The Clarity Project

The Clarity Handbook:

How to create a Clarity training course

Written by TREBAG, Hungary, for the Clarity partnership
This Handbook is Result 7 (Train the Trainers handbook) of the “Clarity” transnational project, a two-year partnership between organisations in seven European countries.

The project, and this publication within it, was funded by the European Commission – DG Education and Culture, Leonardo da Vinci Programme

**Copyright**

The Clarity partnership offers this material free of charge, and with no copyright restriction, in the hope that it will prove useful to migrants and those who try to support them. We ask only that users please reference our work when the materials are used, and please send us an acknowledgement, and ideally examples of the new uses, to *clarity@pointeuropa.org*. Thank you!
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>3</td>
</tr>
<tr>
<td>Introduction - the structure of this Handbook</td>
<td>4</td>
</tr>
<tr>
<td>Terminology</td>
<td>6</td>
</tr>
<tr>
<td>Who is the Handbook for?</td>
<td>9</td>
</tr>
<tr>
<td>Part I - Background and Concepts</td>
<td></td>
</tr>
<tr>
<td>Why do we need Clarity? Who can benefit from Clarity?</td>
<td>11</td>
</tr>
<tr>
<td>Where the project came from</td>
<td>13</td>
</tr>
<tr>
<td>Part II - Development of the Products</td>
<td></td>
</tr>
<tr>
<td>The Clarity Competences</td>
<td>16</td>
</tr>
<tr>
<td>Identification of Prior Learning</td>
<td>22</td>
</tr>
<tr>
<td>Part III - How to create a Clarity training course</td>
<td></td>
</tr>
<tr>
<td>Concepts and introductions</td>
<td>28</td>
</tr>
<tr>
<td>The Action Plan</td>
<td>29</td>
</tr>
<tr>
<td>Part IV - Training Resources</td>
<td></td>
</tr>
<tr>
<td>Sessions for Intercultural Awareness</td>
<td>40</td>
</tr>
<tr>
<td>Sessions or translation and transformation</td>
<td>43</td>
</tr>
<tr>
<td>Sessions for pedagogical training</td>
<td>44</td>
</tr>
<tr>
<td>Activity Suggestions</td>
<td>48</td>
</tr>
<tr>
<td>Part V - Case Stories: how Clarity worked in the pilot countries</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>60</td>
</tr>
<tr>
<td>Hungary</td>
<td>62</td>
</tr>
<tr>
<td>Italy</td>
<td>63</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>65</td>
</tr>
<tr>
<td>Part VI - Appendices</td>
<td>67</td>
</tr>
</tbody>
</table>
**Foreword**

The CLARITY project was generated by a real need, identified in a workplace in SE Cornwall, United Kingdom. The problem is communication (cultural and professional) in workplaces, for migrants who have not yet learned the host-country language.

After discussion with partners around Europe, we developed the Clarity idea and presented it to the UK National Agency for Leonardo da Vinci, as an innovative project, firmly based on the real needs of employers and workers.

We think that Clarity has the potential to offer very significant improvements to workplace training, and has a definite role to play in improving integration and intercultural understanding in our communities and our jobs.

We are grateful to the Leonardo da Vinci programme for the funding to make this project possible.

We hope that you like our work!

The Clarity Partnership
Introduction

The Clarity project comes directly from a real employment situation, where a need for new training was identified. The UK promoter of this project discovered that some migrant workers, who had recently arrived in the country, had no effective English – but were attending legally-obligatory workplace training in that language. This means that the workers are effectively receiving no training, which has very negative potential consequences:

- The migrant workers do not understand their workplace, especially the risks and dangers to themselves and their colleagues
- If the migrant workers are providing a service to the public, they can be creating risk for that public, because they cannot fully understand the instructions and guidelines they are given.
- If employers are providing training in the host-country language, but the migrant workers do not understand it, there is a strong risk that the law (and insurance companies) will say: in reality, these people have no obligatory training. This means that their employer is potentially at great risk.

These points were seen in real cases throughout Europe – and so the Clarity project was born. Although the need has been identified so far in 4 European countries, we believe that it can occur very often, in all workplaces. We think that our project will help to address the problem.

Our solution

We believe that there is a clear need for a training structure which permits basic, initial training, in the workplace, to be delivered in migrant languages. This is absolutely NOT a call to stop teaching the host-country language – which remains vital for reasons of integration, professional development and efficient working.

The people who are best able to provide migrant-language basic training are....

migrants.
Migrants from the same language group have 100% understanding of the language. In addition, they have another vitally important ability: they are aware of the cultural / educational / social differences between their home country and their new host country. We realised that migrants do not only need a simple translation of the basic training – **they also need a trainer who can understand and explain the cultural differences**. This is essential, if newly arrived migrant workers are to achieve a fast understanding of the workplace.

We first identified the need for own-language basic training. Then, we discussed ways to meet that need. How can we provide training for a small number of experienced, competent migrants, so that those people can become the own-language trainers for workplaces? And so, the Clarity project was born.

We have created an analysis/learning/translation structure, the Clarity Training Course. This innovative new resource permits the creation of new basic training in a new language, based on the existing requirement in the host country.

Once trained in the process, the new Clarity Trainers will be able to analyse and transform a specific basic training curriculum, to make it useful for migrants. Some examples: Health & Safety; Food Hygiene; feeding of elderly patients, or any of a range of other needs.

The first Clarity Trainers will be generalists, not specialists. We are not over-ambitious with this project – we know that there is a huge range of migrant languages, and a large variation of training needs. What we hope we have achieved is this: we have tested the concept in each Core partner country, with one specific training need, and one specific language. We are confident that Clarity can become the base for rapid extension to other languages and other workplace training needs.

**The Structure of this Handbook**

The Handbook provides information about the main challenges, the products developed by the partner group, information about the Clarity "Train the Trainer" concept, practical activities and some Case Studies and other material to illustrate how the process works and to give background to classroom activities.
The Importance of Terminology

Whatever words we utter should be chosen with care for people will hear them and be influenced by them for good or ill. (Siddhartha Gautama or Buddha)

In a project which is mainly about communication and the different perceptions and connotations of the words and about potential misunderstandings deriving from this fact, it is crucial to give definition of the main words we and future trainers will use. It is difficult to define what we understand by the term migrant and by different aspects of work safety. Similarly, it is complicated to find the right terminology as regards staff, services, workers’ profiles and the like.

We realized right at the beginning of our project, how difficult it was to use the right terminology especially when it comes to acceptability of terms in another language or rather another culture.

The project title Clarity itself is calling for clarification of not only the subject matter but also the words and the connotations around them. Just as an example, our main target group is migrants. But what do we call a migrant in each partner country? It is an accepted practice in Austria and in many other European countries to call people, who have their origins in another country migrants. In Graz/Austria the Council of Foreigners has just recently been renamed Council of Migrants and this was considered to be a great step forward for them. However, our British and Swiss partners explained that in their countries, they differentiate much more clearly in migrants, refugees, asylum seekers or ethnic minorities which is not a usual practice in Austria or other countries. In Hungary there is no official term as migrants. However, in the field of work it might be of crucial importance what status a person (of migrant origin) has.

Defining a terminology has had doublefold objectives. On the one hand it helps us understand the underlying meaning, on the other hand it is a resource tool for migrant trainers to encourage them to define those words they might find difficult to transmit to migrants. Therefore the following terminology template is open for further expansion.
Terminology in Clarity

**Migrant worker:** The term "migrant worker" refers to a person who is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national.

**Intercultural:** between or among people of different cultures

**Intercultural competences:** The ability of successful communication with people of other cultures

**Multicultural:**
1. of more than one culture: relating to, consisting of, or participating in the cultures of different countries, ethnic groups, or religions
2. supporting integration: advocating or encouraging the integration of people of different countries, ethnic groups, and religions into all areas of society

**Multiculturalism:** The acceptance or promotion of multiple ethnic cultures, applied to the demographic make-up of a specific place, usually at the organizational level, e.g. schools, businesses, neighbourhoods, cities or nations.

**Security:**
1. Freedom from risk or danger; safety.
2. Freedom from doubt, anxiety, or fear; confidence

**Occupational health and safety** is a cross-disciplinary area concerned with protecting the safety, health and welfare of people engaged in work or employment. The goal of all occupational health and safety programs is to foster a safe work environment. As a secondary effect, it may also protect co-workers, family members, employers, customers, suppliers, nearby communities, and other members of the public who are impacted by the workplace environment.

**Employment:** A contract between two parties, one being the employer and the other being the employee. An employee may be defined as: "A person in the service of another under any contract of hire, express or implied, oral or written, where the employer has the power or right to control and direct the employee in the material details of how the work is to be performed."
**Rights:** Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory.

**Human rights:** Human rights are rights and freedoms to which all humans are entitled

**Discrimination:** is a sociological term referring to the treatment taken toward or against a person of a certain group in consideration based solely on class or category.

It is unlawful to discriminate against a person at work because of their sex, race, disability, colour, nationality, ethnic or national origin, religion or belief (this is OK – not all beliefs are religions!), sexual orientation.

**Training:** The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

**Social integration:** is the movement of minority groups such as ethnic minorities, refugees and underprivileged sections of a society into the mainstream of societies. Members of the minority groups thus gain full access to the opportunities, rights and services available to the members of the mainstream.

**Constructivism**

This theoretical framework holds that learning always builds upon knowledge that a student already knows. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively.

**Teaching methods**

The teaching methods refer to the different ways to give / transfer knowledge. The teaching methods should follow the learning ability of people receiving information. See more :

http://honoilu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm

**Teaching techniques**

Lectures/ Lectures with discussions/ videotapes/ case study / role playing
**VET**
Vocational education and training (VET) enables people to acquire knowledge, know-how, skills and/or competences needed for particular jobs on the labour market.

**ECVET**
European Credit system for Vocational Education and Training (ECVET) aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments.
The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications.

