Refugees Empowerment through VET for an inclusive Europe

Erasmus+ project initiated by ERIFO –

n° 2016-IT01-KA202-005445

Toolkit for the Validation and Quality Assurance of the Curriculum

This Toolkit was created in the framework of the Erasmus+ project

REVaLUE - Refugees Empowerment through VET for an incLUsive Europe

Participating partner organisations:



**Table of Contents**

[Preface 3](#_Toc16522210)

[1. Overview of the course Evaluation 3](#_Toc16522211)

[2. Results from Incoming/ Outgoing Learning Outcomes 4](#_Toc16522212)

[3. Results from the Student Satisfation Measurement 8](#_Toc16522213)

[4. Conclusions and recommendations 9](#_Toc16522214)

[Appendix 10](#_Toc16522215)

# Preface

The Toolkit includes a student satisfaction questionnaire, a test of evaluation of the incoming/outgoing competences, and a selection criteria questionnaire.

It includes instruments and good practices for the recognition and validation of the learning outcomes acquired by the learners through the courses as well as the methodology for their appropriate utilization in a comparative transnational pathway.

As part of the validation and evaluation of the two courses, 3 instruments were designed. Each instrument is therefore available in 2 versions, each for the two courses.

For the participants selection the Selection Criteria are intended to ensure that participants are able and have the necessary skills to successfully complete the courses. Participants should be able to follow the content well, so that attending the courses qualifies them sustainably. For this there are criteria for the individual modules, as well as overriding criteria.

# Overview of the course Evaluation

Most participants have successfully completed the courses. However, there were participants who were not able to participate in all units. This was mainly due to the lack of time capacity of the participants. In addition, there were participants who were explicitly only interested in individual topics. They should not be excluded from the course. Therefore, they were also allowed to participate in individual units. In addition, there were participants who joined the course at a later date. Some participants would like to catch up on missed courses at a later date.

# Results from Incoming/ Outgoing Learning Outcomes

By measuring the incoming and outgoing learning outcomes, the increase in knowledge of the participants is to be quantified. Two measurements are carried out for this purpose. One measurement before the start of the courses and one after the courses have been completed. This allows to find out in which modules knowledge could be successfully imparted and in which modules something should possibly be improved. In addition, it can be used to find out if a participant has not absolved the course to the end, because in this case the outgoing learning outcomes are missing.

Figure 1: IO3 - Incoming Learning Outcomes

With regard to the competences that the participants had before the IO3 course, it can be said that, overall, they had little or no previous knowledge or experience. This is shown in Figure 1. The lowest level of prior knowledge was therefore found in the "Access to Financing" module. Most previous knowledge was found in the content of the "Service Management to migrants" module.

Figure : IO3 - Outgoing Learning Outcomes

The comparison of incoming and outgoing learning outcomes shows a significant improvement as can be seen in Figure 2. In the case of incoming learning outcomes, the category "no experience at all" was chosen most frequently. For outgoing learnig outcomes, the category "several experience" was selected most frequently. Therefore, it can be said that the participants in the courses have improved their knowledge by 3 categories.

Figure : IO4 - Incoming Learning Outcomes

In IO3 and IO4 the incoming learning coutcomes are similar. However, there is a slight tendency for IO4 participants to have a slightly higher level of knowledge before the course as can be seen in Figure 3. In the modules Service management and Principles of customer Care, previous experience is more widely spread among the participants. The previous knowledge of the modules on legislation and administrative procedures and orientative information techniques is also lower. More than 80% of the participants had either no experience at all or only little experience.

Figure : IO4 - Outgoing Learning Outcomes

The overwhelming majority of the participants consider their own knowledge as "Several Experience" or "very extensive Experience" after the modules of IO4 as can be seen in Figure 4. Compared to IO3, the knowledge is higher after the course in IO4. However, the knowledge of the participants was a bit higher even before the course. In the comparison among the modules, the highest competence was measured in the Service Management module.

In total it can be said that in the trainings for the Social Enterprise Manager (IO3) the trainees show a level of intake of knowledge, competences and skills by 42%.

In the Migrant Service Provider (IO4) the trainees show a level of intake of knowledge, competences and skills by 47%.

