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"The Basic Digital and Computer Skills Module for the Migrants and Refugees"

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1 FOREWORD

The “**The Basic Digital and Computer Skills Module for the Migrants and Refugees**” was developed in the framework of the “E-Entrepreneurship Module for Migrants and Refugees”, project co-founded by the Erasmus + Programme of the European Union, by the project partners.

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2 AIMS AND OBJECTIVES OF THE CURRICULUM

2.1 AIM

“The Basic Digital and Computer Skills Module for the Migrants and Refugees” aims to help internal migrants and refugees acquiring basic Digital and Computer skills that enable them to deal with situations they face in everyday life and while working on their Business ideas. One of the aims is of course prevention of their social marginalization and the empowerment of migrants to become independent, active residents of the host country.

2.2 OBJECTIVES:

1. To acquire and deepen basic digital and computer competences needed to face real life situations which relate to life and entrepreneurial skills;
2. To acquire and deepen basic digital and computer competences needed to open and run a small business.

3 PRINCIPLES OF THE CURRICULUM DESIGN

These principles provide a clear vision of curriculum development. At the same time, they have direct implications at the level of the curriculum structure as well as the teaching, learning and evaluation activities at national level. The curriculum development principles also address specific aspects of personalizing the educational offer for migrants and refugees.

Principles	Implications at Curriculum Design	Implications in Teaching - Learning - Assessment Processes
Compatibility with European DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels	<p>The curriculum is compatible with the European DigComp 2.1 document.</p> <p>The course is aiming to reach the competence levels of different competence areas based on the perceived needs of participants keeping in mind the next training program.</p> <p>In line with the European DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels we have divided our program in 5 competences areas (information data literacy, communication and collaboration, digital content creation, safety, problem solving).</p>	<p>All teaching, learning and assessment activities must pursue competences areas defined in DigComp 2.1 Document. These areas are:</p> <ul style="list-style-type: none"> • Information data literacy • Communication and collaboration • Digital content creation • Safety • Problem solving
Connection to everyday social life and relevance for social integration of migrants and refugees	The emphasis of the program is usefulness of the content to the everyday life of the participants, but also the application of new knowledge in their business endeavors.	Teaching, learning and assessment should focus on usefulness of the content for participant's everyday lives.
Flexibility and individualization of the curriculum	The curriculum " <i>The Basic Digital and Computer Skills Module for Migrants and Refugees</i> " consists of elements developed at European level (at the level of the partnership) and elements developed at national level by each project partner.	
Correlation with learners' age specifics	The content of learning is tailored to characteristics of learners' age correlated with adult learning principles	Learning activities and methods are designed and built in accordance with the biological, psychological and physical particularities of adults

Ensuring the quality of training	The curriculum is developed in accordance with European standards and competences model.	
Learner-centered learning	The curriculum supports active, contextual, social and responsible learning focused on the training needs of target groups.	Learning process is based on co-learning, facilitating/building learner learning and peer learning, and on using actively and interactively strategy, learning by discovery, solving problems.

4 LEARNING OUTCOMES

4.1 GENERAL COMPETENCES AREAS

Our objective is to prepare our participants to be proficient users of computers and/or other types of digital devices (e. g. tablet, smart phone etc.)

DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use (DigComp 2.1) identifies 5 Competence areas, which are Information and data literacy, Communication and collaboration, Digital content creation, Safety and Problem solving. Each area is further divided in the second dimension of Competences and for every competence there are 8 proficiency levels described in DigComp 2.1. We have identified a needed proficiency level for every described competence. Based on the needed proficiency levels, we have developed the curriculum, that aims to achieve the proficiency needed.

4.1.1 INFORMATION AND DATA LITERACY

The first area (Information and data literacy) is divided into three more competences, these are (1) Browsing, searching and filtering data, information and digital content, (2) Evaluating data, information and digital content and (3) Managing data information and digital content. We have identified that the needed proficiency in the first competence is, as defined in DigComp 2.1, that the participant can perform “well-defined and routine tasks, and straightforward problems” on their own and understand them. For the second competence the proficiency level is that the participant can perform “tasks, and well-defined and non-routine problems” independently and according to needs and understand them. For the third competence the proficiency level is that the participant can perform “well-defined and routine tasks, and straightforward problems” on their own and understand them.