**People with a migrant background**
Members of a country’ population who have a migration experience

**Indigenous people**
Members of a country’ population who were born and raised there.

**Who is this Handbook aimed at?**
The Handbook – and the Clarity project as a whole – is aimed primarily at those training organisations who provide workplace-focused training. Some larger employers may have the resources to use our material directly inside their own organisations, but we think that the typical use will be specialist training centres. These centres will use Clarity to provide specific, targeted workplace training, on the subjects that a company needs, and in the language(s) that the company requires. Also, this is a resource book for migrant trainers who had already completed the course but might need some extra ideas or resources for making courses at new fields.

We think that there is good potential for extending the Clarity concept outside of commercial workplaces. For example, the UK promoter already has interest from the regional Fire Service, wanting to provide migrant-language basic training in fire safety precautions in the home.

We believe that Clarity can become a useful tool in the offer that training organisations make to their users and clients. We look forward to developing the concept into the future.
How to use the Handbook

Training organizations can use this handbook as a methodological guide on how to train migrant trainers. It gives a clear objective of the whole training, its background and why it is important to have it. The action plan for training organizations describes step by step how the training organization can build up the process of a training from marketing the training through selecting the right candidates to giving the actual training. In the session part basic curriculum for the three main topics: intercultural communication, transformation of materials, pedagogical aspects is given. The activities themselves give sample examples on concrete exercises backed up by the appendix session with case studies and other raw materials.
Part I

The CLARITY Project

Background and Concepts
Introduction to Part I

Why do we need Clarity?

The mixing of people from all cultures, faiths and countries has always existed, yet today’s world sees it occurring more frequently and in greater numbers. People are interacting on the international stage for both work, business as well as for private purposes and it is often the case that intercultural misunderstandings lead to negative consequences. In short, intercultural awareness is a skill needed by anyone mixing with people from different cultural backgrounds.

Very few industries are now homogenous in their ethnic make-up. With the development of transport technology and the increased need for immigrant labour, we now find foreigners working in industries as varied as agriculture, nursing, manufacturing, law, education, social services, catering and transport. With the numbers of different cultures interacting, communication problems naturally occur.

If basic understanding is missing, risks are created and danger can appear. As the examples of case stories from our Appendix show, these risks cannot be dismissed as “only theoretical” – there are real dangers to health, and a real need to safeguard people through secure information and learning.

Intercultural awareness is a necessity to ensure communication between staff and also between management and personnel. With clearer lines of intercultural communication established, companies face fewer problems and see greater productivity. Intercultural awareness is a means to establishing better relationships and promoting healthier business prospects through minimising the possibility of misunderstandings born of intercultural differences.

As we can see, being sensitive to intercultural differences is a need for many people. In a world that is constantly shrinking, coming to know and appreciate the cultural differences between us is paramount to ensuring the future. Multicultural awareness activities in the CLARITY project support co-operation and mutual success.

Some of the above is sourced from:
www.kwintessential.co.uk/cultural-services/articles/intercultural-awareness.html
Who can benefit from the CLARITY training?

We believe intercultural training is necessary on different interconnected levels:

- **The workers themselves benefit.** They have a better understanding of their workplace; they are better able to work with colleagues; they see that their needs are taken seriously by their employer, who has invested time and effort in providing the training that they need.

- **Work colleagues benefit.** They see improved understanding with their migrant colleagues; they know that basic training is functional, not imaginary, and that risks at work are reduced.

- **The users and clients of the organisation benefit.** The migrant workers are better able to do their jobs, and risks of mistakes are reduced.

- **The employers benefit.** Migrant staff have a greater understanding of their workplace and its needs; the risk of incidents is reduced, and the employers have a better dialogue with the migrant workers.

On the organisational level, due to our globalized world, there is now an increasing need to bring together people from different cultures under the umbrella of one organisational structure. This can only be realised effectively through highlighting differences in each others’ interpretations of the organisation, corporate and management cultures, planning and decision making processes, leadership and team work styles. The objective is not to create a homogenous, one-dimensional workforce but to simply reduce the impact of poor communication and misunderstanding. The CLARITY intercultural training can be one solution to face these obstacles.

On the staff and managerial level, effective personnel management now demands intercultural awareness. Offices from Plymouth to Budapest to Palermo are now teeming with staff from the four corners of the globe. It is essential that today’s staff members know how to handle their working team and how culture impacts them.

Finally, on the societal level, for those that deal with the public in multicultural societies, knowledge of different ethnicities, religions and cultures is important in breaking down barriers. As Martin Luther King once said, "Men
hate each other because they fear each other, and they fear each other because they don't know each other..."

Staff working in sectors such as the police force, prisons, healthcare, and other public services need intercultural training in order to be aware of who their clients are and how to deal with them sensitively. The CLARITY project wants to meet these requirements.

Finally, the multicultural education activities allow the future CLARITY trainers to experience new things and to express their feelings. Using the activities, trainers can:

- Help the future CLARITY trainers reach students/trainees who may benefit from a more hands-on or practical learning experience.
- Allow students/trainees to become actively involved in the learning process.
- Encourage students/trainees to critically think about and analyze information themselves, rather than being passive recipients.

Where the project came from - a Leonardo da Vinci "Transfer of Innovation" project

The Clarity project has transferred the results of a previous Leonardo da Vinci multilateral project, called “MUTUAL”. The earlier project created a methodology for supporting migrants into childcare, with assessment of prior learning, training gap analysis, awareness of cultural difference, and specific in-depth training on childcare. Clarity focuses on the methodology, not the training content, to generate a transfer of the structure of this successful project to a wider field.

The project also used material, experience and ideas from a UK-based project called CONVEX. This was a language-teaching and awareness-raising project, run by the UK partner, to attract migrant workers into training in their new country. It focused in particular on the provision of English classes for migrants from Eastern Europe, but also worked with a large number of other nationalities. The project staff were trained in Information, Advice and Guidance, and used CONVEX to offer general support for training and contacts. Over its lifetime, CONVEX provided advice and language cases for over 400 migrant workers. The relevant parts of the project, especially its approach to involvement by migrants, was used to enrich the Clarity resource.
The Clarity Partners

**Partner 0/UK**

**Point Europa** is a training and education charity. It runs a wide range of development and support projects, including workplace training in general, and provision of English Language classes for migrant workers.

**Partner 1/AT**

**Volkshilfe Steiermark** is one of the largest non-profit-organisations in the Styria region as regards Health and Social Care and Childcare.

**Partner 2/FR**

**Pistes-Solidaires** is a non-profit organisation aiming to promote intercultural exchanges and educate young people & adults to give them the capacity to become active citizens. We promote non-formal education and lifelong learning to all.

**Partner 3/DE**

**INIT Developments** specialises in the conception, application, implementation, evaluation and dissemination of EU projects in the fields of education, regional development and labour market policy.

**Partner 4/HU**

**TREBAG** Property and Project Management Ltd is a research and adult education centre and has wide experience in the participation and the management of both national and European projects.

**Partner 5/IT**

**CESIE** is committed to the promotion of cultural, educational, scientific and economic development, through the use of innovative and active tools and methods, at local level as well as international level.

**Partner 6/RO**

**Soros Educational Center Foundation (SEC)** is a non-profit organisation providing non-formal educational services for adults. SEC supports community and economic development, one of its concerns being the inclusion of disadvantaged groups.

**Silent Partner**

**Ariadne HESS** is a training and education organisation. It offers various trainings for adults concerning learning skills, relaxation and motivation. ARIADNE is also managing various mentoring programs.
Part II

The Development of the CLARITY Products
Introduction to Part II

We hope that this graphic will make our objectives clear. We want to provide a method to assess and document existing competencies, and identify the other training elements required, so that each person can be ready to find employment. This training must fit the realities of workplace requirements in each country.

<table>
<thead>
<tr>
<th>Where we start from: a person’s current situation</th>
<th>Assessment and certification of existing competences</th>
<th>Where we want to be - a person with a complete set of useful skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training to complete the person’s competences list</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our procedure

Here is our way of working. Each area is explained in detail in the guidance that follows.

- IDENTIFICATION of the basic, core competences required for being a Clarity trainer. Mapping previous knowledge and experience according to the competence requirements.

- EXPLANATION of the opportunities and limitations of the accreditation of previous learning experiences, both formal and informal.

- GUIDANCE on finding the further training that each person needs to be able to find work in the sector.
The CLARITY Competences

Introduction

In line with the policy of the European Union to establish a well-defined system for the transparency and validation of acquired learning outcomes, the Clarity handbook has set up a list of competences which fully describe the learning outcomes that a trainee trainer has to obtain by the end of the course.

The training course is built up of various parts which require different scopes of competences. Some trainees may have previously acquired some of these competences from prior learning, either formally or non-formally. To recognise this and help those individuals to use their existing strengths, a process tool is available through the “Identification of Prior Learning” introduced in the section below.

The main areas of competence required of a Clarity trainer are:

- **Intercultural competences.** An understanding of the two cultures (migrant origin and host country) and the ability to recognise, discuss and work with differences.

- **Translation and transformation competences.** The ability to take a specific short training curriculum, in the host country language, and transform it into material suitable for migrant workers.

- **Pedagogical competences.** The trainees will need to have, or acquire, a reasonable base level of ability as teachers.

More information on each of these is given below.
Intercultural competences

The “normal” expectation is that the Clarity trainees will be migrants from the same country of origin / language group as the people that they will teach. Therefore, in general it may be supposed that they will already have an understanding of this culture. However, there are two important caveats which must be considered:

1. Some of the Migrant Trainers will have native-level ability in the language, but be from different countries. Example: use of Russian to achieve communication across several eastern European migrant groups. A Polish and an Estonian migrant may easily communicate in Russian, but there can remain significant cultural differences between their countries.

2. One thing is to have a common cultural background; quite a different thing is to be self-aware of it. The trainers need the ability to recognise cultural norms in themselves and their learners, if they are to successfully contrast and compare them with the host country.

