



SOCIAL CHAMBER OF
SLOVENIA



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Erasmus+



HOLISTIC APPROACH TO SUCCESSFUL INTEGRATION OF MIGRANTS

**Vocational education and training program for
professionals working with migrants**



Gerontološki Raziskovalni Inštitut
Gerontological Research Institute



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01 - Vocational education and training program for professionals working with migrants

About project result

During partnership with project partners we prepared an innovative vocational education and training program for working with migrants in response to the needs of professionals and colleagues in working with migrants.

It involve professionals and co-workers who already or will continue to participate in the integration processes of migrants. The vocational education and training program is aimed at experts from various fields of expertise: education, social and health care, public administration and civil society organizations (humanitarian, voluntary, disability, etc.), the employment sector and other areas.

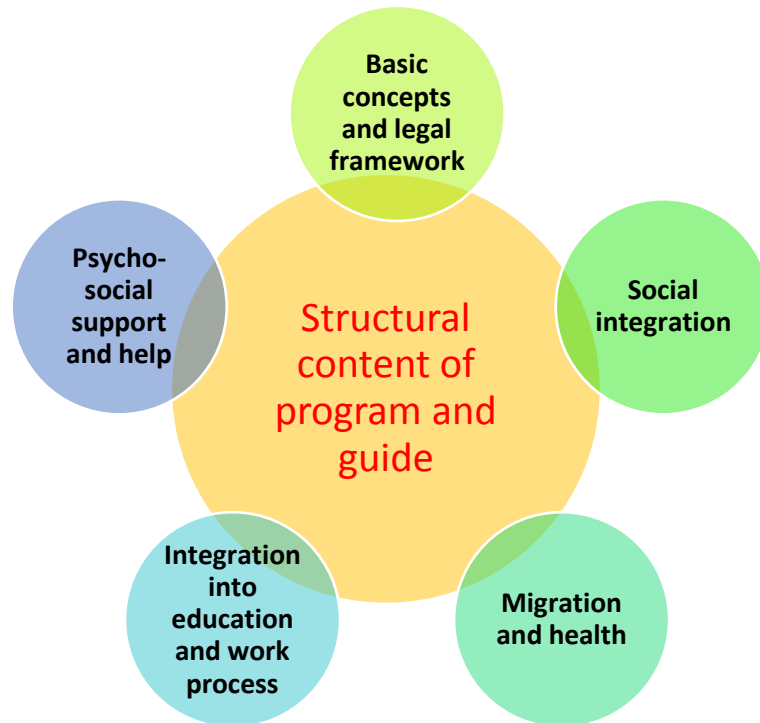
The vocational education and training program is particularly include the following professional areas for the development of key professional competences of professionals and associates: approaches to social work with individuals - migrants, approaches to social work with family - family anthropology of the migrant family, community care - professional approaches for working with the domestic population: counseling, information and education, solving the problem of deviant responses - overcoming stereotypes and violence against migrants, psychological counseling and provision of basic human rights, knowledge of international conventions, European and national legal bases in working with and for migrants and social pedagogical and defectological treatment of migrants integrating into education, improving the employment opportunities of migrants, understanding intercultural and intergenerational differences as a basis for successful integration and planning and implementation of strategic professional and political solution of migrant problems.

The vocational education and training program is made by standards and model of program made by all partners and adopted by 3 pilot projects in Slovenia, Germany and Croatia on sample of 99 workers from our target groups in 16 hour pilot education.

Structure of vocational education and training program is based on five modules for 24 school hours and their content topics, as followed:

I.	Module: Basic Concepts and Legal Framework	2 school hours
II.	Module: Social Integration	12 school hours
	- <i>Work Approaches</i>	<i>4 school hours</i>
	- <i>Community Work</i>	<i>4 school hours</i>
	- <i>Cultural Meditation and Sensibility</i>	<i>4 school hours</i>
III.	Module: Migration and Health	2 school hours
IV.	Module: Integration into Education and Work Process	4 school hours
	▪ <i>Educational Environment</i>	<i>2 school hours</i>
	▪ <i>Work Environment</i>	<i>2 school hours</i>
V.	Module: Psychosocial Support and Assistance	4 school hours

Education and training program is structured into five core modules, which round the model of holistic integration of migrants into new cultural milieu and into new social environment.



