Digital Vademecum
for Trainers

(Research paper)

D2.2

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Introduction

The complexity of contemporary society highlights the importance of an interdisciplinary perspective, social relations and the construction of individual identity. The processes of socialization have acquired a renewed interest becoming an increasingly topic for discussion and reflection. Throughout the history of sociological thought the processes of socialization were widely explored, allowing to investigate probably more interesting forms than the current social dynamics.

According to Berger and Luckmann, sociologists who have contributed to analyse the interpretation of society construction, social reality would be realized in a dialectical process, it would be as a product of human activity, but it is important to remember that at the same time social reality continually reacts and influences every individual. So, according to the two sociologists it is fundamental to keep in mind the following topic: individual is not born as a member of society. Everyone is born with a predisposition toward sociality, and only later becomes a member of society[1].

Socialization is a process by which individuals may become part of the society, interacting and integrating into groups and community. In fact, socialization is a real set of processes that allow individual, during social interaction, to develop communication and interpersonal skills. In this perspective the labour market represents an important social agency for the integration and the interaction of migrants.

The experience of Western countries, and of those with a longer migration tradition, teaches the growth of self-employment is one of the characteristic aspects of the migratory phenomenon: the inclusion of immigrants in self-employment is a phenomenon born together with the migration process itself. Immigrants go in multiple and differentiated autonomous occupations.

Entrepreneurship constitutes an extremely interesting dimension of the migratory phenomenon. Some scholars have illustrated the reactive dimension of immigrants' propensity to self-employment as a response to labour market demand and a reaction to social discrimination. By entrepreneurship immigrants try to make up for the disadvantages deriving from the condition of foreigners. The YMBC Project must help this process.

The most important factors hindering labour market integration of migrant people are:

- ✓ legal and administrative barriers (e.g limited labour market access for asylum seekers and only temporary granting of asylum),

- ✓ a lack of institutional support or poor resourcing of available support (e g lack of coordination among different integration tools, lack of staff in government agencies, lack of available knowledge on host country, lack of tailor-made approaches)

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[1] P. Berger, T. Luckmann, 1966, The Social Construction of Reality, Garden City, New York

- ✓ economic and labour market challenges (e.g, low demand in labour, high competition for low-qualified jobs, exploitation and undeclared work)

- ✓ language, qualification and education challenges (e.g. lack of language skills, low skill and work experience, loss of skills and disruption of education due to flight and time of forced inactivity, time- and cost-consuming recognition of qualifications and skills,

- ✓ social challenges (e.g. discrimination, lack of social networks, psychological barriers, poverty).

The YMCB Project is based on the consortium members' collective experience which is relevant to the target group. It is known that immigrants are more vulnerable to implicit barriers caused by a need for education funding, language skills, information access, resilience, qualification recognition as well as by disruptions in their educational biography, temporary exclusion from compulsory schooling during the application procedure, etc. In many European countries there are migrants and refugee-targeted support measures for language acquisition and labour market integration. The added value of our intervention will be focused on what is lacking: a combination of education and training, mentoring and access to finance that is innovative and tested at local level with the support of local organisations.

The YMCB scheme is addressed to the young migrants with a strong willingness and a plan to create their own activities and/or enterprise, however facing obstacles to join the classical mainstream support to business creation schemes existing in the countries where they intend to stay and work.

Young migrants recently arrived in the Europe being more affected by unemployment are the priority target of this project. The target group will focus on third country nationals in a legal situation with regards to accessing the labour market or/and education and training, fulfilling their needs in terms of basic living conditions and thus available for training, mentoring and developing their business ideas.

Combining training modules, with personalised mentoring to which is added a valuable set of information about access to finance, constitutes an innovative entrepreneurship path currently missing for this population, using a blended approach (presential and remote learning).

1. How do we start a training session as a trainer in YMCB project?

There are basic foundations for a solid training session that runs efficiently and that conveys the necessary information for meeting the session's goals. The most important training schools list about 12 proven techniques[2]:

a. Tell trainees the goal of the all programme course and the target of each session. Introduce each session with a brief overview of the training subject's main points.

b. Tell trainees all the information they need. Explain key points, go over policies, demonstrate procedures, and relate any other information trainees need to know.

c. Tell them the planning of each session. Conclude with a summary of opening overview. Use repetition to help trainees grasp and retain information.

d. Explain what trainees are going to see before showing a multimedia portion to create a better learning environment by guiding trainees to know what to look for and what to remember.

e. Demonstrate and apply teaching points to create greater understanding and knowledge of the subject.

f. Test frequently in indirect way. Learning to adult people need creative way to evaluate the level of the results. However, tests are most effective when trainees know they will be quizzed, because they'll pay close attention to the material.

g. Involve trainees. For example, ask participants to share their experiences with the training topic. Many trainees are experienced personnel who have valuable information to contribute. All trainees will get more out of sessions by hearing about their co-worker's experiences with the subject—and not just the trainer's lecture points.

h. Repeat questions before answering them. This practice ensures that all participants know what the question is so they can make sense of the answer.

i. Analyse the session: always be on the lookout for what works best.

j. Start on time and finish on time.

k. Give frequent breaks, especially for half-day or all-day sessions.

l. Solicit feedback on the training session.

However, to get a little more creative and memorable a training course, especially for young adult people trainers should be innovative: they should create enjoyable experience, which will keep trainees involved and help them retain more information. Currently, training expert suggest:

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[2] See i.e. Simplify training, as we do here.

- Make learning fun: trainees want to learn practical information about what they can do to get better results and they will not be enthusiastic if training sessions are dry and dull.

- Use humour: it helps keep enthusiasm at peak levels, but avoid telling jokes, especially in an intercultural context as in the context of YMCB project, because humour is so subjective and cultural orientated that someone in the audience may be offended and lose track of training for the rest of the training.

