3STEPS

Co-funded by the
Erasmus+ Programme
of the European Union

YOUTH TRAINING CURRICULUM

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PROJECT INFORMATION

Project title

3STEPS - Fostering Education and Inclusion
of Disadvantaged Refugee and Migrant Learners

Project acronym

3STEPS

Project number

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Beneficiary organization

Project Coordinator - Asociación Caminos, Spain

Project Partners

- CESIE, Italy
- ALDA, France
- Symplexis, Greece
- Mozaik, Turkey

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1. OVERVIEW TO THE 3STEPS YOUTH TRAINING

1.1 Introduction

3STEPS Project is an Erasmus+ KA3 project funded by the European Commission and is implemented by a consortium of partners from France (ALDA), Greece (Symplexis), Italy (CESIE), Spain (Caminos), and Turkey (Mozaik). The main objective of the project is to implement a comprehensive education model and peer mentoring for supporting inclusion of young refugees and migrants with the use of two Austrian Best Practice models of migrant education and integration across Europe.

Refugee and migrant youth have enormous potential to be active participants in the host countries. They are a diverse population group who commonly display immense resilience and resourcefulness. They come to the host countries with an array of strengths and capabilities and are often highly motivated to succeed in education and embrace the opportunities available to them. However, they also face obstacles in accessing the support and finding opportunities they need to navigate the demands of building a new life in a new country, including education, training, and employment transitions.

The 3STEPS Youth Training offers a learning opportunity on the topics of literacy, digitalization, numeracy, vocational orientation, and social inclusion that will help young refugees and migrants get new skills that support their inclusion into the host country. This Training Curriculum also offers an array of example techniques to 3STEPS trainers and mentors. These are several exercises which employ basic principles of the two Best Practice approaches and are to be implemented by those who also underwent the respective trainings as trainers or mentors. To these people, the exercises in this document may serve as a basis for their work, with great emphasis on the need to continually reflect, adapt, improvise and innovate.

1.2 Training Methodology

The training content is divided into 4 areas, and each area contains several activities which should be adjusted by the trainer to fit the specific needs of the participants. The training is presented in a way that a specific approach can be easily applied across the different project countries. Careful attention must be paid on sustainability and consistency of the project partner countries' policies, their capacity to receive assistance (such as the possibility of mobilizing local resources), training feasibility and awareness

of community needs. The training can be delivered flexibly according to the schedule of the delivering organization. Content areas and segments are not in order and can be implemented based on target group needs. Introduction segment should be held at the start of first session with the group. After introduction part, other sessions cover the areas identified as below.

Structure

a. Introduction

The activities in the part are implemented during the first session that the 3STEPS project, Youth Training's schedule, responsibilities that are expected from participants will be shared with the participants. These activities aim to enable the participants to get to know each other and share their hopes and fear on the Youth Training. Each session will be started to check the homework given on the previous lesson (if any, but recommended) and ended with review to be done by the trainer.

b. Basic Education

This area aims to give young migrants and refugees life skills and improve their prospects for the future.

1. **Literacy Skills covers these abilities:**

    a. Reading,
    b. Writing,
    c. Speaking
    d. Listening:

Moreover, the participants will learn common words related to the topic and enhance their knowledge thanks to homework given by the trainer.

2. **Numeracy Skills**

3. **Digital Skills**

c. Vocational Orientation

This area provides information on the labour market for young migrants and refugees and assist them to assess their vocational chances

d. Social Inclusion and mutual learning

This area builds cultural sensitivity for better relationship and encouraging social participation by young migrants in this process.
The intention is to give different opportunities to familiarize participants with different methods. Suggested time for practical exercises can be increased according to the needs of the participants.

Although the basic education and social inclusion training will be implemented by the 3STEPS trainers, vocational orientation will be carried out by the 3STEPS mentors who have similar social and cultural background to young migrants and refugees. Vocational orientation will be given to the participants with blended learning methodology, a combination of f2f training and online lessons.