Our program is suggested and still each country that would like to adapt program have possibility of their own variation.

1. Module: Basic Concepts and Legal Framework

Module:	Basic concepts and legal framework
Topics:	<ol style="list-style-type: none"> 1. Basic concepts 2. Legal framework 3. Human rights 4. Organizations 5. Humanitarian principles
Estimated timing:	Two school hours

Methodological recommendations for planning learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in the field of basic terminology, concepts and legal framework for holistic integration of migrants.
Specific objectives:	<ul style="list-style-type: none"> - To define basic concepts and key terminology in the field of holistic migration integration; - To present legal framework and key legal bases in the field of holistic migration integration; - To highlight importance of human rights in the context of the holistic integration of migrants; - To list and highlight the role of selected organizations in the field of holistic integration of migrants; - To highlight humanitarian principles.
Competencies:	<ul style="list-style-type: none"> - Participant is able to independently express views on holistic integration of migrants using relevant terms and terminology; - Participant is able to independently critically highlight relevant legal framework and evaluate importance of legal matter in the field of holistic integration of migrants; - Participant is able to independently problematize realization of human rights of migrants in their holistic integration; - Participant is able to independently plan involvement of relevant organizations and institutions in achieving holistic integration of migrants; - Participant is able to independently evaluate importance and role of humanitarian principles and perceptions. .
Required knowledge and	Participants have basic knowledge and experience in the field of legal protection and organizational approaches to work and care for

experience:	migrants and other relevant target groups that may emerge from different fields, for example, social and health care, education, employment and labour market, public administration and justice, civil society organizations (humanitarian, disability, voluntary, ...) and other professional areas.
Expected learning outcomes:	<ul style="list-style-type: none"> - Knowledge: participant understands basic concepts and terminology, knows relevant legal framework, human rights and organizations in the field of holistic integration of migrants, lists humanitarian principles. - Skills: participant identifies and connects key conceptual and terminological features, compares realization of human rights of migrants in different environments, and analyses importance and role of individual organizations in migrant integration processes, identifies importance of humanitarian principles. - Competencies: participant independently improves conceptual and terminological context, evaluates legal framework, and critically highlights realisation of human rights and contribution of individual organizations to holistic integration of migrants, evaluates importance and role of humanitarian principles.
Methodological approach:	Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended.
Testing of learning outcomes:	Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.
Required software/ learning technology:	<ul style="list-style-type: none"> - Computer with speakers - Projector - Video (e.g. You Tube, movie clips, ...) -

2. Module: Social Integration

2.1. Social Integration: Work Approaches

Module:	Social integration
Topics:	<ol style="list-style-type: none">1. Work approaches2. Community work3. Cultural mediation and sensibility
Estimated timing:	Twelve school hours

Basic data on topic content

Module:	WORK APPROACHES
Units:	<ol style="list-style-type: none">1. Everyday integration model2. Individual model of planning3. Advantages and management of individual discourse4. Importance of discourse management with family as the main cell of social life5. Challenges and dilemmas of motivation6. Presentation of all stages of a concrete integration process or model: Scandinavian model
Estimated timing:	Four school hours

Methodological recommendations for planning learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in the field of work approaches in the process of social integration of migrants.
Specific objectives:	<ul style="list-style-type: none">- To present key competences and life skills for everyday integration model and individual planning model (workshop);- To highlight expertise and skills for conducting individual conversations with a positive target perspective;- To identify characteristics of managing individual conversation and talking with family as the basic cell of social life (workshop);- To highlight motivational techniques in working and talking with migrants in the early stages of integration (workshop);- To present integration process as a case study of an international protection beneficiary, which has taken place

