

E-LEARNING GUIDE FOR E-TUTORS



MIGRANTECH

A springboard for the training and
employment of migrants and refugees

PROJECT N° 2020-1-FR01-KA204-080342

TABLE OF CONTENTS

<u>INTRODUCTION</u>	2
<u>About Migrantech</u>	2
<u>What is the purpose of the guide ?</u>	3
<u>Employability skills for migrants and refugees</u>	4
<u>The role of e-tutors</u>	9
<u>THE MIGRANTECH TRAINING KIT</u>	10
<u>E-modules: the pedagogical approach of Migrantech</u>	11
§ 1 Structure of the training path on the platform	11
§ 2 Presentation of e-modules by category	12
<u>Guiding through the Migrantech course</u>	20
§ 1 The pedagogical itinerary of the guides	20
§ 2. Engage learners	23
§ 3. How to help learners to follow the training pathway in autonomy.	25
<u>Migrantech tools for self-assessment and certification of acquired skills</u>	27
§ 1. Tools for certification of acquired skills	27
§ 2. The self-assessment	28
<u>APPENDIX</u>	29
<u>How were the Migrantech e-modules developed?</u>	29
<u>GLOSSARY</u>	35

INTRODUCTION

ABOUT MIGRANTECH

The Migrantech project aims to provide migrants, refugees and professionals working with this public with an e-learning pathway composed of 40 e-modules that will enable them to develop the skills most needed in the labor market (digital, key and transversal skills), thus supporting their learning, employability and social inclusion.

This project is a 2-year strategic partnership (2020-2022) coordinated by AMSED (France), in partnership with Familles du Monde asbl (Belgium), Anatolia Youth Association (Turkey) and Factor Social (Portugal).



Our objectives :

- Understand and identify the most relevant skill needs sought by businesses and employers/companies;
- To allow educators and professionals to broaden and adapt their knowledge and develop skills, which are springboards to bring their audiences closer to the job market;
- To provide tailored e-learning tools and methods to professionals working with migrants and refugees in order to facilitate their socio-professional integration;
- To undertake education and training as a key element in the promotion of social cohesion and integration processes;
- Promote coexistence between society and migrant and/or refugee communities;
- Combat discrimination against migrants and refugees;

WHAT IS THE PURPOSE OF THIS GUIDE?

This guide is intended for employment, integration and training professionals working with migrants and/or refugees. It is designed as a tool to help them understand the Migrantech digital platform and to identify the needs and skills of the users-learners in order to accompany their clients through the Migrantech training program.

By using this guide, you will be able to:

- Identify the skill level of your audience.
- Structure and plan a training path that meets their training needs.
- Support adult learners in the development of their skills and bring them closer to the skills sought by companies.
- Support the recognition and certification of online and non-formal learning from the Migrantech experience.



EMPLOYABILITY SKILLS FOR MIGRANTS AND REFUGEES

The main objective of the Migrantech project is to promote the employability of migrants and refugees through the use of learning tools and methods available on a digital platform, including a kit composed of 40 e-modules. In order to achieve this objective, it is essential to ensure the relevance of the proposed training pathway, which must allow the development of skills that can be implemented in the professional environment, whether at the level of the job search or the installation in the work environment.

Therefore, the identification and understanding of the most important and appropriate skill needs sought by employers was the starting point of the project. As the structure of the e-modules should support migrants and refugees in their socio-professional inclusion, it is important to first understand the context and the situation in which they find themselves in their host countries. **A study was therefore carried out by the partners on the key, transversal and digital competences most relevant for a better access to employment for migrants and refugees.** The analysis of the results of this survey was then used as a reference for the development of the training program.

This survey was conducted among the three main target groups of the project in the four partner countries (France, Portugal, Belgium and Turkey), namely 100 employment and training professionals working with migrants and/or refugees, 100 migrants and/or refugees who had recently found work or were entrepreneurs and finally 80 companies that had recruited migrants and/or refugees. **Three questionnaires were given to these different target groups, addressing the themes of key skills useful on the labor market, job search and employability, obstacles to employability, vocational training and job satisfaction.** Indeed, in order to build the project as efficiently as possible, it seemed essential to the partners to consider the position of companies, education and vocational training professionals, as well as that of migrants and refugees themselves.

The first part of this work consisted of a documentary research carried out with all the partner associations, including results on the main obstacles encountered by migrants and refugees, socio-demographic information concerning them or the employment sectors most likely to recruit them in the partner countries.

The second part focuses on the skills sought by employers in the labour market. The three target groups surveyed were asked about some of the key competences listed in the Council of the European Union's Recommendation 200/962/EC.

The latter defines key competences as "the ability to act and react appropriately in a variety of situations through the mobilization and combination of personal knowledge, attitudes and procedures, in a specific, meaningful and documented context. They are often considered to be embodied in an individual's ability to use and combine specific knowledge, skills and attitudes demonstrating personal and professional values, in order to perform work activities to the required standard of quality.

- **Employers :**

As the chart above indicates, the skills most often identified as important by companies employing migrants/refugees are **time management**, followed by **learning, adaptability and autonomy**, then **the ability to identify their own mistakes**, and finally **interpersonal, intercultural, civic and social skills**, as well as **problem-solving skills**. Also included are professional behavior and confidence.

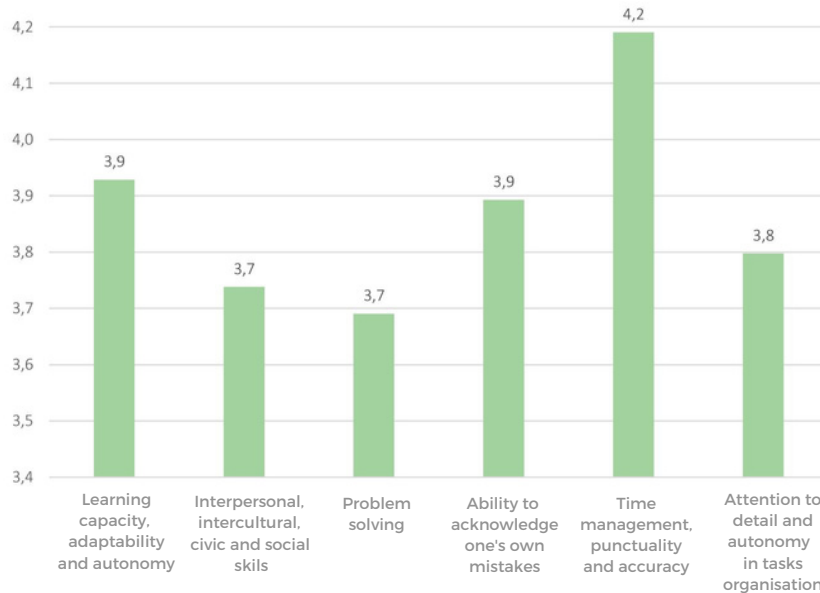


Figure 1. Competences most valued in the labour market according to employers

- **Employment and training professionals:**

According to employment and training professionals, **learning, adaptability and autonomy** were the most valued skills, followed by **time management and communication skills**. **Interpersonal, intercultural, civic and social skills, problem solving and identifying their own mistakes** were placed at the same level.

It can also be noted that mathematical skills and basic science and technology skills, mentioned in the Council of the European Union recommendation 2006/962/EC were the least sought after.

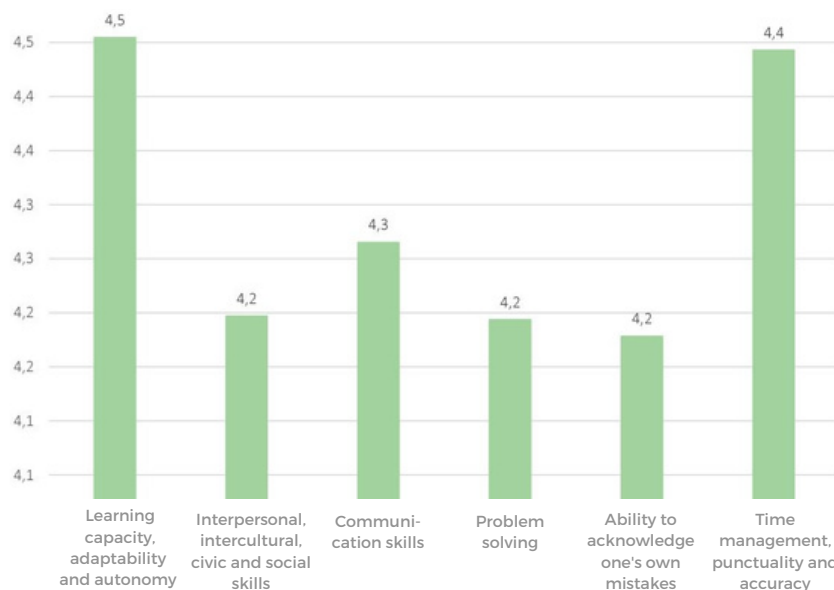


Figure 2. Competences most valued in the labour market according to VET professionals

- **Migrants and refugees**

A large proportion of the participants had been residing in their host country for less than 5 years (56%), and the majority of them did not have higher education (53.2%). This can be an interesting factor to consider, as low levels of education can be a serious obstacle to finding a job. For migrants and refugees, **time management, stress management, problem solving, learning skills, autonomy and adaptability, interpersonal, intercultural, civic and social skills** were cited as the most sought after skills in the labor market. Reflecting employment and training professionals, math skills and basic science and technology skills were least cited.