Trainer needs to end the session with the evaluation cards that obtain learners feedback on their progress. We have created two type of evaluation cards that can be found in Annex 1. The trainer can use one of them. The firs evaluation card includes emojis. When the trainer addresses the question "How would you describe the learning today?" to the learners. The learners will select one of the emojis to describe their learning. Other evaluation cards based on assessment through the numbers. The trainer asks the learners to evaluate their learning process through the cards having the numbers from "0" till "3". Moreover, the trainers can use daily reflection journal after the session to evaluate the learning day.

1.3 Training Overview

This handbook has been framed to provide content and a series of activities to increase language, numeracy, digital skills of young refugees and migrants and enhance social and vocational integration and enable 3STEPS mentors and trainers to explore how it can be integrated into their future work with young people from refugee and migrant backgrounds. Language skill refers to the ability to use a language properly. In other words, the learner should be fully proficient in all the four skills of the language: listening, speaking, reading, and writing.

The 3STEPS Youth Training will foster young people's successful integration

by providing an entry pathway to education for low-skilled migrants and thus fostering their opportunities to establish their existence in a way that benefits them and society at large.

Given this, and the role of 3STEPS trainers and mentors in assessing and meeting the transition needs of young refugees and migrants between 15 and 25 years of age will be enhanced.

The 3STEPS youth training have important perspectives on barriers and facilitators to improve young people's acquisition on three fields that young refugees and migrants need them to reach their full potential, and to fully participate in the society.

1.4 Training Timetable

Area title		Hours	Session number
Introduction		2,5 -3 hours	1 session
Basic Education	Literacy Skills	9 hours	2 sessions
	Numeracy Skills	3 hours	1 session
	Digital Skills	3 hours	1 session
Vocational Orientation		5 hours	2 Session
Social Inclusion		3 hours	1 session

2. TRAINING ACTIVITIES

Area I

Introduction Part

Segment Nr.	Area I.I
Area	Introduction
Segment Name	Getting know each other
Learning Objectives	To enable the participants to get to know each other
Duration	45 minutes
Materials	-
Description	The trainer tells participants that they must introduce themselves to the others in the group and say two true statements/facts about themselves and one lie. The activity goes around in the group and enables all partners to share their three statements. The activity is a way for the participants to get clued in other participants' character.
Additional remarks	
Further assignments	

Segment Nr.	Area I.2
Area	Introduction
Segment Name	Hopes and Fear Trees
Learning Objectives	To help the participants share their hopes and fear about the training
Duration	45 minutes
Materials	Stick notes in different colours, markers, scissor, green and brown papers for frame of the tree and its ground
Description	The trainer makes tree with branches out of the green construction paper and cuts a rough oval to serve as the ground for the tree and glues the ground to the lower part of the tree. The trainer asks the participants their fears and hopes on the training to write them on the sticky notes. Participants are asked to glue their hopes to the branches on the tree at the wall and glue those their fears to the bottom of the tree at the wall. The trainer reads all sticky notes on the wall aloud. The trainer can share his/her personal experiences to support participants' hopes and gives tips to encourage participants to overcome their fears.
Additional remarks	-
Further assignments	-

Area 2

Basic Education to improve skills on literacy, numeracy, and digital skills

Basic education is the basic requirement for the realization of personal and social rights of every single person. Due to various circumstances, young people are often unable to acquire a basic education and that lead for them to be disadvantaged in social, economic, cultural, and other aspects of life.

> *A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing, and calculation for his own and the community's development.*[1]

UNESCO (1978) 22 defines primary and functional literacy as the result of the literacy process. A literary educated person is someone who can read, write, and understand simple short sentences relating to their everyday life. However, literacy is much more than just the capacity to read and write. It is the constant practical use of writing and of the written record. Literacy represents a different way of seeing the world and storing information from that used by illiterate people and it is a set of acts and transitions in which people use reading and writing for personal and social purposes.