	<p>throughout the entire integration process - from asylum process to full integration.</p>
<p>Competencies:</p>	<ul style="list-style-type: none"> - Participant is able to independently evaluate contribution of individual key competences and life skills to improve development of day-to-day integration model and individual planning model; - Participant is able to independently formulate concept, style and circumstances of conducting an individual conversation based on Psychological Positivism ; - Participant is able to independently conceive concepts and styles of managing individual conversation and talking with family as the basic cell of social life; - Participant is able to independently evaluate challenges and dilemmas of motivation in working with migrants at initial integration stages and to identify successful motivational techniques; - Participant is able to independently lead and critically evaluate concrete integration process, e.g. the beneficiary with international protection throughout the entire process of integration, from asylum process to full integration.
<p>Required knowledge and experience:</p>	<p>Participants have basic knowledge and experience in the field of social integration and work and care for migrants and other relevant target groups who may emerge from different fields, for example, social and health care, education, employment and labour market, public administration and justice, civil society organizations (humanitarian, disability, voluntary...) and other professional areas.</p>
<p>Expected learning outcomes:</p>	<ul style="list-style-type: none"> - Knowledge: participant defines characteristics of everyday integration model and individual model of planning, describes characteristics of conducting individual conversation and conversation with family, summarizes challenges and dilemmas of motivation in working with migrants, and, on the basis of case study, explains stages of concrete integration process from asylum process to holistic integration; - Skills: participant identifies key factors of everyday integration model and individual model of planning, understands and connects styles and characteristics of managing individual conversation and conversation with family with their success in practice, analyses challenges and dilemmas of motivation in working with migrants and comments on possible solutions to concrete integration processes.

	<ul style="list-style-type: none"> - Competencies: participant independently plans everyday integration model and individual model of planning, evaluates advantages and mistakes in managing individual conversation and conversation with family, faces challenges and dilemmas of motivation in working with migrants, and determines achievement of solutions for individual integration processes.
Methodological approach:	Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended.
Testing of learning outcomes:	Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.
Required software/ learning technology:	<ul style="list-style-type: none"> - Computer with speakers - Projector - Video (e.g. You Tube, movie clips, ...) -

2.2. Social Integration: Community Work

Module:	Social integration
Topics:	<ol style="list-style-type: none"> 1. Work Approaches 2. Community Work 3. Cultural Mediation and Sensibility
Estimated timing:	Twelve school hours

Basic data on topic content

Module:	COMMUNITY WORK
Units:	<ol style="list-style-type: none"> 1. Model of integration into community and society 2. Specific - sensible approaches to working with community 3. Integration as a two-way process 4. Professional work with local community

	<p>5. The role of volunteers</p> <p>6. Coordination of different support measures, development and support of programs and projects</p>
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Estimated timing:	Four school hours
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Methodological recommendations for planning learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in the field of community work in the process of social integration of migrants.
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Specific objectives:	<ul style="list-style-type: none"> - To introduce the migrant integration model into community and social life; - To evaluate the importance of a sensible approach in working with migrants in community; - To highlight approaches of cooperation with community and management of integration process of migrants as a two-way process; - To develop approaches to professional work with local community in holistic integration of migrants, with an emphasis on informing and involving locals in intercultural meetings; - To identify the role and importance of volunteers in migrant integration processes; - To coordinate various support measures and policies in the field of labour and integration of migrants; - To develop and support projects in the field of holistic integration of migrants, even if only small projects with significant social-societal effects.
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Competencies:	<ul style="list-style-type: none"> - Participant is able to independently evaluate the effects of holistic integration model of migrants in community and social life; - Participant is able to independently determine the importance of specific-sensible approaches to integration of migrants into community; - Participant is able to independently evaluate and critically highlight contexts and effects of cooperation with community; - Participant is capable of independent management and reflection on migrant integration process as a two-way process; - Participant is able to independently define diversity of professional work approaches with local community in holistic integration of migrants, assess the importance of informing and involving locals in intercultural meetings; - Participant is able to independently plan and evaluate effects of
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	<p>appropriate approaches to involve volunteers in migrant integration processes;</p> <ul style="list-style-type: none"> - Participant is able to independently plan and manage various support measures and policies in the field of labour and integration of migrants; - Participant is able to independently assess and support diversity of successful projects in the field of holistic integration of migrants.
<p>Required knowledge and experience:</p>	<p>Participants have basic knowledge and experience in the field of social integration, work and care for migrants and other relevant target groups who may emerge from different fields, for example, social and health care, education, employment and labor market, public administration and justice, civil society organizations (humanitarian, disability, voluntary...) and other professional areas.</p>
<p>Expected learning outcomes:</p>	<ul style="list-style-type: none"> - Knowledge: participant describes integration model of migrants into community and society, knows specific-sensitive approaches to working with community in integration of migrants, understands integration of migrants as a two-way process, explains professional work with local community in integration of migrants, summarizes the role of volunteers in integration process of migrants, clarifies ways of coordinating various support measures in the field of migrant integration and determines ways to develop and support projects in the field of holistic migration integration; - Skills: participant identifies key factors of integration model of migrants into community and social life, estimates suitability of specific-sensible approaches of community work in integration of migrants, analyses integration of migrants as a two-way process in detail, links effectiveness of professional work with local community in successful integration of migrants, defines the role and importance of volunteering in integration process of migrants, analyses contribution of support measures to success of integration process of migrants, defines the importance of supporting projects in the field of holistic migration integration; - Competencies: participant independently evaluates effects of model of holistic integration of migrants in community and social life, defines importance of specific-sensible approaches to integration of migrants into community, critically illuminates contexts and effects of cooperation with community, guides and reflects on integration process of migrants as a two-way process, defines importance of different approaches to professional work with local community and role of volunteers in holistic