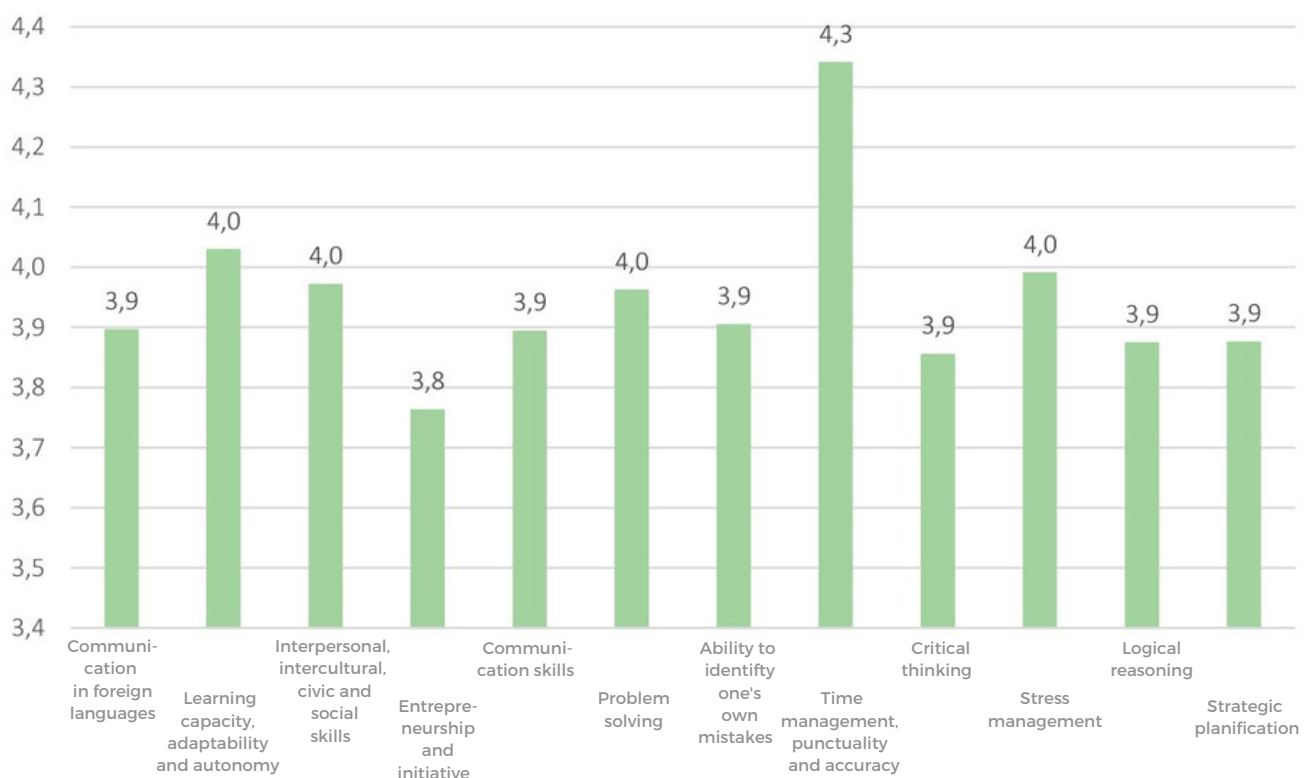


Figure 3. Competences most valued in the labour market according to migrants and refugees

The project partners also wanted to analyze in depth the skills most valued on the labor market, by directly interviewing employers, labor market professionals and employment and training professionals. This helped to obtain a more global view of the most important skills for a better professional integration of migrants and refugees.

According to this study, the most sought-after skills are **time management, punctuality and accuracy, learning, adaptability and autonomy and the ability to identify their own mistakes**. Other skills include **entrepreneurship and initiative, memorization, problem solving, and attention to detail, organizational skills. and emotional skills**.

The survey results showed some consistency in the responses of the three target groups. The skills listed below were recognized as the most important in the labor market. These data were used as a reference for the training pathway developed in the framework of the Migrantech project, which will be discussed in more detail in this guide.

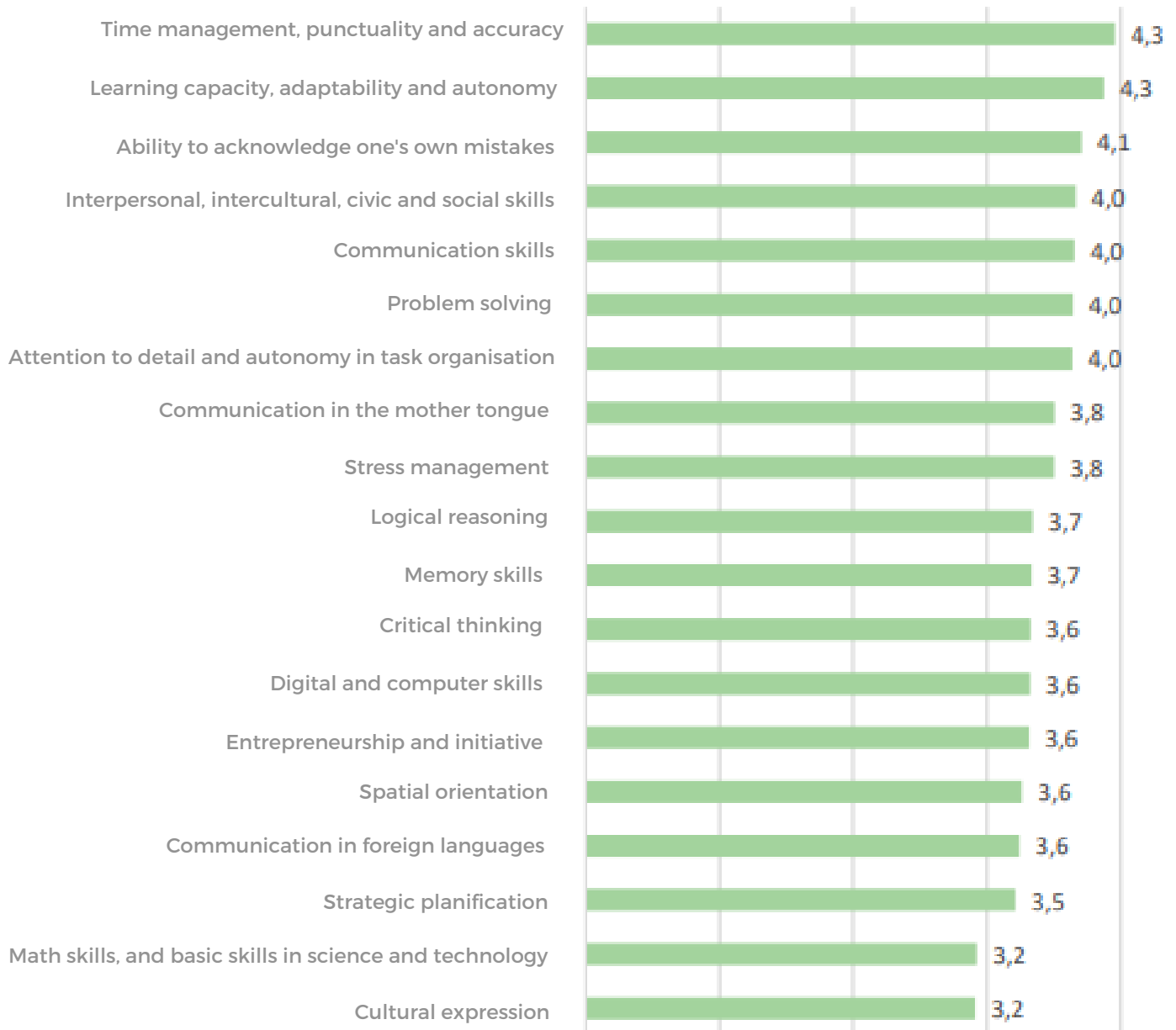


Figure 4. Overview of the most valued competences

For a successful training:

The general and exhaustive aspect of this platform requires preparation and special attention from the e-tutor as to the quality of the training he will deliver. We have therefore identified the steps that allow an optimal use and learning of Migrantech.

1 Build motivation by explaining the utility of the course



It can be difficult to motivate an adult with previous life experience to take a course. In this case, the best way to get the learner to invest in the course is

- to clearly explain how the course will be useful and how it will be used in daily life
- to give concrete examples by presenting situations in which the skills developed can be applied.