1 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5102880/

Segment Nr.	Area 2.1
Area	Basic Education/Literacy Skills
Segment Name	Learning Alphabet
Learning Objectives	To enable the participants to learn alphabet and recognize the letters To help the participants learn how to pronounce the letters of the alphabet
Duration	1 hour
Materials	Projector, pictures from brochures, newspaper, magazines, papers, and pens
Description	The trainer presents the letters of the alphabet in the upper and lower-case and ask participant to repeat the letter after him/her. Then the trainer delivers authentic materials, and each participant is asked to check the pictures from authentic materials (brochures, newspaper, etc...) to sort words that begin with the letters from A to Z and say these words loudly and write the alphabet into the papers. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework Participants are asked to write 5 words for each letter of the alphabet. The participants need to finish their homework till the next session to show it to the trainer.

Segment Nr.	Area 2.2
Area	Basic Education/Literacy skills
Segment Name	My city
Learning Objectives	To enable the participants to discover their city
Duration	1 hour
Materials	Handout 1, online map, projector,
Description	The trainer opens an online map showing the city and gives information on the history of the city and shows 10 important places and buildings in the city. The trainer delivers the handout having name of the places and images for these pictures (Literacy Skills Handout 1) The trainer asks each participant in the group to match the pictures and name of the places. The trainer says the pictures on the worksheet and ask the participants to repeat them. Then, the participants are divided into the pairs. The pairs ask the questions below and answers the questions by turns. What is it this place? Have you ever been this place? Have you ever visited this place? The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework The participants are asked to visit the city to take pictures of the places that have been thought in the lesson by their phones/ camera. The participants show the pictures to the trainer on the next session.

Segment Nr.	Area 2.3
Area	Basic Education/Literacy skills
Segment Name	Accommodation
Learning Objectives	To enable the participants to acknowledge the functionality/ role of each room of the house.
Duration	I hour
Materials	Literacy Skills Handout 2, cardboard, and tapes for homework
Description	The trainer shows the participants the handout (Literacy Skills Handout 2) showing parts of the house and ask for them to repeat them. Then participants receive a list of statements. Some of them are right and some are wrong. They need to identify which is right and which is wrong by recalling what is that we do, see, find, etc. in each room of a house. The statements, In the garage we park the car. In the kitchen we sleep. In the toilet we eat; In the garden we take a bath. We spend some time with our friends in the living room. In the garden we may find flowers and trees. We cook cookies in the bedroom. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework At the end of the lesson, the trainer delivers colourful cardboard to ask the participants to two-dimensional cardboard house. The participants need to identify the names of the house' rooms.

Segment Nr.	Area 2.4
Area	Basic Education/Literacy skills
Segment Name	Food
Learning Objectives	To enable the participants to learn the words related to supermarket and to make a sentence on that and use them in their daily life
Duration	I hour
Materials	Literacy Skills Handout 3
Description	The trainer teaches supermarket food in the handout (Literacy Skills Handout 3) and ask them to repeat after him/her. Then, the trainer teaches clause ''My favourite + noun is...''asks the participants to say their favourite food, vegetable, and fruit. "My favourite food is ..." ''My favourite vegetable is ..." ''My favourite fruit is ..." The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework The participants create a restaurant menu (write the name of meals and their ingredients) by using the words that they taught in the lesson. The participants can be asked to search and learn more food names by using dictionary, if it necessary for their menu. At the end of the lesson, the trainer can bring a menu from a local restaurant to show it to the participants as an example.