When evaluating the incoming and outgoing learning outcomes it has to be said that these are exclusively based on a self-assessment of the participants. The statements are therefore very subjective and can only be compared to a limited extent. In addition, it could be that the questions were not always answered completely openly and, for example, were filled out according to the feeling of social desirability. Therefore it is recommended to use anonymous codes instead of the names of the participants on the questionnaires when conducting and measuring the success of the courses again.

# Results from the Student Satisfaction Measurement

By means of this questionnaire it is to be found out whether the participants are happy with the courses. The question is whether the individual modules were appropriate for the participants in terms of scope and difficulty and whether the participants feel that they can put what they have learned into practice. The free text questions at the end of the questionnaire are intended to provide further information on satisfaction and suggestions for improving the courses.

Figure : IO3 - Students Satisfaction

Figure : IO4 - Students Satisfaction

The goal defined in the project proposal was not only achieved but exceeded in both courses as can be seen in Figure 5 and 6. Accordingly, at least 75% of the participants should rate their overall satisfaction as high or very high.

# Conclusions and recommendations

The impact of participation in the courses on the participants should be measured sustainably. For this purpose, contact should be made with the participants 6 months after completion of the course and a long-term measurement should be carried out. Standardized questionnaires (*Appendix: Follow-up interviews*) can be used for this purpose.

In these questionnaires the participants' experiences can be asked. It can be asked whether they were able to apply the contents, which contents they lack in practice, which competences they would like to develop further, how the courses should be developed for a second part if necessary. However, it should also be asked which contents were not suitable for practice and why they could not implement them.

# Appendix

1. Selection criteria
2. Templates for measuring Incoming/ Outgoing Learning Outcomes
3. Student Satisfaction Questionnnaires
4. Template of a certificate of attendance
5. Template of a participation list
6. Template for follow-up interviews

**Social Enterprise Manager**

Selection criteria of participants

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Selection criteria for key areas of skills development - Modules 1 – 5** | | | | | |
| **Module 1 – Access to financing** | | | | | |
| Interest in accounting | | | | | |
| Accounting skills | | | | | |
| Digital skills (spreadsheets) | | | | | |
| Basic knowledge of the main European and National funding programmes | | | | | |
| Economical thinking | | | | | |
| **Module 2 – Service Management to migrants (management of services provided to migrants)** | | | | | |
| Motivation and Interest for an entrepreneurial approach |  |  |  |  |  |
| Professional prospectives |  |  |  |  |  |
| Organisational talent |  |  |  |  |  |
| Ability to work in group |  |  |  |  |  |
| Be willing to provide services |  |  |  |  |  |
| **Module 3 – Legal and normative framework of services that support migrant populations** | | | | | |
| Networking skills |  |  |  |  |  |
| Familiarity with legal jargon and good communication skills in general |  |  |  |  |  |
| Motivated, committed, practical |  |  |  |  |  |
| Awareness of the target group |  |  |  |  |  |
| Helping attitude |  |  |  |  |  |
| **Module 4 – Entrepreneurial skills in migrant services** | | | | | |
| Ability to take responsibility |  |  |  |  |  |
| Hands-on mentality |  |  |  |  |  |
| Be persistent |  |  |  |  |  |
| Interpersonal skills |  |  |  |  |  |
| Critical and creative thinking skills |  |  |  |  |  |
| **Module 5 – Social Enterprise Management (management of an enterprise providing services to migrants)** | | | | | |
| Ability to think analytically |  |  |  |  |  |
| Strong communication skills |  |  |  |  |  |
| Motivation for an entrepreneurial approach |  |  |  |  |  |
| Knowledge in dealing with office programs |  |  |  |  |  |
| Ability to think and plan long-term |  |  |  |  |  |

Superordinate criteria:

Level of language – minimum B1

Availability for education

Minimum 18 years old

2-3 years of running experience in business

Some level of educational experience

Work experience - 1 year work in relevant sector for the education

**Migrant Service Provider**

Selection criteria of participants

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Selection criteria for key areas of skills development - Modules 1 - 4** | | | | | |
| **Module 1 – Immigration legislation and administrative procedures** | | | | | |
| Good command of the host country language | | | | | |
| Basic familiarity with legal jargon | | | | | |
| Motivation for learning and researching of the new helpful information in order of self inspiration to permanent development | | | | | |
| Ability to design problem solving alternatives and apply them flexibly | | | | | |
| IT basic knowledge | | | | | |
| **Module 2 – Orientative information techniques** | | | | | |
| Good communication skills to be able provide and find information |  |  |  |  |  |
| Teamwork orientation |  |  |  |  |  |
| Interpersonal skills |  |  |  |  |  |
| Knowledge of other languages is a plus |  |  |  |  |  |
| Be able to manage the information (research on network, communication, word, excel) |  |  |  |  |  |
| **Module 3 – Service Management** | | | | | |
| Motivation and Interest for an entrepreneurial approach |  |  |  |  |  |
| Professional prospectives |  |  |  |  |  |
| Organisational talent |  |  |  |  |  |
| Ability to work in group |  |  |  |  |  |
| Be willing to provide services |  |  |  |  |  |
| **Module 4 – Principles of Customer Care** | | | | | |
| Sensitivity to provide services (in a broad sense) |  |  |  |  |  |
| Willingness to share experience |  |  |  |  |  |
| Knowledges for interest for association/ social organisation area |  |  |  |  |  |
| Openess in discovering other people and cultures |  |  |  |  |  |
| Easiness for social contacts, with publics with diverse profiles |  |  |  |  |  |

Superordinate criteria:

Level of language – minimum B1

Availability for education

Minimum 18 years old

High school level education

**Templates for measuring Incoming/ Outgoing Learning Outcomes**

**Social Enterprise Manager course – INCOMING Learning outcomes:**

An initial check – where do you stand?

To be completed by participants **before** attending the course.

Dear participants,

for each statement below, please tick the level of your knowledge/ skills/ attitudes & behaviors: Level 1, for example, means no experience at all, 5 means very extensive experiences.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the participant: |  | | | | | | | | | | | | | | | | | | | | | | |
| **Requirements in key areas of skills development - Modules 1 -** | **Level of knowledge, skills, attitudes &behaviours, experience or understanding (as appropriate)** | | | | | | | | | | | | | | | | | | | | | |
| **Module 1 – Access to Financing** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge or skills on fundraising activities | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to develop a project in response to a notice/call/tender | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on various funding opportunities (e.g. public fundings, Incubators, Crowdfunding, impact investors, corporates) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to manage the fundraising process (teamwork, timelines) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to define the goals of the enterprise and to derive financial requirements from them | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 2 – Service Management to migrants** |  |  | | |  | |  | |  | | |  | |  | | |  | |  |  | | |
| Knowledge and skills on the meanings of the term „service“ | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills about the various functions of service management | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills about service management systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills on existing services for refugees and migrants | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to develop services for refugees and migrants | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 3 – Legal and Normative framework** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge about what the term social enterprise means | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge of the areas in which social enterprises operate | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge about the differences in enterprise types (e.g. foundations associations, cooperatives, initiatives) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge of authorities responsible for specific topics | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge on where to find support for legal issues | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 4 – Entrepreneurial Skills** |  | | |  | |  | |  | | |  | |  | | |  | |  | | |  |  |
| Knowledge and skills about who is a social entrepreneur | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills to develop a business idea | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills for developing corporate strategy | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills to develop a business plan | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills to present the company to investors | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 5 – Social Enterprise Manager** |  | | |  | |  | |  | | |  | |  | | |  | |  | | |  |  |
| Knowledge or skills of project management techniques or tools | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills of concepts of human resource management | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills for professional development | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills in team communication | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills in collaborative cloud environments | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |

**Social Enterprise Manager course – OUTGOING Learning outcomes:**

An initial check – where do you stand?

To be completed by participants **after** attending the course.