2 Raise awareness of the training needs



This applies especially to soft skills, which are very present in our e-modules (communication skills, problem solving, stress and time management, etc). Indeed, soft skills, as opposed to hard skills or technical skills, are skills often linked to human qualities and personality, which may seem less important to some people wishing to develop more technical skills (like digital skills). Some people may also think that soft skills, by nature, cannot be "learned" and are inherent to certain personalities. It is therefore essential to find the right words to make migrants and refugees aware of the fundamental importance of these non-technical skills, which are just as useful for social and professional integration.

3 Explain the link with reality



One of the most effective ways to create motivation and understanding of training needs is to link the training pathway to reality. Companies employing migrants and refugees have expressed their views on the skills that are most valued in the labor market. Thus, the e-modules have been designed to allow the development of these skills and the most successful job search possible. Explaining the link between the training pathway and the reality of the labor market seems to be the best way to obtain a maximum investment from migrants and refugees.

4 Be in an interactive approach



Proposing verbal exchanges and the realization of exercises or simulations allows a better memorization, to make the relevance of the courses understood and makes the training course more attractive. It is important to give the desire to learn, which is rarely the case in the absence of interactivity.

There are other specific elements to consider when training migrants and refugees:

First of all, effective training requires adaptation to the different profiles of learning users. With this in mind, the modules on the MigranTech platform have been designed to be as inclusive as possible, with content that is useful for all types of profiles, including people with disabilities, with modules focused primarily on health and job search for people with disabilities. However, learners will differ from each other when they take the course, due to their skills acquired beforehand, their different levels of qualifications, but also due to their own specificities and personalities, such as a greater sensitivity to interactive exercises in their learning, differences in speed and memorization, autonomy, etc.

It will then be necessary to take the time to consider each of these elements by adapting the learning pace, but also, in a more concrete way, the level of language and vocabulary.

The main difficulty that migrants and refugees generally face is the language barrier. In order to overcome this, the coaches must be able to find a balance between the accuracy and simplicity of the vocabulary used to provide the clearest and most understandable explanations of the information available in the project's training pathway. This means being able to rephrase sentences and knowing the specific technical vocabulary sometimes used in the modules so that it can be explained in a simple way.

Ideally, the modules should be fully understood, while at the same time using the terms used and not understood at first glance to improve the vocabulary of migrants and refugees in order to overcome the language barrier. The role of the educator would be to ensure the understanding of the training pathway while contributing to the improvement of certain skills of the target audience, starting with language skills.

The support worker must also be able to bring a certain practical dimension to the training, which is rather theoretical in its format. It might be difficult to understand exactly in which situations the information provided by the modules might be applicable, so it will be up to the educators to answer this question, for example by emphasizing interactive activities.

THE ROLE OF E-TUTORS

In the context of adult education, the notion of accompaniment can be linked to professional identity, professional development as well as to the development of individual skills. The objective of the coach with the migrant or refugee person with whom he/she works is to seek the best means for his/her socio-professional inclusion.

This online platform aims to provide non-formal education to migrants and/or refugees. It is important to keep in mind that the modules are there to provide general knowledge about the world of work and to prepare these people for the expectations of professional life. Therefore, the objective here is more to help them develop global skills than to give them specific knowledge.

THE MIGRANTECH TRAINING KIT



The development of the MigranTech training kit is the main objective of the project. It consists of forty e-modules on a digital platform migrantech.org, which have been created by the partnership countries for migrants and refugees living in Europe and Turkey as well as for educators working with them.

Through the e-modules, the digital platform focuses on providing e-learning tools and methods to support the employability and learning level of migrants and refugees. The results of the survey conducted among employment and training professionals, employers recruiting migrants and refugees as well as migrants and refugees themselves and presented in the introduction of our guide having served as a reference framework for the development of this training pathway, each e-module has been designed to allow the acquisition of certain skills actively sought after on the labor market. To facilitate the understanding of the course and to better target the objectives of the learners, the e-modules have been divided into 5 categories related to skills valued on the job market and allowing the acquisition of knowledge necessary for socio-professional inclusion. These categories are **mental health and well-being at work**, **professional communication**, **soft skills**, **digital skills** and finally **job search and business creation**.

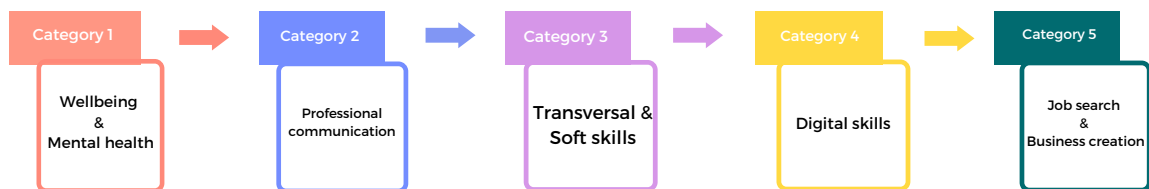
In order to make each module more readable, they have been divided into sections, which are in turn subdivided into sub-sections. Each of them includes a theoretical aspect illustrated by interactive, practical exercises and open-ended questions, in order to make the content of the course more attractive, to allow for better memorization of the information and to give voice to the learners.

Finally, in order to reach a maximum of migrants and refugees, a translation of the platform and therefore of the modules is available in 5 languages: **English**, **French**, **Turkish**, **Portuguese**, and **Dutch**.

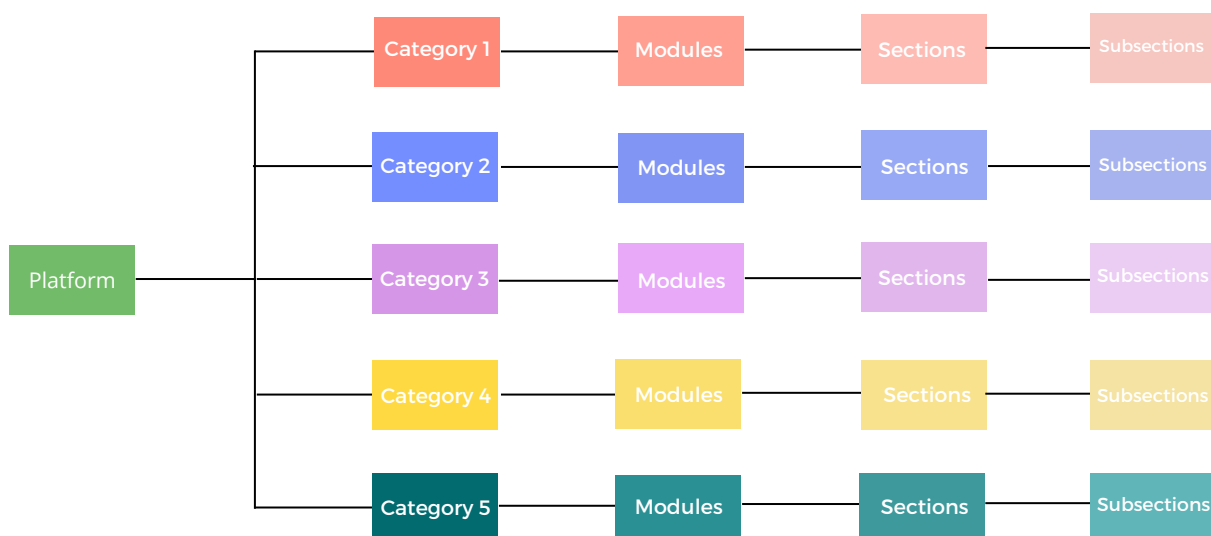
E-MODULES: THE PEDAGOGICAL APPROACH OF MIGRANTECH

The objective is for the learner-user to develop a maximum of skills through the completion of the entire training path available on the migrantech.org platform. It includes 40 e-modules divided into 5 categories, which have been identified from the nineteen competences studied during the project survey, and allow a better readability and navigation of the training path.

- Mental health and wellbeing at work
- Professional communication
- Transversal & soft skills
- Digital skills
- Job search and business creation



§ 1. Structure of the training course on the platform



Each e-module has a minimum of three sections, themselves subdivided into several subsections for the sake of readability and comprehension of content. They include theoretical courses on the theme of the module but also practical and interactive exercises.