Segment Nr.	Area 2.5
Area	Basic Education/Literacy skills
Segment Name	Health
Learning Objectives	To help the participants learn the parts of the body and common illnesses.
Duration	45 minutes
Materials	Literacy Skill Handout 4, Literacy Skills Handout 5, Literacy Skills Handout 5, pencils
Description	The trainer delivers the handout (Literacy Skill Handout 4) showing the parts of the body. The trainer says them loudly and ask the participant to repeat them. The trainer delivers the handout (Literacy Skills Handout 5) participants are asked to draw a line between the two to match the person and disease up. Worksheet For Role play activity, the participants are divided into pairs. Participant A asks the question "What is the matter?" to the patient Participant B describes an illness and its symptoms through these example sentences. I have got a toothache/ headache/ fever/back pain, I am sneezing, I have a cough I have a bad back I feel dizzy The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	The trainer can invite a health officer who can give information on Covid-19 symptoms and explains safety measures, as it is an ongoing global pandemic around the world.
Further assignments	Homework The participants are asked to fill the Health and Unhealthy Habits Worksheet (Literacy Skills Handout 6) In the worksheet, the participants mark ''Yes'' or ''No'' for each habit considering that they have or not this habit in their daily life.

Segment Nr.	Area 2.6	
Area	Basic Education/Literacy skills	
Segment Name	Colours & Shapes	
Learning Objectives	To enable the participant to learn the colours and shapes.	
Duration	1 hour	
Materials	Cardboards in 11 different colours:	
	In blue In red In brown In white In black	In pink In purple In orange In yellow In green In grey
Description	The trainer shows 11 colours on the projector and say them loudly and asks the participants to repeat him/her (the trainer). The trainer cuts square coloured cards (11 different colours totally) out of cardboard and places them on the table, and when the trainer says any colour, the participants find this colour to show it to the trainer. The participants in the pair ask each other what his/her favourite colour. Participant 1: What's your favourite colour? Participant 2: My favourite colour is ... The trainer teaches these 5 shapes and ask the participants to draw them Circle Oval Triangle Square Rectangle The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.	
Additional remarks	-	
Further assignments	Homework The participants fill the handout (Literacy Skills Handout 7) to enhance their knowledge on the colours and shapes.	

Segment Nr.	Area 2.7
Area	Basic Education/Literacy skills
Segment Name	Feelings
Learning Objectives	To teach feelings words to learners and get them accustomed to identifying their feelings
Duration	I hour
Materials	Emotion cards, a loop of elastic
Description	The trainer teaches emotions (Literacy Skills Handout 8) Participants play exploring emotions guessing activity. The trainer asks a volunteer to be the first player. The trainer shuffles the emotions cards (Literacy Skills Handout 8 can be used) and place them on a stack face down in the middle of the table. The player selects a card from all emotional cards and tucks it into their elastic headband without looking at it. Other participants can see which emotion the player has, except their own. The player starts to ask one question about the card on his/her head as he/she tries to figure out which emotion she/he has. The player can ask questions without saying any word related to the emotions? The questions can be something like "Would I feel like this if I won a lottery?" "Would I feel like that if I lost my favourite belonging? Other participants give answers yes or no. When the first person to identify their emotion is the winner of that round. The other participants keep taking turns to ask questions about their emotions card until all emotions have been identified. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework The trainer asks the participants to create emotion cards to play it with their families or friends to enhance the topic.

Segment Nr.	Area 2.8
Area	Basic Education/Literacy skills
Segment Name	Transportation and Vehicles
Learning Objectives	To help the participants learn transportations.
Duration	1 hour
Materials	Literacy Skill Handout 9
Description	The trainer delivers the handout (Literacy Skill Handout 9) and teaches transportations and vehicles on the handout. The participants are asked to repeat after their trainer. The trainer gets the participants to watch the video on explaining history of transportation that can be found entertaining and informative by the participants. https://www.youtube.com/watch?v=FaLCQo8NJFA The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework The trainer can ask the participants to use any transportation or vehicle that have been taught in the lesson.

Segment Nr.	Area 2.9
Area	Basic Education/Literacy Skills
Segment Name	Daily activities
Learning Objectives	To teach the participants daily activities
Duration	1 hour
Materials	Literacy Skills Handout 10
Description	The trainer delivers the handout (Literacy Skills Handout 10) and teaches daily activities. Participant are separated into the pairs and explain their daily routines by turn. The trainer gets the participants watch a funny video on daily routine "Mr. Bean-Daily Routines" https://www.youtube.com/watch?v=g0sftuC8mpk The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework Learners can also do this activity on their own. The participants are asked to write one of their family members and friends' daily routine to increase their dialogue with their family members and include them into their learning process.