4.1.2 COMMUNICATION AND COLLABORATION

The second area (Communication and Collaboration) is divided into six more competences, these are (1) Interacting through digital technologies, (2) Sharing through digital technologies, (3) Engaging in citizenship through digital technologies, (4) Collaborating through digital technologies, (5) Netiquette and (6) Managing digital identity. We have identified that the needed proficiency in all six competences, as defined in DigComp 2.1, is that the participant can perform “well-defined and routine tasks, and straightforward problems” on their own and understand them.

4.1.3 DIGITAL CONTENT CREATION

The third area (Digital content creation) is divided into four more competences, these are (1) Developing digital content, (2) Integrating and re-elaborating digital content, (3) Copyright and licenses and (4) Programming. We have identified that the needed proficiency in the first competence, as defined in DigComp 2.1, is that the participant can perform “well-defined and routine tasks, and straightforward problems” on their own and they understand them. In the second and third competence is that the participant can perform “simple tasks” with autonomy and with guidance where needed and that they remember them. In the fourth

competence is that the participant can perform “simple tasks” with guidance and that they remember them.

4.1.4 SAFETY

The fourth area (Safety) is divided in four more competences, these are (1) Protecting devices, (2) Protecting personal data and privacy, (3) Protecting health and well-being and (4) Protecting the environment. We have identified that the needed proficiency in all four competences, as defined in DigComp 2.1, is that the participant can perform “simple tasks” with autonomy and with guidance where needed and that they remember them.

4.1.5 PROBLEM SOLVING

The fifth area (Problem solving) is divided in four more competences, these are (1) Solving technical problems, (2) Identifying needs and technological responses, (3) Creatively using digital technologies and (4) Identifying digital competence gaps. We have identified that the needed proficiency in all four competences, as defined in DigComp 2.1, is that the participant can perform “simple tasks” with autonomy and with guidance where needed and that they remember them.

5 MODULE “BASIC DIGITAL AND COMPUTER SKILLS”

5.1 TRAINING CONTENT AND PLAN FOR “BASIC DIGITAL AND COMPUTER SKILLS” MODULE

Unit No.	Unit Name	Theoretical background	Content
Unit 1	Computer basics	<p>Basic hardware, software and networks</p> <p>Solving basic problems with computer set-up</p>	<p>The teacher explains to students what parts the computer has and how to use them correctly.</p> <p>The teacher and students assemble a PC and solve basic errors that occur in a PC.</p> <p>Teacher creates some common PC hardware errors (e.g. disconnects a monitor cable, turns off the monitor etc.)</p>
Unit 2	Creating and managing digital identity	<p>Basics of digital identity creation with emphasis on safe use</p>	<p>The teacher explains different types of online identities and explains why it is important to have different usernames and passwords and the need for regularly changing the password.</p> <p>Students create their Google accounts (or sign into their existing accounts).</p> <p>Discussion on importance of online identity privacy or how to keep your net ID safe.</p>
Unit 3	Computer/tablet/smart phone	<p>Comparing PC, tablet and smartphone</p>	<p>The teacher explains that there is no big difference between PC, tablet and a smartphone.</p> <p>Students try and compare the use of different types of devices and try to log in their online service (e.g. e-mail)</p>

			Choosing the right/appropriate device for the specific need of the user.
Unit 4	Using online resources, e.g. Google Translate	Basic use of different kinds of online translators and dictionaries	<p>The teacher explains to the participants the possibilities online translators give to the user, e.g. translator from and to different languages, use of voice options of the translators. The teacher explains the problems the translators have (for example wrong translations, for example “Out of sight out of mind” translated into “Blind idiot” and such). Discussion on the need of double checking the translation.</p> <p>Use of online dictionaries and spell check engines in different countries.</p>
Unit 5	Searching information online and assessing sources	Internet searching using an engine (e.g. Google search) and “internet bubble”	<p>Discussion on use of different types of Search engines and the dangers of so called “internet bubble”.</p> <p>Participants try using different search engines and using the same engines in privet mode.</p> <p>Discussion on comparison of the results.</p>
Unit 6	Online communication and Netiquette	<p>Using different kinds of online communication engines (e-mail, hangouts, messenger and alike)</p> <p>Safety pertaining to online communication. Online communication scams (e.g. fake-sextortion, love scams etc.)</p>	<p>The teacher explains that there are different possibilities of online communication and that different lines of communication are appropriate for different situation.</p> <p>Discussion on Netiquette and appropriate ways of business or work communication.</p> <p>Discussion on the importance of keeping a “clean” net identity and about different types of common scams.</p>

