

## EU ROADMAP



Refugees and Orientation, Assessment Desk,  
Methodologies, Activities and Participation

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## Vocational and Entrepreneurial Pathway Methodology



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## 1 Overview

This part of the EU ROADMAP project aims at providing vocational training to the beneficiaries. It includes the implementation of (1) vocational training courses; (2) job shadowing periods and (3) start-up workshops in each partner country. Participants for these activities will be recruited from the EU ROADMAP Guidance Desk. This also implies that the selection process has already been taken place prior to the activities as described in this paper.



Generally, the partners need to reach the following targets:

1. **Vocational training courses:** Partner organisations are required to provide training and learning opportunities to the beneficiaries to acquire the basics of and an insight into the vocational skills and language necessary to work in a relevant working area. That way, partners will facilitate access to the working areas as defined in WP 1.
  - 4 courses per partner country
  - 32 hours per course
  - 60 participants in total per country
  - Content: competences and language skills based on the working area
  
2. **Job shadowing:** Partner organisations are required to provide the possibility of job shadowing to the beneficiaries to give them a realistic idea of what the job they are interested in is like. The job shadowing experience should take place in a relevant working area; receiving organisations should be chosen from the EU ROADMAP database created by each project partner.
  - 2 days (16 hours) of job shadowing per participant
  - 30 participants in total per country

3. **Start-up workshops:** Partner organisations are required to promote entrepreneurship in the beneficiaries and improve their entrepreneurial skills. Therefore, they will organise start-up workshops with the active involvement of local entrepreneurs and the possibility to create their own business plans.
- 2 workshops per country
  - 16 hours per workshop
  - 20 participants in total per country



## 2 Vocational Training Courses

### 2.1 Introduction and purpose

Generally, the vocational training courses within the EU ROADMAP pathway should be based on the requirements of the respective profession/working area. They should be seen as a starting point and basis for a potential future career and they should deliver basic theoretical and practical knowledge in terms of vocational skills and vocational language on a basic/introductory level. The overall aim of these courses should be for participants to be able to understand and articulate skills needed for a particular job.

The 32-hours' courses should be delivered by qualified and experienced trainers who are experts in their fields. The courses serve the following purposes:

- getting to know and gaining an overview of the respective field of work;
- being able to understand and articulate skills needed in the respective field of work;
- acquiring basic theoretical and practical knowledge and skills in the respective field of work;
- acquiring basic knowledge of the vocational language used in the respective field of work;
- preparing for a (possible) job shadowing experience.

### 2.2 Characteristics of the courses

#### 2.2.1 Didactical focus on target group/participants

When doing the didactical planning of the courses, the focus should always be on the target group of migrants and refugees who look for jobs in their host countries and on choosing suitable methods that would foster the participants' own strengths and potentials in the best-possible way. Ultimately, the courses are a step in the (further) development of the participants' professional competences and might lead to a successful labour market integration.

While the focus lies on the target group as a whole when planning the courses, implementation of the courses should rather consider the individual participants, their characteristics with regard to interests, needs, social and psychological backgrounds, etc. That means that, when delivering the courses, methods should consider individual levels, respective topics, gender-specifics and cultural backgrounds within the groups. The following key issues should, therefore, be considered when planning and implementing the courses:

- present life situations of the participants;
- cultural backgrounds of the participants;
- consideration of gender-specific roles;
- situation of the participants with regard to the topics (attitudes; difficulties and deficits; prior experiences, knowledge, skills, competences; learning needs, etc.);
- issues regarding 'learning', 'methods' and 'education and training'.

By taking into account their individual methodological and didactical needs, a participant-centred and integrative approach when delivering the courses will provide each individual participant with the same chance to find their place in the labour market. This approach includes strengthening the participants' own initiative, considering their, often different, individual and cultural learning experiences and focussing on existing knowledge, resources and potentials rather than on deficits. In summary, this integrative and participant-centred approach:

- tries to include all relevant environments;
- fosters the person's own problem-solving capability;
- regards the participants as experts;
- considers a variety of socialisation-specific factors with regard to gender and cultural background;
- prepares teaching material and uses teaching methods that are based on the needs of the target group and that are gender- and diversity-sensitive;
- is strictly non-discriminatory.

