



Course Title: Forced migration and refugees

Module Template

Module Number	2
Title of Module	Forced migration and refugees
Description of Module	<p><i>The purpose of this module is to enhance the understanding of several aspects of migration, forced migration and refugees, such as integration, policy frameworks, migration routes, etc. Also, it aims to foster empathy, cultural sensitivity and respect for these social groups.</i></p> <p>The module fits into the overall course by addressing a topic that is not addressed in other modules, which is forced migration and refugees. In this way, it complements the overall course and adds value to it by introducing new subjects, topics and concepts. It also belongs in the general topic of the course, which is the embedding of inclusion and integration in VET centers across Europe.</p> <p>The module covers topics and themes such as:</p> <ul style="list-style-type: none"> ● What are the experiences of refugees or forced migrants ● How are they treated in their host countries ● What is acculturation and integration and what are the acculturation strategies adopted by the host society and by the newcomers ● What is the global migration and refugee routes ● What is the main migration and refugee policies and frameworks in place ● Attitudes, personal beliefs and feeling about immigrants and refugees ● Common situations in the workplace involving migrant and refugee integration
Learning outcomes	<p><i>K1: Understand the phenomenon of forced migration and its impact on refugees.</i></p> <p><i>K2: Identify legal and policy frameworks supporting refugees' rights.</i></p> <p><i>C1: Develop empathy and cultural sensitivity towards refugees.</i></p>
Inclusive Localization and Accessibility Measures	<p>Localization:</p> <ul style="list-style-type: none"> -translation into national languages -inclusion of local cases, examples, etc. <p>Accessibility:</p> <ul style="list-style-type: none"> -inclusive language and cultural respect -inclusion of visual content in presentations -further explanations and description by the facilitator if needed



<p>Innovation in Teaching Methods Applied in Activities</p>	<p>ADDIE model:</p> <p>The ADDIE model is one of the most widely used instructional design frameworks in education and training. It was first developed in the 1970s by the Center for Educational Technology at Florida State University for the U.S. Army. The model was initially created to standardize the process of developing training programs and has since been adapted for use in various educational contexts, including vocational training, higher education, and corporate learning.</p> <p>The ADDIE model consists of five phases: Analysis, Design, Development, Implementation and Evaluation. Each phase is interconnected and builds upon the previous one, ensuring a systematic and structured approach to course development.</p> <p>The model is interactive, meaning that feedback from the evaluation phase can be used to refine and improve the course continuously.</p> <p>The five phases are:</p> <ol style="list-style-type: none"> 1. Analysis In this phase, instructional designers identify the learning needs, goals, and characteristics of the audience. They assess existing knowledge gaps and determine the best way to address them. Factors such as budget, timeframe, and technological constraints are also considered to ensure feasibility. 2. Design The design phase focuses on structuring the course by defining clear learning objectives, selecting instructional strategies, and organizing content logically. Storyboards, lesson plans and assessment methods are developed to align with the intended learning outcomes. 3. Development In this phase, the course materials, such as presentations, videos, quizzes and interactive activities are created based on the design blueprint. This phase involves content production, testing and iterative refinements to ensure quality and engagement. 4. Implementation The course is delivered to learners through a chosen platform, such as a Learning Management System (LMS) or in-person training. Instructors and facilitators are trained, and any necessary support materials are provided to ensure smooth execution. 5. Evaluation This phase involves assessing the effectiveness of the course through learner feedback, assessments and performance metrics. Both formative (ongoing) and summative (final) evaluations help identify areas for improvement, leading to course refinements for better learning outcomes.
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Activity table