- Use attractive packaging: materials that are well-packaged and that communicate value.

- Encourage participation: engaging trainees in the learning process and try to spend close to 80 percent of training time on group participation. Encourage everyone in the training session to speak freely and candidly, because learning occurs most readily when feelings are involved.

- Build self-esteem: create a win-win environment by using the training program to build the participants' self-worth and self-esteem.

2. What skills and qualities does the trainer need to work with young adult immigrant people?

Often people will confuse skills for qualities: when we refer to skills, we are talking about something that we learn to do over a certain time; when we talk about qualities, we refer to them as parts of people's personalities, you cannot learn qualities or transfer them to another, you can grow and develop them through time.

Training to young adult people need specific skills and qualities.

a) Skills

Communication skills

We are going to go deeper about communication skills in the next paragraphs, nevertheless beginning it is important to underline It takes a lot of discipline and self-training to be able to adapt to the mind-sets of different people. This is, however, what is expected from good trainers. Learning is a process that manifests differently, depending on trainees: it is fundamental trying and rooting for interaction and discussion, as the key strategies to keep an active approach towards the training process. Therefore, a good trainer must speak well, express his/her thoughts clearly, and have an engaging presentation style.

Organization skills

A good trainer can handle several tasks at once. It is important to know how to manage time and work. An effective trainer knows that using every minute of the training, to process information properly is very important to the trainees' retention rate. Well-organized materials and lessons help remain consistent focus on the topic and prevent the audience from wandering off from it.

Analysing skills

Some trainers often get caught up in the delivery process so much that they forget about the audience's needs and differences. On the contrary a good trainer involves conducting a needs analysis, understanding through a needs assessment what needs to be learned by trainees through and what it needs to prioritize.

Advanced research skills

Good trainers are expected to possess innovative thinking: experimenting with interactive and fun content in the courses; incorporating into training tools such as software platforms that allow to combine different engaging media.

Skills of enter-training

By being an *entertainer*, trainer can make sure that he/she is adding enough interest and enthusiasm to the subject, enough to keep the learners focused.

   b) Qualities

Good with people

Trainer's personality styles may vary, but it is important he/she enjoys working with people, engages groups of people and works with them to meet training goals.

Passionate about lifelong learning

Learning is a continuous process. Good trainers know this, and except delivering the knowledge, they will also try and absorb some themselves. They are self-driven: good learners make good trainers. The enthusiasm good trainers have about their field of expertise passes on and reflects directly in the audience's outcomes. In other words, good trainers recognize the value of learning in their own lives and want to help others learn. Satisfaction in sharing with others the skills and knowledge that trainers have acquired through hard work and persistence is crucial.

Patient

Good trainers understand that people learn in different ways and at different paces.

Open-minded

Good trainers respect other people's points of view and know that there are often many ways to achieve the same objectives.

Creative

Good trainers create an environment in their training sessions that encourages learning and inspires trainees to reach beyond what they already know to explore new ideas and methods.

Flexible

Good trainers are able to adjust their training plan to accommodate their audience and still meet all training objectives.

Motivational

Motivation is a crucial element that makes the difference in the approach towards the trainees. Through motivating them, the trainer will direct learners toward their learning goals. Motivational trainers enhance trainees' overall performance.

Strategic thinkers

Good trainers must have a good grasp of how the training process directly affects the business in the long-term. They will manage to think ahead on how to train people regarding their roles and responsibilities, more efficiently.
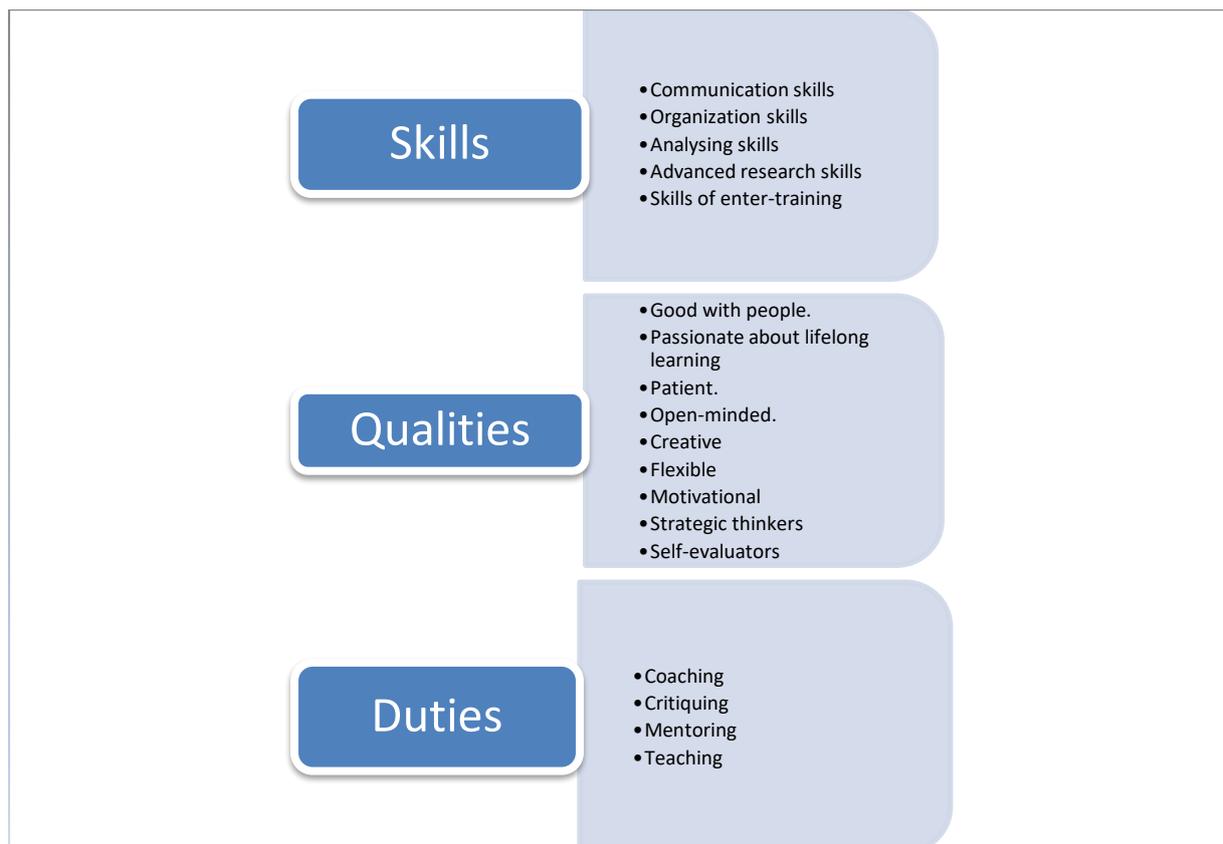
Self-evaluators