### 2.2.2 Socio-cultural considerations

Basically, all trainers in the EU ROADMAP courses should be experienced in working with the target group and have sufficient intercultural competences. When planning and implementing their courses, they should consider the following aspects:

- In a multi-cultural group, trainers should try and actively include the, presumably, different socio-cultural routines in their trainings. This might particularly refer to the traditional view of women's and men's roles and resulting discussions.
- There will probably be heterogeneous learning experiences and strategies within the group that might also have cultural reasons and should be considered by offering a variety of different exercises. Icebreakers, for instance, are always a good method to start a group, particularly if the group members have not met before or do not know themselves very well.
- Trainers should be aware that they might be the first contact for participants with a migration background with regard to traumatising experiences, discrimination, everyday problems (e. g. family and medical issues, problems with authorities), etc. In the EU ROADMAP courses, trainers do not act as case managers; they should be able to deal with the person in an appreciative way and refer her/him to the appropriate expert.
- The participants, with their different cultural backgrounds and heterogeneous learning experiences, should be supported to form a team in which team members cooperate in a constructive way and are able to overcome conflicts and potential difficulties in mutual understanding. It will be essential to foster mutual esteem and react in a solution-oriented way by focussing on resources, strengths and competences.<sup>1</sup>
- While considering the different socio-cultural backgrounds and supporting the individual participants with their respective needs, there will be no exclusive focus on cultural differences to avoid intensification of stereotypes.

### 2.2.3 Choice of methods

The choice of methods to best transfer the content of the EU ROADMAP vocational course should be based on the various needs of the members of the target group. The teaching methods should

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<sup>1</sup> *Life histories* are an excellent way to begin to discover what life is like for people of another culture, by asking one person at a time what his or her life was like. In many cultures, asking someone to tell about his or her life is not perceived as particularly intrusive (although this is not always the case), and although informants may alter or embellish their stories, even those changes are useful information. Through life histories, one discovers what the informant thinks were significant events and why, what choices they felt they had in responding to those events, what determined their actual choice of response, and how satisfied they were with the outcomes.

consider the respective learning content and the didactical requirements of the learning group. The following parameters are important:

- The training should be varied and include a variety of methods to foster activities and communication. These methods should consider the participants' different learning strategies and, at the same time, stimulate their intercultural competence.
- Theoretical input should be kept as short as possible; long sequences of lecturing should be avoided.
- Practically-oriented training in small groups can support a focus on the strengths and the individual socio-cultural experiences of the participants.
- Participants' active participation and initiative should be promoted. They should be encouraged to ask questions and contribute, to the training and its success, in a variety of different ways.
- The participants' knowledge should be included in the training process as far as possible. Trainers should try and identify those learners who have a certain knowledge of the relevant subject and involve them in the training process. They can take on the role of key informants. These key informants can play their roles in a variety of methods (see below).
- The learning speed should be adapted to the heterogeneous needs of the target group. This might include the distribution of differentiated tasks and splitting longer learning processes into sub-steps that build on one another.
- Instructions and stimulation should support the participants' existing learning successes, thus fostering their interest in acquiring new competences.
- There should be sufficient time for repetition, breaks and recovery.
- Sufficient time should also be given to guided and focussed reflexion. While providing sufficient time for the participants to reflect on the respective topics, trainers must be careful when dealing with forced migrants so that difficult issues from their past do not dominate.
- The learning environment and atmosphere should be relaxing to avoid anxiety and stress. Mutual respect must be guaranteed.
- Positive feelings, e. g. curiosity or joy about success, should be stimulated.

As mentioned above, it will be important to use a variety of different methods. The following list provides some examples of methods to be used in the training:

- **Theoretical input** and short talks to pass on information; stimulates further work on a topic in the form of discussions, tasks, etc.
- **Creative techniques** (e. g. brainstorming, mind-mapping, brainwriting, photos, metaphors, plans, lightning rounds) to foster the participants' creative potentials; possibility to use video-supported training.
- **Role-play** to enter into a certain situation or role and to deal with your own blind spots and with unfamiliar behaviour patterns.
- **Self-organised work/research** to foster the participants' self-responsibility; ends with reflection on gained knowledge. This can even take on the form of 'homework', which might prove essential in short courses like the ones organised under the EU-ROADMAP project. Self-organised work, in whatever form, can demonstrate a learner's commitment and might even be a good way of identifying learners who should be offered a job shadowing opportunity.
- **Individual work** to give one person the possibility to work on a task on her/his own; fosters personal responsibility and includes a defined form of assessment.

- **Work in pairs** allows trainers to pair weaker students with stronger ones and develop peer support in the learning sessions.
- **Work in small groups** to work on complex tasks; fosters the team members' potentials and their cooperation skills.
- **Plenum discussions** to work on and discuss a topic in the larger group; fosters rhetorical skills and mutual tolerance.
- **Self-reflexion** to deal with a person's own self, with how she/he deals with defined goals and tasks, with her/his plans for the future, etc. As mentioned above, while a hugely useful methodology, not least because it gives ownership to learners, reflexion must be handled with care when dealing with forced migrants especially if you suspect torture or extreme hardship has played a part in their journey. Trainers need to be sensitive to this and should be experienced in facilitating reflection.