Activity No.	Activity Title	Brief Description
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1.	Short Documentary Analysis	Trainees watch a short documentary and conduct a video analysis on it in the format of group discussion.
2.	Introduction to immigration policies and legal frameworks	Short presentation on pillar immigration and refugee policies and legal frameworks and a reflective discussion and active involvement of trainees in identifying relevant policies.
3.	Mapping of global migration routes	Mapping of global migration, refugee and forced displacement routes and comparison with official maps and statistical indicators.
4.	Case study analysis	Presentation of two short case studies and analysis in the format of group discussion.
5.	Simulating refugee interactions in the workplace	Trainees change roles and role play a certain workplace refugee interaction scenario from different positions/points of view.
6.	Considering ethical aspects of migration policies	A group discussion around current migration and refugee policies presented in previous activity.
7.	Reflecting on personal beliefs and experiences around inclusion and integration	Guided reflection activity with questions regarding refugee interactions and the trainees' attitudes/feelings about them.
8.	Debate on current refugee policies	Debate on current refugee policies, their effectiveness and opportunities for improvement.
9.	Assessment Activity 1	Written analysis of a refugee integration case study.
10.	Assessment Activity 2	Written design of a refugee integration plan to be enforced by workplaces.


Activity template

Activity number	1
Activity Title	Short documentary analysis
Duration	60 minutes
Learning Outcomes	Understanding challenges faced by refugees during the relocation process.
Requirements	Annexes: "Miles" documentary: https://youtu.be/hjnJ5B2GCvc?si=GBq58wqeKaYK9nJc
Methodology and Guidance	Video analysis and group discussion
Detailed activity description	<p>After watching the short documentary, the facilitator allows some moments to settle and then guides a group video analysis, through the following questions:</p> <ul style="list-style-type: none"> ● What is the setting of the documentary and what events happen in it? ● What emotions did you feel while watching the film and why? ● How does this film connect to larger issues such as forced migration, global inequality or humanitarian response? ● What are the moral dilemmas faced by the coast guard and other rescuers?



	<ul style="list-style-type: none"> Did the documentary challenge or reinforce any preconceptions you had about refugees? <p>The facilitator should highlight prior to the beginning of the activity that trainees are fully entitled to opt out from the activity if they feel it is needed. If time allows it, give emphasis on the emotional debriefing.</p>
Supportive materials	Video: https://youtu.be/hjni5B2GCvc?si=GBq58wqeKaYK9njc

Activity number	2
Activity Title	Introduction to immigration policies and legal frameworks.
Duration	60 minutes
Learning Outcomes	Identify and learn about EU and international policies and legal frameworks that regulate immigration.
Requirements	Activity 2 PPT.pptx
Methodology and Guidance	PPT presentation about international and EU policies, laws and legal frameworks on migration and group discussion.
Detailed activity description	<p>The facilitator presents the “Activity 2 PPT” (about 30 minutes duration) and encourages trainees to explore some of the interactive tools on their own, if possible. Afterwards, they ask the trainees to search for legal or policy frameworks for migration, refugees and asylum seekers.</p> <p>The group has a discussion on the policies that were presented to them and the ones they identified on their own. The facilitator asks the following questions during the group discussion:</p> <p>Do you know of any other international measures or initiatives taken in this field?</p> <p>How do you assess the frameworks previously discussed?</p> <p>Do you believe that all of these regulations are enforced and implemented by governments and other legal bodies?</p>
Supportive materials	Activity 2 PPT.pptx
Activity number	3
Activity Title	Mapping of global migration routes
Duration	60 minutes
Learning Outcomes	Understanding migration, forced migration and refugee global routes and their differences.
Requirements	<p>Annexes:</p> <ol style="list-style-type: none"> Global Migration Routes Map: https://weblog.iom.int/worlds-congested-human-migration-routes-5-maps People Forcibly Displaced Worldwide Graphic annex: https://www.unhcr.org/global-trends Maps of forcibly displaced and stateless people: https://www.unhcr.org/refugee-statistics/insights/annexes/forcibly-displaced-maps.html Refugee Data Finder: https://www.unhcr.org/refugee-statistics Mixed Migration Flows to Europe: https://dtm.iom.int/sites/g/files/tmzbd1461/files/reports/DTM_