Good trainers should be very sensitive about their performance, by measuring it through the objectives that the trainees have achieved, and by welcoming their feedback. Successful trainers rely on the regular update of their professional skills, network with other domain experts to keep track of changes in their field. Their self-analysis can determine the establishment of a successful training program.

After understanding these characteristics (skills and qualities) there is another question that should be asked: What are the duties that training encompasses?

Nowadays, we have four main duties:

- Coaching – supporting in the development of an individual knowledge, skills and abilities to help improve job performance.

- Critiquing - analysing the design of a professional idea/aspiration and giving feedback on whether it meets its objectives.

- Mentoring – a relationship in which a more experienced person uses their greater knowledge and understanding to support the personal development of another.

- Teaching – planned and specific instruction of job technique relevant to current and future role requirements.

Skills
- Communication skills
- Organization skills
- Analysing skills
- Advanced research skills
- Skills of enter-training

Qualities
- Good with people.
- Passionate about lifelong learning
- Patient.
- Open-minded.
- Creative
- Flexible
- Motivational
- Strategic thinkers
- Self-evaluators

Duties
- Coaching
- Critiquing
- Mentoring
- Teaching

3. Creating conditions for learning

3.1 What the trainer must do

Before beginning the training programme, we should learn about the trainees, at least we need to know:

- who they are;

- their age;

- where do they come from (in our case their family's country of origin);

- what work do they do or they did in the past;

- what form of schooling they had.

Therefore, before beginning the training programme we should discover the trainees can already do and what they know labour market and opening an enterprise.

Encouraging the trainees to talk about themselves and their background in the first training sessions (the orientation period) is very important. It helps us to discover more about the trainees but also allows the trainees to share and compare their experiences.

From this we will get not only the background of each individual but also what the trainees expect from the programme.

As trainers, we should know exactly what areas the trainees need training in and we will need to make it clear exactly what the trainees will be expected to learn. Therefore, at the beginning of each unit we must put in evidence several **learning objectives** which state what the trainee is expected to know, or be able to do, after completing the unit. Of course, we will need to arrange the means by which trainees can practice the skills they are expected to develop.

4. The conditions of learning

In order to facilitate the running of our training programme we, the trainers, will need to carefully plan the training, practical arrangements and facilities. In doing this we should consider some relevant points.

The first point to consider is that the trainees come from different and hybrid cultural contest. In many cases they will have their own traditional and innovative point of view and some of them have been passed down from generation to generation.

As trainers, we should encourage the trainees to discuss the various practices which are carried out in their context. We should discuss them and praise those which are useful. We will then need to demonstrate the benefit of the methods we are expecting them to learn and encourage the trainees, through practice and discussion, to adopt the new methods and point of views. In this way trainees can be encouraged to decide for themselves.

Trainees can learn tasks only if they are given the opportunity to practice them frequently while under supervision. We must therefore be skilled in this form of training. It is essential that we arrange the means by which trainees have the opportunity to learn in this way. The training programme contains an element of work which will involve a certain amount of straight forward classroom teaching, but the overall emphasis is on sharing experience and experimenting ideas.

It will be necessary for us, the trainers, to arrange suitable facilities for training and to give the trainees access to simulation or case-studies on which to practice their skills. We should develop a range of training material including large drawings and specimens. And will need to arrange some classroom facilities in addition to the practical facilities. He will also find that the organisation of the trainees into small groups for training will allow each trainee the chance to practice skills.

5. Methodology

The design of the YMCB training plan is structured not only on learning outcomes, but also on the training methodologies that can most appropriately be suggested. In fact, the training methodologies must be consistent with the training objectives and functional to develop learning processes.

Particular attention was paid to the use of methods that put the trainees in connection with their professional and life experience, with the problems found in daily work practice and with their possible improvement.

From this the training methodology adopted provides blended training supported by coaching and mentoring actions.

Experiential learning is supported by the study by Mc Call, Eichinger and Lombardo (Center for Creative Leadership of the University of Princeton)[3] which suggest that learning (in particular that of adults) follows a model called 70 / 20/10: 70% of acquisitions through activities and experiences; 20% of the acquisitions through direct contacts and interactions with other people; 10% of acquisitions through formal training.