The appropriate use of teaching material depends on the respective content and on the choice of methods. Materials must be designed in such a way that they fulfil the needs of both female and male participants as well as the needs of the multi-cultural group of participants. Possible teaching materials include:

- Scripts/hand-outs;
- presentation slides and projector;
- flipchart;
- pin wall and cards;
- on- and off-line media, software and applications;
- videos;
- computers with internet access and printers;
- etc.

#### 2.2.4 Setting and equipment

Setting and technical equipment are based on the needs of the training content and on the respective didactical methodology. Basically, however, learners will find it easier to learn in a pleasant atmosphere. Also, it can be a good idea to change the layout of the room, in line with the subjects trained. This can help to change perspectives, not only in a physical meaning, but also referring to the way of thinking of the participants.

#### 2.2.5 Role of the trainer – additional remarks

Based on the participant-centred approach of the training courses and its above-mentioned characteristics, the trainers should cover the following functions:

- Rather than focussing on the participants' difficulties and deficits, the trainer considers the participants' individual capabilities, learning strategies and experiences.
- The trainer acts as a role-model. Although she/he sets targets and structures the training, she/he will give the participants sufficient space to get actively involved in the training, thus providing them with positive learning experiences and successes to increase their self-confidence.
- The trainer is empathic and supports the participants in their approach to new learning strategies and topics; she/he also supports them in case of negative experiences. To be able

to do so, she/he should have the ability to change her/his point of view and see things through the participants' eyes. Therefore, the trainer should try to have a clear view of the difficulties of her/his heterogeneous target group, to anticipate problems and to provide appropriate methodological tools for dealing with the respective situation.

- The trainer plans learning processes based on tasks and situations and implements demonstration and practical exercises. That way, she/he stimulates the participants' attitude to get actively involved in the learning process and, at the same time, fosters motivation.
- The trainer supports cooperative learning in groups. She/He asks helpful questions and gives practical examples and hints that are based on the participants' real background, interests and abilities and demonstrate the meaningfulness of the training.
- The trainer creates a safe place for the participants to learn and experience new things. She/He makes sure that all participants can bring into the group their strengths and weaknesses and that they will be respected each other.
- The trainer uses varied methodological tools. The variety of methods is based on the respective learning objectives and on the participants' strengths, thus resulting in a lively transfer of content.
- The trainer plans the training schedule according to the participants' experiences and skills. There will always be enough time planned for getting to know each other, for exchanging thoughts and ideas and for reaching the objectives.

### 2.3 Course structure and other organisational matters

One course covers a period of 32 hours (incl. breaks) of face-to-face learning and should cover the following aspects (minimum requirements):

- knowledge and use of **key and job-based vocabulary**;
- **transferable skills** (in particular, but not limited to, general communication skills; might also include interpersonal and organisation skills);
- **job-specific communication** skills; and
- **job-specific knowledge and skills**.

The organisation of the courses, including the distribution of learning hours etc., lies within the discretion of the organisers and should meet both the participants' needs as well as the possibilities of the organisation itself.

Courses will be documented by filling in attendance sheets and content sheets. **Attendance sheets** will be issued per training day, and participants will be asked to sign in. **Content sheets** will be filled in and signed by the trainers to provide a short overview of the topics they were dealing with during the learning sessions. Other materials, such as photos, results from exercises, videos, etc. are welcome, but not necessarily needed.<sup>2</sup>

Participants will receive, at the end of the course, a **course certificate**. This document will certify their participation and list the topics that were dealt with in the course (headlines only). Participants must have an attendance of 80 % of the entire course to receive a certificate.

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<sup>2</sup> Please note: With photo and/or video documentation, persons who appear on photos/videos must be asked for consent. This topic should be discussed with participants and trainers. A consent form is provided in this document.

## 2.4 Supporting documents

The following supporting documents are required:

- Attendance sheet (signature list to be signed by participants) per training day
- Content sheet (to be filled in and signed by the trainer)
- Course certificate (to be issued by the organising organisation)

Please see chapter 6 for the templates of the documents.



## 3 Job Shadowing

### 3.1 Introduction

The job shadowing experience within the EU ROADMAP pathway should provide the participants with a first real-life impression of a particular job. Either following the EU ROADMAP Vocational Training Course, which includes basic vocational skills and language and can be seen as a preparatory activity for the job shadowing experience, or directly from the EU ROADMAP Guidance Desk, at least 30 participants will have the opportunity to take part in the EU ROADMAP Job Shadowing Experience.

### 3.2 Purpose, objectives, benefits

This practically-oriented activity gives the participants the possibility to validate their vocational/professional expectations and even to reflect on their aptitude for a certain profession. Participants get an insight into everyday routines of a certain job and its requirements. It will be important to stress that this activity can only be the starting point for a longer path, which, ideally, will lead to permanent employment. Participants must not be given the false impression that a two-days' job shadowing activity alone will provide them with a permanent job but can be an initial activity to enter the labour market.