§ 2. Presentation of the e-modules by category

Well-being and mental health at work			
Titles of the modules	Modalities	Learning objectives	Learning methods
What is trauma?	<ul style="list-style-type: none"> • Definition of trauma • Implication of trauma on brain development • The "Fight, Flight, Freeze" mechanism • Resilience 	<ul style="list-style-type: none"> • To be able to recognize a trauma • Understand the mechanisms of a traumatic experience • Understand the importance of overcoming trauma 	<ul style="list-style-type: none"> • Theoretical course • Quizzes • Glossary
Mindfulness at work	<ul style="list-style-type: none"> • Definition of mindfulness and how to practice it • Functioning and listening to your emotions • Managing stress and the nervous system • Meaning and stages of burn-out • The importance of breathing 	<ul style="list-style-type: none"> • Understanding of what mindfulness is • Improving stress and emotional management • Understand your emotions • Learn about tools and strategies to manage your emotions 	<ul style="list-style-type: none"> • Theoretical course • Quizzes • Open questions • Practical exercises (breathing) • Glossary
Developing self-confidence	<ul style="list-style-type: none"> • Definition of self-confidence • Presentation of exercises to improve self-confidence • Methods to gain self-confidence at work 	<ul style="list-style-type: none"> • Improve your confidence and self-esteem • Putting into practice methods and exercises for personal development • Become aware of the importance of self-confidence • Acquire more self-confidence to reach your goals 	<ul style="list-style-type: none"> • Questionnaire on the learner's level of self-confidence • Theoretical course • Daily, weekly and monthly exercises (relaxation, sports activities, etc.) • Case studies and practical exercises • Summary posters and infographics • Final evaluation • Glossary

Titles of the modules		Modalities	Learning objectives	Learning methods
Mental health at work Adaptation process (5 e-modules)				
	1. Mental Health, self-esteem and emotions	<ul style="list-style-type: none"> • Mental Health • Self esteem • Emotions 	<ul style="list-style-type: none"> • Defining key concepts of mental health in the context of employment and migration • Understanding and awareness of key concepts • Identify mental health impacts in examples • Identifying the impacts on the employability of migrants • Learning to cope with the obstacles of the migration process • How to assess my mental health status • How to better manage my mental health • Identify / Analyse my own process and the impacts on my mental health 	<ul style="list-style-type: none"> • Theoretical course • Comprehension quiz • Open questions • Situational and reflective exercises • Practical self-assessment exercises
	2. Stress, migration and migration process	<ul style="list-style-type: none"> • Stressors • Stress • Migration • Migrant • Integration • Migration Process • Sustainable Development Goals (SDG) • Mourning 		
	3. Migration mourning	<ul style="list-style-type: none"> • Family • Culture • Social status • Physical integrity • Belonging • Earth • Language • Case study 		
	4. Characteristics of the ones who moved	<ul style="list-style-type: none"> • Anxiety • Human Rights and Mental health • Vulnerability • Stress • The 12 characteristics of the migration mourning • Psycho-social health 		
	5. Characteristics of the ones who didn't moved	<ul style="list-style-type: none"> • The 12 characteristics of the migration mourning • Quiz : feeling of belonging • Technique of stress management 		

Professional communication

Titles of the modules	Modalities	Learning objectives	Learning methods
Employee/ers rights and duties	<ul style="list-style-type: none"> • Meaning and functioning of the labor law • Legal working conditions of employees • The fight against discrimination • Equal treatment of men and women • Undeclared work • Socio-professional inclusion of non-European migrants 	<ul style="list-style-type: none"> • Know the safety rights of employees • Know the legal working conditions and policies of the working environment • Acquire knowledge of European labor law 	<ul style="list-style-type: none"> • Theoretical course • Quizzes
Intercultural communication in the professional environment	<ul style="list-style-type: none"> • The meaning of intercultural communication • The importance of intercultural communication in business • The obstacles to intercultural communication • Talking about our own culture and our cultural frame of reference • Methods to improve intercultural communication 	<ul style="list-style-type: none"> • Improve communication skills in the professional environment • Become familiar with colleagues and management • Understand the difference in social codes between countries and cultures • Get out of your cultural frame of reference to understand others 	<ul style="list-style-type: none"> • Theoretical course • Quizzes • Examples through practical situations • Presentation of good practices (tutoring system, socio-professional integration programs, etc.) • Glossary
Business language	<ul style="list-style-type: none"> • Terms from the language of business • Language to use in an interview and presentation • Language to use in interactions with colleagues • Terms to use in a meeting • Business communication • Business travel 	<ul style="list-style-type: none"> • Learn business vocabulary • Know how to introduce yourself using business language • Know how to use business language in different professional situations 	<ul style="list-style-type: none"> • Theoretical course • Quizzes • Open questions • Practical exercises: making a pitch
Respect for the social codes of the host country	<ul style="list-style-type: none"> • Definitions of company, values, traditions, customs and social codes • The role of social codes • Examples of social codes • Importance of body language 	<ul style="list-style-type: none"> • To understand what is culture • To understand the different aspects of culture • To understand the importance of respecting social codes • To be able to avoid behavioral missteps 	<ul style="list-style-type: none"> • Theoretical content • Quizzes • Games
Why language proficiency is important	<ul style="list-style-type: none"> • Employment opportunities and skills development • Other benefits of learning the national language • How do I get started? Formal and informal approaches 	<ul style="list-style-type: none"> • Understand the importance of knowing the local language • Know where to go to start learning the national language 	<ul style="list-style-type: none"> • Theoretical course • Quizzes • Games • Practical exercises

Titles of the modules	Modalities	Learning objectives	Learning methods
<p>Teamwork (2 modules)</p>			
<p>Team work 1: The team</p>	<ul style="list-style-type: none"> • Teamwork • Differences between a team and a group • Functioning of teams • The benefits • The disappointments • The key elements 	<ul style="list-style-type: none"> • General objectives of the module : <ul style="list-style-type: none"> ·Determine what teamwork is ·Understand the importance of building good teamwork ·Identify the causes of dysfunctions in teamwork ·Identify the fundamental elements for good teamwork • Specific objectives of the module : <ul style="list-style-type: none"> ·Analyze their current teamwork skills ·Be able to recognize the dysfunctions of teamwork ·Ability to transform negative teamwork situations into positive ones 	<ul style="list-style-type: none"> • Theoretical course • Comprehension and practice quiz
<p>Team work 2: The members of the team and their interactions</p>	<ul style="list-style-type: none"> • Leadership • The 9 roles of Belbin • The 5 stages of team development (Tuckman) • Teamwork evaluation 	<ul style="list-style-type: none"> • General objectives of the module : <ul style="list-style-type: none"> · Understand the concept of “leadership” · Analyze the different roles found in a team · Define the 5 stages of team development · Identify different evaluation models • Specific objectives of the module : <ul style="list-style-type: none"> · Recognize own role or roles in a team. · Be able to identify the actions of a leader · Be able to indicate in which stage of development a team is located 	<ul style="list-style-type: none"> • Open questions • Exercises for situation and reflection • Practical self-evaluation exercises

Transversal & Soft skills

Title	Modalities	Learning objectives	Learning methods
How to create and keep a schedule	<ul style="list-style-type: none"> The importance of time management How to create a schedule How to make a to-do list How to plan your day 	<ul style="list-style-type: none"> Understand the benefits of time management Be able to keep a schedule 	<ul style="list-style-type: none"> Theoretical course Open questions Practical exercises Glossary
Self-knowledge	<ul style="list-style-type: none"> The importance of self-awareness How to be self-aware The importance of knowing your strengths and weaknesses The importance of external self-awareness 	<ul style="list-style-type: none"> To be able to identify your strengths and weaknesses Develop critical thinking skills, the ability to recognize mistakes and to learn, adapt and be autonomous 	<ul style="list-style-type: none"> Theoretical course Open questions Practical exercises (completing a SWOT for example) Glossary
The sense of detail	<ul style="list-style-type: none"> The meaning of attention to detail in the workplace Ways to improve your attention to detail Attention to detail in the job interview 	<ul style="list-style-type: none"> Understand the importance of attention to detail To be able to improve your sense of detail 	<ul style="list-style-type: none"> Theoretical course Quizzes Open questions Practical exercises (e.g. description of a work scenario) Glossary
Develop logical reasoning	<ul style="list-style-type: none"> Definition of logical thinking Different types of logical thinking (modern, bivalent, etc.) The "problem tree" 	<ul style="list-style-type: none"> Understand the forms and characteristics of logical thinking Understand and use terms from the lexical field of logic Argue deductively and inductively Recognize and identify a fallacy Know how to use the "problem tree" 	<ul style="list-style-type: none"> Theoretical course Quizzes Practical exercises (brainstorming and problem tree) Open questions Glossary
Successful integration into a company	<ul style="list-style-type: none"> How to research your company How to make a good impression on colleagues and employers Respecting the rules of the game How to build relationships with your team 	<ul style="list-style-type: none"> Know how to adapt to a new work environment Know how to present yourself Maintain good professional relationships Know how to be operational and autonomous Respect the company's customs 	<ul style="list-style-type: none"> Theoretical course Quizzes Summary sheets Tips and tricks Practical exercises Final evaluation and quizzes
Being resilient	<ul style="list-style-type: none"> Defining resilience and trauma Characteristics of resilience Ways to build resilience (talk groups, mental health care, etc.) Resilience in the professional sphere 	<ul style="list-style-type: none"> Understanding the concept of resilience Understand the process of resilience Be able to develop resiliency skills Determine which situations require resilience 	<ul style="list-style-type: none"> Theoretical course Quizzes Summary posters Glossary