Dear participants,

for each statement below, please tick the level of your knowledge/ skills/ attitudes & behaviors: Level 1, for example, means no experience at all, 5 means very extensive experiences.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the participant: |  | | | | | | | | | | | | | | | | | | | | | | |
| **Requirements in key areas of skills development - Modules 1 -** | **Level of knowledge, skills, attitudes &behaviours, experience or understanding (as appropriate)** | | | | | | | | | | | | | | | | | | | | | |
| **Module 1 – Access to Financing** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge or skills on fundraising activities | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to develop a project in response to a notice/call/tender | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on various funding opportunities (e.g. public fundings, Incubators, Crowdfunding, impact investors, corporates) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to manage the fundraising process (teamwork, timelines) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to define the goals of the enterprise and to derive financial requirements from them | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 2 – Service Management to migrants** |  |  | | |  | |  | |  | | |  | |  | | |  | |  |  | | |
| Knowledge and skills on the meanings of the term „service“ | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills about the various functions of service management | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills about service management systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills on existing services for refugees and migrants | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills to develop services for refugees and migrants | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 3 – Legal and Normative framework** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge about what the term social enterprise means | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge of the areas in which social enterprises operate | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge about the differences in enterprise types (e.g. foundations associations, cooperatives, initiatives) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge of authorities responsible for specific topics | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge on where to find support for legal issues | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 4 – Entrepreneurial Skills** |  | | |  | |  | |  | | |  | |  | | |  | |  | | |  |  |
| Knowledge and skills about who is a social entrepreneur | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills to develop a business idea | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills for developing corporate strategy | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills to develop a business plan | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge and skills to present the company to investors | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 5 – Social Enterprise Manager** |  | | |  | |  | |  | | |  | |  | | |  | |  | | |  |  |
| Knowledge or skills of project management techniques or tools | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills of concepts of human resource management | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills for professional development | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills in team communication | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills in collaborative cloud environments | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |

**Student Satisfaction Questionnnaires**

**Migrant Service provider course – INCOMING Learning outcomes:**

An initial check – where do you stand?

To be completed by participants **before** attending the course.

Dear participants,

for each statement below, please tick the level of your knowledge/ skills/ attitudes & behaviors: Level 1, for example, means no experience at all, 5 means very extensive experiences.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the participant: |  | | | | | | | | | | | | | | | | | | | | | | |
| **Requirements in key areas of skills development - Modules 1 -** | **Level of knowledge, skills, attitudes &behaviours, experience or understanding (as appropriate)** | | | | | | | | | | | | | | | | | | | | | |
| **Module 1 – Immigration legislation and administrative procedures** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge or skills on institutional legal framework and administrative procedures for migrants, asylum seekers and refugees | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to define the needs of legal support and to sustain and orient in procedures setting – (Types of legal support provided to migrants, asylum seekers and refugees) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to setting the activity for supporting of migrants, asylum seekers and refugees in the institutional and legal framework | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to understand features of the workplace context, tasks and level of professional profile and conditions of professional performance | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or and skills useful to communicate in specific professional area as legislation and administration | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 2 – Orientative information techniques** |  |  | | |  | |  | |  | | |  | |  | | |  | |  |  | | |
| Knowledge or skills useful for techniques for active listening | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to develop and manage a trust relationship | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Database management systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on providing orientative information | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on addressing the service user in the right direction according to his background (intercultural communication) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 3 – Service Management** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge or skills on Controlling systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Customer Relationship Systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to manage Satisfaction and Dissatisfaction of customers | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Knowledge management | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Networking | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 4 – Principles of Customer Care** |  | | |  | |  | |  | | |  | |  | | |  | |  | | |  |  |
| Knowledge or skills on Customer Care Principles | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on differences between internal and external Customer Care | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on promoting a friendly and positive attitude | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on intercultural mediation | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Experience gained in counselling talks (also in exercise situations) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |

**Migrant Service provider course – OUTGOING Learning outcomes:**

An initial check – where do you stand?

To be completed by participants **after** attending the course.