	integration of migrants, plans and manages various supportive measures and policies and supports the success of projects in the field of migration integration.
Methodological approach:	Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended.
Testing of learning outcomes:	Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.
Required software/ learning technology:	<ul style="list-style-type: none"> - Computer with speakers - Projector - Video (e.g. You Tube, movie clips, ...) -

2.3. Social Integration: Cultural Mediation and Sensibility

Module:	Social integration
Topics:	<ol style="list-style-type: none"> 1. Work Approaches 2. Community Work 3. Cultural Mediation and Sensibility
Estimated timing:	Twelve school hours

Basic data on topic content

Module:	CULTURAL MEDIATION AND SENSIBILITY
Units:	<ol style="list-style-type: none"> 1. Cultural dimensions of integration 2. Cultural differences as an opportunity of modern societies 3. Language barriers and challenges in working with interpreters 4. Combating xenophobia, intolerance, discrimination, stereotypes and violence 5. Empathy and patience of participants 6. Intercultural competencies and skills 7. Types and ways of communication

Estimated timing:	Four school hours
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Methodological recommendations for planning learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in the field of cultural mediation and senzibilization in the process of social integration of migrants.
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Specific objectives:	<ul style="list-style-type: none"> - To identify cultural differences in behaviour of migrants from different cultural milieu and societies; - To identify gender differences of migrants and gender gaps of Western European societies; - To identify language differences and specific approaches to work with interpreters; - To present efforts to combat xenophobia and intensify social inclusion; - To present factors of empathy and patience that contribute to successful social integration; - To highlight cultural competencies and skills that are key to holistic integration of migrants into society; - To understand different types and ways of communication.
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Competencies:	<ul style="list-style-type: none"> - Participant is able to independently evaluate importance of cultural differences in behaviour of migrants coming from different cultural milieu and societies; - Participant is able to independently confront gender differences of migrants and gender gaps of Western European societies; - Participant is able to independently evaluate importance of language differences and assess the need for specific approaches to working with interpreters; - Participant is able to independently evaluate challenges and opportunities for combating xenophobia and strive for more effective social inclusion; - Participant is able to independently determine key factors of empathy and patience being main contributors to successful social integration; - Participant is able to independently assess contribution of cultural competences and skills in the process of holistic integration of migrants in a broader social context.
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Knowledge and experience required:	Participants have basic knowledge and experience in the field of social integration and work and care for migrants and other relevant target groups who may emerge from different fields, for example, social and
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	<p>health care, education, employment and labor market, public administration and justice, civil society organizations (humanitarian, disability, voluntary...) and other professional areas.</p>
<p>Expected learning outcomes:</p>	<ul style="list-style-type: none"> - Knowledge: the participant summarizes cultural differences affecting behaviour of migrants from different societies and environments, describes gender migrant differences and gender gaps of Western European societies, describes language differences and professional attention that interpreters need, explains efforts in fighting xenophobia and better social inclusion, lists empathy factors and describes the need for patience, which contributes to successful social integration, lists and describes cultural competences and skills that are key to holistic integration of migrants into society; - Skills: the participant identifies and comments cultural differences reflected in the behaviour of migrants from different cultures, analyses gender differences of migrants and gender gaps of western European societies, identifies linguistic differences and identifies characteristics of professional work with interpreters, concludes importance of combating xenophobia and links factors contributing to better social inclusion, analyses empathy and patience factors that are the starting point for successful social integration of migrants, identifies cultural competences and skills that are key to holistic integration of migrants into the wider social context; - Competence: participant independently evaluates importance of cultural differences in behaviour of migrants coming from different cultural milieu and societies, confronts different migrant genders and gender gaps of Western European societies, evaluates importance of language differences and assesses the need for specific approaches to work with interpreters, evaluates challenges and opportunities to combat xenophobia and strives for more effective social inclusion, identifies key factors of empathy and patience, which are key elements for successful social integration, assesses contribution of cultural competences and skills in the process of migrant integration into a wider social context.
<p>Methodological approach:</p>	<p>Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended.</p>

Testing of learning outcomes:

Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.