Segment Nr.	Area 2.10
Area	Basic Education/Numeracy skills
Segment Name	Number Sense
Learning Objectives	To help the participants understand number sense and learn numbers from zero to 100.
Duration	1 hour
Materials	Numeracy Skills Handout 1, Numeracy Skills Handout 2, papers, and pencils.
Description	The trainer teaches numbers from zero to 100 through the handout (Numeracy Skills Handout 1) Participants are asked for repeating after trainer, and they write from zero to 100 on their papers. The trainer ends the day with the reflection and evaluation on the topic. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework Participants order the numbers (on the handout) from the smallest number to biggest one.

Segment Nr.	Area 2.11
Area	Basic Education/Numeracy skills
Segment Name	Mathematical symbols
Learning Objectives	To enable them to understand mathematic symbols and calculate two-digit numbers
Duration	1 hour
Materials	-
Description	Participants delivers the handout having mathematical symbols such as minus sign, plus sign, division sign, multiplication sign. Participants receives the worksheets (Numeracy Skills Handout 4) from the trainer that they can apply them easily. The trainers show some simple arithmetic operations from the multiplication, divisions, addition, and subtraction tables The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Homework The participants are asked to do 5 arithmetic operations multiplication, divisions, addition, and subtraction.

Segment Nr.	Area 2.12
Area	Basic Education/Numeracy skills
Segment Name	Talking about the money
Learning Objectives	To enable the participants read amounts in the currency and use the language of money to purchase the stuff
Duration	1 hour
Materials	Object that can be used for the role play activity
Description	The trainer gives information about the currency of the host country and shows paper money and coins that are available on the finance market on the projector. Role play activity The participants are separated into the pairs. One of the pair asks the price of the object and one participant says the price. Participant 1: How much does it cost? Participant 2: It costs ..... The trainer can add more phrases that can be used by the participants in their daily life.
Additional remarks	
Further assignments	Homework The trainer asks the participants to ask 3 things' price on the stores in their neighbourhood.

Segment Nr.	Area 2.13
Area	Basic Education/Digital Skills
Segment Name	Making online appointment
Learning Objectives	To enable the participants to make appointment with local authorities, doctor.
Duration	1 hour
Materials	Projector, computer
Description	1.The trainer presents the websites that participants can make online appointment with local authorities and public institution. The participants search these links by turns in company with the trainer. 2. As each country has different settings for making online appointments with local authorities and public institutions, before the lesson the trainer should check which local organizations are available that participants can make online appointment. 3. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) 4. The trainer can use daily reflection journal to evaluate the session.
Additional remarks	
Further assignments	

Segment Nr.	Area 2.14
Area	Basic Education/ Digital Skills
Segment Name	Cyberbullying Awareness
Learning Objectives	To enable the participants to protect themselves from cyberbullying and finding true source for the news.
Duration	1 hour
Materials	
Description	The trainer gets the participants to watch the video on Cyber Bullying that has been recorded by UNICEF. The video enables the participants to have an understanding on Cyber Bullying. The trainer makes a definition for Cyber Bullying and explains the behaviours that are called Cyber Bullying and gives tips to the participants to protect themselves from Cyber Bullying. (The trainer can check information digital skills notes for trainer and simplifies the information for the participants) The trainer gets the participants these two videos for protecting from Cyberbullying One of them is on privacy and security setting, as it the basic tip to prevent Cyberbullying https://www.youtube.com/watch?v=baa9CFmO0ig Other one is about being safe online. https://www.youtube.com/watch?v=MB5VDlebMd8 If it possible the trainer can find videos on these issue in the host country language and get the participant to watch them. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	
Further assignments	