### Clarity intercultural competences

| Be aware of the differences and similarities in living and working styles with different cultural and religious backgrounds. |
| Understand the differences in work practices of the host country by comparing it to home country. |
| Recognise cultural and ethnic diversity in the local city / town / village. |
| Identify different communication channels and their roles in intercultural communication |
| Be aware of potential sources of misunderstanding due to different perceptions of different cultures |
| Demonstrate knowledge of advantages of diversity and mobility at a work place |
Translation and transformation competences

The transformation of a host-country training curriculum includes much more than simple translation. The new trainers will need the ability to analyse and understand the materials, probably without any prior knowledge in the particular field; they will need specific abilities in the preparation of teaching materials, and some recommendations on teaching methods. We believe that it is important to offer the trainees the chance to consider use of Learner-focused methods, to replace the Teacher-focused “traditional” methods of the past.

<table>
<thead>
<tr>
<th>Clarity competences for transforming the training materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the requirements of the workplace training: national and regional laws, required minimum content of courses to satisfy these laws *</td>
</tr>
<tr>
<td>Find adequate resources for the training. The national structure for VET workplace training; where to find the right training package; how to obtain advice from Business Federations, support agencies, etc *</td>
</tr>
<tr>
<td>Translate the material from host language to migrant language</td>
</tr>
<tr>
<td>Analyse the legislation and common practices of home and host country and highlight the differences</td>
</tr>
<tr>
<td>Identify and emphasise the main risk factors</td>
</tr>
<tr>
<td>Identify and prepare additional explanations for crucial words/phrases/concepts which are different to the country of origin.</td>
</tr>
<tr>
<td>Apply knowledge specifically to the given workplace</td>
</tr>
</tbody>
</table>

NOTE * We think that in practice, most Clarity Trainers will work with (or in) training centres that have experience in creation of new materials. Therefore, the migrant trainers will have support for these elements in many cases.
Pedagogical Competences

The Clarity concept does not call for a high-level teaching ability. The basic workplace training that Clarity seeks to provide is generally short-duration, simple material, normally based on slides and hand-outs. It is (of course) necessary that the Clarity migrant trainers have a clear understanding of the basic elements of good teaching practice. We expect that many candidates for the Clarity Trainer offer will be migrants with a background in teaching – these people will enter the course with all the skills that they need.

<table>
<thead>
<tr>
<th>Pedagogical competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the needs of trainees</td>
</tr>
<tr>
<td>Learn basic methods for assessing knowledge</td>
</tr>
<tr>
<td>Make a lesson plan</td>
</tr>
<tr>
<td>Apply (audio)-visual aids</td>
</tr>
<tr>
<td>Use IT for making presentations, especially Power Point</td>
</tr>
<tr>
<td>Identify different teaching methods and techniques</td>
</tr>
<tr>
<td>Understand the basics of classroom management</td>
</tr>
</tbody>
</table>
Identification of Prior Learning

What is IPL?

CLARITY uses the existing knowledge that many migrants bring with them to their new country. The basic premise is that individuals migrating or settling from diverse and different cultural backgrounds bring with them a wealth of experiences through their previous formal and non-formal learning encounters.

CLARITY attempts to recognise this, by designing, testing and evaluating prior learning using a systematic and measurable approach. However, as the systems of ECVET and the adapting of national qualification frameworks to the European qualification framework are in a pioneer phase and very diverse in their levels in different member states we were careful not to call this system an accreditation of learning outcomes. As we are in a state throughout Europe not to have an established credit system in VET what we aimed at was an identification of prior learning with the aims:

- to define the acquired knowledge in terms of learning outcomes with a highlight on competences
- to provide an entry tool to map one’s previous experiences (formal and informal)

Why is it useful to have this IPL tool?

IPL is not an officially accepted term for accrediting prior learning. However, it is aimed at creating its basis and giving an overview especially for the candidates to collect their prior experiences, be aware what they are capable of doing, and collect all the documents, and proofs which might be relevant in their future occupation or future studies. This is also a tool which supports our main aspect on the learning methods within CLARITY. Since our main goal is to apply constructivism and create a learner-centred atmosphere where new knowledge is built upon previously gained experience and skills and competences. In tandem with this concept our goal with IPL is also the pre-mapping of what expectations and stock of knowledge the future trainers arrive at the course. It helps the facilitators to design the actual course according to this input.

The IPL can help trainees to consider their previous activities which might include:
- experiential learning acquired in paid work
- experiential learning acquired in unpaid or voluntary work
- experiential learning acquired from leisure activities
- uncertificated learning from self-directed study
- certificated learning from abroad
- certificated learning from other educational institutions of the relevant country
- certificated work-based learning.

**Self-reflection and the Portfolio system**

Reflection allows individuals in transition the opportunity to organize where they came from and where they are going to. It allows people to shift their competencies into something more intuitive, something they can own. Through the process of reflection individuals discover what is important in their lives. The result may be a values shift and a change of direction for the individual. Therefore reflection allows people to move ahead with a clearer sense of purpose and goal.

Individuals often need to learn how to be self-aware, and often it doesn’t matter so much where or how a skill was developed. What is important is that the person is indeed competent and that s/he sees it, can express it and if need be demonstrate it or provide some proof of that competence to others.

The competency portfolio is an important tool for both employer and employee. It can help the first to understand where and how to place the employed person, and help the second as a learning tool along with identification and presentation of prior learning.

For more on the competency portfolio as a learning management tool you can visit [www.capla.ca/download.php?FF09=Competency-Based_Portfolio_Report](http://www.capla.ca/download.php?FF09=Competency-Based_Portfolio_Report).

Portfolios also provide potential for exploitation of privacy. Ownership of the portfolio must be clearly established as being in the hands of the end user and not the institution or host company / enterprise.

The related issues or factors that must be taken into account handling a portfolio of this kind are:

(i) language and literacy level of the employee and

(ii) cultural sensitivity.
The CLARITY portfolio template

The Portfolio is a mixture of CV, history and self-marketing tool. The migrant trainees will use elements of it as follows:

- With the Training Centre, to identify gaps in their knowledge and to explicitly describe and document their existing knowledge (a self-awareness and learning tool)

- Provide a presentation for employers about the Migrant Trainer’s abilities and offer (a marketing tool)

- Provide an introduction for the migrant learners (explanation about who the trainer is)

The trainees should be encouraged to provide documentary evidence (certificates, references etc). These will often need to be translated, but legal / professional translation will rarely be required – this is often a significant financial barrier for migrants, so should be used only if a specific situation demands it.
# The CLARITY portfolio – migrant trainers information

<table>
<thead>
<tr>
<th>Personal information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Surname</td>
</tr>
<tr>
<td>Sex</td>
</tr>
<tr>
<td>Current contact address</td>
</tr>
<tr>
<td>Postcode, City, Country</td>
</tr>
<tr>
<td>Cell Phone Number (if available)</td>
</tr>
<tr>
<td>E-mail Address (if available)</td>
</tr>
<tr>
<td>Date and place of birth</td>
</tr>
<tr>
<td>Nationality</td>
</tr>
<tr>
<td>How long have you lived in (recipient country)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>What language is your mother tongue?</td>
</tr>
<tr>
<td>What other languages/dialects do you speak?</td>
</tr>
<tr>
<td>Please assess your language skills (recipient’s country’s language)</td>
</tr>
<tr>
<td>Please assess your level of integration into society</td>
</tr>
</tbody>
</table>
## Education and training

<table>
<thead>
<tr>
<th>Dates (from – to)</th>
<th>Type of education</th>
<th>Please comment the above choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School/university</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocational training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-formal</td>
<td></td>
</tr>
</tbody>
</table>

| City and country where the training took place | |
| Name of the education providing institute | |

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, is it recognized in the recipient country?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| What knowledge/competences/skills are you aware to have acquired? | |

## Work experience/employment history

<table>
<thead>
<tr>
<th>Dates (from – to)</th>
<th>Type of business or sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Main activities and responsibilities | |
|---------------------------------------| |

| Was it useful for your present employment or the job you wish to pursue? Please explain. | |
|--------------------------------------------------------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

|                                 | |
|---------------------------------| |

<p>| | |
|                                 | |</p>
<table>
<thead>
<tr>
<th><strong>Clarity intercultural competences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What knowledge/competences/skills are you aware to have acquired?</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Additional information</strong></td>
</tr>
</tbody>
</table>

**Support for Competences analysis**

The trainers should support migrant trainees as they complete the Portfolio tasks. Some of them are surprisingly difficult as intercultural / second language descriptions. The most important element is that of completeness and cross-referencing to host country structures wherever possible.
Part III

How to create a CLARITY Training Course
Introduction to Part III

CLARITY offers an innovative, practice-based vocational training course to support the creation and delivery of basic workplace training, in migrant's own languages. This section offers an insight into the course concept, recommendations for trainers and their institutions. It includes materials for all the modules and guidance on how to assist learners with their portfolios.

The Course Concept

Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand (Confucius)

The aim of the course

The CLARITY Material has been built to equip people with a migrant background with the necessary skills, knowledge and competences to be able to provide basic training at workplaces for workers who do not speak the language of the host country and whose perceptions about different aspects related to work and work safety might differ from those who are natives.

The learners

The learners who attend this training are migrants who fluently speak the language of their home country and have a very high level of language use of the host country. Their profile will be mapped in the recruiting period, matched to the required list of competences and where necessary further training will be provided to them either by internal training of the given training centre or by external organizations. The learners at this stage are called the MIGRANT TRAINERS(MTs) as they are going to provide further trainings to the migrant workers.

The trainers

The Clarity handbook is designed to give guidance to training centres on what methodologies they can apply in training future migrant trainers. The handbook, however, can also be used for further guidance by those Migrant Trainers who have already received the training but might need some further inspiration.
The Action Plan

Introduction

The action plan gives the steps that a CLARITY programme will normally take, in order to create a new resource (trainers and training material) in the target language and specific training. The action plan describes the line one has to follow to acquire the relevant competences. The competences are embedded in these actions and are defined in each phase. These action steps are built one upon the other and are constructed in several sub-phases. The action steps are closely connected to the activities and raw material.