Required software/ learning technology:

- Computer with speakers
- Projector
- Video (e.g. You Tube, movie clips, ...)
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3. Module: Migration and Health

Basic module data

Module:	MIGRATIONS AND HEALTH
Topics:	<ol style="list-style-type: none">1. Health aspects of migration2. Migrants in health care system in host countries3. Migrants and their accessibility to health care services in host countries4. Obstacles in accessing healthcare services in host countries5. Cultural and linguistic misunderstandings in health environment system6. The role of intercultural mediator and volunteer
Estimated timing:	Two school hours

Methodological recommendations for planning learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in pursuit of health protection and promotion of healthy lifestyle of migrants in their integration process.
Specific objectives:	<ul style="list-style-type: none">- To present health aspects that need to be considered in context of migration and integration;- To highlight migrant's role in health care system in host countries;- To present and evaluate migrants' legal rights to healthcare services for different categories of migrants;- To identify obstacles faced by migrants in accessing healthcare services host countries;- To present cultural and linguistic misunderstandings migrants face in clinical settings and which make integration difficult;- To present role and significance of cultural mediator, volunteer and communication tools to improve communication between healthcare workers and migratory patients.
Competencies:	<ul style="list-style-type: none">- Participant is able to independently evaluate health aspect of migration, which is crucial for holistic integration of migrants;- Participant is able to independently assess situation and care of migrants in health care system of host countries;- Participant is able to independently critically highlight legal rights and obligations of migrants in healthcare services for different categories of migrants;- Participant is able to independently problematise obstacles and

	<p>dilemmas of migrants in accessing healthcare service in host countries;</p> <ul style="list-style-type: none"> - Participant is capable of independently disputing incidence of cultural and linguistic misunderstandings in clinical environments that diminish success of holistic integration of migrants; - Participant is able to independently evaluate role and significance of intercultural mediator and volunteer as well as assess suitability of individual communication tools to improve communication between healthcare professionals and patients with a migratory background.
<p>Knowledge and experience required:</p>	<p>Participants have basic knowledge and experience in the field of health care and healthy lifestyle of migrants and other relevant target groups that may emerge from different fields, for example, social and health care, education, employment and labour market, public administration and justice, civil society organizations (humanitarian, disability, voluntary...) and other professional areas.</p>
<p>Expected learning outcomes:</p>	<ul style="list-style-type: none"> - Knowledge: participant describes health aspects of migration, clarifies situation and treatment of migrants in health care system in host countries, summarizes legitimate legal rights and obligations to healthcare services for different categories of migrants, lists obstacles of access to healthcare institutions' services in host countries, lists examples of cultural and linguistic misunderstandings in clinical settings, describes role of an intercultural mediator and volunteer and clarifies appropriate communication techniques between migrants and healthcare professionals. - Skills: participant analyses migration from a healthcare point of view, classifies treatment of migrants in health care system of host countries, identifies framework of legitimate rights and obligations according to healthcare services of different categories of migrants, identifies basic characteristics of obstacles and contradictions in access of migrants to services of healthcare institutions in host countries, provides possible solutions for overcoming cultural as well as linguistic misunderstandings in clinical settings, links role of intercultural mediator and volunteer in context of migrant integration from a health care perspective, analyses the suitability of various communication techniques among stakeholders in the field of health care. - Competence: participant independently evaluates health care