Unit 7	Searching online resources helpful for bureaucracy and everyday life	Introduction to e-Government services available online platforms (related for example to health, bureaucracy etc.)	<p>The teacher explains to the students that there are different kinds of e-Government services available online based on the needs of the participants.</p> <p>Participants try using a specific service that is most useful for them in each country.</p>
Unit 8	How to create a CV and search for job online	Use of platforms for creating good CVs (e.g. Europass) and use of different platforms for job search that are available in each country	<p>The teacher explains to the students the possibilities of using an online platform for creating a CV (e.g. Europass).</p> <p>Students try using the platform and create their CV.</p>
Unit 9	Using safe online payment options and online stores	<p>Safety issues pertaining to online banking and safe paying for goods and services online</p> <p>Use of online paying services (PayPal) for businesses</p> <p>Internet safety and most common online scams</p>	<p>The teacher introduces different online stores. Students search for useful goods in a store.</p> <p>Discussion about the dangers of fake online stores and how to check if an online store is legitimate.</p> <p>The teacher introduces the most common type of safe online payment option (PayPal). Discussion on the possibilities of using PayPal for business or selling used things online.</p> <p>Discussion on different types of online scams related to online trading.</p>
Unit 10	Managing finances using Google Sheets	Creating a Google Sheet in which the participant can manage their own finances or the finances of their business	<p>The teacher introduces the students to basics of Google Sheets (Google equivalent to Excel) and the basic of use (data organization, columns, rows, basic computational operations and basic formulas).</p> <p>Students create a Google Sheet for managing their private or business finances.</p>

Unit 11	Working with images and advertising	<p>The importance of caring for the image.</p> <p>Using different digital tools of free format, to work the quality of the images.</p> <p>Social Media Image Maker</p>	<p>The teacher will make a brief introduction about the importance of the treatment and use of images and texts used in the different formats for communication</p> <p>Students will learn about the importance of avoiding the use of pixelated or deformed images and taking care of the chromatic range of the company's online presence.</p> <p>Students will be shown the different free software resources for the search and processing of images, Creative Commons, Image Banks, uses and licenses.</p> <p>The teacher will explain how to use formats and about measurements that images for social networks must have.</p> <p>Students will also learn to search and use of different font types.</p>

6 TRAINING PLAN

6.1 UNIT 1: COMPUTER BASICS

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	1. Computer Basics
Subject	Basic hardware and software Basic Networks Solving basic problems with computer set-up
Timing	90 + 90
Aims	To explain the basic concepts and functions of computer. To give examples for input and output units of computer To use the mouse and the keyboard correctly To explain data storage methods and storage units in computer To produce solutions to technical problems faced in hardware and software.

Unit Concepts and Symbols / Behaviour Pattern	Technological devices, Hardware , Software
Safety Precautions (If applicable)	When the computer case is shown to the students, attention must be paid to the absence of electricity.

Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion
Educational Materials and Tools used and Bibliography	Computer, visuals, hardware
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>Hardware parts are introduced by showing the parts of the computer by presentation. Information about the task of the parts is given. The student is told that the hardware is hand-held and visible part while the software is not hand-held but visible part of the computer.</p> <p>The inside of the computer case is shown to students. A case is discussed with students. Sample problems and solutions are focused on. By giving examples of hardware units and software units, it is emphasized that these two are inseparable from each other.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
Assessment and evaluation	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I can give information about ICT products and types. • I can explain and illustrate what hardware units are. • Hardware problems are created and the student is expected to solve the problem or develop suggestions.