Segment Nr.	Area 2.15
Area	Basic Education/Digital Skills
Segment Name	Online information about the services on social, health care, education, legal support, and sport and using apps for that.
Learning Objectives	To enable the participant to find online information about the services on social, health care, education, legal support, and sport
Duration	I hour
Materials	Projector, computer
Description	The trainer explains services providers on social, health, care, education, legal support, and sport. The shows the participants how they can google the links for social, health, care, education, and support As each country has different settings on online appointments with local authorities and public institutions, the trainer should check which they offer online information and which applications are available in their country. Application that will be presented by the trainer needs to be downloadable free and if it is possible can be used offline. The trainer present application and gives instructions on how to upload, register, integrate their personal information, and use it for their daily life. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	-
Further assignments	Trainer can ask the participants to put their knowledge into the practice, one service providers from each field identified: social, health care, education, legal support, and sport.

Area 3

Vocational Orientation

Vocational Orientation is implemented by the mentors having same background after matching between mentors and mentees. Career counsellor also can be involved in the process to ensure effective vocational orientation.

Segment Nr.	Area 3.1
Area	Vocational Orientation
Segment Name	Creating Europass CV
Learning Objectives	To enable the participants to learn Europass CV and create their own CV
Duration	1 hour
Materials	Computer or laptop to present Europass CV Format
Description	The mentor presents Europass CV that is one of the best-known CV formats in Europe. https://europa.eu/europass/en/create-europass-cv Mentee is given information on the steps to create his/her CV in this platform and is invited to create their own CV profile after the session when they access to the computer, internet connection.
Additional remarks	If creating Europass CV is hard for the participants at this level, the trainer can only present the titles taking place on a CV and give information how they can fill a CV in a simple format.
Further assignments	

Segment Nr.	Area 3.2
Area	Vocational Orientation
Segment Name	Searching Job Advertisements
Learning Objectives	To enable the participant to learn Searching Job Advertisements To help participant to get to know labour market's needs, employers' demands and certificate of equivalence
Duration	I hour
Materials	Projector and computer
Description	The mentor presents job opportunities that are open youth migrants and refugees and gives information on labour market's needs, demands in the local area and diploma equivalency certificate that is valid in the country. 3 job search sites that are popular in the country. (Linkedin can be presented as it is well known in many countries) https://www.linkedin.com After the session, mentee is asked to search one of the platforms and check 5 jobs that they want to be integrated in considering labour market's needs, demands in the local area and his/her educational and professional background. At the next meeting with the mentor, mentee shares his/her experience on searching job advertisement with the mentor through questions. Was it easy to use the job search site he/she chose? What was his/her focus to choose these jobs in this site? Will he/she use for his/her future job searching? The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	
Further assignments	

Segment Nr.	Area 3.3
Area	Vocational Orientation
Segment Name	Role Play interview
Learning Objectives	To enable mentees to understand the questions that can be addressed to them. To help the participants to think about the different situations and challenges they would be likely to face during job interview. To enable the mentees to learn the tips that they need to follow for a successful interview.
Duration	I hour
Materials	Projector, computer
Description	Mentor asks for the mentee for role play for job interview which the mentor ask questions to the mentee with a scenario that they then act out. Mentor shares the tips that mentee needs to follow during role play interview.
Additional remarks	Mentor can choose the questions for role play interview from this link. *https://www.indeed.com/career-advice/interviewing/top-interview-questions-and-answers* Mentor can benefit from the link for tips for the interviews *https://www.experis.com/en/insights/articles/2021/05/25/20-tips-for-great-job-interviews* If the mentee has a level to understand conversation in a video, the mentor can show the videos on one good and one poor example for the job interviews. Here are two videos on that. *https://www.youtube.com/watch?v=_3Rii8wfHYY* *https://www.youtube.com/watch?v=SieNfciN274* The mentor can search videos on good and poor job interviews on the host country language to watch them during the session. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.