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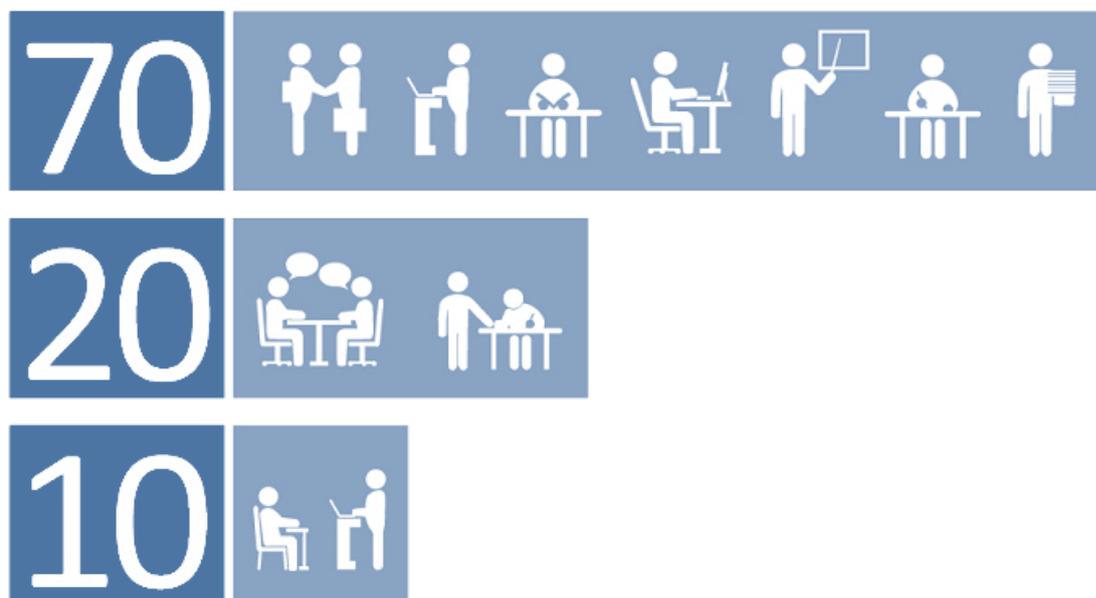
[3] Mc Call, Eichinger and Lombardo (Center for Creative Leadership of the University of Princeton), *Career Architect Development Planner*, 5th Edition 5th (fifth) Edition, 2010.

5.1 Active methods and techniques

Training for young adult people is complex and need specific methods and techniques. Active techniques are procedural activities that actively involve trainee in the learning process.

During training courses (even the most theoretical ones) trainers should activate different methods:

- to develop different and more autonomous learning processes;
- to guarantee a customizable training offer;
- to promote and/or consolidate trainees' interest and motivation.

We will consider the **laboratory** (operating method); **experimental research** (investigative method); **action research** (heuristic-participatory method) and **mastery learning** (a set of group-based, individualized, teaching and learning strategies based on the premise that students will achieve a high level of understanding in a given domain if they are given enough time

5.1.1 Active methods

A. Operating method: laboratory

Before being an environment, the laboratory is a 'equipped mental space', forma mentis, a way of interacting with reality to understand it and/or to change it. The term laboratory is proposed in extensive sense, like any space, physical, operational and conceptual, adapted and equipped for implementing specific training activities.

Working with operating method the trainee dominates the sense of his/her learning, because he/she produces, concretely works, because doing he/she knows where he/she wants to go and why.

What are the fundamental elements of the laboratory method?

The proposed activity in the laboratory must:

- be a concrete manipulation (verbal or symbolic linguistic codes are not enough);
- involve crucial operations (main steps of a procedure);
- not have a single solution (must give the possibility of choosing and deciding; the laboratory that proposes a single one solution boils down to application algorithm!);
- cause a cognitive 'displacement' (it must be discovered something new, undermining old knowledge);
- be located at a right distance (the new one must not be neither too close to the known nor too distant[4]);

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[4] The meaning of the right distance refers to the Vygotsky principle of the area of proximal development (see https://files.eric.ed.gov/fulltext/EJ1081990.pdf)

- involve different levels of interpretation (plurality of points of view);

- have metaphorical values (must recall experiences distant and heterogeneous);

- involve the trainee's relationship with the knowledge (in a laboratory knowledge is knowledge in action).

B. Investigative method: experimental research

In its theoretical classical form, the investigative (or hypothetical-deductive) method follows the path of experimental research (widely known) with the following steps:

- Identification and definition of the issue (in our case, open an enterprise or a general activity);

- Analysis and selection of hypotheses (each specific case of our trainees);

- Delimitation of the research field (or the factors that interact with the issue);

- Sampling (selection of representative elements);

- Selection of sources (from which to collect data and information);

- Registration and processing of collected data;

- Comparison and verification of hypotheses;

- Definition of the general principle that allow to take a decision.

C. Heuristic-participatory method: action research

Methodologically the cycle of action-research includes a series of stages:

a) Identification of project idea and the problems to be solved (the causes of those problems, contexts and environments where problems are located, the resources available and the constraints that force trainees to do some choices).
b) Formulation of professional hypotheses and implementation plan.
c) Application of the professional hypotheses in the target contexts of the formulated plans (we no longer speak, but we act).
d) Evaluation of changes and review of projects and the adopted plans.
e) Deepening of positive evaluated applications.

Now the question should be: why action research with trainees in a labour training course?

Because with action research trainees may understand the complexity of the systems (in which they live and work), the fluidity of their project hypotheses and in particular:

- mutiny of the variables (when human factor intervenes it is somewhat difficult to isolate and stop variables);

- the partiality of the trainee's point of view (and the consequent need to compare all points of view, the relativity of the individual it is not more a limit, but it turns into value if all the individual are trainees);

- the need to immerse trainees in the studied situation (doing research on the problem situation trainees does research on themselves; with action-research trainees are not external and detached, but involved and co-responsible);

- taking charge of heuristic research paths (the solutions to real problems require paths and heuristics, open logics).

