of the job</p>

	<p>adapt his/her academic and professional experience to the document.</p>	<p>letter;</p> <ul style="list-style-type: none"> -To know related online tools that can be used to present the CV / motivation letter (example Eures); -To know how to use the computer program word (IT). 	<p>personal strengths and weaknesses regarding a specific job, and know how to reinforce them;</p> <ul style="list-style-type: none"> -To be able to search, collect and analyse information (characteristics of the positions, employee, competences, etc.); -To be able to express one's own arguments convincingly, adapting them to a specific job position (motivation letter); -To be able to design and organise documents following an order and coherence; -To be able to analyse previous professional and academic experience to 	<p>search;</p> <ul style="list-style-type: none"> -Motivation and determination when it comes to achieving professional or academic goals; -Perseverance and positive attitude when writing CVs / motivation letters and sending them; -Stay open to learn, incorporating new reflections and knowledge.
--	--	---	---	---

			<p>know how to put it on paper;</p> <p>-To be able to recognise relevant career opportunities;</p> <p>-To be able to submit documents in online format (example <i>Europass</i> CV).</p>	
<p>Topic 4</p> <p>Preparation for a Job Interview</p>	<p>Main Objectives:</p> <p>-Being able to face job interviews in a satisfactory way;</p> <p>-Being able to feel confidence in his/her academic and professional achievements.</p>	<p>-To know how a job interview is structured;</p> <p>-To be aware of the most relevant questions and the most appropriate answers regarding a certain job position;</p> <p>-To know about the content that should or should not be explained in a job interview;</p>	<p>-To be able to communicate orally and adapting the academic and professional experience to different jobs and sectors;</p> <p>-To be able to analyse previous professional and academic experience and to know what to express in an interview;</p> <p>-To be able to determine</p>	<p>-Confidence in one's professional experience and academic knowledge. It means, in one's professional value;</p> <p>-Motivation and determination when it comes to achieving professional or academic goals;</p> <p>-Critical reflection and positive attitude on the result</p>

		<p>-To know how to prepare for an interview (repetition and improvement of the answers).</p>	<p>professional and personal strengths and weaknesses regarding a specific job, and know how to reinforce them;</p> <p>-To be able to negotiate working conditions assertively;</p> <p>-To be able to manage stress before and during the job interview;</p> <p>-To be able to plan interviews coherently, being able to control unplanned questions and situations;</p> <p>-To be able to recognise relevant career opportunities;</p> <p>-To be able to formulate</p>	<p>of the interview;</p> <p>-Adaptability to the context, to different interlocutors (interviewers) and to different ways of interviewing;</p> <p>-Stay open to learn, incorporating new reflections and knowledge.</p>
--	--	--	---	---

			one's own arguments in a convincing way, adapting them to a specific job position and an interlocutor.	
--	--	--	--	--

MODULE 4: Practical guidelines for TCN women joining the labour market – Rights and Responsibilities

5. General Description of the Module

Research shows it is vital for Third Country National Women to know their rights and support opportunities when aiming to enter the job market and the general society in the host country. Policies and support measures may differ greatly from their native countries. Often, it proves difficult to access support and counselling centres and to gain sufficient information on laws and policies in place. Language barriers add to the difficulty in understanding one's rights and responsibilities.

This module offers guidelines for teaching and understanding the most important rights and support offers in the labour market as well as everyday life. Participants will learn their rights and responsibilities in the labour market both when looking for work as well as in the role of an employee. They will get to know prerequisites for gaining a working permit in their host country and gain insight in the process of having their previous education and training recognized. Since TCN women's qualifications are often not held in high regard by prospective employees, their counsellors or even themselves this is a vital aspect of integrating TCN women in the labour market. Additionally, participants will become familiar with opportunities of gaining additional qualification or entering the job market via other means than applying for existing jobs such as internships, or becoming self-employed.

Tailored towards the target groups' needs, the module provides learning units on social security/aid, child and family care and gender equality measures. An important aspect where gaps are still prevalent in the present moment is the access to counselling centres and self-organization of migrant women themselves.

6. List of Topics:

Topic 1: Rights and Responsibilities in the labour market

Short description: Knowledge of the general labour laws in the host or residence countries, including social security and basic security. The aim is for TCN women to become familiar with possibilities of child care and family aid, their rights and guidelines and how to find the right support.

Topic 2: Prerequisites for entering the labour market

Short description: Becoming aware of the possibilities on how to enter the labour market and finding new options besides the governmental standards. Gain the ability to find the right support measures and corresponding counselling centres independently.

Topic 3: Recognition of education and skills

Short description: Knowledge of how and where former education and experiences are assessed and recognized. Gain the ability to assess education and training. Find counseling centers specialized for the recognition of foreign education and training and recommending further qualification.

Topic 4: Gender equality measures

Short description: Get to know anti-discriminatory laws and policies in general and in the workplace in particular. Gain the ability to recognize discriminatory behaviour based on gender or other stereotypes. Know which practices and measures are in place to counter discriminatory practices.