6.2 UNIT 2: CREATING AND MANAGING DIGITAL IDENTITY

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	2. Creating and managing digital identity
Subject	Basics of digital identity creation with emphasis on safe use
Timing	90 + 90
Aims	<ul style="list-style-type: none"> • To create a digital identity. • To know the purpose of using digital identity. • To explain the ethical principles that should be considered when using digital identity. • To give examples of situations that may arise as a result of violation of ethical principles. • To question the necessity of ethical principles while using information technologies and Internet. • To realize that digital identities may not reflect the reality. • To realize that digital shares are permanent and leave traces behind .

Unit Concepts and Symbols / Behaviour Pattern	Computer, Internet
Safety Precautions (If applicable)	When the computer case is shown to the students, attention must be paid to shutting off the power source
Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, demonstration
Educational Materials and Tools used and Bibliography	Computer, visuals, Internet
Teaching - Learning Activities	
• Arouse attention	The teacher explains different types of online identities and explains why it is important to have different

<ul style="list-style-type: none"> • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>usernames and passwords and the need for changing the password regularly.</p> <p>Students create their Google accounts (or sign into their existing accounts).</p> <p>Discussion on importance of online identity privacy or how to keep your net ID safe.</p> <p>In the second part of the lesson, students are asked to what to pay attention to when using social media. Real events arising from unconscious use of social media are explained to students and they are asked whether the events similar to these have happened to them or their relatives. After telling the trainees about these events, issues that we pay attention to - such as password security and friend selection- are transferred to the students.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
<p>Assessment and evaluation</p>	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I can define the concept of digital identity. • I can create a digital identity. • I can list the ethical principles that should be considered when I am using my digital identity.

6.3 UNIT 3: COMPUTER/TABLET/SMART PHONE

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	3. Computer/tablet/smart phone
Subject	Comparing PC, tablet and smartphone
Timing	90+90
Aims	<ul style="list-style-type: none"> • To know the similarities of computer, tablet, smartphone • To know better choice for computer, tablet and smartphone according to their right usage • To know the similar applications for computer tablet and smartphone

Unit Concepts and Symbols / Behaviour Pattern	Computer, tablet, smartphone
Safety Precautions (If applicable)	Electrical safety must be taken into consideration by hiding the cables
Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion
Educational Materials and Tools used and Bibliography	Computer, tablet, smartphone, application software
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson 	Computer software interface is examined, a table is prepared by discussing how to use the computer in the class, the possibilities it offers, what can be done by it and its limits. The same process is handled for tablets and smartphones. The teacher explains that there is no big difference between PC, tablet and a smartphone.

<ul style="list-style-type: none"> • Individual learning activities • Group learning activities • Summary 	<p>Students try and compare the use of different types of devices and try to log in their online service (e.g. e-mail). Differences and similarities in document creation are reviewed by applying. Choosing the right/appropriate device for the specific need of the user.</p>
<p>Assessment and evaluation</p>	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I know there are similar applications on computers, tablets and smartphones. • I can choose the right one from a computer, a tablet and a smart phone for my needs

6.4 UNIT 4: USING ONLINE RESOURCES

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	4. Using online resources
Subject	Basic use of different kinds of online translators Basic use of different kinds of online dictionaries Use of Google Translate app for mobile devices
Timing	90 + 90
Aims	To explain the possibilities the online compilers give to their users. To search for different online compilers and dictionaries using search engines. To use a common translating app (e.g. Google Translate) with all its possibilities. To explain problems and limitations of existing compilers. To use online dictionaries, translators and spell check engines.