Dear participants,

for each statement below, please tick the level of your knowledge/ skills/ attitudes & behaviors: Level 1, for example, means no experience at all, 5 means very extensive experiences.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the participant: |  | | | | | | | | | | | | | | | | | | | | | | |
| **Requirements in key areas of skills development - Modules 1 -** | **Level of knowledge, skills, attitudes &behaviours, experience or understanding (as appropriate)** | | | | | | | | | | | | | | | | | | | | | |
| **Module 1 – Immigration legislation and administrative procedures** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge or skills on institutional legal framework and administrative procedures for migrants, asylum seekers and refugees | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to define the needs of legal support and to sustain and orient in procedures setting – (Types of legal support provided to migrants, asylum seekers and refugees) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to setting the activity for supporting of migrants, asylum seekers and refugees in the institutional and legal framework | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to understand features of the workplace context, tasks and level of professional profile and conditions of professional performance | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or and skills useful to communicate in specific professional area as legislation and administration | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 2 – Orientative information techniques** |  |  | | |  | |  | |  | | |  | |  | | |  | |  |  | | |
| Knowledge or skills useful for techniques for active listening | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to develop and manage a trust relationship | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Database management systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on providing orientative information | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on addressing the service user in the right direction according to his background (intercultural communication) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 3 – Service Management** | no experience at all | | little experience | | | | | | | moderate experiences | | | | | several experiences | | | | | very extensive experience | | |
| Knowledge or skills on Controlling systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Customer Relationship Systems | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills useful to manage Satisfaction and Dissatisfaction of customers | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Knowledge management | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on Networking | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| **Module 4 – Principles of Customer Care** |  | | |  | |  | |  | | |  | |  | | |  | |  | | |  |  |
| Knowledge or skills on Customer Care Principles | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on differences between internal and external Customer Care | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on promoting a friendly and positive attitude | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Knowledge or skills on intercultural mediation | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |
| Experience gained in counselling talks (also in exercise situations) | 1 | | 2 | | | | | | | 3 | | | | | 4 | | | | | 5 | | |

**Feedback**

**Course: Migrant Service Provider**

Dear participants,

we appreciate your feedback on this course, as it helps us to evaluate and possibly improve the course! Please answer the following questions and share your suggestions with us.

**1. How did you like the modules?** *Please tick the appropriate box.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Applies entirely*** | ***Applies a little*** | ***Applies not so much*** | ***Does not apply at all*** |
| **Module 1 – Immigration legislation and administrative procedures** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Module 2 – Orientative Information Techniques** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Applies entirely* | *Applies a little* | *Applies not so much* | *Does not apply at all* |
| **Module 3 – Service Management** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Module 4 – Principles of Customer Care** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |

**2. Overall assessment.** *Please tick the appropriate box.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Applies entirely* | *Applies a little* | *Applies not so much* | *Does not apply at all* |
| I like the course in general. | 🞎 | 🞎 | 🞎 | 🞎 |
| The course was well organised. | 🞎 | 🞎 | 🞎 | 🞎 |
| The contents are helpful for my further work. | 🞎 | 🞎 | 🞎 | 🞎 |
| I have established contacts for my professional network. | 🞎 | 🞎 | 🞎 | 🞎 |

**3. Did you miss any content in the course and which contents should be covered in next courses?**

……………………………...……………………………………………………………………………………………..……………….………………………………………………………………………………………………………………………………..……………………

**4. What are your general impressions and opinions about the course?**

Positive aspects - The course was successful and productive for me because:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Negative aspects - The following should be improved on the course:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

**Feedback**

**Course: Social Enterprise Manager**

Dear participants,

we appreciate your feedback on this course, as it helps us to evaluate and possibly improve the course! Please answer the following questions and share your suggestions with us.

**1. How did you like the modules?** *Please tick the appropriate box.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Applies entirely*** | ***Applies a little*** | ***Applies not so much*** | ***Does not apply at all*** |
| **Module 1 – Access to financing** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Module 2 – Service Management to migrants** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Applies entirely* | *Applies a little* | *Applies not so much* | *Does not apply at all* |
| **Module 3 – Legal and normative framework** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Module 4 – Entrepreneurial skills in migrant services** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |
| **Module 5 – Social Enterprise Management** | | | | |
| The content was appropriate in terms of scope. | 🞎 | 🞎 | 🞎 | 🞎 |
| The content was appropriate in terms of difficulty. | 🞎 | 🞎 | 🞎 | 🞎 |
| I can put what I learned into practice. | 🞎 | 🞎 | 🞎 | 🞎 |