Title	Modalities	Learning objectives	Learning methods
Preserving health at work	<ul style="list-style-type: none"> The most frequent occupational diseases and accidents The right things to do to take care of your physical health The most common mental health problems The concept and factors of stress The obligations of employees and employers in terms of health and safety Organizations and contacts for occupational health 	<ul style="list-style-type: none"> Knowing the right things to do to take care of your health at work To have a work accident and an occupational disease recognized Know your rights and duties in terms of safety Know who to contact in case of a health problem Know how to react to a health problem 	<ul style="list-style-type: none"> Theoretical course Summary posters Quizzes Glossary
Failure management, or how to stay motivated	<ul style="list-style-type: none"> The types of failure that can be encountered in the workplace The reasons why a migrant or refugee may face failure Possible solutions to overcome failure 	<ul style="list-style-type: none"> Know the types of failures that can be experienced Learn how to turn failure into a strength Deconstruct your negative vision of failure Accepting failure Learn to know yourself better and to progress 	<ul style="list-style-type: none"> Theoretical course Summary posters Quizzes Glossary
Develop your critical thinking	<ul style="list-style-type: none"> The philosophical, educational and psychological approach to critical thinking Edward de Bono's thinking caps MACAT's core competencies Critical thinking in the workplace 	<ul style="list-style-type: none"> Know what critical thinking is Using critical thinking methods: the "six thinking hats" and "MACAT model" Development of skills in communication, science, learning and independence, entrepreneurship, memorization, logical reasoning and strategic planning 	<ul style="list-style-type: none"> Theoretical course Quizzes Practical exercises Evaluations Glossary
Managing expectations in personal life	<ul style="list-style-type: none"> Access to the health care system Access to housing Access to education 	<ul style="list-style-type: none"> Know the "standard procedure" information for various real-life scenarios 	<ul style="list-style-type: none"> Theoretical course Games Quizzes Practical exercises
The most valued skills in the job market	<ul style="list-style-type: none"> The most valued skills according to their importance 	<ul style="list-style-type: none"> Know the skills most in demand on the job market 	<ul style="list-style-type: none"> Cours théorique Quizzes Exercices pratiques

The modules **Teamwork** (previous table "Professional Communication") are also included among the soft skills, as well as the modules "How to prepare your CV" and "How to pass a job interview successfully" (table "Job search and business creation).

Digital skills

Titles of the modules	Modalities	Learning objectives	Learning methods
Search for a job on the internet	<ul style="list-style-type: none"> How to do research on the Internet Information monitoring How to apply online Managing your mailbox and writing professional emails 	<ul style="list-style-type: none"> Organize your job search How to search for a job on the Internet Discover the monitoring tools related to the job search Know how to manage your mailbox and your professional emails Send a professional email while respecting netiquette 	<ul style="list-style-type: none"> Theoretical course Open questions Quizzes Screenshots for clearer explanations Practical exercises Glossary
Telecommuting: how to work from home	<ul style="list-style-type: none"> Managing and arranging your workspace How to plan your work day Autonomy and prioritization The balance between private and professional life Communication with colleagues while teleworking The risks of teleworking 	<ul style="list-style-type: none"> Know how to create a space conducive to work at home How to organize your telework How to stay motivated Know how to optimize your time and space Know the negative aspects of telecommuting 	<ul style="list-style-type: none"> Theoretical course Quizzes Glossary
Using your smartphone in a professional context	<ul style="list-style-type: none"> Basic telephone communication tools (calls, SMS, e-mails, voice mail, etc.) Telephone organization tools (Alarm, Notes, Calendar, etc.) Applications useful for professional integration (Whatsapp, translation) 	<ul style="list-style-type: none"> Master the main applications and tools of the cell phone Understand how to manage your time with phone applications Know how to use your phone to better communicate in the professional sphere 	<ul style="list-style-type: none"> Theoretical course Quizzes Screenshots and diagrams for a better understanding of the content Practical advice Glossary
Manage your e-reputation	<ul style="list-style-type: none"> Meaning of e-reputation and opinion building How to know your e-reputation The actors of e-reputation Confidentiality and digital footprint Risks of a bad e-reputation Legal framework for e-reputation 	<ul style="list-style-type: none"> Become aware of the importance of your image on social networks Know the actors of the e-reputation Control and restore your online reputation Build a social profile around respectful values Know the risks of a bad e-reputation Know the legal means and recourses in case of damage to your e-reputation 	<ul style="list-style-type: none"> Theoretical course Screenshots and diagrams for a better understanding of the course Summary posters Quizzes Glossary
The computer and its features	<ul style="list-style-type: none"> The computer and its components The elements on the screen Useful software: calculator, Paint, Excel The use of Word/Open Office The use of Microsoft Powerpoint 	<ul style="list-style-type: none"> Be able to identify the main components of a computer Master the main features of Windows Master the basic features of word processing Master the basic features of Powerpoint 	<ul style="list-style-type: none"> Theoretical content Screenshots and diagrams Explanatory videos Quizzes Practical exercises (creation of a Powerpoint for example)

Job search and business creation

Titles of the modules	Modalities	Learning objectives	Learning methods
Knowledge of the labor market	<ul style="list-style-type: none"> Research on the market in the four countries of the partnership Transferable skills Easiest to access jobs 	<ul style="list-style-type: none"> Acquire knowledge about the state of the labor market in the partnership countries Understand and identify transferable skills Identify the most easily accessible jobs 	<ul style="list-style-type: none"> Theoretical course Quizzes
Managing expectations when looking for a job	<ul style="list-style-type: none"> The "classic" job search procedure Managing expectations as a migrant or refugee The risks of job search as a migrant or refugee 	<ul style="list-style-type: none"> Understand and know how the job search works Understand the particularities and risks of looking for a job as a migrant or refugee 	<ul style="list-style-type: none"> Theoretical course Quizzes Practical exercises Open questions
How to make a pitch ?	<ul style="list-style-type: none"> How to prepare a pitch How to communicate during the presentation Anxiety Cultural and conventional aspects 	<ul style="list-style-type: none"> Be able to prepare and structure a clear presentation Understand the audience's expectations Know how to use Powerpoint Know how to get the audience's attention during a presentation Learn how to better manage stress 	<ul style="list-style-type: none"> Theoretical course Quizzes Open questions Checklist
Disability and job search	<ul style="list-style-type: none"> Getting your disability recognized The rights of disabled workers Communication of the disability to employers Structures and assistance for access to employment 	<ul style="list-style-type: none"> Knowing how to have your disability recognized Learn about your rights as a disabled worker Know how to communicate about your disability when looking for a job Know how to talk about your disability with a recruiter Know the people to contact 	<ul style="list-style-type: none"> Theoretical course Quizzes Exercises Glossary
Sectors of activity in tension	<ul style="list-style-type: none"> Meaning of the notion of a sector in tension The main occupations in sectors in tension Working conditions and constraints of sectors in tension Construction and public works Hotel and restaurant industry; personal services; industry; logistics and transport 	<ul style="list-style-type: none"> Understand what a sector in tension is To know the main sectors in tension and their jobs To know the skills required by these professions To know the missions carried out in these professions To know the working conditions of the main sectors in tension 	<ul style="list-style-type: none"> Theoretical course Summary posters Quizzes Final evaluation Glossary
How to start a business	<ul style="list-style-type: none"> Meaning of the concepts of enterprise and entrepreneurship The nature of the company's activity The steps involved in creating a company (business plan, legal structure, formalities, etc.) The available aids 	<ul style="list-style-type: none"> To know if the business projects correspond to the reality of the facts and the needs of the consumers Be informed about the feasibility and credibility of your business project Conduct a market study To know the available aids and financing Know how to manage the legal dimension of your project 	<ul style="list-style-type: none"> Theoretical course Testimonials from entrepreneurs Summary posters Quizzes Final Quiz Glossary
How to search for job opportunities	<ul style="list-style-type: none"> How to network Online job boards Professional networks How to get an advocate and work with placement agencies 	<ul style="list-style-type: none"> To know how to identify job opportunities To know how to manage your time in the job search To know how to make the job search more constructive 	<ul style="list-style-type: none"> Theoretical course Illustrative videos
CV Preparation	<ul style="list-style-type: none"> What is a CV ? Common mistakes in writing a CV 	<ul style="list-style-type: none"> Get familiar with the concept of CV Know what to put in a CV 	<ul style="list-style-type: none"> Theoretical content Quizzes Practical exercises
How to successfully pass a job interview	<ul style="list-style-type: none"> Review of the job description Corporate culture The appropriate dress code The questions and answers during a job interview How to behave during a job interview The employer's follow-up 	<ul style="list-style-type: none"> To understand what is a job interview Knowing what information to provide to the employer Know the essential elements for a successful job interview 	<ul style="list-style-type: none"> Theoretical content Quizzes Game recommendations Excerpts from videos on job interviews

GUIDING THROUGH THE MIGRANTECH COURSE

In guiding migrants and refugees through the Migrantech training pathway, educators must be able to answer four key questions.

- How do you get an individual interested in learning something that he or she does not consider relevant?
- How do you motivate a learner to put in the effort to learn things they don't know they need?
- How do you get the learner to go their own way if they have no idea what direction to take?
- How do you foster the learner's desire for autonomy so that they become self-sufficient?