Unit Concepts and Symbols / Behaviour Pattern	Computer/mobile device, Compilers/Translators/Dictionaries
Safety Precautions (If applicable)	/

Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, demonstration, individual work, work in small groups
Educational Materials and Tools used and Bibliography	<p>Computer, Mobile device, Online sources:</p> <ul style="list-style-type: none"> - Google Translate (https://translate.google.com/) - Pons (https://sl.pons.com/) - Cambridge Dictionary (https://dictionary.cambridge.org/) - Other online free compilers and dictionaries (language and country specific)
Teaching - Learning Activities	
<ul style="list-style-type: none"> •Arouse attention •Motivation •Review •Starting the lesson •Individual learning activities •Group learning activities •Summary 	<p>First a discussion on need for being able to understand people around us is exposed. Participants share their limitations in understanding people around them and the obstacles they face. Together with the teacher they search for possible solutions to their problems.</p> <p>The teacher presents Google Translate mobile app. Participants install the app on their mobile devices. They work individually (repetition of a previous subject – installing an app). The teacher explains and demonstrates the use of the app. Participants work in small groups and use the app in real life situations.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
Assessment and evaluation	
<ul style="list-style-type: none"> •Assessment according to individual learning activities •Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I can search for, find and use an online dictionary. • I can search for, find, install and use an appropriate compiler for my needs. • I can use Google Translate App effectively.

6.5 UNIT 5: SEARCHING INFORMATION ONLINE AND ASSESSING SOURCES

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	5. Searching information online and assessing sources
Subject	Internet searching using an engine (e.g. Google search) “internet bubble”
Timing	90 + 90
Aims	To use search engines effectively.

Unit Concepts and Symbols / Behaviour Pattern	Computer, tablet, smartphone
Safety Precautions (If applicable)	Electrical safety must be taken into consideration by hiding the cables
Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion
Educational Materials and Tools used and Bibliography	Computer, visuals, hardware
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson 	<p>The use of different search engines is discussed.</p> <p>Discussion on use of different types of Search engines and the dangers of so called “internet bubble”.</p> <p>Participants try using different search engines and using the same engines in privet mode.</p>

<ul style="list-style-type: none"> • Individual learning activities • Group learning activities • Summary 	<p>Discussion on comparison of the results.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
<p>Assessment and evaluation</p>	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I can use search engines effectively.

6.6 UNIT 6: ONLINE COMMUNICATION AND NETIQUETTE

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	6. Online communication and Netiquette
Subject	Using different kinds of communication engines. Safety concerns. Online communication scams. Netiquette
Timing	90 + 90
Aims	To explain different possibilities of online communication. To choose appropriate means of communication according to the situation. Appropriate business and work communication. To talk about keeping a “clean” net identity. To explain different kinds of online scams.

Unit Concepts and Symbols / Behaviour Pattern	Computer/mobile device, communication apps – e.g. e-mail, viber, hangouts, messenger etc. Videos on e-safety (according to the resources of the host country).
Safety Precautions (If applicable)	e-safety issues (scams, fake sextortion, director scams etc.)

Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, individual work, work in pairs
Educational Materials and Tools used and Bibliography	Computer, Mobile device, Online sources – apps for communication.
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>The teacher first explains that there are different possibilities of online communication. A discussion of the appropriate use of different channels of communication for different social and business situations. Together they determine which line is appropriate for which situation.</p> <p>Participants try using at least two different types of channels – e.g. e-mail and hangouts.</p> <p>A discussion on Netiquette and appropriate way of communication.</p> <p>Discussion on importance of keeping a “clean” net ID.</p> <p>The teacher explains different types of common online scams. A discussion follows.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
Assessment and evaluation	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I know different types of apps for communication. • I can choose appropriate line of communication based on the social situation. • I know most common types of scams and can recognize them. • I can communicate online using computer or a tablet or a smartphone.

6.7 UNIT 7: SEARCHING ONLINE RESOURCES HELPFUL FOR BUREAUCRACY AND EVERYDAY LIFE

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	7. Searching online resources helpful for bureaucracy and everyday life
Subject	Learning about e-Government services available on online platforms. Using e-Government services.
Timing	90 + 90
Aims	To show participants different e-Government platforms. To get everything needed to be able to use e-Government platforms in the host country (e.g. Turkey, Slovenia, Romania, Spain) To use e-Government services in the host country – e.g. to order the European health card online.

Unit Concepts and Symbols / Behaviour Pattern	Computer/mobile device, e-Government platforms – specific to the host country.
Safety Precautions (If applicable)	e-safety issues (sharing net-ID or Digital certificate)
Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, individual work.