	<p>Mixed%20Migration%20Flows%20to%20Europe_Yearly_2024.pdf?iframe=true#page=6.10</p> <p>Global map, markers. PPT: Transform Activity 3.pptx</p>
<p>Methodology and Guidance</p>	<p>Mapping activity followed by a comparison with official resources and a group discussion.</p>
<p>Detailed activity description</p>	<p>The facilitator introduces this activity with the question: “Which countries have the biggest outflow of population each year (including migrants, refugees, forced migrants, asylum seekers, etc.) and which countries have the biggest inflow of population each year?”.</p> <p>According to the trainees’ responses, they create arrows on the global map, connecting the countries that people move towards with the origin countries. The final result should be like this map:</p>  <p>The facilitator presents the maps and trends of the annexes and encourages participants to explore them. They also compare the map created by the group with the official maps. The facilitator emphasizes the differences between maps indicating migration and refugee flow and guides a group discussion around the difference between the map created by trainees and the official maps of the UN, as well as statistics and indicators.</p> <p>The materials can also be printed by the facilitator if it suits the audience better.</p>
<p>Supportive materials</p>	<p>Annexes:</p> <ol style="list-style-type: none"> 1. Global Migration Routes Map: https://weblog.iom.int/worlds-congested-human-migration-routes-5-maps 2. People Forcibly Displaced Worldwide Graphic annex: https://www.unhcr.org/global-trends 3. Maps of forcibly displaced and stateless people: https://www.unhcr.org/refugee-statistics/insights/annexes/forcibly-displaced-maps.html 4. Refugee Data Finder: https://www.unhcr.org/refugee-statistics 5. Mixed Migration Flows to Europe: https://dtm.iom.int/sites/g/files/tmzbd11461/files/reports/DTM_Mixed%20Migration%20Flows%20to%20Europe_Yearly_2024.pdf?iframe=true#page=6.10 <p>Global map, markers. PPT: Transform Activity 3.pptx</p>



Activity number	4
Activity Title	Case Study analysis
Duration	60 minutes
Learning Outcomes	Understanding migration, forced migration and refugee global routes and their differences.
Requirements	Case studies
Methodology and Guidance	Case study analysis
Detailed activity description	<p>The facilitator should highlight prior to the beginning of the activity that trainees are fully entitled to opt out from the activity if they feel it is needed.</p> <p>The facilitator asks the trainees to identify the challenges faced by Carim and Aladdin and asks the following questions:</p> <ul style="list-style-type: none"> ● What are the systemic barriers faced by Carim, Aladdin and Milena (expected answers are: linguistic and cultural barriers that minimize opportunities for intercultural interaction, stereotypes and prejudice from the host society members, limited resources and support) ● What similarities and differences do you see in the three stories? (expected answers are: the individuals face similar challenges - systemic, social, etc.- but adopt different coping strategies, Carim seems more focused on integration than Aladdin, they respond to their classmates' behavior differently-Milena is facing a more accepting environment than Carim and Aladdin, which pushes her to approach her classmates and finally friendships are formed) ● What are the obstacles that Carim, Aladdin and Milena face to making friends? Do they overcome them and how? ● What do you think Carim and Aladdin can change to socialize more with their classmates? ● Do you think changing their behavior will surely make their classmates like them more? ● How can their classmates and trainers support their integration? (expected answers: positive interventions by trainers to help Carim and Aladdin foster their hobbies and talents, promotion of intercultural exchanges, support, counselling interventions) ● What resources of support do the individuals rely on? (expected answers: Carim relied mostly on his family and loved ones, while Aladdin prefers to spend time alone doing the things he likes) <p>The facilitator guides a group discussion based on these questions, and tries to emphasize that Carim's and Aladdin's behavior is a reflection of their classmates' behavior, and that the two individuals indicate different reactions to integration challenges. Also, this is more strongly evident in Milena's story, whose environment was more accepting and pushed her to become a member of the group. It is important to highlight the impact of the environment's attitude. Specifically, these aspects should be highlighted:</p> <ul style="list-style-type: none"> ● All individuals face similar challenges ● They respond to these challenges differently ● They rely on different resources for support