The answers to these questions must be found through the pedagogical itinerary of the guides, which is divided into six steps :

Preparing the working environment

Building a relationship of mutual trust with the target audience

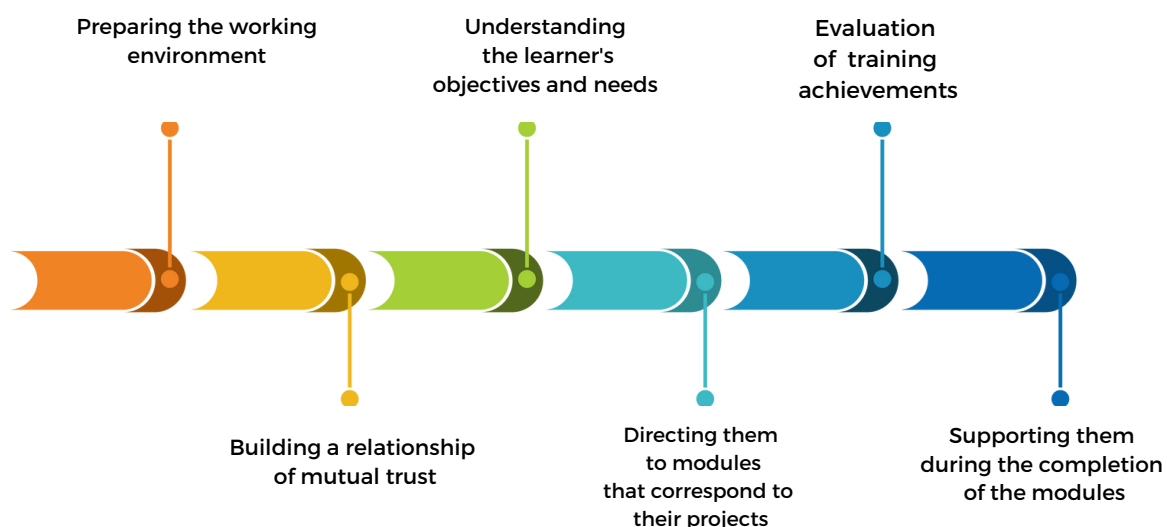
Understanding the learners' objectives and needs

Directing them to modules that correspond to their projects

Accompanying them during the completion of the modules

Evaluation of training achievements

§ 1. The pedagogical itinerary of the educators:



HOW TO BE A GOOD TUTOR

You will be confronted with people who have delicate difficulties to deal with (illiteracy, trauma). It is therefore important to always be in a logic of understanding by being patient and objective. It is important that the person you are accompanying feels that you are at their complete disposal. You must be focused and dedicated to their improvement and employability. Here are some of the qualities you need to demonstrate :

UNDERSTANDING

FLEXIBLE

BENEVOLENT

RESILIENT

RESPECTFUL

COMMITTED



Besides the human qualities that you will need to establish a relationship of trust with the person you are going to help, you will also have to demonstrate professional skills. In order for them to master the platform, you must be the first to do so as well. Thus, the tutor must have the following skills for an optimal training of people :

COMMUNICATION

LANGUAGES

PEDAGOGY

DIGITAL SKILLS

TIME
MANAGEMENT

- **Preparing the working environment:** It is very important to ensure that the conditions are right for migrants and refugees to start and continue their training effectively. This includes, for example, checking the equipment, the Internet connection and a well-equipped work space, but also checking that the support workers are fully available and that they have a well-defined time dedicated to learning.
- **Building a relationship of mutual trust:** Educators will certainly often meet the same individuals, with whom they must be able to exchange in a constructive way and, above all, to make them want to learn. For this, the relationship of trust is fundamental. Of course, this is built over the long term, so it is imperative to start as soon as possible.
- **Understanding the learners' objectives and needs:** Although the goal of the project is to complete the entire training program (the 40 e-modules), some migrants and/or refugees will probably have very specific objectives that will require prioritizing certain courses before others. In order to be able to identify these objectives, it is essential to listen to the person being accompanied, his or her experience, current life and, above all, future ambitions.
- **Directing them to e-modules that correspond to their objectives :** Once the needs and aspirations of the people being supported have been identified, the next step is obviously to respond to their requests by directing them to the appropriate modules that will enable them to acquire the desired knowledge and skills.
- **Supporting them during the completion of the modules:** Although the support worker should not replace the learner during the course, it is essential that they play an active role in the completion of the modules, by ensuring that the practical exercises and interactive activities are fully completed, by answering questions, and by correcting and explaining any errors that may have been made. They can also contribute to the interactivity of the module by carrying out certain exercises, particularly those involving situations, with the person being accompanied.
- **Evaluation of training achievements:** Evaluation of training achievements: Certification tools are provided once a module, a category of modules and the whole course is completed, but it is also the coach's responsibility to ensure throughout the course that all skills are acquired by observing the learner, Their understanding of the module, the mistakes made during the exercises, the reasons for these mistakes and the improvement throughout the course.

This itinerary covers the steps involved in supporting learners as they continue their training. At each of these stages, the educator must ensure that the four questions mentioned above are answered to guarantee the maximum investment, interest and motivation of the learner users.

§ 2. Engage learners



"How do you get an individual interested in learning something they don't consider relevant?"

- By **establishing personal relevance**, learners have the opportunity to relate the course topic to the world around them and to assimilate it according to their prior assumptions and beliefs. Relevance is a key factor in providing a learning context in which learners construct their own understanding of the course material. To do this, initiating a discussion about how theory can be blended with practice and making connections to local events, bringing the subject matter closer to everyday situations seem to be excellent ways.
- By **providing training with utility value**: The crucial question, "Yes, but what am I going to do with this?" is answered by utility value. The utility value emphasizes the importance of the information to the long and short term goals of the learners. Learning how to invent a robot would not be as relevant as learning how to prepare for a job interview for a migrant or refugee who has recently arrived in a host country and needs a job to integrate into their new environment. Utility value establishes relevance by persuading learners that the content is relevant to their long-term goals; it then demonstrates or explains how the knowledge fits into their future ambitions. This helps learners realize that the content is not only interesting, but also worth knowing.



"How can a learner be motivated to learn and develop new competences as well as to improve existing competences ?"

- By **recognizing learners' successes**: Human beings are psychologically programmed to respond positively to positive reinforcement.
- This is especially important for online learning. When users participate in an online course, it is common to fear that they will become demotivated and feel isolated. Having a recognition system in place can help with this. Rewards for online learning can be offered in different ways. A point or level system can be used in game-based learning to achieve this. It can also be done simply through feedback in simpler interfaces. Rewarding learners who are already performing well will undoubtedly improve their morale, but rewarding learners who are performing moderately well will result in significant improvement.

➔ "How to manage to guide the learners without imposing them a path ?"

- By **identifying their learning goals**: They can't succeed at something they haven't yet defined. Identifying what they want to learn is the first step in the process. Therefore, learners should be encouraged to choose modules that fit their predetermined goals. A person may be good at time management, for example, but not know how to use their skills in a job interview. Thus, depending on the learner's personal context, they can be helped to choose precisely what to learn.
- By **letting them learn about their own method**: Take a moment to think about what format or medium best helps them learn, then choose it for their learning process. Sometimes people prefer to start with the longest module and then move on to the shortest, sometimes it's the other way around, or some learners prefer to start with the most complicated module, theoretically speaking, and then finish with the least complex. Determining their own approach is a necessary step to taking successful initiatives.
- By **creating something from what was learned** : Creating something - a diagram, a song, a newspaper article - with the new material they have learned could help them implement the knowledge they have gained, which will concretely improve their initiative. Not only will this help solidify the content in their long-term memory, but it will also help them project themselves into future learning efforts. After choosing the "How to Create and Maintain a Planner" module, learners could create their own planner based on the outcomes of the module, which would enhance their ability to take initiative in their own learning journey and make their outcomes real.
- By **practicing what has been learned**: Learners can be satisfied with the results of their own learning process when they put it into practice. For example, they can see the extent of what they have learned in the "Business Language" module by engaging in a conversation with a colleague using the vocabulary they have learned.
- By **focusing on progress over performance**: One of the many reasons self-directed learning can be so much fun is that people never stop learning. There are plenty of topics, questions, and issues to choose from, which means there are plenty of ways to feel challenged and accomplished.

Tools such as Kahoot, Socrative or Poll Everywhere for creating open-ended, true/false or multiple choice questions can be used.

For example :

- What is the most important thing you learned today?
- "I feel confident about today's vocabulary." True or False?

HOW TO HELP LEARNERS TO FOLLOW THE TRAINING PATHWAY IN AUTONOMY

The ability to take charge of your own learning is a skill to be acquired, and it is in this sense that autonomy is in itself a training objective. In the framework of the Migrantech project, this would be translated by the learner's ability to choose the modules and activities adapted to his needs. It is also up to the educator to put in place means of training for autonomy, such as an interview during the first meeting with the learner, during which the questions asked about the individual pathway and the expectations of the migrant or refugee should enable the tutor and the learner to be guided towards the appropriate modules.