Educational Materials and Tools used and Bibliography	Computer, Mobile device, Online sources – e-Government platforms (country specific).
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>The teacher first explains that there are different kinds of e-Government services available online. A discussion follows on the possible uses for the participants.</p> <p>Participants fill out all the necessary forms to apply for net-ID needed for e-Government in the host country.</p> <p>Participants use a platform that is most useful for them in the host country.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
Assessment and evaluation	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I know what e-Government is. • I can apply for the country specific net-ID. • I can use e-Government platforms.

6.8 UNIT 8: HOW TO CREATE A CV AND SEARCH FOR JOB ONLINE?

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	8. How to create a CV and search for job online
Subject	Using platforms for creating a CV (e.g. Europass). Creating a CV. Using online platforms for job search.
Timing	90 + 90
Aims	To explain how to create a CV using an online platform. To talk about the importance of a good CV. Learn about different platform for online job search. Search for and apply for a job.

Unit Concepts and Symbols / Behaviour Pattern	Computer/mobile device, online platform for creating a CV (e.g. Europass), different platforms for online job search.
Safety Precautions (If applicable)	/
Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, individual work, work in groups

Educational Materials and Tools used and Bibliography	Computer, Mobile device, Online sources – platforms for creating a CV and for job search.
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>First the teacher introduces the participants to an online platform for creating a CV. Participants work in pair and groups to create a CV. In the end every participant creates his/her own CV.</p> <p>Together the participants and the teacher search for different platforms for job search specific to the host country. Students create profiles on a job search platform and start using it. The teacher is the moderator and helps with specific problems.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
Assessment and evaluation	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I know what Europass CV is. • I can create my CV. • I can update my CV. • I can search for job online. • I can create a profile on a job search platform.

6.9 UNIT 9: USING SAFE ONLINE PAYMENT OPTIONS AND ONLINE STORES

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	9. Using safe online payment options and online stores
Subject	<p>Basic use of online banking.</p> <p>Online safety.</p> <p>Recognizing online scam pertaining to online banking and using safe payment option, online stores etc.</p> <p>Use of online payment services (Paypal). Use of Paypal for a small business.</p>
Timing	90 + 90
Aims	<ul style="list-style-type: none"> • To introduce students to possible online payment options (e-banking, Paypal etc.) • To discuss safety issues. • To look for online stores (international and country specific). • To search for goods in online stores. • To know about and be able to recognize a fake online store. • To be able to recognize the warning signs of fake stores. • To be able to sell an item in an online store.

Unit Concepts and Symbols / Behaviour Pattern	Computer/mobile device, online sources – online stores and online Payment options.
Safety Precautions (If applicable)	Safety pertaining to online banking (e.g. most common banks online version and Paypal) and use of online stores (Amazon, eBay, and country specific stores).

Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, demonstration, individual work
Educational Materials and Tools used and Bibliography	<p>Computer, Mobile device, Online sources:</p> <ul style="list-style-type: none"> • eBay (https://www.ebay.com/) • Amazon (https://www.amazon.com/) • Paypal (https://www.paypal.com/) <p>Other online stores and payment options (country specific)</p>
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>First the teacher explains that there is a possibility to buy and sell things online. Then he/she introduces different types of online stores.</p> <p>Together participants and the teacher search for online stores. A discussion on online stores and their safety follows. The teacher gives examples of online scams and a discussion on what to do follows. The participants create their profile for an online store (if possible it should be country specific, e.g. in Slovenia bolha.si). The participants try to buy something online.</p> <p>Participants discuss how they could use an online store for their needs.</p> <p>The teacher explains online banking and safe online payment options (e.g. Paypal). The teacher explains how the participants could use Paypal for their business.</p>

Assessment and evaluation

- Assessment according to individual learning activities
- Assessment and evaluation according to group learning activities

Self-assessment criteria

- I know what an online store is and how to use it.
- I have a profile in at least one online store.
- I can sell my used items online.
- I can buy used items online.
- I know what safe online payment options are and how to use them.
- I can recognise fake online stores.
- I can recognise most common online scams pertaining to online commerce.
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6.10 UNIT 10: MANAGING FINANCES USING GOOGLE SHEETS