Segment Nr.	Area 3.4
Area	Vocational Orientation
Segment Name	Understanding Soft Skills and Jobs
Learning Objectives	To enable mentee to understand soft skills that are necessary at the workplace
Duration	1 hour
Materials	Projector, computer
Description	The mentor shows the video on soft skills that are essential for employability https://www.youtube.com/watch?v=Tiy2LONr050 . If the video is found difficult to understand by the participants, the mentor can explain the video after the mentor has stopped or can deliver this handout Mentee is asked to think about their skills and competences that facilitate their integration into the labour market. Mentor matches mentee' skills and career opportunities that are available in the local area.
Additional remarks	Before the session, mentor is suggested to check the Matching skills that is published by CEDEFOP to receive information at national level. https://www.cedefop.europa.eu/en/tools/matching-skills/country-fiches. Moreover, career counselling who can present occupational groups in the local area and provide detailed information on job opportunities and match skills and opportunities can be invited to this session. For future search, mentee is introduced to education planner that is a platform matching career opportunities and skills. http://www.educationplanner.org/students/career-planning/find-careers/careers-results.shtml?hands=1&solveProblems=1 This activity is essential to match mentee's skills and opportunities in the labour market, and it should be implemented before the Workplace Tour Activity.
Further assignments	

Segment Nr.	Area 3.5
Area	Vocational Orientation
Segment Name	Workplace Tour
Learning Objectives	To enable mentee to learn about the business, meet employees and observe work in progress To build an understanding of the education and training needs for entry into careers in the labour market.
Duration	I hour
Materials	
Description	Mentor arranges a visit to the workplace from the sector in which the mentee wants to build a career. The mentee is asked to think about what they want to learn and come up with at least three questions on the workplace or the careers it offers. After workplace visit, mentor and mentee come together in online platform or face to face to evaluate mentee's experience at the workplace. Mentee shares his/her experience on the workplace activity and his/her feelings about pursuing a career in that industry. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	Mentees can be asked to search information on the workplace, dress code[2] in the company before the workplace visit, and mentees also can be reminded to ask the people they meet in the company for their business cards during their visit to get in contact with them.
Further assignments	

2 *https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/employeedressandappearance.aspx*

Area 4

Social Inclusion and mutual learning leisure activities including target group of young migrants and refugees and native young people to foster communication and promote inclusion

Segment Nr.	Area 4.1
Area	Social Inclusion
Segment Name	Creating Story Cards
Learning Objectives	To enable participants to tell their stories and be heard by the others To promote their self-confident and enable them to feel that they are not alone, that can support their social inclusion and sense of belonging. To creates interaction with different cultures and have an opportunity to learn new things about other participants' native countries. To enable participants to recognize the similarities and differences between different cultures and respect to the diversity.
Duration	1 hour
Materials	Cardboard, Pen, authentic materials, magazines, pictures
Description	Creating Story Cards are designed to give each participant a chance to share their stories as a person having migrant or refugee background. Participants are asked to create 2 story cards using material delivered One of them is based on their migrant or refugee experiences by using materials delivered by the trainer. Other story card reflects their life in the host country or reflect similarities and differences between their native country and host country on the cardboard using the authentic materials. If there is any one in the group who doesn't want to do this activity because of their bad memories or negative experiences while migrating from their native country to the host country. The trainer can ask them to only the second card that can be only about traditional food or clothes belonging their native country. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.

Segment Nr.	Area 4.2
Area	Social Inclusion
Segment Name	Exploring the Art at the Museum /free time activities
Learning Objectives	To give a chance to the participant to explore the culture in the host country. To enable them to discover the places they can visit in their free time.
Duration	1 hour
Materials	Projector, computer, brochure
Description	The trainer mentions about events and activities that the mentee can join in their free time. The trainer brings some brochures from tourist information centres to show them to the participants and show the websites that the participants can follow the events that are implemented in the local area.
Additional remarks	
Further assignments	Homework Participants are asked to visit one museum in the local area and find 5 artworks to take pictures of them and to learn the story of them in 45 minutes. In the second session, participants show the pictures and tell the stories of these 5 artworks to the group and the facilitator. The facilitator can ask them to share their experience with these questions. Have you ever visited museum before? How did you feel during your visit? Why did you choose this museum? Which one of these five artworks did you like the most and why? What did you learn about the culture in the local area? If these questions are hard for the participants, the trainer can simplify the questions or keep easy questions? Have you ever visited museum before? Did you enjoy there? If this visit can't be done because of Covid-19 restrictions, the trainer can show the address that the participants can make virtual online tour at a museum at the host county. The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.