	<p>aspect of migrations, which is crucial for holistic integration of migrants, assesses situation and care of migrants in health care system in host countries, critically illuminates legitimate legal rights and obligations of migrants in terms of healthcare services for different categories of migrants, problematizes obstacles and dilemmas of migrants in accessing healthcare services in host countries, refutes incidence of cultural and linguistic misunderstandings in clinical environments that diminish success of holistic integration of migrants, evaluates role and importance of intercultural mediator and volunteer and assesses suitability of individual communication tools to improve communication between healthcare professionals and patients with a migratory background.</p>
<p>Methodological approach:</p>	<p>Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended</p>
<p>Testing of learning outcomes:</p>	<p>Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.</p>
<p>Required software/ learning technology:</p>	<ul style="list-style-type: none"> - Computer with speakers - Projector - Video (e.g. You Tube, movie clips, ...) -

4. Module: Integration into Education and Work Process

4.1. Integration into Educational Environment

Module:	Integration into Education and Work Process
Topics:	1. Integration into Education System 2. Integration into Work Process
Estimated timing:	Four school hours

Basic data on topic content

Topic:	INTEGRATION INTO EDUCATION SYSTEM
Units:	1. Integration of learners into education system programs 2. Lifelong education, vocational education and training 3. Importance, opportunities and obstacles for early recognition and validation of migrants' skills and knowledge 4. Challenges in the field of recognition of formal and non-formal qualifications
Estimated timing:	Two school hours

Methodological recommendations for planning learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in migrant integration into education environment, lifelong learning, vocational education and training.
Specific objectives:	<ul style="list-style-type: none">- To present significance and challenges of integration of learners in education programs where their status, rights and obligations are highlighted in the light of diversity of migrant categories;- To highlight importance and effects of lifelong learning and vocational training and learning;- To present importance, possibilities and obstacles for early recognition and validation of skills and knowledge of migrants contributing to their holistic integration;- To highlight challenges in recognizing formal and informal qualifications of migrants in the context of their vocational education and training.
Competencies:	<ul style="list-style-type: none">- Participant is able to independently evaluate and plan integration of learners into formal, non-formal and informal

	<p>education and training programs;</p> <ul style="list-style-type: none"> - Participant is able to independently connect challenges and effects of lifelong learning and education, vocational education and training for holistic integration of migrants; - Participant is able to independently evaluate importance, possibilities and obstacles for early recognition and validation of skills and knowledge of migrants within vocational education and training system; - Participant is able to independently critically highlight challenges and dilemmas in recognizing formal and informal qualifications of migrants in context of their integration.
<p>Knowledge and experience required:</p>	<p>Participants have basic knowledge and experience in the field of health care and lifestyle of migrants and other relevant target groups who may emerge from different fields, for example, social and health care, education, employment and labor market, public administration and justice, civil society organisations (humanitarian, disability, voluntary...) and other professional areas.</p>
<p>Expected learning outcomes:</p>	<ul style="list-style-type: none"> - Knowledge: participant explains possibilities of integrating learners into education programs, lists opportunities for lifelong education, vocational education and training, describes importance, opportunities and obstacles for early recognition and validation of migrants' skills and knowledge, summarizes challenges in recognizing formal and informal qualifications of migrants. - Skills: participant compares integration factors of learners into programs of different education systems, identifies opportunities for lifelong education, vocational education and training of migrants, which form the basis of holistic integration of migrants, analyses characteristics of obstacles and possibilities for early recognition and validation of migrants' skills and knowledge in the context of vocational training, evaluates challenges and dilemmas in recognition of formal and informal qualifications of migrants. - Competencies: participant independently evaluates and plans integration of learners into formal, non-formal and informal education and training programs, combines challenges and effects of lifelong learning and education, vocational education and training for holistic integration of migrants, evaluates importance, opportunities and obstacles for early recognition and validation of skills and knowledge of migrants within vocational education and training system, critically highlights

	challenges and dilemmas in recognizing formal and informal qualifications of migrants in context of their integration.
Methodological approach:	Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended
Testing of learning outcomes:	Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.
Required software/ learning technology:	<ul style="list-style-type: none"> - Computer with speakers - Projector - Video (e.g. You Tube, movie clips, ...) -

4.2. Integration into Work Environment

Module:	Integration into Education and Work Process
Topics:	<ol style="list-style-type: none"> 1. Integration into Education System 2. Integration into Work Process
Estimated timing:	Four school hours