MODULE 4 – Practical Guidelines

		<p style="text-align: center;">KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i></p> <p style="text-align: center;">What will you learn?</p>	<p style="text-align: center;">SKILLS <i>(In the context of EQF, skills are described as practical)</i></p> <p style="text-align: center;">What skills you will gain?</p>	<p style="text-align: center;">ATTITUDE <i>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i></p> <p style="text-align: center;">What you will be able to do with this competence?</p>

<p>Topic 1: Rights and Responsibilities in the labour market</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - Teaching of legal basics in relation to labour laws - Applicable guidelines in the respective host or residence countries regarding the labor law. - Where to find information and support concerning labour laws <ul style="list-style-type: none"> - Learn about social security and basic security in the workplace 	<p>To know...</p> <ul style="list-style-type: none"> - What can I expect from my employer? - What rights and responsibilities do I have as an employee in my country of residence? Notes on the local working culture + attitude - unions & professional representations - Familiarity with workplace security measures - Social security and basic security guidelines in the host countries or countries of residence - Possibilities of childcare and family support in the individual countries - How to get a childcare place - What about networking 	<p>To be able to...</p> <ul style="list-style-type: none"> - Act independently - research on where to find the information of the host country - Know where to find workplace security guidelines and how to get support if they are disregarded - Apply for social security or basic security - Know online service portals, youth welfare offices and non-governmental childcare options - Know how to research and receive support in 	<ul style="list-style-type: none"> - Knowing and demanding your own rights in the workplace - Be able to ask for help and support from, for example, the operating council. - Recognizing legal difficulties and dealing with them confidently - Be able to secure oneself financially and legally - Know where to find social support measures - Know the rights and guidelines for childcare, making it easier to find childcare options - Know the rights and guidelines caring for other family members
---	---	--	---	--

	<ul style="list-style-type: none"> - Be familiar with options and possibilities of family aid and child care 	<ul style="list-style-type: none"> - and self-organization? - Guidelines and laws concerning protection of mothers and children, support during pregnancy & infancy - Support in caring for the sick and elderly 	<ul style="list-style-type: none"> - caring for family members 	<ul style="list-style-type: none"> - in need of support
Topic 2: Entering the labour market	<p>Main Objectives:</p> <ul style="list-style-type: none"> - Teaching of legal basics when entering the labour market - Recognizing and understanding legal basics - Exploring possibilities and 	<ul style="list-style-type: none"> - Understanding the connection between residence status and work permit - Identifying legal requirements for entering the labour market in the country of residence - How to find an internship or further training and qualification measures 	<ul style="list-style-type: none"> - Know one's own residence status and the corresponding employment permit - Know what to consider before entering the labour market - - understand legal basics - Skills to find different ways of entering the job market - the ability to find different opportunities 	<ul style="list-style-type: none"> - Know your own rights and possibilities on the labor market and demand them accordingly. - Independently explore the different possibilities within

	<p>options within the labour market</p> <ul style="list-style-type: none"> - Getting to know other possibilities of employment than applying for existing jobs such as self-employment or volunteer work - Locate counselling centres and networks 	<ul style="list-style-type: none"> - How to become self-employed - Opportunities and benefits of internships and volunteer work - Where to find the right counseling centers - Support and potentials of emancipatory adult education in self-organized migration networks 	<p>within the labor market.</p> <ul style="list-style-type: none"> - Know relevant authorities and identify own possibilities - Find and know counseling centers in the area - Know networks and generate knowledge independently 	<p>the labor market.</p> <ul style="list-style-type: none"> - Finding a job that fits - Finding new ways into the labor market - Be able to independently and confidently request support from the right places - Self-empowerment through networking with other migrant women in the area
<p>Topic 3</p> <p>Recognition of education and skills</p>	<p>Main Objectives:</p> <p>Know which previous education can be recognized, how & where</p> <p>Know where to find education / training assessment, counseling offers and additional qualification</p>	<ul style="list-style-type: none"> - How and where can the already existing language and technical skills be examined according to a job advertisement - Become aware of one's own skills, knowledge 	<ul style="list-style-type: none"> - Know and use tools for qualification analysis and recognition procedures - Acquire formal recognition of one's pre-migration education and training in the host 	<ul style="list-style-type: none"> - Encouragement to find a job that meets one's own needs and abilities. - Account for the importance of informal

	measure	and experience within formal training and education as well as volunteer and social work	country - Gain access to additional training / qualification	experiences
Topic 4: Gender equality measures	<ul style="list-style-type: none"> - Become aware of existing laws and rights - Knowledge about support systems - Knowledge of when your rights are being violated - Ability to respond appropriately and legally against discriminatory behaviour in the workplace 	<ul style="list-style-type: none"> - To know more about Equal opportunities - To know how to protect yourself from discrimination - To know the relevant laws of the given country about gender equality - Works councils and Equality Officer 	<ul style="list-style-type: none"> - Be aware of support systems and measurements - Be aware of one's own legal foundations and rights - Recognise discriminatory behaviour - Know who to turn to for help - Be able to contact legal advice 	<ul style="list-style-type: none"> - Recognize discriminatory behavior as such and know how to react to it - Regard discriminatory behavior as the fault of the people who exercise it <p>Be able to call for support confidently and independently</p> <p>Be able to check the workplace in accordance with equality legislation and recognize weaknesses</p>

				Learn to say "no"
--	--	--	--	-------------------