When the action plan is used from beginning to end, the training centre will finish the process with a complete new training "package" - Migrant Trainer staff, materials and contacts with the employers who want the training.

The Handbook also provides comprehensive coverage on the Best practice ways to deliver the final training, in the workplace or elsewhere, to the company's workers.
ACTION PLAN FOR TRAINERS

1. Identifying the problem
2. Mapping the situation
   - specifying the sector
   - getting to know the employers
   - specifying the target group
   - specifying the work hierarchy
   - exploring the situation on spot
3. Identifying resources needed
   - human resources
   - stock of knowledge
4. Translating/transforming
   - translate the material
   - having the terminology clear
   - identifying differences between home and host culture/law
5. Train the trainees
   - Identifying the learning outcome
   - Applying teaching method relevant to trainees’ needs and prior experiences
   - Making teaching explorative
   - Drawing attention to differences
   - Providing and analysing case studies
   - Learning by doing
Identifying the need

In most workplaces, little attention is paid to the special training of those employees who come from abroad and consequently might not speak the language of the host country fluently and might also have different perceptions on the various aspects of work, including regulations, communication, relationships with colleagues and employees or clients. The lack of the similar basis with employees of the host country and communication gaps might result in the failure of the training objectives and might lead to misconceptions and misunderstandings. This can be a serious risk not only for these employees themselves but also for the people around them.

Employers might not be aware of these potential risks. They might realise the dangers only when accidents have occurred. An expert who comes from a migrant background and who is aware of these risks either by his own experience or by awareness-raising training might more easily explore these potential risks. Clarity training is designed to raise this kind of awareness and prepare the trainers for giving suitable solutions adopting this training to the various situations.

Therefore it is encouraged that the Clarity trainer gets into contact with VET providers and companies as well as stakeholders and offer the knowledge and experience he has acquired through Clarity training and subsequent trainings to raise awareness of this potential problem.

Mapping the Situation

The Clarity trainer has to be aware of the fact that the knowledge he has about providing trainings might significantly be influenced not only by the specific sector, but also by the employer, the recipient audience and the given venue. What a Clarity trainer is more than a normal trainer is that he knows the techniques which make the material more flexible and adapted to the specific situation. It maps the requirements of the employer, the working conditions and the background conceptions, knowledge and experience of
the future trainees. Sometimes the trainer might have difficulties in accessing all these pieces of information but still some preparatory information might be available through different channels.

The most important factors to be considered are the following:

- specifying the sector
- getting to know the employers
- specifying the target group
- specifying the work hierarchy
- exploring the situation on spot
- identifying possible risks specific to the given venue

Activities and raw material connected to this phase can be found in the appendix:
Model letter to employer, risk factors, Activity 1, Activity 4, Activity 5, case stories, tables of information

**Identifying the resources needed**

After mapping the situation and clarifying the needs of employers and trainees and getting to know the conditions, the next step is to decide upon what material is to be used and what competences are needed to the performance of the task. The two main elements in focus are:

- human resources
- stock of knowledge

**Human resources**

By human resources we refer to the trainer who will conduct the actual training. The Clarity trainer needs to have special knowledge, skills and competences to be able to apply the material to the given learning environment. The list of the main competences to be acquired is defined in chapter 2 (Competences). The learning outcome is described in terms of competences which match the efforts of the EU to provide a more flexible and transparent system valuating formal, non-formal and informal prior learning and experience enabling learners to follow individual learning
patterns. The accreditation of prior learning at present differs from one member state to the other, but expressing learning achievement in terms of learning outcome facilitates this procedure. In chapter 3 we also established a system of “identification of prior learning” which helps trainers to see in which area they have to develop further. This information can also provide information on the trainers for their trainers, who can then adopt the future training material according to their prior experiences and needs.

The Clarity material identifies 3 main types of competence:

- intercultural competence
- translation competence
- pedagogical competence

By definition, the new Migrant Trainers will have a migrant background and therefore have some knowledge or experience about multicultural aspects, differences in perception, and so on. Nonetheless, it is important to confirm that each individual has, or needs explicit awareness of these matters.

It is essential that the Migrant Trainers speak the language of the host country fluently, as well as the language of their home country. If the would-be Migrant Trainers do not have a high level of ability in the host country language, they will be unable to transform the material, work with the experts or communicate with the employers.

It will be very beneficial for the Migrant Trainers to have some teaching experience and knowledge on methodology. The subject matter is not important; the value is in experience on delivery of training.

**Technical (content) knowledge**

The details of any particular technical knowledge – the content of the final delivery to migrant workers - are not taught directly by the Clarity trainers handbook. Clarity provides a common structure, which is suitable for the transformation of any specific basic workplace training.

Information and material on the specific theme can be gained from different sources:
**Prior knowledge**

One can rely on previous learning and working experiences that the Migrant Trainer has acquired. This stock of knowledge accumulates with the new training courses that the trainers conduct.

A typical example for this is when the trainer conducted training in the same sector previously in his home country. Now he has to update his knowledge and adapt it to the specific situation. This includes examination of the laws, regulations and customs of the host country under the specific circumstances.

**Actual training**

The Migrant Trainers must be fluent in the host country language. Therefore, they are able to participate in the target training course as learners, to obtain the overall understanding needed to be able to teach. This will assist greatly in the processing and transfer of the required knowledge.

A typical example for this is when the person works in the actual field and faces himself the challenges of different perception or sees his migrant colleagues and their misfunctional operation. This person still needs the framework knowledge to adopt his knowledge to the target audience to other sectors and also to have the pedagogical toolkit for providing training.

**Given material**

Most of the times gaining the technical resource is envisaged to be deriving from printed or online material. These should meet qualified standards and be validated as the main source of information for the basic training. In some countries these are possessed by chambers of the relevant sectors or defined by the professional and examination requirements. Although these materials are the core of the knowledge to be acquired it is necessary to adapt it due to the framework provided by the Clarity handbook.

Activities and raw material connected to this phase can be found in the appendix:
Model letter to employer, tables of information, question grid on competences, portfolio (in handbook)
Translating and transforming knowledge

Once we have identified the knowledge we will have to use, the next step is to adapt it to match the needs of trainees and the given conditions. The present handbook provides guidelines on how the migrant trainer can do this regardless of whether the source of knowledge is mainly gained from prior experience in the home country, prior experience in the host country or external material.

By definition, our target group - the migrant worker trainees - do not speak the language of the host country at an adequate level. Consequently if the training is not given to them in their native tongue (or in a language they fluently speak) they will have difficulties in understanding it. Moreover, as communication is not only about the words and expressions themselves, but the underlying preconceptions and perceptions on which the new knowledge is built, the trainer needs to explore these differences and highlight them to trainees.

Training the Trainers

The right choice of training methods in a training environment can highly rely on factors like:

- the subject matter
- The trainee and his/her previous experience
- The venue and other conditions

The most traditional way of transferring knowledge and skills is the directive or instructional model where the trainer/teacher gives a lecture or a presentation on the content. This way the teacher/trainer is the source of information and the learner/trainee is the recipient. In many cases this is the less time-consuming way to present a topic and normally materials are put in a form which makes it easier to present. However, on the trainees’ side, it is a passive type of learning The learners’ previous knowledge their preconceptions are not included in the learning process and they are not encouraged to take an active part, by questioning and constructing the
answers and exploring the core of the learning content through experiencing via their own reflections.

In our context the trainees are adult learners who have already gone through previous learning experiences either be formal, non-formal and informal learning. Moreover it happened in another learning environment in their home country so the exploration of these and their comparison to the present learning content will be the most effective key to their learning. For this reason in this handbook we mainly apply the teaching theory of constructivism and the corresponding teaching techniques many of which offer interaction or/ and visualisation.

According to Audrey Gray¹, the characteristics of a constructivist classroom are as follows:

- the learners are actively involved
- the environment is democratic
- the activities are interactive and student-cantered
- the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

In the activities we follow this idea of teaching to encourage future trainers to use this methodology rather than the directive, instructional one.

However, we need to be aware that the learners/trainees out of their previous educational background or because of cultural differences might not feel familiar to these methods and refuse or feel uneasy in a learning situation like this. It is always the trainers' decision to switch from one teaching method to another in order to better meet the needs of the participants of the training.

In accordance with the constructivism teaching theory we recommend the following teaching techniques to be applied in the training:

¹ http://en.wikipedia.org/wiki/Constructivist_teaching_methods
• Case studies
• Comparisons
• Role plays
• Problem-solving
• Field trips
• Films, videos and other visual and audiovisual tools
• Brainstorming
• Group discussions
• Pair work
• Interviews
• Worksheet/surveys

These are the methods for training future trainers, but as the trainer gets familiar with these techniques he/she can use the same techniques when training their future trainees.

In the Activities section below, you can find examples for each of the above mentioned techniques.
Part IV

Training Resources

Detailed session plans and activity suggestions
Training Resources:

Detailed session plans and activity suggestions

Resources

A PC and Internet access will be needed for each participant, for most sessions, together with the usual materials (paper/pens etc).

Remember that many of the migrant workers might have a relatively low educational level. The intercultural activities will provide the MTs with the basic knowledge of intercultural awareness and communication which they will be able to apply when transforming the actual material. The Transformation tasks concentrate on the whole process of developing a hands on material. It includes creation of fully-accessible explanations! The pedagogical session lists the most important basic competences a teacher has to have when providing short-term courses. The following practical part includes scenarios for the curricula. Each module is accompanied by sample activities in the ACTIVITIES section.

Sessions for intercultural awareness

Session 1: Facts and data about the multicultural situation in the host country

Collect information on the ethnical composition of the host country. Which is the most numerous migrant group? Which migrant population is best represented in the country? What are the conditions of entering to the labour market for a migrant? Which bodies help a migrant to integrate into the field of work?