	<ul style="list-style-type: none"> • They adopt different attitudes towards integration
<p>Supportive materials</p>	<p>Case studies:</p> <ol style="list-style-type: none"> 1) Carim is 29 years old and has come to Greece from Pakistan with his family. He has been staying at the open accommodation facility for migrants and refugees in Drama for two months now. Carim is very ambitious and tries to adapt to these new conditions. Apart from the challenges he faces at the accommodation center, such as the uncertainty about the future and difficult conditions, he also faces challenges at the VET center he attends. He explains: <p style="text-align: center;"><i>I want to continue to learn Greek, I really like the Greek language. I want to be an interpreter! Like the gentleman who comes to the structure and helps us! At the VET center I don't have Greek friends yet. I think in general nobody wants a Pakistani as a friend. During breaks I prefer to sit outside in the sun and watch them laugh and talk. I don't know if they talk about me, but I think they look at me strangely sometimes mainly because we don't look alike on the outside. I get a little sad but when I get home I spend time with my family and I forget about it. My teacher is very nice to me, maybe because she knows we are poor. Even though she is nice to me, sometimes I wish she could encourage my classmates and I to spend more time or do things together. "</i></p> 2) Aladdin is 24 years old and comes from Syria. He is in the same class as Carim. He describes to us: " <p style="text-align: center;"><i>Today at recess I put on my headphones and I sat alone on a bench listening to music. I also like to sing. I would love to be a musician, I want to be a conductor! I am not sure how I can make this happen now that I am in a different country. I don't like letters, but I have to come to this VET center to be able to find a job. I don't care that my classmates don't want to spend time with me, I have found ways to have fun by myself. I don't talk to them when they talk to me! I don't want them to think that I care about what they think of me, or that their behavior affects me. I know they think we're strangers anyway. Why should I be upset?"</i></p> 3) Milena is 22 years old and has come to Greece from Russia with her older siblings. She is staying in a small provincial town and attending cooking classes at a VET center. Her dream is to become a chef and she also likes learning Greek.



	<p><i>At school, I noticed that many students were shy to speak to me, and I was shy too. During breaks, I stayed near the entrance, listening to Greek conversations and trying to understand. I didn't feel rejected, just invisible. One afternoon, the VET center organized a small cultural day. We were asked to cook a traditional meal from our home countries. I brought food my sister helped me prepare and wrote the names of my classmates in Greek. When they tasted it, they smiled and asked me questions about the dish and about my home country. I finally felt confident to answer in Greek. After that day, things changed. Students greeted me in the hallway and asked me to help them learn words and expressions in Russian. Sometimes they corrected me too when I spoke Greek, and we laughed together. I no longer felt invisible as we started becoming friends with some of my classmates.</i></p>
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Activity number	5
Activity Title	Simulating refugee interactions in the workplace
Duration	60 minutes
Learning Outcomes	Understanding personal beliefs and biases and their impact.
Requirements	<p>Role cards, scenario</p> <p>Role cards:</p> <ul style="list-style-type: none"> ● Refugee Employee (Ahmed) – recently hired, qualified but facing language and cultural barriers. ● Team Leader (Sara) – well-meaning but under pressure to deliver results. ● HR Manager (Jonas) – responsible for diversity and inclusion initiatives. ● Senior Employee (Monica) – skeptical about Ahmed's ability to contribute. ● Supportive Peer (Lina) – trying to help Ahmed integrate. ● Remote Colleague (Raj) – has little context but must collaborate with the team to deliver results. <p>Scenario: A new project is being launched. Ahmed is assigned to the team by his team leader, Monica, as she believes he is talented and can add value to the project results. Miscommunication, cultural misunderstandings, and assumptions are emerging within the team (Ahmed, Sara, Monica, Lina and Raj). The team must present a plan by the end of the week, but collaboration is getting difficult, due to language and cultural barriers, biased assumptions by some team members, etc.</p>