D. *The individualized method: mastery learning*

Mastery learning is a way of organizing the training course to individual diversity on rhythms and times of trainees learning. Block (1972) established the following procedures:

- trainer defines conceptual and operational skills that trainees should reach at the end of the training;

- trainer establishes the intermediate levels defining the objectives in a succession of training steps to progressively promote final skills;

- trainer elaborates tests able to verify the achievement or not of the objectives of the training units;

- trainer makes the training units considering as much as possible the initial state of preparation of his/her trainees;

- subsequently trainer structures the supplementary and recovery activities to those trainees who have not yet reached almost basic levels;

- trainer checks that trainees do not face the next unit if they do not have conquered the bare minimum of knowledge to go ahead.

5.1.2 Active techniques

Active techniques reject the passive, dependent and receptive role of trainee; on the contrary, they involve felt and aware participation of trainees since contextualize learning situations in real environments like those that the student has experienced in the past (actualization experience), which currently lives (integration hic et nunc of contexts' plurality) or that will live in the coming future.

The techniques we might implement are characterized by:

- the *lived* participation of the trainees (they involve the whole trainees personality),
- feed-back on learning and self-assessment,
- training in situ,
- group training.

Let's consider four groups of active techniques:

- simulation techniques

    - role playing for the interpretation and analysis of social behaviours and roles in interpersonal relationships,

    - *in basket* for decision making enterprise environment

    - the action maze for lab development decision-making and procedural skills.

- Situation analysis techniques that use real cases

    - in the case-study are analysed common and frequent situations, in the case emergency situations are addressed. Case-study develop the analytical skills and methods of approach to a problem, in the incident, the decision-making skills are added to predictive ones.

- Operational reproduction techniques

    - demonstrations and exercises (they point to hone technical and operational skills by playing one procedure. They are complementary and require the resolution of procedure in operations and phases to be put in succession and verified at each step.

- Cooperative production techniques

    - among which we can include brainstorming technique, to develop creative ideas, and cooperative learning method, to integrate the development of cognitive, operational and relational skills.

The techniques define the *relationship between trainees and learning situation*. Through simulation techniques trainees learn *immersed in situations*; by situation techniques trainees learn *from situations* (by reading them); through operational reproduction techniques trainees learn *by operating on situations*, and by cooperative production techniques trainees learn *to change (or invent)* situations.

Of course, the emotional involvement of the trainees is also variable: it is deep in simulation techniques, by immersion in reality and the assumption of specific roles; more detached in the analyses of situations and in operational reproductions.

6. Intercultural communication

The YMBC Training Programme is innovative and reflects on a crucial issue: intercultural communication. Interpersonal communication is an exchange that constantly occurs in daily life, implies several factors and therefore a precise reflection. Moreover, interpersonal communication becomes a central issue in the analysis and acquisition of skills in intercultural interaction. In fact, a good interpersonal communication must respond to a specific communicative effectiveness and, therefore, to fundamental factors, such as: the awareness of the stakeholders involved in the exchange (respecting their identity construction), the importance of consistent communication and complete content; the attention to communication channel; the attention to a precise congruence between verbal and analogical aspects; an appropriate use of the surrounding context; a communication relevant to set objectives; a style appropriate.

Interpersonal communication may have also different purposes, which define the declination and the participation of individuals. Interpersonal communication may be oriented to: learn something more about ourselves or others; influence or persuade the interlocutor; improve our relations; have fun or be helpful to our speaker[5].

Among social scientists, Erving Goffman[6] suggests a detailed analysis and articulated relations about face to face interaction: he deepens his analysis about human behaviour and above all he gives particular attention to communication that he considered not reducible to a simple exchange of words between two or more speakers. In other words, Goffman points out that it is necessary and indispensable to arrive at an integrated understanding of the communicative behaviour.

Goffman identifies eight systemic requirements which are a theoretical basis for YMBC training programme:

       a. a shared ability to transmit and receive messages clear and appropriate;

       b. a presence of indicators (or signals) that are able to communicate to sender of the exchange that is in place a receipt;

       c. some shared signals to announce the search for a channel of communication and to highlight that a channel can be opened or closed;

       d. it is important to identify the signals for the turn-taking;

       e. specific techniques for repetition, delay and interruption of a message;

       f. a way to read the messages of the exchange;

       g. a set of rules to regulate the development of message, so that every exchange is consistent with the previous;

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[5] E. Cheli, 2004, *Teorie e tecniche della comunicazione interpersonale*, Franco Angeli, Milano

[6] 8 E. Goffman, 1961, *Encounters: Two Studies in the Sociology of Interaction*, Bobbs-Merril, Indianapolis

h. rules not only for who is actively involved in the exchange, but also for who do not directly participate, although he or she is near by the communicative act.

During a communication exchange the role assumed by individuals is important and defines a part of the same communication flow. Interaction is seen as a possible theatre scene: individuals taking on roles wear masks. And it is important during a training for immigrates.

6.1 Nonverbal communication

In intercultural training programmes, nonverbal communication has an important role. The YMBC training programme underlines the need of using specific tools.

E.T. Hall[7] proposed a new vision, which aims to give relief to micro-cultural aspects of society. He is interested in non-verbal communication of individuals, such as tone of voice, gestures, posture and proxemics. In other words, he applies linguistic relativity to non-verbal communication and thus defines a set of concepts and categories essential for those who want to think about theories and practices of intercultural communication. Hall is the first to analyse communicative use of space and time and propose an initial distinction between high and low context. Hall:

- Proposes a comparative approach, focusing on interaction between individuals from different cultural backgrounds;

- Facilitates a micro perspective, so he pays attention to individual in specific contexts;

- Recalls the importance of an interdisciplinary analysis, combining anthropological dimension with communication theories;

- Highlights the importance of considering communication as a behaviour determined by rules;

- Emphasizes the recognition of non-verbal communication, as a characteristic element of all cultures;

- Emphasizes the importance of experiences and practices to understand the forms of intercultural communication processes;

- Develops a specialized language still used today.