Segment Nr.	Area 4.3
Area	Social Inclusion
Segment Name	Communication/Active Listening Skills
Learning Objectives	To enable participants to learn active listening skills for communication and try them with other people.
Duration	1 hour
Materials	Social Inclusion Handout 1
Description	The trainer delivers the handout (Social Inclusion Handout 1) on active listening skills and explain this topic through different examples. To enhance the topic, the participants are asked to watch this video in English Active Listening. The trainer can find the video on active listening skills in the host country language to watch it to the participants. When the trainer says, the participants choose a partner and talk to their partners on the suggested topic given below for 20 minutes (10 minutes for each person). Person 1 talks about the topic that he/she has chosen. Person 2 listens his/her partner. They change the role when the trainer says. Some suggested topics, as the participant choose the topic, they can skip a topic if he/she doesn't comfortable to talk about it. Hobbies Favourite meal Family Religious festival Friendship The trainer ends the day with the evaluation cards. (This step has been explained on the training methodology above.) The trainer can use daily reflection journal to evaluate the session.
Additional remarks	
Further assignments	As homework, the trainer can ask the participant to try these active listening skills with their family members or friends.

3. RECOMMENDATION FOR THE TRAINERS AND MENTORS

It is important for the trainer and mentors to be aware of their roles in the learning process. Mentors and mentees need to set up the mentoring process as an open pathway that is based on respect to delicate issues and personal values. They need to pay attention to how participants interact with them, respond to new concepts, and examine their own value systems. Especially as mentoring is implemented as a one-on-one relationship between mentors and mentees, such is essential if mentors are to succeed in their role as trusted friend and companion.
Moreover, the trainers and mentors should adopt these behaviours during the 3STEPS Youth Training to overcome conflict that can be occurred during the training.

- Willingness to help learner/mentee succeed
- Being aware of learners' and mentees' needs
- Disseminate information as young people need
- Have different resources and tools that can be applied to different learning styles of the participants
- Improve interpersonal skills
- Having active listening and communication skills
- Empathize for the participants
- Act as sources for additional information
- Paying attention to the parents of participants and engaging in parent-mobilizing activities improves the communication and mutual understanding

The trainers and mentor can find more activities related to cultural issues in WP3 and adapt them for their activities.
Moreover, the trainer can invite experts who are related to the topic to be given in the lesson. This person can make contribution to creating a better impact on the participants' learning process.
According to participants needs' and learning pace, the trainer can give more time to finalize the lesson and revise the topic considering participants' demands and needs.

4. REFERENCES

- *https://educationnorthwest.org/sites/default/files/resources/training_initial.pdf*
- *https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/instructionalmaterial/wcms_628558.pdf*
- *http://www.educationplanner.org/students/career-planning/find-careers/careers-results.shtml?hands=1&solveProblems=1*
- *https://www.experis.com/en/insights/articles/2021/05/25/20-tips-for-great-job-interviews*
- *https://europa.eu/europass/en/create-europass-cv*
- *https://www.webwise.ie/uncategorized/critical-thinking-digital-world/*
- *https://www.stopbullying.gov/resources/laws*
- *All pictures on the handouts were taken from Freepik - https://www.freepik.com*

5. LINKS FOR FURTHER READING

- *https://www.jobtestsuccess.com/role-play-interview/*
- *https://www.mindtools.com/pages/article/newLDR_89.htm*
- *https://en.unesco.org/themes/fostering-rights-inclusion/migration*
- *https://esthinktank.com/wp-content/uploads/2020/06/Digital-Skills-and-Refugees-Towards-a-European-Approach.pdf*

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