**2. Overall assessment.** *Please tick the appropriate box.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *Applies entirely* | *Applies a little* | *Applies not so much* | *Does not apply at all* |
| I like the course in general. | 🞎 | 🞎 | 🞎 | 🞎 |
| The course was well organised. | 🞎 | 🞎 | 🞎 | 🞎 |
| The contents are helpful for my further work. | 🞎 | 🞎 | 🞎 | 🞎 |
| I have established contacts for my professional network. | 🞎 | 🞎 | 🞎 | 🞎 |

**3. Did you miss any content in the course and which contents should be covered in next courses?**

……………………………...……………………………………………………………………………………………..……………….………………………………………………………………………………………………………………………………..……………………

**4. What are your general impressions and opinions about the course?**

Positive aspects - The course was successful and productive for me because:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Negative aspects - The following should be improved on the course:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

**Template of a certificate of attendance**

**Course: Social Enterprise Manager**



**CERTIFICATE OF PARTICIPATION**  
*This is to certify that*

**First name last name**

Participated in the Course Social Enterprise Manager in the

*KA2 – Cooperation for Innovation and the Exchange of Good Practices*

*Strategic Partnerships for vocational education and training*

Project

**REVaLUE**(Refugees Enhancement through VET for an incLUsive Europe)

*Project Number:* 2016-1-IT01-KA202-005445

On the date in location, country

Company

location, date

signature, stamp

**Template of a certificate of attendance**

**Course: Migrant Service Provider**



**CERTIFICATE OF PARTICIPATION**  
*This is to certify that*

**First name last name**

Participated in the Course Migrant Service Provider in the

*KA2 – Cooperation for Innovation and the Exchange of Good Practices*

*Strategic Partnerships for vocational education and training*

Project

**REVaLUE**(Refugees Enhancement through VET for an incLUsive Europe)

*Project Number:* 2016-1-IT01-KA202-005445

On the date in location, country

Company

location, date

signature, stamp

**Template of a participation** **list – Course Social Enterprise Manager**

|  |  |  |  |
| --- | --- | --- | --- |
| **Last name** | **First name** | **E-Mail** | **Signature** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Template of a participation list –** **Course** **Migrant Service Provider**

|  |  |  |  |
| --- | --- | --- | --- |
| **Last name** | **First name** | **E-Mail** | **Signature** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Template** **for follow-up interviews for Social Enterprise Manager**

**Mailtext:**

Dear student (name),

You participated in the training to become a "Social Enterprise Manager". We hope that you have pursued your goals with great ambition and that you achieved them.

In the meantime, 6 months have passed since completing your training. Of course, we are interested in whether and how much the training has helped you. We would be pleased if you fill out the attached questionnaire and send it back to us. Your feedback will help us to further develop the education and improve it for the future students.