Session 2: Host country analysis

Analyse the expectations and standards of the host country in terms of work and working conditions. What are the general, accepted rules as to: working hours, working hierarchy, devotion to work, communication with clients, colleagues, employers and employees. Highlight differences in the home country
Session 3: Intercultural communication

What are the possible sources of misunderstanding between people of different ethnical background? Collect examples. Study the communication channels and their role in intercultural communication. Identify advantages and disadvantages of verbal and non-verbal communication types.

Session 4: Different perception

Collect examples: words, statements, gestures which are interpreted differently in different cultures. Highlight sources of possible misunderstandings and the importance of knowing one's own culture and the culture which one has to adapt to.
### Clarity intercultural competences

1. **Be aware of the differences and similarities in living and working styles with different cultural and religious backgrounds.**
   - What are the main situations/aspects, while living in your host country, you perceive more the differences or similarities in daily life and/or in your working place?
   - Where are these differences / similarities most felt? Behaviour, body language, communication, timing, etc.

2. **Understand the differences in work practices of the host country by comparing it to home country.**
   - What are the strongest differences that you feel between working styles in your host and home country?
   - Can you explain some reasons behind these differences?
   - How do you deal with these differences? Are you supported by the staff of the working place?

3. **Recognise cultural and ethnic diversity in the local city / town / village.**
   - Can you list the different cultures and ethnicities that you come into contact with in your local city / town / village?
   - How do you recognise these different groups?
   - Is there interaction between the different communities?

4. **Identify different communication channels and their roles in intercultural communication**
   - What are the different forms of communication? (to stimulate the responses you could give some examples → body language, eye contact, ways of speaking)
   - Which communication approach do use more in your culture?
   - Was it easy for you to understand/take over those of your host country?
   - Can you provide an example of a cross-cultural mistake and how to use appropriate language?
   - and measures to repair any damage?

5. **Be aware of potential sources of misunderstanding due to different perceptions of different cultures**
   - Can you describe a moment of misunderstanding due to perceptions of different cultures in your everyday life?
   - What was the source of this conflict?
   - Can you describe a moment of misunderstanding due to perceptions of different cultures in the workplace?
   - What was the source of this conflict?
   - And the most important... how did you deal/manage with the situation of possible conflict?

6. **Demonstrate knowledge of advantages of diversity and mobility at a work place**
   - What can you learn from working with people from different cultures?
   - What can you learn from living and working in a different country?
   - Due to your understanding of the two cultures, which advantages do you live compared to a “mono-cultured” individual/colleague?
   - Have you ever thought about the need of awareness of this advantages?
Sessions for translation and transformation

Session 1. Information Gathering. Two hours.

What are the legal requirements for training in the given subject, in the host country? Learn how to use governmental and business-based information sources, and learn the skill of summarising material.

Who are the key advisers / information holders / support agencies in the specific field? Learn how to find them, and how to contact them as needed (see standard letters). Make contact, explain the work and ask for support.

Develop the skill of searching for relevant materials. Use of Google and other search engines; access to copyright / protected material; relevance of professional bodies; identification of commercial centres offering this training.

Objectives of this session:
Create a short report, giving information on the requirements, the options and the key contacts. Prepare and send initial letters/e-mails to contact the key people.

Session 2. Translation and vocabulary work. Two hours.

Work with the trainer to translate and understand the material.

Use dictionaries, on-line resources and/or consult the expert / sources as needed to understand any unfamiliar concepts. Record all such details, to create the glossary.

Create the outline structure for a migrant-language teaching pack. This is the index of the full training materials pack: how many presentations? Handouts? Other materials required?

Consider the opportunities for re-modelling traditional teaching into learner-based activities. If this is a possibility, decide on the additional requirements and communicate these to the employer (examples: more space; use of video / IT resources)

Objectives of this session:
Create a new set of training materials, in the migrant language, and decide on the options for delivery of it.

Session 3. Material development and Cross-cultural comparisons. Two hours minimum – expand as required.

Compare and contrast the host-country material with the country of origin. Identify specific differences, and create “talking points” around these – using concrete examples where possible.
Use the outline structure from the last session, and the cultural differences material, to prepare a full teaching pack. This session may need to be extended, depending on the quantity of material.

**Session 4. Signposting and further opportunities. Two hours.**

This session will teach the migrant trainees how to collect and summarise information for their learners, outside the immediate workplace topic. Remember – a native-language speaker is a valuable resource in a workplace, important to make best use of the opportunity, for the workers, the employer and the training organisation. The session will create presentation material in the native language:

- Other training opportunities (where, what, when)
- Support agencies and networks

**Objectives:**
Produce a short, detailed guide, in the migrant language, providing additional information.

**Session 5. Practice delivery and fine-tuning. Two hours.**

Dress rehearsal – deliver “practice” presentations with trainer and other trainees, preferably also with non-involved people. Evaluate and improve as necessary

**Session 6. Meet the Learners. Duration varies**

Visit the teaching location. Minimum is:
Clarification of resources: confirm that teaching space is OK, use of ICT, etc
Possible addition of site-specific information
A chance to meet employers and managers, to present the work and ask for input.

Normally will be migrant trainees and the trainer. This session may be preferred earlier in the course.
### Clarity competences for transforming the training materials

1. Understand the requirements of the workplace training: national and regional laws, required minimum content of courses to satisfy these laws *
   - Where did you find the information regarding national and regional laws?
   - Did you get any support in understanding the bureaucratic language?
   Please list these laws at both national and regional levels you know.
   Please describe/list aspects of the content expected in courses by national and regional laws.
   Has your employer considered your different cultural understanding during the workplace training?

2. Find adequate resources for the training. The national structure for VET workplace training; where to find the right training package; how to obtain advice from Business Federations, support agencies, etc *
   - Did you get any information from any kind of organisation/institution regarding VET or training opportunities?
   - If not, how did you find out about these opportunities?
   - Is your ethnic community representative a help in this sense? Does s/he have contacts to business Federation, chamber of commerce, support agencies?

3. Translate the material from host language to migrant language
   - Please describe the difficulties that you eventually faced in translating materials from host language to migrant language.
   - Is it more difficult to understand the host language or the way how to make it understandable to your community of origin?
   - Do you think of, by translating the learning material into your mother tongue, the target group considering age, sex, social background, etc.?

4. Analyse the legislation and common practices of home and host country and highlight the differences
   - Please describe the legislation and common practices of home and host country.
   - What are the main differences?
   - List the most positive/supportive aspects of both culture’s/countries’ legislations
   - List the most negative/limiting aspects of both culture’s/ countries’ legislations

5. Identify and emphasise the main risk factors
   - Please list the risk factors
   - According to you, these risk factors are mainly due to what...?
   - How do you use to overcome these risks while happening?

6. Identify and prepare additional explanations for crucial words/phrases/concepts which are different to the country of origin.
   - Please list, with explanations, the crucial words / phrases / concepts that are different in the two languages.
   - Do you know about available glossaries that can help you translating crucial words/phrases/concepts which may be different to the country of origin?

7. Apply knowledge specifically to the given workplace
   When you visit a specific workplace for premapping the situation who are the key persons to have interview with?
   What aspects would you consider as regards to the specific venue for planning the actual course?
Sessions for pedagogical training

Session1: Teaching methods and techniques

Giving an insight to various teaching methods and techniques - their advantages and disadvantages. Brief description of constructivism, learning by doing, explorative way of learning etc.

Session2: Enriching material

The importance of applying visual aids - videos, photos, illustrations, power point. Migrant trainers will have the opportunity to make presentations in various forms and then analyse their effectiveness, time-consuming and how appealing they were.

Session3: Classroom management

The basics of classroom management - how to seat learners, what ways there are to pre-assess them, raise their attention, make them contributing, evaluate their learning.

Session4: Mapping prior learning experiences

Differences in prior experiences in learning. Making the MTs aware that their trainees might find some techniques unfamiliar or uneasy and might use different sources and methods at different levels
## Pedagogical competences

1. **Understand the needs of trainees**
   - How can you assess the needs of trainees?
   - Can you give examples of questions that you can ask trainees to help them understand their own learning needs?
   
   For ex. > What do I want/need to learn? > How can I learn it? > When will I learn? > Who can help me learn it? > What, for me, is the best way to learn? > How do I know that I succeeded in learning?
   
   - Do you apply any specific methodology to analyze and understand the learning needs in group with the trainees?

2. **Learn basic methods for assessing knowledge**
   - Can you list knowledge assessment methods that you have learnt?
   - Please pick one and describe how it works, and its strengths and weaknesses

3. **Make a lesson plan**
   - How do you structure a lesson? Can you describe the main aspects of a lesson plan?

4. **Apply (audio)-visual aids**
   - How can audio-visual aids be used to stimulate learning?
   - Did you experience yourself the advantages of audio-visual aids?

5. **Use IT for making presentations, especially Power Point**
   - What is important by creating a PPT presentation?
   
   Establishing the objectives for your presentation requires an analysis of your own goals, as well as your audience’s needs and expectations. By considering the nature of your audience, you can more easily determine what you will present and how you will present it. An audience analysis will enable you to:
   
   Select appropriate points of emphasis in your presentation
   Develop a useful level of detail
   Choose and prepare appropriate visual aids
   Create a tone that is sensitive to your audience’s circumstance

6. **Identify different teaching methods and techniques**
   - Please describe the different learning styles you know about.
   - Please describe different teaching methods and techniques.
   - Please match the learning styles with teaching methods, which do you think works best with which?

7. **Understand the basics of classroom management**
   - Can you please describe the key aspects of classroom management.
   - How do you conduct a lesson – please describe from beginning to end.
Activity Suggestions

The activities below are sample exercises to give inspiration and ideas on how to put into practice the actual training specified in the Handbook. Most of the activities are designed to follow the ideas of a learner-centred constructivist approach. However, the trainers themselves have to decide which types of activities are adequate for their actual target group. Some of the activities refer to the materials in the Developed Exercises of Specific Training Material and Data part in the Appendix as background resources.