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	10. Managing finances using Google Sheets
Subject	<p>Basic work with Google Drive.</p> <p>Basic work with programs for working with big data sets (e.g. Google Sheets).</p> <p>Basic formulas for calculating in programs for working with big data sets (e.g. COUNT, SUM)</p> <p>Managing finances.</p>
Timing	90 + 90
Aims	<p>To introduce basics of Google Sheets.</p> <p>To learn about data organization, columns, rows, basic computational operations and basic formulas.</p> <p>To be able to create a working tool for managing one's finances.</p>

Unit Concepts and Symbols / Behaviour Pattern	Computer/mobile device, Google Sheets and Google Drive.
Safety Precautions (If applicable)	/

Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, demonstration, individual work
Educational Materials and Tools used and Bibliography	Computer, Mobile device, Online sources: <ul style="list-style-type: none"> - Google Sheets (https://www.google.com/intl/en_en/sheets/about/) - Google Drive (https://www.google.com/drive/)
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>First the teacher introduces the participants to Google Sheets. He/she demonstrates how to prepare a Google Sheet. The students have to have a Google Account. If they haven't got it yet, they have to create it.</p> <p>The participants discuss the important parameters in creating a tool for managing one's finances.</p> <p>The teacher demonstrates how to create the tool. Participants create it on their own Google Account – this way they can start using it whenever they want.</p> <p>The topic has to be explained using both a PC and a tablet/smart phone.</p>
Assessment and evaluation	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I know at least one tool for working with big data sets (e.g. Excel or Google Sheets) and can use its basic capabilities. • I can create Google Sheet document and organize my data. • I know the basic computational operations and formulas. • I am able to search for help using the internet (Google Search or similar). • I can manage my personal finances and keep track of how much I spend and earn.

6.11 UNIT 11: WORKING WITH IMAGES AND ADVERTISING

Topic	Digital Competences for Migrants and Refugees
Class	EMMR
Unit	11. Working with images and advertising
Subject	Basic work with different free tools for image Editing, e.g. Gimp. Basic work with social networks for Business. Basic advertising online and on social networks.
Timing	90 + 90
Aims	To introduce basics of free image Editing programs. To learn about the importance of image quality and different formats. To be able to edit an image in a free online program for image editing, e.g. Social Media Image Maker.

Unit Concepts and Symbols / Behaviour Pattern	Computer/mobile device, programs for image editing (e.g. Gimp, Social Media Image Maker).
Safety Precautions (If applicable)	/
Teaching - Learning Methods and Techniques	Narration, question and answer method, discussion, demonstration, individual work

Educational Materials and Tools used and Bibliography	<p>Computer, Mobile device, Online sources:</p> <ul style="list-style-type: none"> - Gimp (https://www.gimp.org/) - Social Media Image Maker (https://www.autreplanete.com/Works/98-Social_Media_Image_Maker) - Pixabay (https://pixabay.com/) - Unsplash (https://unsplash.com/)
Teaching - Learning Activities	
<ul style="list-style-type: none"> • Arouse attention • Motivation • Review • Starting the lesson • Individual learning activities • Group learning activities • Summary 	<p>The teacher will make a brief introduction about the importance of the treatment and use of images and texts used in the different formats for communication. A discussion follows.</p> <p>The teacher explains and shows how different free programs for image editing work. Students try to take a photo with their phone or tablet, then they edit the photo with the program. A discussion on quality concerns follows.</p> <p>The teacher shows that you can find a lot of quality photos online. A copyright discussion follows. Students visit different sites where there are free images available (e.g. Pixabay, Unsplash).</p> <p>Students try adding text to images. A discussion on the importance of corporate identity follows (using same fonts, colours etc.)</p>
Assessment and evaluation	
<ul style="list-style-type: none"> • Assessment according to individual learning activities • Assessment and evaluation according to group learning activities 	<p>Self-assessment criteria</p> <ul style="list-style-type: none"> • I know at least one tool for editing images (e.g. Gimp, Social Media Image Maker) and can use its basic capabilities. • I can edit an image. • I can use a social media for advertising of my buissness. • I know what corporate idenity is. • I am able to search for help using the internet (Google Search or similar). • I can advertise my buissness online.