Since Hall period, non-verbal communication has been recognized a central role in intercultural exchanges analysis. In 1999, Rogers and Steinfatt list some important reasons for this centrality[8]:

- Non-verbal communication is inevitable. Even when we decide not to speak or not to make gestures.

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[7] E.T. Hall, 1966, *The Hidden Dimensioni, Doubleday*, New York; E.T. Hall, 1976, Beyond Culture, Garden City, New York; E.T. Hall, 1984, *The Dance of Life: the Other Dimension of Time, Doubleday*, New York; E.T. Hall e M. Reed Hall, 1990, Understanding Cultural Differences, Intercultural Press, Yarmouth.

[8] E.M. Rogers and T.M. Steinfatt, *Intercultural communication*, Everett.

- Non-verbal communication is not intentional, it is not possible to be constantly aware of all messages that we send with our body;

- Non-verbal communication anticipates verbal one. Before communicating with words, individuals have already sent a series of messages (through their clothes, movements, using of space and distance); -

- Non-verbal communication is usually considered extremely reliable. It is believed that because it is not always controllable.

- Non-verbal communication can lead many misunderstandings, especially when verbal message is not quite enough.

Nonverbal communication is very important in situations involving intercultural exchanges, especially in training context where leaners come from different geographical and cultural areas. Where, in fact, lack of a good knowledge of language may prevent a fluid exchange of communication, anything that is not verbal assumes a special importance, although it is necessary to know ways and meanings of each different cultural contexts. In fact, cultures establish standards of non-verbal behaviour, as well as terms and expressions of individual's emotions.

To sum up it is possible assert that nonverbal messages fall into seven main categories: a) body language or kinesics (facial expressions, eye gaze and eye contact, posture and gestures); b) clothing and artefactual communication; c) voice or paralanguage (including pitch, volume, rate and pauses); d) space and distance, or proxemic factors (including both the space that exists between us when we talk to each other and the way we organize space in our homes, offices, and communities); e) colour; f) time, or chronemics; and g) touch, or haptics.

The skills of an intercultural communicator have to deal not only with individual effectiveness and appropriateness in intercultural relations, but also especially with their ability to progressively increase abilities to understand reality, and thus the experience of difference. A communicator dealing with any intercultural encounter must be equipped to:

- a mindset (a set of attitudes and worldviews);

- a skillset (or the combination of skills and practical knowledge).

Experiencing the possibility to communicate in cross-cultural terms empathy process is crucial. In addition, it must be said that to be a good communicator must have intercultural knowledge and practical experience in order to implement communicative behaviours defined in terms of competence and ability. So, it is possible to define at least six essential characteristics, therefore a good communicator intercultural:

1. Should have interest, curiosity about different world vision;

2. Should have the ability to track his or her own cognitive stereotypes and arising prejudices; and should have the ability to identify stereotypes and prejudices of others both as individuals and members of (different) social groups;

3. Should have the ability to overcome his or her inner discomfort induced by the experience of diversity (culture shock[9]);

4. Should be understanding (comprehension is a cognitive act, to distinguish acceptance).

5. Should be continuously available to modify his or her stereotypes from perceived differences in interactions;

6. Should have the ability to accept rejection of communication as a possible outcome of the interaction.

7. Entrepreneurship training programme: units and learning modules

The YMCB programme helps trainees develop their business idea, set up their business plan, and implement a strategy for growth. Training modules must be led by experienced trainers also supported by an innovative MOOC and sharing platform. The course must be user friendly and designed to support trainees to define, design and build a business idea. YMCB Project has adopted a blended approach: face to face seminar and workshop plus an e-learning platform.

Part of the training, as a follow up of the frontal learning, is realised through an e-learning collaborative platform, that invites users to collaborate and build their proposal and business plan in an 'open innovation' environment and in which learning pills will be integrated with practical and theoretical extra contents. Trainers support trainees during the online training. The e-learning is easily available and accessible thanks to mobile devices, taking into consideration the possible difficulties to access computers that the beneficiaries could encounter. The content is easily readable and available in the local language.

The aim of the platform is also to encourage users to collaborate and build their proposal and business plan, acquiring the fundamental knowledge to start and growth their business. They also have the possibility to launch and evaluate the feasibly and the implementation of their ideas, using specific online tools that allow them to interact with their peers, the entire community as well as with experts on specific fields. This approach will stimulate collaboration and enhance collective review of a project as well as the gathering of feedback useful for the growth of participants.

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[9] J.M. Bennett, 1977, Transition shock: Putting culture shock in perspective, in «International and Intercultural Communication Annual», 4, 45-52.