The activities use the pedagogical framework adopted from MUTUAL. Its main features are:

- learning by doing
- building on learners previous knowledge
- provide a cooperative atmosphere
- apply role-plays and case studies for better understanding
- use visual aids including pictures, flashcards, videos, ppt presentations
- give time for self-reflection
- create a portfolio

The activities are linked to the three main areas of the training:

- Raising intercultural awareness
- Improving translational/transformational skills
- Improving pedagogical competences.
ACTIVITY 1

Hierarchy Ladder

Aims: Finding out about the different ways of how hierarchy occurs/ is seen at workplaces in different countries

Methods: individual, discussion

Material/preparation: paper, pens, flipchart, markers,

Time: 20-30 minutes (depending on group size)

Description:

Ask learners to draw a line across the page as it was a ladder. Then on this line make the ladder steps according to the hierarchy within the field of work the learners are presently employed. The distance between the different steps should depend on how big the hierarchy gap they feel. Learners have to mark their position in this ladder. Make them think of how this ladder would have looked like back in their countries.

Stick the drawings anonymously on the wall and make the others guess what the ladder might reflect upon. Compare ladders and share your views about differences in hierarchy in the home and host countries and your perceptions on it.

Evaluation: Participants write small reports and present them in the plenary.
ACTIVITY 2

Interpret my Gestures

Aims: Raising awareness of the fact that gestures and body languages as well as many other non-verbal communication forms might have different interpretations according to the cultural preconceptions

Methods: group work, discussion

Material/preparation: pictures of different gestures, paper, pens, flipchart,

Time: 30-50 minutes (depending on how detailed the analysis is)

Description:

Provide the students with some photos of gestures and their possible interpretations world-wide. Make them draw and think of some other typical gestures they might find a challenge to interpret either from their home or the host country. Make them act out some, the others guess:

Example 1: Peculiar gestures

To indicate that you need money or that something is expensive, hold out your hand with your fingers and thumb touching, and rub your thumb across your fingertips. The gesture itself will get the message across, but if you like, you can say "Du fric!" or "C'est pas donné!" source: http://french.about.com

What other gestures have you found difficult to interpret? What other body language or gestures do you think you might use that people from other cultures might misunderstand?
Example 2: greetings

Look at the picture. How do you greet people at your home country? How is it different in the host country. Does it have any consequences in business life/ at work?

Variation: extend the field of things which might be misinterpreted to verbal/ behavioural/ moral fields

**ACTIVITY 3**

**Enbridge Communication Gaps**

**Aims:** Being aware of the difficulties of cross-cultural verbal communication. Finding alternative ways to express thoughts.

**Methods:** group work, discussion

**Material/preparation:** pieces of small paper, pens,

**Time:** 20-30 minutes (depending on group size)

**Description:**

Ask learners to write on pieces of paper words from their working practise which are of bigger importance E.g. Detergent (for cleaners), roundabout (for drivers). Collect these pieces of papers. Learners take turns to draw one and either act it out or draw to make others guess it. It can be done in two competing groups along with the rules of the popular game: ACTIVITY. Discuss the difficulties of intercultural communication. Find alternative solutions.

**Evaluation:** Discussion

More activities on intercultural awareness are available at: [http://www.edchange.org/multicultural/activityarch.html](http://www.edchange.org/multicultural/activityarch.html)

More activities on multicultural awareness: [www.mutual-eu.com](http://www.mutual-eu.com)
**ACTIVITY 4**

**Letter**

**Aims:** Considering potential use and users of the „train the trainer” knowledge

**Methods:** individual, discussion

**Material/preparation:**; sample letter in appendix, paper, pens,

**Time:** 20-30 minutes (depending on group size and depth of further analysis)

**Description:**

Learners are asked to read the sample letter written to an imaginary employer. They try to adapt the content to their specific field of work and modify the letter accordingly. Then letters are collected, read out and discussed.

**Extending the activity:**
Letters are collected and redistributed. Trainees in pairs or in groups read the modified letters and envisage the potential addressees. List as many of them as possible and try to give explanation on why they would be interested

**ACTIVITY 5**

**Question grids**

**Aims:** To map the venue in terms of employer expectations, workers, working conditions, etc. Making interview questions

**Methods:** pair work, role play

**Material/preparation:**; sample question grid in appendix, paper, pens,

**Time:** 20-30 minutes (depending on group size and depth of further analysis)
Description:

Learners are asked to make question grid to be used at an imaginary workplace/corporation etc. In pairs they adapt the questions to the workplace they received on a card. Once the pair is ready they act out the interview as one is being the employer/director etc the other is the interviewer.

Evaluation: group discussion

ACTIVITY 6

Legislation for Working

Aims: Finding out about the legal basis for work safety and the regulations of a given sector in the country

Methods: group work, discussion

Material/preparation: legal basis for workplaces of the country either as paper copy or sites provided on the internet; paper, pens, flipchart, markers, PC plus printer/scanner.

Time: 90-120 minutes (depending on group size)

Description:
Provide the students with the basics of the legislation for working sectors in your country. The appendix provides you some extracts in more languages. Make the trainees work on questions like:

- what do I mean by a special piece of legislation
- what words have an unclear meaning to me
- how would I say the key words in my language/ in the host country language
- make a glossary on these
- what different rules are applicable for the same piece of reality in my country
- how can I express these differences in a more visual/understandable way?

Evaluation: Participants write small reports and present them in the plenary.
ACTIVITY 7

Project: External agencies

Aims: Finding out how support agencies for migrants and minorities could support the learning by the workers

Methods: group work, visits, discussion, exhibition etc.

Material/preparation: paper, pens, PC, brochures, posters etc.

Time: 2 days

Description:
Starting from their own experience, the students reflect on the role that agencies supporting migrants played in their own learning about employment and workplaces. So they can bring in what they already know about the subject matter before actually approaching the relevant agencies in the community. There might already exist good contacts that could be useful for the further learning process in the course.

The students are asked to reflect on their own story of migration and discuss this afterwards in the group. They are asked to talk about the most important milestones when leaving their home-country and settling down as newly-arrived immigrants. They should pay particular attention to the role support agencies played on their way of immigration. Questions could be:

- What problems were you faced with in the new country?
- Who helped/supported?
- Regarding agencies: Where did you get information from? Did you have any information at all?

In addition the students are provided with brochures and information about various support agencies in their area.

They are then sent out in small groups to contact the agencies for further information. Their findings are collected and presented/discussed in class. The students also discover how agencies present themselves in the community. They do this by looking at the information material, but also by researching the relevant websites that promote their services.
Instead of sending the students out to agencies, the trainers may also wish to invite people from the most important agencies to present their service in the classroom.

The students are asked to identify situations in the workplace (possibly where they have their practical training) when support from external agencies would be needed. These could be:

- Support in language learning for workers
- Help in workplace conflicts
- Help in emergency
- Psychological and medical counselling and treatment as well as Psychotherapy
- Etc.

**Evaluation:** The results of the project work is presented in class as an exhibition using posters, brochures etc.

**ACTIVITY 8**

**Making summaries**

**Aims:** To develop the skill to summarise longer text with highlighting key points

**Methods:** individual work, pair work, discussion

**Material/preparation:** case stories in the appendix, paper, pens, computer

**Time:** 20 minutes

**Description:**
Learners are asked to read one of the case stories. Students A read one case story students B read the other case story. Then they sum up the story with finding and highlighting key words, key concepts. If possible, they make some visual aid. The pairs present their summaries to each other. With the trainer they discuss results and further improvement in summarizing and presenting materials.

Variation1: role plays are developed and acted out based on case stories
Variation2: more case stories are collected form the attendees
Evaluation: group discussion
Portfolio: The presentations can be put to the portfolio
ACTIVITY 9

Brainstorming: risks

Aims: To identify risks in the relevant sectors, use brainstorming

Methods: group work, discussion

Material/preparation: risk lists in the appendix, paper, pens, computer

Time: 10 minutes

Description:
Learners are asked to brainstorm possible risks in a given sector e.g. food safety. They collect as many risk factors as possible and use these in further ways:

- put these risks in order of occurrence
- put these risks in order of importance (e.g. hazards)
- which can occur because of communication hiatus
- which can occur because of lack of technical knowledge
- which can occur because of problems in cultural differences

The activity opens up ways for reflections and discussions

ACTIVITY 10

Visualize teaching methods

Aims: Identifying and analysing teaching methods. Visualizing as categorization

Methods: individual work, group work, discussion

Material/preparation: activities in Clarity handbook, paper, pens, blue tack

Time: 20 minutes

Description:
Have a look at activities in the previous pages. Group them according to teaching methods. Which do you find the most interesting way to present knowledge to learners? Which relies on learners previous experiences/opinions/ knowledge? Make a visual chart on 5 chosen activities in terms of: time it takes, new/old information used, interesting/funny. Compare the charts/drawings and discuss which one is the most understandable and appealing one.

Portfolio: the picture can be used in the portfolio on the part about teaching methods
ACTIVITY 11

Empower your power point

**Aims:** Using the rich possibilities the power point offers. Making slideshows more appealing by applying effects, animation etc.

**Methods:** individual work,

**Material/preparation:** extract of a piece of law or material (e.g. from appendix), computer, power point, projector. Basic knowledge on power point programme is expected

**Time:** 20 minutes

**Description:**
Each learner is given the same piece of material. After an introduction of different tools and applications MTs are ask to make a PP using these extra visual effects. The harmony of content and form is welcome. PPs are projected and discussed.