The job shadowing experience has the following objectives by providing participants with the opportunity to:

- compare the theoretical with the practical parts of a job;
- gain a practical knowledge of the environments, tools, tasks, procedures, etc. typical for a certain job;
- collect initial work experiences;
- meet and deal with potential employers;
- reflect on their interests, expectations, visions, etc.

When successfully concluding the job shadowing experience, participants will benefit in several ways:

- Participants can validate their decision for a certain job with regard to its congruence of requirements on the one hand and qualifications on the other hand.
- The experience can serve as an information basis for further target-oriented support of the participant.
- Both female and male participants have the possibility to experience jobs in non-traditional working areas.
- Participants with a migration background have the possibility to experience professional habits in a culture that might be different from their own native culture.

### 3.3 Requirements

#### 3.3.1 Receiving organisation

Receiving organisations should:

- be prepared to define a contact person who will act as the host for the two-days' activity;
- be prepared to inform the participant about their organisation, its processes in general and certain work processes in particular;



- be open and patient to host and work with people who might have little knowledge of the professional field and of the language.

Unlike extended work experience, where work can be carried out under supervision after a few days, a rather short work shadowing experience of two days means that participants will probably spend more time on observation (and reflecting their observations among each other and with the trainer) than on work. This might also mean that there is a greater expectation of time and human resources provided by the receiving organisation. It is important that the receiving organisation is aware of this and makes sure they have enough staff on hand to support a group of people on placement.

### 3.3.2 Trainers

Trainers act as a link between the training organisation, the participants and the receiving organisations. They will play major roles in the info event, during the job shadowing period (they will accompany the participants on the first day of their job shadowing experiences) and in the assessment event. Trainers will support both the learners as well as the receiving organisations and, thus, will need to be familiar with both spheres.

They should:

- be experts in the respective field of work;
- be experienced in working with the target group (see chapter on vocational course);
- know the receiving organisation and be able to cooperate with its representative.

### 3.3.3 Participants

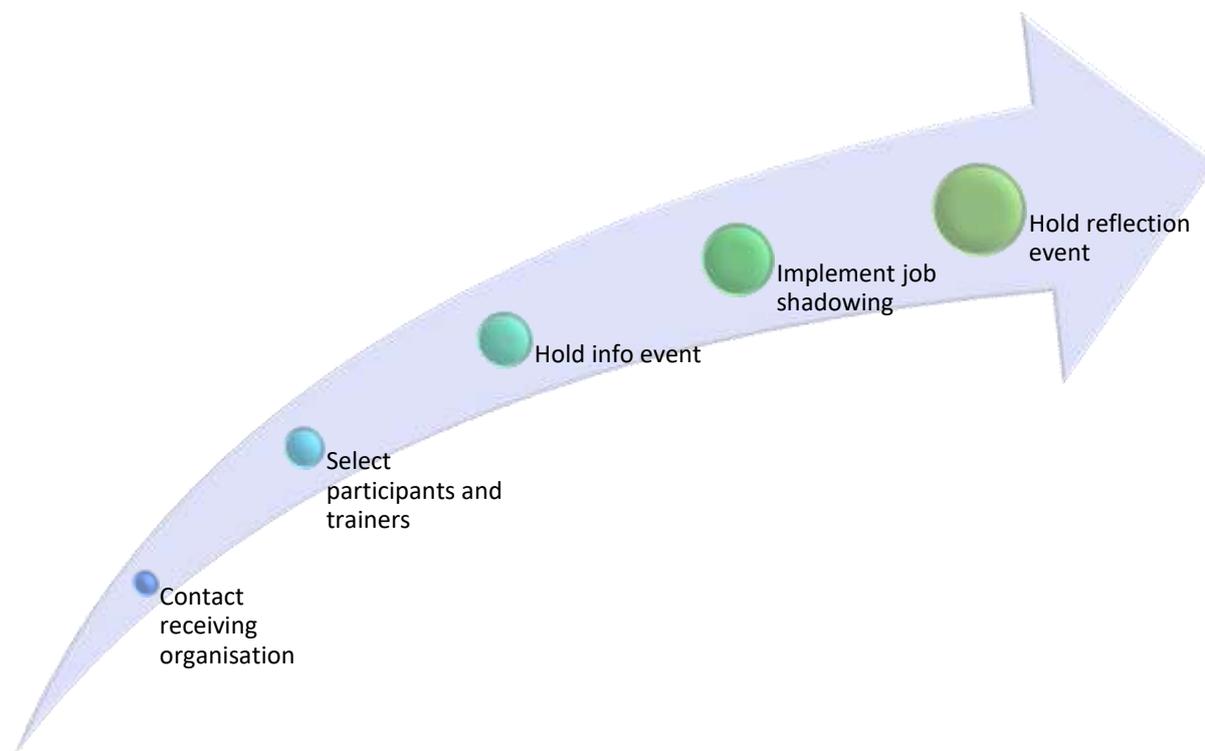
Participants in the job shadowing experience should:

- be prepared and able to attend the job shadowing according to the normal working hours of the receiving organisation;
- open to learn new things in new environments;
- open to meet new people;
- be interested in gaining as much information as possible for them to reflect on their possible future in the particular field of work.