Thank you in advance for your help.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the graduate: |  | | | | | | |
| **Requirements in key areas of skills development - Modules 1 -** | **Level of knowledge, skills, attitudes &behaviours, experience or understanding (as appropriate)** | | | | | | |
| **Module 1 – Access to Financing** | What I've learned don't help me | What I've learned help me a little | What I've learned help me moderately | | What I've learned helps me | | What I've learned help me a lot |
| Knowledge or skills on fundraising activities | 1 | 2 | 3 | | 4 | | 5 |
| Knowledge or skills to develop a project in response to a notice/call/tender | 1 | 2 | 3 | | 4 | | 5 |
| Knowledge or skills on various funding opportunities (e.g. public fundings, Incubators, Crowdfunding, impact investors, corporates) | 1 | 2 | 3 | | 4 | | 5 |
| Knowledge or skills to manage the fundraising process (teamwork, timelines) | 1 | 2 | 3 | | 4 | | 5 |
| Knowledge or skills to define the goals of the enterprise and to derive financial requirements from them | 1 | 2 | 3 | | 4 | | 5 |
| **Module 2 – Service Management to migrants** |  | | | | | | |
| Knowledge and skills on the meanings of the term „service“ | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge and skills about the various functions of service management | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge and skills about service management systems | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge and skills on existing services for refugees and migrants | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge or skills to develop services for refugees and migrants | 1 | 2 | 3 | 4 | | 5 | |
| **Module 3 – Legal and Normative framework** | What I've learned don't help me | What I've learned help me a little | What I've learned help me moderately | What I've learned helps me | | What I've learned help me a lot | |
| Knowledge about what the term social enterprise means | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge of the areas in which social enterprises operate | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge about the differences in enterprise types (e.g. foundations associations, cooperatives, initiatives) | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge of authorities responsible for specific topics | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge on where to find support for legal issues | 1 | 2 | 3 | 4 | | 5 | |
| **Module 4 – Entrepreneurial Skills** |  | | | | | | |
| Knowledge and skills about who is a social entrepreneur | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge and skills to develop a business idea | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge and skills for developing corporate strategy | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge and skills to develop a business plan | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge and skills to present the company to investors | 1 | 2 | 3 | 4 | | 5 | |
| **Module 5 – Social Enterprise Manager** |  | | | | | | |
| Knowledge or skills of project management techniques or tools | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge or skills of concepts of human resource management | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge or skills for professional development | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge or skills in team communication | 1 | 2 | 3 | 4 | | 5 | |
| Knowledge or skills in collaborative cloud environments | 1 | 2 | 3 | 4 | | 5 | |

**Template for follow-up interviews for Migrant Service Provider**

**Mailtext:**

Dear student (name),

You participated in the training to become a " Migrant Service Provider". We hope that you have pursued your goals with great ambition and that you achieved them.

In the meantime, 6 months have passed since completing your training. Of course, we are interested in whether and how much the training has helped you. We would be pleased if you fill out the attached questionnaire and send it back to us. Your feedback will help us to further develop the education and improve it for the future students.

Thank you in advance for your help.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of the graduate: |  | | | | | |
| **Requirements in key areas of skills development - Modules 1 -** | **Level of knowledge, skills, attitudes &behaviours, experience or understanding (as appropriate)** | | | | |
| **Module 1 – Immigration legislation and administrative procedures** | What I've learned don't help me | What I've learned help me a little | What I've learned help me moderately | What I've learned helps me | What I've learned help me a lot |
| Knowledge or skills on institutional legal framework and administrative procedures for migrants, asylum seekers and refugees | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills useful to define the needs of legal support and to sustain and orient in procedures setting – (Types of legal support provided to migrants, asylum seekers and refugees) | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills useful to setting the activity for supporting of migrants, asylum seekers and refugees in the institutional and legal framework | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills useful to understand features of the workplace context, tasks and level of professional profile and conditions of professional performance | 1 | 2 | 3 | 4 | 5 |
| Knowledge or and skills useful to communicate in specific professional area as legislation and administration | 1 | 2 | 3 | 4 | 5 |
| **Module 2 – Orientative information techniques** |  | | | | |
| Knowledge or skills useful for techniques for active listening | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills useful to develop and manage a trust relationship | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on Database management systems | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on providing orientative information | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on addressing the service user in the right direction according to his background (intercultural communication) | 1 | 2 | 3 | 4 | 5 |
| **Module 3 – Service Management** | What I've learned don't help me | What I've learned help me a little | What I've learned help me moderately | What I've learned helps me | What I've learned help me a lot |
| Knowledge or skills on Controlling systems | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on Customer Relationship Systems | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills useful to manage Satisfaction and Dissatisfaction of customers | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on Knowledge management | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on Networking | 1 | 2 | 3 | 4 | 5 |
| **Module 4 – Principles of Customer Care** |  | | | | |
| Knowledge or skills on Customer Care Principles | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on differences between internal and external Customer Care | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on promoting a friendly and positive attitude | 1 | 2 | 3 | 4 | 5 |
| Knowledge or skills on intercultural mediation | 1 | 2 | 3 | 4 | 5 |
| Experience gained in counselling talks (also in exercise situations) | 1 | 2 | 3 | 4 | 5 |