Portfolio: the slideshow can be further improved and be put into the portfolio to demonstrate knowledge on how to use PP extensively

ACTIVITY 12

Enrich material

**Aims:** Adding visual and verbal aids to already existing training material to make it more attention-provoking

**Methods:** individual work, group work, discussion

**Material/preparation:** slideshows, computer, internet, projector or printer

**Time:** 20 minutes

**Description:**
Learners search for additional pictures, videos that could enrich the material. They can also add comments, questions which raise motivation. Learners then present their version and discuss which was the most interesting, which helped better understanding, more motivation

Portfolio: the modified slideshow can be further improved and be put into the portfolio to demonstrate knowledge on how to apply visual aids
ACTIVITY 13

**Setting of the classroom**

**Aims:** Envisaging possible settings of the venue of the training.

**Methods:** individual work, discussion

**Material/preparation:** paper/pens/

**Time:** 10 minutes

**Description:**
Learners draw three classrooms on three different pieces of paper: one is a setting of their classroom back at their home county, one is how they imagine a classroom in the host country, one is their ideal setting. The drawings reflect: arrangement of chairs and tables, possible other pieces of furniture-resources-relevant for the teaching-learning process (blackboard, computer, projector etc), learners and their seating, teacher position. Drawings are exhibited anonymously and without titles. Others comment on what they think they see in the drawings. Discussion about classroom settings, classroom management, useful equipment and differences.

ACTIVITY 14

**Testing knowledge**

**Aims:** Testing how much trainees understood the lesson

**Methods:** individual work, discussion

**Material/preparation:** paper/pens/ , extract from appendix

**Time:** 15 minutes

**Description:**
Learners read extract from the law in the appendix. Then they are given the different types of tests, for example:

- test with open questions
- multiple choice questions
- competitive quizzes
- gap filling exercise
Part V

The Case Stories - How Clarity worked in the four pilot testing countries
The Case Stories - How Clarity worked in the four pilot testing countries

Introduction

This section gives sector-specific information for particular training courses, and for the migrants in specific areas. It is presented here as Best Practice examples of the kind of material needed to ensure successful communication and learning.

The material was collected by the partners in the project. Most of it is the result of interviews and consultations with members of the target group. Migrant workers or employers contributed by giving their opinion or life experiences in the case stories and other resources. The names used in the material (individual names, company names) are fictional, but the story behind has a real basis.

The material includes:

- Case stories from the four countries
- Model letter to employers
- Model communication for recruitment of migrant trainers

These “raw materials” have two roles:

- They provide resource for comparisons etc. of the activities in the previous chapter
- They give a picture on the given sector in the given country

This material is supported by a great deal of further detail, published on our website. We have not included this material in the Handbook, because it is specific to particular training curricula and countries - but where applicable, it will provide considerable extra material. This includes additional links to further useful resources on the web.
Case Story 1 - France

“Mango tree” is a fast food Vietnamese restaurant situated in the heart of Marseille. The director / manager is French, and all the staff are Vietnamese. In total, there are 4 cooks and 3 waitresses. They all come from the same family, and just arrived a few months ago in France. They have a residence permit, and work legally in France, but except for one cook (the oldest), they don’t speak French. They used to have a family restaurant in the countryside of Vietnam.

A few months after the arrival of this new staff, the restaurant was inspected by the French hygiene and sanitary authority, on a surprise visit. They took away samples of the different kinds of food sold to customers, in order to analyse it. Three days later, the manager was ordered to close the restaurant and to pay a big fine, because they discovered that some of the products should not be consumed:

- presence of germs

- presence of fecal coliform (which means that the cooks do not wash their hands after using the toilet)

- food which was not fresh.

The problem came from poor personal hygiene of the staff, inadequate cooking and maybe improper holding temperatures of the food. Even though the staff had some good experience in cooking, and taking care of a restaurant in Vietnam, they were not aware of the French hygiene rules, which are very different from the Vietnamese hygiene rules. The way restaurants are managed in Vietnam is very different than in France.

To prevent similar situations, the manager should have obliged staff to participate in a HACCP (Hazard Analysis Critical Control Point) course. Even though in France, only one person per restaurant has to have a diploma, certifying he has done the HACCP course, it seems very important for all the staff to know about these rules.

HACCP is recognized as the most efficient way to ensure the safety of food products. The course is intended for chefs, managers and employees of food service establishments to help attain and ultimately ensure the safe food and food products that consumers demand and competitors are providing. Upon completion of this course, individuals will be able to identify the
critical safety issues involved in the handling, preparing and serving of safe food.

The problem is that in France, the HACCP courses are given in French, and there are no schools providing these courses in other languages. It is a problem for migrants who do not speak French and work in the food industry.

To overcome those problems, we launched the Clarity method to improve migrant’s works safety for both them and final customers. We carried out the training in France as follows:

We found 3 Vietnamese migrants who worked in an Asian small chain restaurant. They are able to speak French.

We sent the 3 workers to APAFIHA (Association professionnelle pour l’aide à la formation dans l’industrie). This is an expert and legally recognised organisation on food hygiene and safety. So they received technical and specific knowledge on this topic (2 working session in 1 day).

Then, our expert in Pistes Solidaires organised some courses in order to adapt the technical knowledge received and also to allow the 3 workers to become themselves trainers. This was our Clarity A training. Our three workers learnt about workshop methodology and also the intercultural approach to reach quality in Asian restaurants (objective: to receive Quality Asia label).

8 sessions of 4 hours each were needed to:

- Identify restaurant staff needs
- Identify intercultural gaps and ways to overcome them
- Understand and translate quality Asia label in their native language (Vietnamese and Chinese language to fit to all staff in restaurants)
- Organize workshops focused on welcoming and table service techniques (using forum theatre methods)
- Organize workshops focused on food hygiene and safety techniques (using video method followed by a debrief with staff)
- Organize workshops focused on cleaning training (we used brainstorm method – by listing a few points identified by staff, trainers will fill the gap between what was found by employees and the legal rules)

Thanks to these training sessions, the 3 migrants are able to train migrant Asian restaurant staff. They did this through our Clarity B work - when they trained further restaurant staff in the concepts of food safety.
Now the restaurant chain is able to apply the quality Asia label, certifying food hygiene and safety in their restaurant - their operational mode and their image is clear in customers’ eyes and mind.

Thanks to the skills they acquired and the constant improvement of their operational mode, one of these restaurants is participating in a contest to win the prize for “best shop design” in Marseille.

Because Marseille will be the European Capital of Culture 2013, the city’s Chamber of Commerce is making an effort to improve not only food hygiene and safety but also the welcoming of foreigners in restaurants. They are interested in the Clarity project, thanks to our work to clarify methods, objectives and operational modes: considering the number of “kebab” or oriental restaurants with Arabic native staff, they are interested in cooperating to train restaurant staff in their native language.

**Case Story 2 - Hungary**

BUILD-IT is a small company which is active in the building industry. It has contracts at various types of construction sites and employs 10 permanent staff. The owner of the company is originally from Romania where previously he had also been engaged in the building sector. 10 years ago in hope of better payment and conditions he moved to Hungary. He had no problems in establishing an SME as although he was born and worked in Romania he – as originally an ethnic Hungarian - had no language problems. He used his previous contacts back in Romania to recruit employees. The majority of these people had already been engaged in some sort of work in construction, but were mostly not trained. Some of these people were ethnic Hungarians so they had fluent acquisition of the Hungarian language, but most people were of Romanian origin. They spoke some Hungarian for general conversation, but did not have an understanding of more complicated language use.

Each time the company had new employees it fulfilled its obligations regulated by the Hungarian law and gave a short training course for the newcomers on work safety. However, as most of the new employees spoke some Hungarian (the level was not tested) this short training was given to them in Hungarian.

Mihai came to work for BUILD-IT company through contacts back in his home country in Romania. In Romania he had worked on building family houses, but had never been trained. When he entered the company he had the short training course on work safety in Hungarian. Later, when he was working on a bigger construction site he had to work on covering the roof. He used the scaffolding which was made for working in heights. However, he
did not reach a certain point on the roof. Therefore he climbed to the roof which broke under him and he fell on the surface and suffered severe injuries. The investigation found that the person was not aware of basic safety rules and did not wear the obligatory protection equipment. The accident might have been avoided if Mihai had understood the work safety training fully and had behaved accordingly.

The Hungarian Clarity partner, Trebag, carried out an investigation into the situation of migrant workers and contacted relevant migrant bodies including associations dealing with migrants, and asylum seekers. We identified an urgent need in basic training in the building industry. Many foreigners are employed in this sector either temporarily or on a permanent basis. Most of these migrants are from the neighbouring countries mainly from Romania and from the Ukraine. The majority of these people had been in the building sector before in their home country, however, mostly they did not receive a complete work safety training. Another important concern was their Hungarian language acquisition. Among the workers there are some who are ethnic Hungarians, where language is not a barrier, (however there might be some technical words which are known by their Romanian names).

The main problem is with those migrants who have some understanding of the Hungarian language but they are far from being fluent. The employers or the trainers of the basic training might think that they fully understand the training and they treat and train them as if they were native Hungarians. These people and also the people who only speak Romanian will not receive adequate work safety training and be in risk of danger. In the building industry this is a really serious issue as it is one of the most dangerous sectors.

In Hungary there are numerous little companies engaged in the building industry. As human workforce and materials are cheaper in our Eastern neighbours many entrepreneurship rely on resources from these countries. We targeted mainly those companies which were run by Hungarian or Romanian employers and employed migrants with a Romanian origin.

The Clarity A trainers were selected according to the following criteria:

- background and experience with basic knowledge in the building industry (it was proved to be important to have technical knowledge and know the reality of the sector)
- The knowledge of Romanian reality (people who were born and also had working experience in Romania)
- fluency in Hungarian language

The first step in developing the clarity training in Hungary was to identify and develop the relevant material for the future trainees. In Hungary there
are no train the trainers materials available for the public in the building industry sector- trainings to be a work safety expert are long and expensive and to get the training material would have raised copyright issue problems. Therefore we contracted an expert on work safety who helped us in developing the training material. This material served as the basis for future discussions and modifications by the trainers (Clarity A training) and also served as the resource material for the Clarity B training. As Trebag has experience and know-how in giving trainings in pedagogy and intercultural issues we provided these sessions.