### 3.4 Structure

When implementing the EU-ROADMAP job shadowing activity, the following structure is suggested:



1. **Contact receiving organisation:** From the EU ROADMAP database, select and contact potential receiving organisations for the job shadowing experience. Inform them about the project in general and the job shadowing experience and its purpose in particular. Obtain their commitment to take part in the EU-ROADMAP job shadowing experience and to receive a defined number of participants for the job shadowing activity. Clarify all necessary legal requirements (e.g. social assurance issues).
2. **Select participants:** Participants for the job shadowing experience will be recruited directly from the guidance desk and/or from the EU-ROADMAP vocational training courses. Parameters for the admission to the job shadowing experience can be the level of professional knowledge, skills and competences of the participants and their interest in taking part in the job shadowing experience.

In order to get most out of the job shadowing activity, participants should have a basic language level of at least B1<sup>3</sup> in the language of the host country. Language skills on level B1

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<sup>3</sup> For listening, level B1 means: 'I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.' For speaking, level B1 means: 'I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.' (<https://europass.cedefop.europa.eu/resources/european-language-levels-cefr> on 20180201)

are quite but not too basic. B1 learners should be able to productively follow the job shadowing experience.

3. **Select trainers:** From your pool of trainers, select and contact potential trainers for the job shadowing experience. (Note: It might be a good idea to have the trainers who work in the training course also accompany the job shadowing experience.) The trainers will accompany the participants on the first day of the job shadowing experience. He/She will also act as the link between the receiving organisation and your organisation and be available for any issues that may arise.
4. **Organise info event:** It might be a good idea to invite representatives of the receiving organisation(s), the trainers and the participants to take part in an information event of about two hours (or according to your needs). During this event, it might be a good idea to create small groups, one for each receiving organisation. This will give the representatives of the organisations the possibility to introduce their organisations and answer any questions that might come up on the side of the participants. That way, participants will have the opportunity to make a first contact and get to know their hosts. Should the organisations not be able to send a representative, a trainer might take over the role of the contact. The trainer should have been in contact with the organisation; he/she should have sufficient knowledge of the job shadowing activity, the organisation and its procedures in general and about the job in particular.
5. **Participants do their job shadowing:** As mentioned above, the short period the participants spend in the receiving organisation might also mean for the organisation to provide more time and human resources. To economically make use of these resources, it might be a good idea to send at least two persons (and more, according to possibilities of the receiving organisation) at a time to do the job shadowing at a given organisation. On the first day of their job shadowing period, participants will be accompanied by a trainer. He/She will act as a support person for both the participants as well as the receiving organisations.  
To support participants in gaining the most from their job shadowing experience, they will be asked to complete a reflection log book.
6. **Organise assessment event:** Following the job shadowing period, trainers, participants and, if possible, representatives of the receiving organisations meet again for a short (about two hours) assessment event. During this event, the same groups as in the info event should be formed. Trainers (they need to be experienced in such kinds of activities) facilitate feedback rounds to add to the sustainability of the job shadowing experience.

Both the participant and the receiving organisation will be asked to sign a consent form prior to the job shadowing activity. There will also be an attendance sheet to be signed by the participant on the two job shadowing days. Moreover, the participants will be asked to complete a reflection log book. Other materials, such as photos, videos, etc. are welcome, but not necessarily needed.<sup>4</sup>

Participants will receive, following their job shadowing period, a completion certificate. This document will specify the receiving organisation, give details of its sector and provide an overview of the learners' activities there. Participants must attend both days to receive a certificate.

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<sup>4</sup> Please note: With photo and/or video documentation, the receiving organisation and persons who appear on photos/videos must be asked for consent. This topic should be discussed with participants and receiving organisations.

### 3.5 Supporting documents

The following supporting documents should be used:

- Consent form (one to be signed by receiving organisation; one to be signed by participant)
- Attendance sheet (to be signed by participant)
- Reflection log book (to be filled by the participants)
- Completion certificate (to be signed by receiving organisation and organiser)



## 4 Start-up Workshops

Founding your own enterprise can be a big chance for those who like to create, who like to work hard and who like to overcome challenges. Stepping into self-employment means not only assessing your personal visions, aims and capabilities, but also checking parameters like the market, financial resources, the legal frame, etc. To shed some light on the topic of self-employment and to introduce the pros and cons of running your own enterprise, EU ROADMAP partners in all partner countries will offer two 16-hours' start-up workshops.