<p>Methodology and Guidance</p>	<p>Role-play</p>
<p>Detailed activity description</p>	<p>The facilitator should highlight prior to the beginning of the activity that trainees are fully entitled to opt out from the activity if they feel it is needed.</p> <p>The trainer hands out the role cards randomly to trainees, while explaining the purpose of the activity, which is to understand refugee integration in the workplace, from different points of view and foster sensitivity, inclusion and respect.</p> <p>After 6 trainees are handed their cards, the trainer explains the activity scenario. The trainees must role play according to the scenario and their roles for 15 minutes, while always staying in character.</p> <p>After the role-playing part is completed, the trainer facilitates a group discussion/debriefing, by asking the following questions:</p> <ul style="list-style-type: none"> ● How did it feel to be in that role? ● What challenges emerged for Ahmed? For others? ● Where and why do you think misunderstandings arose? ● How did support or lack of impact the situation? ● What could the team have done differently? ● How can workplaces support refugee employees more effectively? What measures would you suggest? ● If you faced this situation in real life, how would you have reacted (from the side of each person involved in the scenario)? ● What do you think the main conclusion from the outcome of the scenario is? <p>The group can repeat this process until all trainees have participated in the role-playing, or repeat by assigning different roles to each trainee.</p> <p>It is also advised that the role-playing sessions are video-recorded, to facilitate self and group reflection afterwards. In this case, the group can also work on a video analysis, focusing on non-verbal communication (body language, looks, distance from others, etc.) to realize its impact on social interactions. The following questions can be used for the video analysis:</p> <ul style="list-style-type: none"> ● What did you notice about the positions of the characters? Did you notice someone standing closer or farther away from another individual? ● What did you notice about the body language of the characters (posture, direction, eye contact, gestures)? ● Why do you believe certain non-verbal expressions happened? ● Do you think that non-verbal expressions affect social interactions? And if so, how? <p>It is important that the facilitator does not mention that non-verbal communication will be analyzed prior to the role-playing, so that participants' behavior is not affected.</p>



Supportive materials	Role Cards

Activity number	6
Activity Title	Considering ethical aspects of migration policies
Duration	60 minutes
Learning Outcomes	Understanding migration policies and critically assessing them.
Requirements	<p>The facilitator should highlight prior to the beginning of the activity that trainees are fully entitled to opt out from the activity if they feel it is needed.</p> <p>Activity 2 PPT.pptx</p> <p>Group discussion questions:</p> <ul style="list-style-type: none"> ● What are the ethical responsibilities of countries toward migrants seeking better economic opportunities or safety? ● Is it morally acceptable to promote migration based on skills, education level, or economic status, while restricting movement opportunities for less skilled/educated individuals? ● Is it morally acceptable for governments to prioritize migrants from certain countries or regions over others? ● How should governments ethically balance the rights and support of migrants with the interests of the host country? ● Which do you consider more important in designing migration policies: ethical principles like fairness, equality, and human dignity or national sovereignty? ● Should there be a moral limit to deportation practices? What should it be? ● What measures except deportations could be an effective and acceptable way to tackle undocumented immigration? ● Is it ethical for countries to use border enforcement measures that may endanger the lives of migrants (e.g., walls, surveillance, or pushbacks at sea)? If yes, why? If not, what practices should be enforced instead? ● What ethical considerations should inform policies regarding undocumented migrants who contribute to society economically and socially? ● Do you think that current migration policies respond to important ethical criteria (e.g. respect of human dignity and human rights, right to asylum, etc.)? ● If you were asked to design a set of migration policies and practices, what are the main 3 criteria that you would consider?
Methodology and Guidance	Group Discussion
Detailed activity description	The trainer presents the PPT about migration policies in the EU and worldwide (If Activity 2 has been conducted before activity 6 the trainer can do a brief introduction reminding trainees what was discussed within Activity 2).