The training started with sessions for meeting the future trainees, to identify possible problems, understand their interests and other important issues. Some parts of the course content were discussed, concerning mainly technical aspects and some intercultural work. Relevant parts of the main training course were also touched upon, like the basis for the case stories, potential risk factors and potential dangers. These meetings were informal, but were very useful: we recommend them as an integral part of the overall Clarity training process.

The main training activity took altogether 20 sessions (4 X 5 sessions), using the handbook material for the intercultural and the pedagogical sessions, plus the specific technical material created for this course. The sessions used the pedagogic approach of constructivism- building on the learners’ previous knowledge, sharing it with others and extending it with new pieces of knowledge. The learning type was explorative, used a lot of interactive situations, discussions and visual aids. The educational videos and situation games were the most successful pedagogic tools.

The trainees of this Clarity A session highly appreciated the course and evaluated it with a high mark.

Following the Clarity A sessions, the knowledge of these trainers and their performance was tested in two Clarity B training events, where employers of companies in the building industry were present.

As the building industry is a dangerous sector and work safety is very important we believe that in the future we can extend the training to other languages, with the main focus being on Ukrainian.
Case Story 3 - Italy

The Astalli Centre is a reception centre for migrants and asylum seekers in Palermo, that welcomes daily dozens of migrants and their life stories they carry with them.

Boubacar is a 21 years old Senegalese guy arrived in Palermo since a few months that came to the centre for the processing of paperwork for obtaining the residence permit. After little time being in Italy he had to start working.

The Senegalese community in Sicily is mostly dedicated to trading that often takes place in the surrounding of the City of Palermo, in the province, reason why he necessary needs to hold a driving license in order to use the car to reach the different working places. Boubacar gets his license by attending regularly a driving school and begins to work. A week later Bouba was involved in a car accident and did not survive.

At the time of the accident he was not wearing seat belts and through a legal expertise it has been demonstrated that the car was not in safe condition for driving. This might seem like just an episode in which the failures of an individual produce serious consequences.

In fact, beside this specific case, the statistics show that immigrants have an impact on road accidents twice as much than Italians. The aspects to consider are several but back to Bouba’s case, he attended a course at the driving school just two months after his arrival in Italy. It is clear due to his limited linguistic understanding that taking classes with high technical content in a language other than his own results being difficult besides being less efficient. It is also important to assess the cultural differences that affect the learning process and the perceiving of the contents to be delivered during the course.

The CLARITY Palermo Training on Road Safety saw the attendance of five adult migrants from Senegal, Ivory Cost, Morocco and Mauritius living in Palermo, Sicily.

The CLARITY A training was divided into (i) a technical part on Road Safety and related risks (15 sessions) delivered by a certified driving school instructor and (ii) a pedagogical part (20 sessions) delivered by a professional in Life Skills and Risk Behaviors Prevention that taught the
participants the main techniques for transferring their newly acquired technical knowledge, such as Brainstorming, Role Play, Simulations, Case Studies, Problem-solving Strategies and Narration methods.

The activities were carried out in a workshop setting (through cooperative learning centered on learning by doing along with the valorization of specific language drivers and communication codes) in a joyful and functional way which helped to make the 5 trainees and the trainers become a real working group.

The trainees tested the effectiveness of the methodologies they had experienced through CLARITY A, during the 2 afternoon basic training session they delivered in a migrant centre to a public belonging to 7 different French speaking countries (Senegal, Ivory Coast, Ghana, Nigeria, Tanzania, Mauritius, Morocco). The group was actively involved in all phases of the preparation, from the logistic planning to the contents and the agenda of the training.

Finally, the trainees have got by CESIE an attendance and a competencies certificate to be attached to their CV. It has been underlined that the course followed the EU standards nevertheless meeting the expectation of the local job market.

The most appreciated aspects of CLARITY, as told by the beneficiaries were the use of the French language and the integration of different languages (verbal and non) / Non formal education / Flexibility and adaptation to context and target / Learning-improving basic ICT skills / Creation of working methods / Raising one self's consciousness – dignity - capacity – confidence / Reciprocity – symmetric – “horizontal” relations / Limited number of participants → possibility to meet personal needs / Interest in this kind of projects → link to Europe.
Case Story 4 – United Kingdom

The UK Clarity partner, Point Europa, has a separate activity, organising English classes for migrant workers in their area. This work has helped Point Europa to build strong links with many enterprises that employ migrants.

As part of the dialogue with employers, Point Europa learned of a very serious problem. In 2008, a migrant worker was operating a fork-lift truck in a small company. He had a serious accident which caused considerable damage and almost lead to serious injuries to others.

This worker had attended the compulsory Health & Safety training at the workplace, and had signed the register and received his certificate. Unfortunately, the individual was a recent arrival into the UK – he did not speak functional English. As a result, the training he received was completely valueless.

There are two significant problems from this: firstly, the worker had (in fact) received no training. He was unaware of the potential problems, and therefore he put himself and others at risk. Secondly, it can be argued that the company had not obeyed UK law on compulsory training: the worker had understood nothing and learned nothing – therefore, he did not have the necessary training to work. If this became obvious, the authorities and the insurance company would take the position that the company had broken the law, and that insurance would not be paid – potentially very significant risks for that enterprise.

The early work was to contact employers and identify the most-needed training and migrant language. Very many Polish migrants work in food processing and packing factories in Point Europa’s area, so the Polish language, and Food Safety in Manufacturing as a subject, were chosen.

The organisation used existing contacts, through the other training and directly with employers, to recruit 5 Polish migrants, all with a very good level of English and most with teaching /training qualifications from Poland. The Handbook was used to provide a structure for their training, and the sessions began.

Point Europa was able to include three separate sets of UK-accredited training into the package: a basic teaching certificate, and two levels of the Food Safety course. The new Migrant Trainers were also registered with the relevant UK training provider, the Chartered Institute of Environmental
Health. At the end of this phase, the five migrants had obtained full certification and registration as trainers in Food Safety, accredited by the recognised UK authority.

Point Europa identified a number of companies that wanted the Food Safety course delivered to their staff. The new Migrant Trainers planned and prepared their sessions and delivered the training to groups of workers. This training is also fully accredited, so the trainees received UK-government recognised certificates.

The 5 migrant trainers are now fully accredited as professional trainers; a large number of workers in food factories have received fully accredited training; the project has created a completely new VET training resource and delivered it in workplaces.

The opportunities for replication and exploitation of the material are very strong. Further companies are in discussion with Point Europa on provision of the training in their factories, and a separate strand has already started, to deliver the same training but in Lithuanian.
PART VI

Appendices
Appendix 1. Model letter to employers

Here is a suggested letter to employers of migrant workers. The aim is to provide a basic introduction to the concept, and so generate enough interest to allow for the first meeting.

Dear Sir/Madam,

Clarity for migrant workers and migrant languages

My organisation has knowledge and resources that may be of benefit to you as an employer of migrant workers.

Those employing migrants often work hard to provide the support and information that migrants need to integrate successfully into the workforce. In particular, responsible employers provide their migrant workers with the statutory training that they need according to the law. However: do your workers understand the training they receive?

We are part of the Clarity network, a Europe-wide partnership that has developed a method for transforming basic, workplace training into migrant languages, to make sure that your workers get the basic information they need, in a way they can understand:

- We research, design and deliver short training courses, taught by native speakers directly in the migrants own language.

- This is not just simple translation. We compare the situation in this country with the migrants’ home countries, and explain cultural differences, complex vocabulary and ways of working.

- We provide time for company-specific material where needed. For example, we can include a session on your own workplace and operating methods, if this is useful.

- We can provide access to further training, in migrant and host-country languages, and so help to develop the professional skills of your workforce.

We believe that Clarity can be of direct benefit to you as an employer: better communication with your staff; assurance that the obligatory workplace training is understood; improved access to further training.

If you would like more information, please contact us.
Appendix 2: Model letter to recruit candidates

This letter / poster should not be translated. It is very important to minimise the number of candidates coming forward, by advertising in the host-country language only.

Native Speakers of Polish needed

Point Europa is an independent training and education centre. We offer training for workers throughout SW England, including basic, workplace training for migrant workers. We are currently arranging classes for migrants from Poland, on the subject of Food Safety in Manufacturing.

The successful candidates for this course will receive free courses in Teacher Training, the Food Safety subject, and detailed material in intercultural teaching / learning. We have good opportunities for paid work, which can follow from this training course.

Obligatory requirements:

- Native speaker of Polish
- A very good ability level in English
- Able to undertake training and deliver it (flexible hours needed)

Preferences:

- Teaching experience, ideally with qualifications
- Knowledge of the foodstuffs industry would be useful

If you meet our Obligatory Requirements, we will provide all the additional training you need. We will assess your existing knowledge and help you create a Personal Portfolio. We have clients waiting for these classes. This training will give you the chance to earn a good income, and provide you with excellent prospects for further professional development. Please contact us at the address below.
Appendix 3: CHECK LIST FOR TRAINING EVENTS

The checklist supports planning of a training day, and might include:

⇒ “What?”
  - What contents do we want to transfer?
  - What do we want the audience to take home?
  - What results are we expecting?
⇒ "Who?”
  - Who are the facilitators?
  - Who is going to lead what?
  - Who is the audience?
⇒ “How?”
  - How to recruit the audience?
  - Communication/visibility strategy
  - Which modes of operation, what teaching techniques?
  - Persons /agencies/organizations that could help to recruit audience;
  - Setting of the classroom;
⇒ “Where?”
  - Office rooms?
  - Migrant Centre?
  - Other location?
⇒ “When?”
  - Suitable time for migrant adult workers (audience) – working day
    morning/afternoon; weekend?
  - Time frame of the course – course hours, breaks, time for
    discussions or possible follow up, questions round.
⇒ “To do”
  - Materials/Media needed;
  - Aspects to do research for the course contents;
  - Materials that the audience might need during the course (work
    sheets, etc.);
  - Attendance list;
  - Technical equipment needed.