Basic data on topic content

Topic:	INTEGRATION INTO WORK PROCESS
Units:	<ol style="list-style-type: none"> 1. Integration into labour market 2. Importance, opportunities and barriers of early recognition and validation of migrants' knowledge, skills and work experience 3. Rights and obligations regarding access to labour market in accordance with host country's law 4. Role and importance of various public institutions, NGOs and employers 5. Role and importance of individual plan of integration into labour

	market and employment
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Estimated timing:	Two school hours
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Methodological recommendations for planning the learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in migrant integration into work environment and labour market.
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Specific objectives:	<ul style="list-style-type: none">- To present factors, conditions and circumstances of integration of migrants of different categories into labour market and working environment;- To highlight importance and possibilities for early recognition and validation of migrants' knowledge, skills and work experience, and problematize obstacles encountered by migrants;- To present a set of possible statuses, rights and obligations regarding access of migrants to labour market in accordance with host country' legislation ;- To present role and significance of various public institutions, NGOs and employers, which, in a two-way process, contribute to holistic integration of migrants into labour market and working environment;- To evaluate role and importance of individual plan for migrants, which is the starting point for planning and employment realisation, integration into labour market and working environment.
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Competencies:	<ul style="list-style-type: none">- Participant is able to independently evaluate factors and circumstances of integration of migrants into labour market and working environment;- Participant is able to independently assess importance and possibilities of early recognition and validation of migrants' skills and work experience and problematise obstacles faced by migrants;- Participant is able to independently critically highlight rights and duties of migrants regarding access to labour market in accordance with legislation of host country;- Participant is able to independently assess role and importance of various public institutions, NGOs and employers, which contribute to holistic integration of migrants into labour market and working environment;- Participant is able to independently evaluate role and importance of individual plan for integration of migrants into
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	labour market and employment.
Knowledge and experience required:	Participants have basic knowledge and experience in the field of health care and healthy lifestyle of migrants and other relevant target groups who may emerge from different fields, for example, social and health care, education, employment and labour market, public administration and justice, civil society organisations (humanitarian, disability, voluntary...) and other professional areas.
Expected learning outcomes:	<ul style="list-style-type: none"> - Knowledge: participant describes integration of migrants into labour market, summarizes importance, possibilities and obstacles for the early recognition and validation of migrants' knowledge, skills and work experience, lists rights and duties of migrants with regard to access to labour market in accordance with legislation in host country, describes role and importance of various public institutions, NGOs and employers in integrating migrants into working environment, explains role and importance of individual plan for integration of migrants into labour market and working environment; - Skills: participant analyses integration factors of migrants into labour market and working environment, identifies importance and possibilities for early recognition and validation of migrants' knowledge, skills and work experience and analyses obstacles faced by migrants, analyses rights and duties of migrants integration into working environment in accordance with host country's legislation, describes role and importance of various public institutions, NGOs and employers in integrating migrants into working environment, explains role and importance of individual plan for migrants when entering labour market and working environment; - Competences: participant independently evaluates factors and circumstances of integration of migrants into labour market and working environment, assesses importance and possibilities of early recognition and validation of migrants' skills and experience problematises obstacles migrants face in process of migration, highlights role of migrants in accessing labour market in accordance with legislation in host country, assesses role and importance of various public institutions, NGOs and employers contributing to holistic integration of migrants into labour market and working environment, evaluates role and importance of individual plan for integration of migrants into labour market.

Methodological approach:	Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended
Testing of learning outcomes:	Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.
Required software/ learning technology:	<ul style="list-style-type: none"> - Computer with speakers - Projector - Video (e.g. You Tube, movie clips, ...) -

5. Module: Psychosocial Support and Assistance

Module:	Psychosocial Support and Assistance
Topics:	<ol style="list-style-type: none"> 1. Psychosocial support and assistance for migrants 2. Identification of trauma and various other psychosocial problems 3. Activation of appropriate assistance 4. Obstacles in access to psychosocial support, assistance and success in confronting them 5. Physical and mental well-being in the integration process 6. Cultural and linguistic misunderstandings in the process of psychosocial support and assistance 7. Key principles or regulations of psychosocial support 8. Focus on the resistance method 9. Inovative methods for providing psychosocial support
Estimated timing:	Four school hours