Activity number	7
Activity Title	Reflecting on personal beliefs and experiences around inclusion and integration
Duration	60 minutes
Learning Outcomes	Understanding personal beliefs and biases and their impact.
Requirements	Handout 3 Activity 7.docx
Methodology and Guidance	Guided reflection
Detailed activity description	<p>Each trainee is handed a copy of Handout 3. The facilitator instructs them to read the questions and gives them 20-25 minutes to respond to them (either by writing their answers down or not).</p> <p>After each trainee has responded to these questions, the facilitator guides a group discussion around them and encourages trainees to think of ways in which the community could be more inclusive towards refugees.</p> <p>Be aware that there might be emotional responses to the themes discussed. Before wrapping up the activity, conduct a brief check-in with the participants and offer reassurance that if they keep themselves educated on topics like migration they can be very helpful to their local communities.</p>
Supportive materials	Handout 3 Activity 7.docx

Activity number	8
Activity Title	Debate on current refugee policies
Duration	60 minutes
Learning Outcomes	Understanding current refugee policies and identifying issues and opportunities for improvement
Requirements	<p>Questions:</p> <ul style="list-style-type: none"> • Are current refugee policies effectively addressing the humanitarian needs of displaced individuals? • Do current policies ensure long-term integration or merely provide short-term relief? • Should refugee policy prioritize national security or human rights? Can it do both? • Are current systems (education, housing, employment) equipped to support refugee integration? • Do host countries provide adequate language and cultural orientation programs?



	<ul style="list-style-type: none"> • Should governments mandate businesses to hire refugees or offer incentives? • Do refugees represent a net economic cost or benefit to host countries? • Should refugee policies focus more on self-reliance (e.g., through work permits) from the beginning? • Are host countries missing opportunities by underutilizing skilled refugees? • Do existing policies unjustly favor some nationalities or groups over others? • Are refugee policies shaped more by public opinion than by evidence? Are they affected by media portrayals of refugees? • Are current refugee policies in the EU coordinated or fragmented and inconsistent? • Are EU-wide frameworks for equitable refugee resettlement implemented by all EU countries to the same extent?
Methodology and Guidance	Group Debate
Detailed activity description	<p>The facilitator should highlight prior to the beginning of the activity that trainees are fully entitled to opt out from the activity if they feel it is needed.</p> <p>The trainer facilitates group discussion by asking the activity questions. They can choose to include as many questions as they need to stay within the 60 minutes duration.</p> <p>This activity can be expanded with an additional stage where participants are divided into two groups: one group tries to focus more on the struggles and difficulties refugees face, while the other focuses more on opportunities they might have access to.</p>
Supporting materials	Group debate questions Briefing sheet

Activity number	9
Activity Title	Assessment Activity 1
Duration	60 minutes
Learning Outcomes	Understanding the integration of refugees in society
Requirements	Handout 1: Handout 1_Activity 9.docx Berry's Acculturation model
Methodology and Guidance	Case analysis
Detailed activity description	<p>The trainer makes a brief introduction (15 minutes) on Berry's two-dimensional acculturation model.</p> <p>Based on the case studies of Carim, Aladdin and Milena, participants create brief analysis and compare them to each other.</p>

	<p>After introducing these concepts, the trainer hands trainees Handout 1 and informs them that they have 45 minutes to complete the assessment activity.</p>
<p>Supportive materials</p>	<p>Berry's acculturation model: https://www.researchgate.net/publication/236341880_Acculturation_Discrimination_and_Adaptation_among_Second_Generation_Immigrant_Youth_in_Montreal_and_Paris</p> <p>Handout 1_Activity 9.docx</p>

Activity number	10
Activity Title	Assessment Activity 2
Duration	60 minutes
Learning Outcomes	Understanding the integration of refugees in the workplace
Requirements	Handout 2_Activity 10.docx
Methodology and Guidance	Refugee integration plan
Detailed activity description	<p>The trainer explains the purpose of the activity: This assessment activity aims to activate trainees and guide them towards creating a refugee integration plan of their own. This will help them put into practice knowledge that they have acquired during previous activities, such as migration integration policies, best practices and intercultural interactions in the workplace.</p> <p>The trainer explains to trainees that they will be given a Handout which includes questions and guidance to help them develop their own migrant integration plan.</p> <p>After explaining the purpose and methodology of the activity, the facilitator hands out 'Handout 2' to trainees and informs them that they have 45 minutes to complete the assessment activity.</p>
Supportive materials	Handout 2_Activity 10.docx Example matrix