7.1 Module

MODULE 1	
Idea generation – become a start-upper	
Objective	Trainees will have the opportunity to implement their idea: the module will help developing entrepreneurial thinking skills, such as the ability to identify marketplace opportunities and discover the most appropriate ways and time to capitalize on them.
Training Units (TU)	TU0 Introduction and icebreaking TU1 Top 10 skills and workforce strategies in 2020 TU2 Discovering the labour market TU3 Adventure Lab: looking for an idea
Content and training method	**TU0 Introduction and icebreaking** – 1h *Method: interactive (role play)* - Intro to the course - Icebreaking activities **TU1 Top 10 skills and workforce strategies in 2020** – 1h *Method: interactive (simulation)* - Basic elements of a strategy - Young people employability through the development of the 10 key competences identified by the World Economic Forum **TU2 Discovering the labour market** – 2h *Method: interactive (discussion lesson and practical exercise)* - Labour Market Indicators - Data base and labour national surveys compare to international ones - Generational analysis of the Labour Market **TU3 Adventure Lab: looking for an idea** - 3h

	Method: interactive (executive session)
	- Lean startup e javelin board: validate ideas through experimentation (visual board) - Discussion
Follow-up	e-learning session **Idea Validation** – 30 minutes
Methodology	Blended methodology
Technical tools	Support tools for individual and group work and distance learning tools
Training facilities	E-learning platform
Test	Multiple choice test (e-learning platform)

MODULE 2	
Introduction to Business Model	
Objective	Trainees will have the opportunity to analyses the fundamentals of their business idea and evaluate its feasibly by creating a small business model. The modules delivered will provide business plan elements, with a focus on the business model (lean canvas), and useful operational tools that will help participants to work on their business project and to make a realistic evaluation of the potential success of their business idea.
Training Units	TU1 Business plan elements TU2 Business model (Lean Canvas) TU3 Writing a Business Plan
Content and training method	**TU1 Business plan elements** – 2h *Method: interactive (discussion lesson)* - Business concept. Describes the business, its product and the market it will serve. - Financial features. Highlights the important financial points of the business including sales, profits, cash flows and return on investment.

	- Financial requirements. Clearly states the capital needed to start the business and to expand. - Current business position. Furnishes relevant information about the company, its legal form of operation, when it was formed, the principal owners and key personnel. - Major achievements. Details any developments within the company that are essential to the success of the business. **TU2 Business model (Lean Canvas)** – 3 h *Method: interactive (individual and working group)* - Customer Segments - Value Proposition - Channels, - Customer Relationships - Revenue Streams - Key Resources - Key Activities - Key Partners - Cost Structure **TU3 Writing a Business Plan** – 2h - Operating Plan - Financial Plan
Follow-up	e-learning session *How to write a business plan step by step* – 30 minutes
Methodology	Blended methodology
Technical tools	Support tools for individual and group work and distance learning tools
Training facilities	E-learning platform

Test	Multiple choice test (e-learning platform)

MODULE 3 **Legal, Administrative and Fiscal Regulation**	
Objective	Trainees will receive all the information related to requirements that need to be followed to open up a business in a foreign country. For these reasons, the module will work on your abilities to deal with bureaucratic processes by addressing the following topics: business registration and how to obtain a licence; labour law; tax regulations and declaration; basis of accounting and finance management tips; basis of funding opportunities
Training Units	TU1 Leadership and management TU2 Global business TU3 National bureaucratic procedures and legislative references TU4 Funding opportunities
Content and training method	**TU1 Leadership and management** – 2h *Method: interactive (individual and working group)* - The main 9 difference between being a Leader and a Manager - Effective Approaches to Leadership - Management and problem solving **TU2 Global business** – 2h *Method: interactive (discussion lesson)* - Learn distinctive approaches and frameworks that help you think about the world and organize information - Identify the challenges and opportunities that government and politics can create for you and your business from a strategic standpoint **TU3 National bureaucratic procedures and legislative references** – 1:30h *Method: interactive (simulation – working group)*

	- Business registration and how to obtain a licence - Labour law - Tax regulations and declaration - Basis of accounting and finance management tips **TU4 Funding opportunities** – 1:30h *Method: interactive (simulation)* - Agenda 2030 - European Funds for enterprise (Horizon 2020 – Horizon Europe) - National Fund for enterprise - European prize for young entrepreneurs
Follow-up	e-learning session ***Open up a business in a foreign country*** – 30 minutes
Methodology	Blended methodology
Technical tools	Support tools for individual and group work and distance learning tools
Training facilities	E-learning platform
Test	Multiple choice test (e-learning platform)

MODULE 4 **How to promote your Business Project**	
Objective	Interpersonal and communicational skills are relevant competences trainees need to acquire. Indeed, trainees must be able to work and interact with people with different cultural backgrounds. The module will work to reinforce intercultural and language skills, and, at the same time, it will give small marketing suggestions to facilitate the promotion both on online and offline.
Training Units	TU1 Communication's types TU2 The communication process

	TU3 Methodologies and communication techniques TU4 Innovative communication tools TU5 Marketing communication

Content and training method	**TU1 Communication's types** – 1h
	
	Method: interactive (discussion lesson)
	
	  - Verbal, non-verbal and para-verbal communication
	
	TU2 Communication process – 1h
	
	Method: interactive (simulation)
	
	  - Meaning and dynamics of communication process
	  - Communication problems
	
	TU3 Communication methodologies and techniques – 1h
	
	Method: interactive (discussion lesson)
	
	  - The most effective principles of communication
	  - Elements of active listening and effective communication
	  - Active listening techniques
	  - Effective communication and relationship techniques
	  - Negotiation techniques and conflict management
	
	TU4 Innovative communication tools – 2h
	
	Method: interactive (role play)
	
	  - Digital media
	  - Social networks
	
	TU5 Marketing communication – 2h
	
	Method: interactive (executive session)

	- Marketing tools
Follow-up	e-learning session ***Intercultural communication*** – 30 minutes
Methodology	Blended methodology
Technical tools	Support tools for individual and group work and distance learning tools
Training facilities	E-learning platform
Test	Multiple choice test (e-learning platform)

MODULE 5 Pitch sessions and matchmaking	
Objective	The final training event will be the opportunity for you to present the final version of your project work to have matchmaking sessions with peers and project stakeholders. (Mentors will participate as "Key Testimonials" to discuss and evaluate your project works and share their experience and point of view).
Training Units	Public event
Methodology	Participatory methodology
Technical tools	Support tools for individual and group work

7.2 E-learning platform

There are no any specific and deep programmes or methods for migrant adult education in Europe. Therefore, YMCB Project believes that the innovative blended learning environments (active learning, peer instruction, collaborative problem solving, visualisation, design thinking, selflearning, gamification) have to be openly accessible to adult migrants to equip them with the skills, the knowledge and the capacity to be actively engaged in the civic domain.