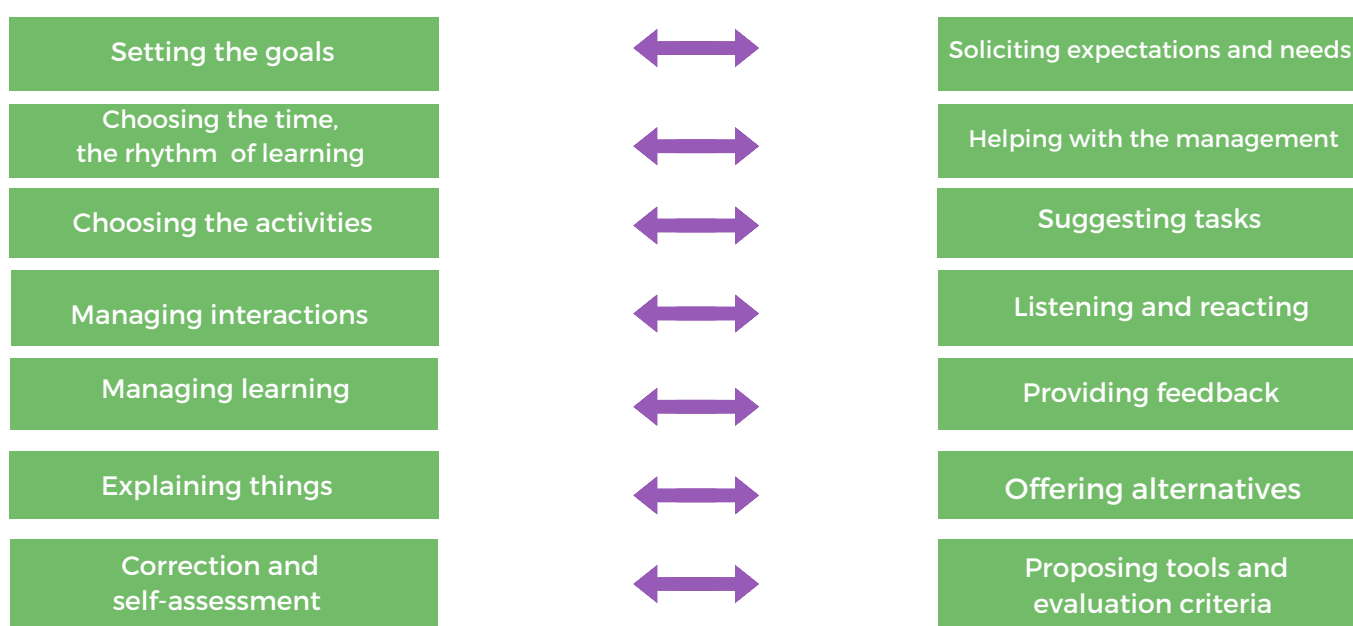
This learning of autonomy must emphasize reflexivity, taking a step back and the relevance of the course (usefulness of the learning, learning outcomes, putting into practice, etc.). To do this, it would be wise to alternate learning times with times for reflection on learning and its achievements, which is made possible by the digital medium.

According to Francis Carton, a lecturer specializing in didactics, autonomous learning is defined in two ways:

On the one hand, it is the ability to take charge of your own learning, and on the other hand, the realization of learning without the presence of a teacher or coach. In our project, the topics, exercises, objectives and the entire course are determined in advance. It is therefore difficult to imagine how the learner could learn independently without the help of a professional. This is why it is important to determine precisely what roles the learners and the educators should play in the autonomous training of users.

As previously mentioned, the educator does not have to replace the learner, because the desired objective is that the learner be responsible for his or her own decisions.

In order to understand the place of the learner and the educator in autonomous training, the CRAPEL/ALTIF scientific journals have proposed a series of behaviors to be adopted by those concerned:



The left-hand side refers to the learner's behaviors, and the right-hand side to those of the coach, who encourages and guides the learners in order to enable them to make the decisions that constitute their learning.



From the educator's point of view:

They must combine the development of the ability to learn independently with the establishment of means to enable this independent learning. As shown in the table, this mainly means encouraging reflection on the learner's needs and expectations, suggesting tasks to be performed and alternatives to support or improve the users' approaches. The reflections formulated by the educator must be relevant and support the initiatives of the people they support.



From the learner's point of view:

The learner can rely on the educator to help them define their learning objectives by asking questions and prompting them to think, but it is up to them to understand and be able to formulate what is best for them. As the table shows, the learner user makes the major decisions about his or her learning path: he or she chooses the topics to be studied and the exercises best suited to his or her situation, and also sets their learning pace (time, reflection time, information to be assimilated over a specific period of time, etc.) with the support of the educator. The learner must also be able to reflect on the relevance and veracity of the information they assimilate. This means that in addition to learning the course content, they must be able to develop a critical mind. Finally, the learner must be able to evaluate his or her progress and make a personal assessment of his or her skills. It should be noted that disagreements between learners and tutors will often be a sign of emancipation of the learner's thinking.

MIGRANTECH TOOLS FOR SELF-ASSESSMENT AND CERTIFICATION OF ACQUIRED SKILLS

§ 1. Tools for certification of acquired skills

Two types of certificates of acquired competences are proposed for the Migrantech Project:

- **TYPE 1** certificate of completion for each individual module
- **TYPE 2** certificate of completion of the complete training course (40 e-modules)



Course information will be available on both sides of the certificates:



Each certificate contains the following information: date, learner's name, module title, course duration, partners' logos.

A document gathering general information about the project, the description of the transversal competences and information about the training pathway and each module will be attached to each certificate. The purpose of this annex will be to allow employers to situate the project and its contribution for migrants and refugees in order to understand its usefulness, what skills are acquired and to what extent they will be beneficial for the socio-professional inclusion of the target public.

The design and realization of these certificates have been inspired by existing certifications (national and European) found by the project partners and in connection with online training courses of the MOOC type to be linked with the Migrantech project course.

The purpose of a certificate is to assure employers, recruiters, and even educators that the learner has acquired essential skills that can be used when looking for a job, but also once they are settled in the work environment. The certification proves that the learner-user effectively meets certain employer requirements. In support of this certificate and in order to situate the project and to give a certain value to the certifications, a document of several pages in which information is found on the explanations of a KA2 project, the objectives of the Migrantech project, the description of the 19 transversal competences, the description of the 40 e-modules is attached to the **TYPE 2** certificate.

To go further :

http://ec.europa.eu/education/policy/vocational-policy/ecvet_en.htm

<http://www.ecvet-secretariat.eu/en>

<http://www.ecvet-projects.eu/About/Default.aspx>

§ 2. The self-assessment tool

It is important for us and for the people who use the platform to know what knowledge the modules have imparted. Thus, at the end of each module we have set up a self-assessment tool, in the form of a questionnaire. Each questionnaire is composed of both common questions, valid for all modules, and specific questions for each theme. Thanks to this tool, the learners will be able to reflect on their own learning path, their skills, their progress, what they need to improve, or on the application of their knowledge in their daily life.

APPENDIX

HOW WERE THE MIGRANTECH E-MODULES DEVELOPED ?

Nowadays, searching the internet is the most common way to find answers to the questions we have. **Online learning or e-learning** is the **process of sharing knowledge through various channels such as e-books, CDs, webinars, etc.**

It has revolutionized the conventional method of learning through chalk and board. E-learning is short for "electronic learning" and encompasses any type of learning, training or education that takes place on a digital platform. There are interactive classes and courses on various subjects, programs or degrees that are delivered entirely on the internet.

Emails, live conferences and video conferences are some of the ways in which participants can give their input on a particular topic and then discuss it.

E-learning is thus an excellent way to promote **non-formal education**, which is the type of education that the Migrantech training pathway is part of.

Non-formal education refers to educational activity organized **outside the traditional educational system** (schools, universities), mainly in associations and non-governmental organizations. Its major principles are openness to the world, voluntary participation, flexibility in the organization of learners and autonomous learning, targeted on the needs and interests of participants. As such, the creation of a set of e-modules containing both theoretical courses and practical and interactive activities that can be completed independently seemed to be the best way to enable the project's target audience to develop the skills most valued in the labor market.

The 40 e-modules now available on the digital platform migrantech.org were created by members of the associations of the four countries of the partnership according to a well-defined process, with the aim of allowing the acquisition of relevant knowledge on topics present on the labor market, through a content that is both varied and specific to ensure the best possible learning quality.

Details of the steps to create the e-modules:

1 Survey results

The results of the survey conducted among employers recruiting migrants and refugees, training and education professionals as well as migrants and refugees themselves have helped to define the most sought-after key competences on the labour market to be developed in the e-modules.