Example for Activity 10 (only for trainers)

<p><i>Organizations that have to enforce integration actions (e.g. NGOs, corporate companies, etc.)</i></p>	<p><i>NGOs, corporate companies, public services and bodies, etc.</i></p>
<p><i>Barriers to refugee integration and inclusion</i></p>	<p><i>Lack of recognition of foreign qualifications Language barriers Discrimination Lack of job matching Cultural barriers Lack of support</i></p>
<p><i>Solutions to integration barriers</i></p>	<p><i>Recognition of foreign qualifications and skills as well as informal learning (carry out relevant assessments to match refugees with suitable positions)</i></p> <p><i>Language learning programs and English learning programs for all employees (so that there is at least one common language spoken)</i></p> <p><i>Anti-discrimination policies, educational and cultural sensitivity seminars for all employees, strict anti-discrimination and anti-racist measures.</i></p> <p><i>Provision of job matching services, so that refugees can be placed in positions similar the ones they worked at in the country of origin.</i></p> <p><i>Promotion of intercultural contact and intercultural learning within the working environment, so that refugees can familiarize with the host country's culture and local employees can learn about the different cultures of their colleagues.</i></p> <p><i>Provision of support and mentorship during the early stages of employment, ensuring access to services (such as healthcare and adequate housing etc).</i></p>
<p><i>Specific actions that have to be taken (e.g. group activities within the workplace, inclusive</i></p>	<p><i>Skills assessment for all employees (including skills relevant to the job position, language skills, communication and soft skills)</i></p> <p><i>Provision of native language and English lessons, respect and help from colleagues until refugee</i></p>



<p><i>language workshops, etc.)</i></p>	<p><i>employees are fluent in the native language, peer to peer learning</i></p> <p><i>Strict anti-discrimination rules (e.g. no hate speech allowed), anti-discrimination policies (e.g. employment/promotion of suitable refugee employees), culture sensitivity workshops, cultural learning workshops</i></p> <p><i>Job matching for refugee employees</i></p> <p><i>Culture celebration days, group and bonding activities within the company (e.g. dinners, ice-breaking activities, etc.), exchange of knowledge or customs from different cultures etc.)</i></p> <p><i>Company support to ensure that refugee employees are living adequately and have access to necessary services, such as funding of health insurance, support in finding residence, etc.</i></p>
<p><i>Cooperation opportunities (e.g. policy designer organizations)</i></p>	<p><i>The European Commission, the European department of Migration and Home affairs, European co-funding opportunities, private NGOs that support relevant initiatives</i></p>
<p><i>Strengths of your plan</i></p>	<p><i>Assessment of plan's strengths: e.g. it is sustainable, it requires minor funding, it is easily enforced, it provides company training, it predicts early intervention, focuses on diverse refugee groups, specializes in a specific refugee groups and provides more personalized guidance, can be enforced on multiple levels (regional, national, EU-wide, global), fills labor gaps, promotes innovation, is based on a holistic approach, etc.</i></p>
<p><i>Weaknesses of your plan</i></p>	<p><i>Assessment of plan's weaknesses: e.g. it adopts a narrow view on challenges faced by refugees, it does not promote root change, it is not innovative and does not add to other already existing plans, it is not sustainable, it is not attractive to stakeholders, it requires large funding, it is not feasible, it benefits specific social groups more than other, it does not predict support for low-skilled refugees, it does not predict support for high-skilled refugees, it does not address a wide range of needs/issues, etc.</i></p>
<p><i>Sustainability (how will this initiative remain active long-term)</i></p>	<p><i>Assessment of sustainability prospect: e.g. it adopts long-term vision, it predicts monitoring and evaluation for improvement, it can be enforced in many different fields, it is adaptable to every company's needs, it is</i></p>



	<i>feasible to ensure funding, it does not require extensive training, etc.</i>
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