### 4.1 Participants

The participants of the start-up workshops will be people who, during the clearing phase as part of the EU ROADMAP Guidance Desk activity, show interest in setting up their own business in a particular sector and who show sufficient entrepreneurial skills and competencies in this sector.

Participants should:

- have an idea of the kind of business they want to set up;
- be prepared to work on a business plan for their start-up;
- be open to ideas and suggestions;
- have a B2-level<sup>5</sup> proficiency in the language of the host country.

### 4.2 Trainers/Hosts

Trainers and hosts of the start-up workshops need to be experts with regard to entrepreneurship and they should be used to working with the target group. It might be a good idea to have a trainer facilitate the workshop and to invite experts (e.g. entrepreneurs, representatives of chambers of commerce and trade etc.) for individual workshop sessions.

### 4.3 Structure and Content

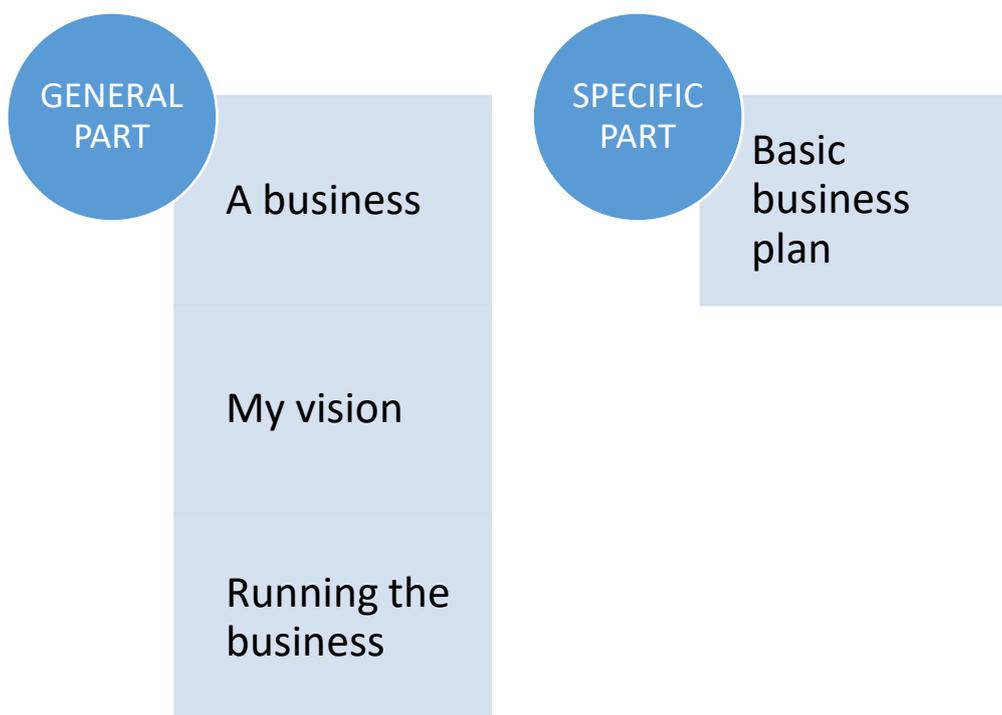
Each workshop will have at least ten participants (a total of min. 20 participants per country) and cover 16 hours. We suggest dividing the 16 hours in two bigger parts: (1) The first part will cover general topics of entrepreneurship (even if during sessions the topics should be linked to the actual plans of the participants), while (2) the second part will cover work on the participants' business plans. To emphasize the workshop characteristic, it will be very important to keep the traditional trainer-centred approach at a minimum, while using pair- and group-work, discussion, simulation and other learner-centred training methods.

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<sup>5</sup> For listening, level B2 means: 'I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.'

For speaking, level B2 means: 'I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.' (<https://europass.cedefop.europa.eu/resources/european-language-levels-cefr> on 20180201)

The following workshop structure and content is suggested:



#### I.1 What is a business?

This first part should try and introduce the participants of the workshop to the concept of business/enterprise and also cover the most important financial aspects of running a business in a simple and easily comprehensible way. It will be very important in this part of the workshop to provide the learners with sources they can contact if they need competent information and support.

Content that should be covered in this part includes (but is not limited to): (1) different (legal) types of enterprises; (2) essential aspects when running a business; (3) financial aspects of running a business (incl. funding and profit & loss); and (4) info points and support resources for start-ups.

#### I.2 My vision – and the local market

Participants in these workshops might have an idea of the business they would like to set up but may not yet be certain about it. Furthermore, a final decision will also depend on the local market, on potential demand and competitors. Therefore, this part should, in a first step, focus on important personal talents or goals and possibilities of transferring them into a business idea. In a second step, participants should learn how to research their closer business environment. This part might include questionnaires, interviews, group discussions, and research techniques. Once again, it will be important to introduce participants to resources they can also use once they have left the workshops.