2 Exchange of good practices seminar

A seminar was organized in Brussels and attended by the members of the project's partner associations. The main objectives were to exchange on the contexts and needs of migrants and refugees as well as to share experiences facilitating the socio-professional inclusion of the target public. The four countries shared recommendations on the subject to feed the content and methodology of the e-modules. The list of 40 e-modules to be created was established during the seminar.

3 Consultation and design of the e-modules content

Once the list of 40 e-modules was established, the partners consulted each other and reflected on the affinities and the fields of expertise of each one in order to judiciously distribute the modules and to consider their content.

4 Distribution of the modules among the partners

The forty e-modules were divided among the partners according to the fields of expertise of each organization but also according to the personal affinities of the members in charge of researching and writing the e-modules.

5 Individual research and writing

Each person responsible for writing the modules on word processing software then researched the subject matter in various media: books, Internet, videos, webinars, etc. Weekly videoconference meetings were held to keep partners informed of the progress of the e-modules, which were written individually or in groups.

6 Design of the digital platform

A digital platform has been developed, on which the e-modules can be found, but also a presentation of the project with its objectives, as well as the productions, results and news of the project. The e-modules are available by clicking on the tab "e-modules", the categories to which they belong are recognizable by the color of the miniatures.

7 Creation of interactive activities

The digital platform designed for the project made it possible to include interactive exercises such as quizzes and open-ended questions to provide a more comprehensive and engaging learning experience. The main advantage of this option was that the exercises, like the rest of the platform, could be automatically translated. Some of the modules also include situational exercises and quizzes to guide learners through the content of the module.

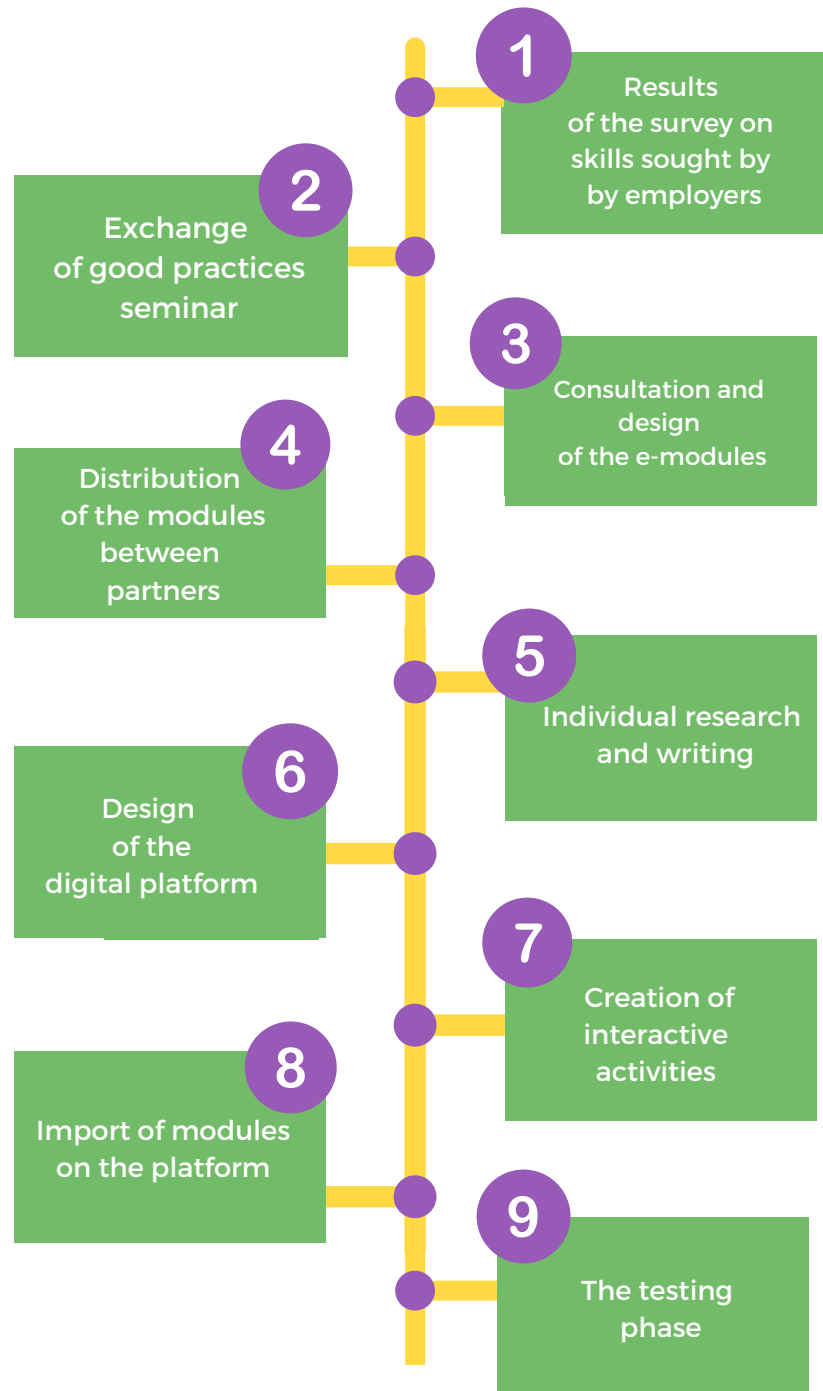
8 Import of the modules on the platform

Once the e-modules were fully written and the e-platform was fully designed, the partners imported the text modules on the platform. The main difficulty encountered was to layout the modules on the platform in a way that they were readable, but also consistent between the different partners.

9 The testing phase

The last step in the creation of the e-modules consisted in a testing phase that took the form of several workshops in each country of the partnership, in which a total of forty migrants and/or refugees participated, who tested both the relevance, the usefulness and the reality of the proposed pathway but also its ease of use as well as that of the platform. For this purpose, each participant filled in a questionnaire with questions about the skills they thought they had acquired for each e-module and about the design and ease of navigation in the platform. A final report will be written once the platform and the modules have been tested by the forty migrants and refugees in each country of the partnership to gather all the results. Based on the responses provided, modifications will be made.

- Steps for the creation of e-modules:



GLOSSARY

INTRODUCTION

Educators	Professionals who accompany and guide learner-users through the Migrantech training program, helping them to define their learning objectives, encouraging them to take initiative, answering their questions and helping them to learn independently.
Key competencies, digital and transversal skills	Personal knowledge, attitudes and procedures that allow for appropriate responses in a variety of situations. They demonstrate professional and personal values that are useful in the performance of professional tasks.
E-learning	The process of sharing knowledge through channels such as e-books, online conferences or webinars.
E-module	A teaching unit, part of an educational content or training course that allows to structure the distance learning and to determine learning objectives. It can contain theory, tutorials, games, etc.
Professional identity	Set of professional characteristics formulated by an individual or by others in the work environment (education, training, profession, sector, status, etc.)
Socio-professional inclusion	Action consisting in ensuring the integration and participation in someone's social and professional life
Digital platform	A delimited online exchange space, appearing on a digital medium allowing to communicate and act in real time at a distance
Migrantech project	Associative project aiming to allow migrants and refugees to develop skills sought after on the job market through a training course available on a digital platform.

THE MIGRANTECH TRAINING KIT

Pedagogical approach	Link between the learning objectives pursued (development of skills) and the means used to achieve them
Professional communication	All interactions with others, whether verbal, written or of any other nature, taking place in the workplace
Soft skills	Skills acquired outside the professional or academic sphere, often inherent to one's personality and attitudes. These include stress management, emotional intelligence and problem solving.
Digital competences	Skills allowing an optimal use of digital technology and the adaptation to technological innovations. This may include mastering word processing software or storing documents on a medium.
Formal education	Education provided in a structured, academic setting. Intentional, it generally leads to the acquisition of a diploma or diplomas.
Informal education	A set of learnings from the activities of daily living. Most of the time, it is not intentional.
Non-formal education	Learning about a targeted topic outside or within the school setting. Most of the time, it is intentional.
E-tutor	Person accompanying a distance learner in an e-learning course
Pedagogical itinerary	A tool that describes all the pedagogical steps to be carried out with a learner, with their objectives, the time spent on each of them, the means used to achieve these objectives and the tools used.
Certification tool	Type of certificate attesting to the completion of each module as well as the entire course and the acquisition of all related skills
Training path	A course composed of several teaching units (modules) allowing the acquisition or development of several professional skills. A training program includes a skills assessment, individualized support, evaluation of acquired experience and certifications.

Testing phase	A set of workshops of one to two hours organized over a defined period of time in each country of the partnership with the aim of having migrant and/or refugee people test the e-modules of the project as well as the usability and design of the platform.
Personal relevance	That corresponds to the expectations, ambitions, objectives and will of the individual.
Job search and business creation	Skills related to the job search process (job search, CV writing, job interviews, etc.) or to the stages of business creation (motivations, market study, business plan, financing, etc.)
Mental health and well-being	Mental health skills, i.e., a state of mental well-being that enables individuals to cope with life's obstacles and the stressful situations they create. Examples include self-confidence and resilience.

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