The YMCB e-learning program complements seminars and workshops with the aim to develop a blended learning approach. In such a landscape, YMCB Project offers young migrants a set of e-learning modules focusing on self-entrepreneurship and new business ideas development.

7.2.1 Modules structure

The learning materials for YMCB project to be uploaded on the e-learning platform belong to 4 learning modules. Regardless topics to be addressed in each module, the idea is to provide a common rationale so to allow trainees to iterate learning processes which mix theoretical tasks and hands-on activities. To pursue such a goal two different typologies of learning objects to be adopted in each learning module are proposed below. As far as the structure of learning modules has concerned, the main idea is to design each module by adopting a common format as follows. The total duration of each learning module will be of about 45 minutes. However, additional exercise to be completed with the aim to practice the main concepts presented in each learning object could be assigned to the learners.

Each learning module e-learning page is integrated a forum to allow trainers and learners to share ideas, thoughts and interesting materials in a peer to peer approach. Moreover, content curation tools is used to offer external learning resources to the learners.

7.2.2 Learning objects structure

Learning objects structure will be inspired by Gagne's 9 events for instruction[10] so to convey the main learning contents of YMCB Project in the proper way. The nine events follow a systematic instructional design process that share the behaviorist approach to learning, with a focus on the outcomes or behaviors of instruction or training. They support the creation of the underlying framework to prepare and deliver the training contents in an engaging and effective manner. In particular, they encompass:

1. Gain attention of the learner

2. Inform learners about the learning objectives;

3. Stimulate recall of prior learning;

4. Present the contents;

5. Provide learning guidance;

6. Elicit performance (practice);

7. Provide feedback;

8. Assess performances;

9. Enhance retention and transfer to the job.

7.2.3 Theoretical focus.

The aim of the theoretical focus is to provide the learner with an overview on main concepts behind entrepreneurship and new business creation. Thanks to this, learners can develop the main skills and can acquire the main methodologies and tools to be used to develop a new

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[10] R. Gagne, *The Conditions of Learning*, 1965
https://www.academia.edu/8219664/Conditions_of_Learning_R._Gagne

business idea. The main tool to present the theoretical focus is a deck of slides structured as follows:

- Agenda – short list of the topics that will be addressed in the learning object;

- Learning goals – short description of the learning goals to be reached through the learning object;

- Presentation of the topic – description of main theoretical concepts concerning the learning object's topics;

- Examples – real cases to describe how theory can be applied in practical cases;

- Exercise – applying tools and methods described at theoretical level to real business ideas. Once completed, the exercise will be uploaded on the Moodle platform by learners so to allow trainers to provide feedback on them;

- Self-assessment test – short quiz to self-evaluate the learning process execution;

- Evaluation test – final test to verify the acquisition of the notions described in the learning goals;

- References – short list of references cited in the learning object.

Aside the content composing the learning object, additional materials (such as: exercises, slides, documents, etc.) could be uploaded on the e-learning platform and learners will download and use them autonomously. Links to external materials (eg. Ted talks, YouTube videos, Blogs) are integrated at module level by implementing content curation tools so to allow the learners to access them at the right stage within the learning process.

8. Evaluating the trainee's progress

It is usual to test the trainee's skills at the end of each unit and at the end of the training programme. The best way of assessing performance is to watch the trainee perform a task and check it.

In order to do this, it is necessary for each complex task to be broken down into individual simple tasks. The trainer must then determine an acceptable level of performance for each component task. If a trainee fails to reach the required standard the trainer must explain why he/she has failed and then allow further opportunity for the trainee to practice these parts of the overall task. A trainer needs to remember that asking a trainee how he/she would perform a task and receiving a written or oral reply to the question is not a satisfactory assessment method. It does not provide the means of testing the trainee's ability to perform the task.

YMBC programme training must be delivered by first developing proficiency in simple tasks before the trainee attempts the more complex tasks. The complex task should be divided into

the component tasks and the trainee works through each component. If training and assessment are based on this, then it will be easy to identify problems that a trainee may have and allow for further practice to attain the required standard. Using this method also allows for evaluation when trainees return for further training. It will then be possible to identify skills they have not practiced for some time and offer the opportunity for refresher training and practice.

8.1 Developing trainee's learning abilities

The trainer needs to help the trainees to become *self-learners*, i.e. they learn by themselves, independent of a trainer, using materials and by experience. Other skills that the trainees of YMBC Project need are social skills, i.e. the ability to relate to others. Trainees need to develop the ability to listen respectfully to people, to encourage them to talk about problems.

By observing the behaviour of trainees, the trainer will be able to identify those who have weaknesses in social skills. It will be necessary to improve these skills and help trainees to develop greater self-confidence. A trainer will make provision for this by incorporating into the programme some time for class discussion and if necessary individual tuition in social skills.

8.2 Evaluating the performance of trainees and the success of the training programme

Trainees will be continually assessed during the training programme to determine any problems and ensure that they are given every opportunity to develop the required skills. At the same time identification of problems encountered by the trainee will indicate weaknesses in the training programme and/or the ability of the trainer to implement the programme. All tests used to assess trainees' abilities must be relevant and reliable. That is, tests should measure exactly what it is required, e.g. how much the trainee knows about a problem and what he can do about it.