Methodological recommendations for planning learning process

General objective:	To improve knowledge, skills and competences of professional staff, colleagues and others in an effort to provide psychosocial support and assistance.
Specific objectives:	<ul style="list-style-type: none"> - To present significance and effects of psychosocial support and assistance to migrants in the context of their holistic integration; - To present context of trauma and various other psychosocial problems; - To highlight factors and circumstances of activation of appropriate assistance of migrants in their integration; - To present and evaluate obstacles in access to psychosocial support, assistance and success in confronting them; - To describe factors determining physical and mental well-being in integration process of migrants; - To highlight and analyse cultural and linguistic misunderstandings in process of psychosocial support and assistance to migrants; - To highlight key principles or regulations of psychosocial support: <ol style="list-style-type: none"> i. Treating all people with dignity and respect and supporting self-esteem, ii. Responding to people in need in a humane and supportive way,

	<ul style="list-style-type: none"> iii. Providing information about services and support, iv. Providing adequate psychosocial assistance with use of appropriate language; - To describe and evaluate importance of resistance method; - To present various methods for providing psychosocial support (e.g. expressive techniques of art therapy).
<p>Competencies:</p>	<ul style="list-style-type: none"> - Participant is able to independently plan and determine effects of psychosocial support and assistance to migrants; - Participant is able to independently assess appearance of trauma and various other psychosocial problems; - Participant is able to independently plan and activate appropriate assistance; - Participant is able to independently problematise obstacles in access to psychosocial support, assistance and success of overcoming them; - Participant is able to independently evaluate circumstances and factors of physical and mental well-being in integration process; - Participant is able to independently assess cultural and linguistic misunderstandings in process of providing psychosocial support and assistance to migrants; - Participant is able to independently assess importance of key principles or regulations of psychosocial support; - Participant is able to independently determine advantages of resistance method; - Participant is able to independently evaluate effects of various methods for providing psychosocial support.
<p>Knowledge and experience required:</p>	<p>Participants have basic knowledge and experience in the field of health care and healthy lifestyle of migrants and other relevant target groups who may emerge from different fields, for example, social and health care, education, employment and labor market, public administration and justice, civil society organizations (humanitarian, disability, voluntary...) and other professional areas.</p>
<p>Expected learning outcomes:</p>	<ul style="list-style-type: none"> - Knowledge: participant describes psychosocial support and assistance to migrants, explains traumas and various other psychosocial problems, lists ways in which appropriate assistance is activated, lists obstacles to access to psychosocial support and assistance and effectiveness of confronting them; summarises characteristics of physical and mental well-being in integration process, lists cultural and linguistic misunderstandings in process of psychosocial support and

	<p>assistance, describes key principles of psychosocial support, describes method of resistance, outlines various methods for providing psychosocial support.</p> <ul style="list-style-type: none"> - Skills: participant identifies essential characteristics of psychosocial support and assistance to migrants in process of holistic integration, analyses trauma factors and various other psychosocial problems, determines approaches to activating appropriate assistance to migrants, finds obstacles in access to psychosocial support and assistance to migrants and analyses success in overcoming them, examines factors of physical and mental well-being of migrants in integration process, comments on cultural and linguistic misunderstandings in process of providing psychosocial support and assistance to migrants, identifies principles of psychosocial support, links effects of resistance method and various other methods for providing psychosocial support. - Competence: participant independently plans and justifies effects of psychosocial support and assistance for migrants, assesses traumatic nature of various traumas and various other psychosocial problems, plans and activates appropriate assistance, problematises obstacles in accessing psychosocial support and assistance and effectiveness of their exceeding, evaluates circumstances and factors of physical and mental well-being in integration process, evaluates cultural and linguistic misunderstandings in process of providing psychosocial support and assistance to migrants, assesses importance of key principles or regulations of psychosocial support, determines advantages of resistance method and evaluates effects of various methods for providing psychosocial support.
Methodological approach:	<p>Frontal teaching is used when dealing with interpretation, conversation, discussion and demonstration. Problem-oriented/participant oriented method is used with individual work, pair and group work. Inductive approach is also recommended.</p>
Testing of learning outcomes:	<p>Lecturers will assess acquired knowledge and developed competences using the Communicative method at the end of the course. Participants will be able to check their learning achievements/outcomes with self-evaluation questions at the end of each module.</p>
Required	<ul style="list-style-type: none"> - Computer with speakers

software/
learning
technology:

- Projector
- Video (e.g. You Tube, movie clips, ...)
- Drawing and playing music instruments
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