Content that should be covered in this part includes (but is not limited to): (1) defining a concrete business vision; (2) setting goals using the SMART approach<sup>6</sup>; and (3) researching the business environment (incl. potential demand and competition).

### I.3 Setting up and running the business

In this part of the workshop, participants get acquainted with some aspects needed to actually set up and run a business. This should at least cover personal skills (including organisation, planning, communication, marketing and networking, financial management etc.) and legally required steps when setting up a business. It is essential for the participants to know where to find detailed instructions regarding legal requirements and where to get support. Brainstorming, pair- and group-work, (self-)reflection and feedback, and research techniques might be used to facilitate this session.

Content that should be covered in this part includes (but is not limited to): (1) personal skills each entrepreneur should have; and (2) concrete steps to take when setting up a business.

### II.1 Preparing a basic business plan

Following the first parts of this workshop, participants should, on the one hand, have a clearer idea of their personal plans to become entrepreneurs and, on the other hand, of what it means and what is necessary to become entrepreneurs. Therefore, this part, which will take about the other half of the entire workshop, is dedicated to creating the actual business plan according to the structure provided in this document (*see annexes – business plan model*)

The organisation of the workshops, including the distribution of learning hours etc., lies within the discretion of the organisers and should meet both the participants' needs as well as the possibilities of the organisation itself.

Workshops will be documented by filling in attendance sheets and content sheets. Attendance sheets will be issued per workshop day, and participants will be asked to sign in. Content sheets will be filled in and signed by the trainers to provide a short overview of the topics they were dealing with during the workshop sessions. Other materials, such as photos, results from exercises, videos, etc. are welcome, but not necessarily needed.<sup>7</sup>

Participants will receive, at the end of the course, a workshop certificate. This document will certify their participation and list the topics that were dealt with in the workshop (headlines only). Participants must have an attendance of 80 % of the entire workshop to receive a certificate.

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<sup>6</sup> SMART = Specific (targeted) + Measurable (quantifiable) + Assignable (specified) + Realistic (resource-oriented) + Time-related (when result(s) can be achieved). (from: [https://en.wikipedia.org/wiki/SMART\\_criteria](https://en.wikipedia.org/wiki/SMART_criteria) on 20180201). More information on SMART goal-setting can also be found here: <http://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php> (on 20180201).

<sup>7</sup> Please note: With photo and/or video documentation, persons who appear on photos/videos must be asked for consent. This topic should be discussed with participants and trainers.

#### 4.4 Supporting documents

The following supporting documents are suggested:

- Attendance sheet (signature list to be signed by participants) per workshop day
- Content sheet (to be filled in and signed by the trainer)
- Business plan model (to be filled in by participant individually or in group under the trainer supervision)
- Workshop certificate (to be issued by the organising organisation)

## 5 Annexes

### 5.1 Vocational Training Courses

- Attendance sheet (signature list to be signed by participants) per training day
- Content sheet (to be filled in and signed by the trainer)
- Course certificate (to be issued by the organising organisation)

### 5.2 Job Shadowing

- Consent form (one to be signed by receiving organisation; one to be signed by participant)
- Attendance sheet (to be signed by participant)
- Reflection log book (to be filled by the participants)
- Completion certificate (to be signed by receiving organisation and organiser)

### 5.3 Start-up Workshops

- Attendance sheet (signature list to be signed by participants) per workshop day
- Content sheet (to be filled in and signed by the trainer)
- Business plan model (to be filled in by start-up workshop participant, individually or in group, as exercise under the trainer supervision)
- Workshop certificate (to be issued by the organising organisation)



Please insert your organisation logo



Training [please insert title or topic]

Trainer:	Signature:
Date:	Time:

### ATTENDANCE LIST

	NAME	SURNAME	SIGNATURE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			



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Training [please insert title or topic]

Trainer:	Signature:
Date:	Time:
Unit (if any)	Module (if any)

CONTENTS

Learning objective	
Contents	
Learning methodologies, Tools	
Bibliography, References	



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## CERTIFICATE OF PARTICIPATION

[please insert participant name and surname]

**participated at the TRAINING [please insert title] of**

### **EU ROADMAP**

**Refugees and Orientation, Assessment Desk, Methodologies, Activities and Participation**

*Project no. HOME/2015/AMIF/AG/INTE/9102*

**The training took place on**

[please insert date]

**in [please insert place] and was hosted by**

[please insert your organisation name]

*Date and place*

Stamp and Legal Representative signature



## Consent form

### JOB SHADOWING PARTICIPANT

Please read and tick (✓) the statements, and sign below.

I participate in the EU ROADMAP Job shadowing that will take place at

\_\_\_\_\_ (place of business) \_\_\_\_\_ (dates)

between the hours \_\_\_\_\_ and \_\_\_\_\_

- I take responsibility for my transportation for the days.
- In signing, I assume full responsibility for any damage to person or property caused
- I grant permission to be photographed for the project purpose (documentation or publicity)

Any information which might potentially identify me will not be used in published material

I give my consent to participate at the EU-ROADMAP Job shadowing. I have understood the nature of this project and I wish to participate.

Name		Surname	
Date		Signature	



## Consent form

### JOB SHADOWING COMPANY

Please read and tick (✓) the statements, and sign below.

I give the availability to organize the EU ROADMAP Job shadowing.

The job shadowing activity will take place at

\_\_\_\_\_ (place of business)

\_\_\_\_\_ (dates) between the hours \_\_\_\_\_ and \_\_\_\_\_

All participant information is treated as confidential and is not available to the general public.

I grant permission to be photographed for the project purpose (documentation or publicity)

Any information which might potentially identify me will not be used in published material

I give my consent to participate at the EU-ROADMAP Job shadowing.

I have understood the nature of this project and I wish to participate.

Name		Surname	
Date		Signature	





Please insert your organisation logo



## Reflection log book

Participant name: [please insert name and surname]	:
Host company name:	
Date and time:	

Describe the company or department of the company, you visited.	
What type of work activities did you observe during the job shadowing?	
If you wanted to work at the company you visited, what might you do to prepare over the next few years?	
Knowledge, skills and competences to be improved	



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## CERTIFICATE OF PARTICIPATION

[please insert participant name and surname]

**participated at the Job shadowing experience**

**within the project**

### **EU ROADMAP**

**Refugees and Orientation, Assessment Desk, Methodologies, Activities and Participation**

*Project no. HOME/2015/AMIF/AG/INTE/9102*

**The job shadowing took place on**

[please insert date]

**in [please insert place] and was hosted by**

[please insert company name]

*Date and place*

Stamp and Legal Representative signature



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### Start up workshop

Trainer:	Signature:
Date:	Time:

### ATTENDANCE LIST

	NAME	SURNAME	SIGNATURE
1			
2			
3			
4			
5			
6			
7			
8			
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11			
12			
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14			
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<b>18</b>			
<b>19</b>			
<b>20</b>			

<i>Notes</i>



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### Start up workshop

Trainer:	Signature:
Date:	Time:

### CONTENTS

Learning objective	
Contents	
Learning methodologies, Tools	
Bibliography, References	



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## CERTIFICATE OF PARTICIPATION

[please insert participant name and surname]

**participated at the START UP WORKSHOP within the project**

### **EU ROADMAP**

**Refugees and Orientation, Assessment Desk, Methodologies, Activities and Participation**

*Project no. HOME/2015/AMIF/AG/INTE/9102*

**The Start up workshop took place on**

[please insert date]

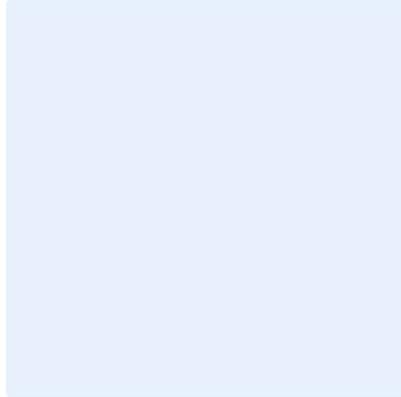
**in [please insert place] and was hosted by**

[please insert your organisation name]

*Date and place*

Stamp and Legal Representative signature





# [Business Plan Title]

[Business Plan Subtitle]

[Street Address]  
[City, ST ZIP Code]

p. [Telephone]  
f. [Fax]

[Email]  
[Web address]

THE BUSINESS PLAN HAS BEEN ELABORATED UNDER THE PROJECT EU ROADMAP



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Location	
Opening hours	
Products or Services provided	
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## 6 Executive Summary



It is a summary of the entire plan and it should include highlights from each section. It should provide a brief answer to the following core questions:

*What? Where? When? To whom? Why?*

[Click here to enter text.](#)



## 7 Description of Business



Positive, concise and fact-based description of your business idea: what it does and what is going to make it unique, competitive and successful. Intify needs addressed, potential customers and your business primary goal and objectives.

[Click here to enter text.](#)

### 7.1 Mission statement



Describe your company mission purpose

[Click here to enter text.](#)

### 7.2 Type of business and sector



Identify the sector and if appropriate define the business type (such as service, manufacturing, merchandizing, etc.).  
If licenses or permits are required, describe the requirements for acquiring them and where you are in the process.

[Click here to enter text.](#)

### 7.3 Location



If you have already chosen the business location describe it briefly.  
If you don't yet have a location, describe the key criteria for a suitable location for your business.  
*What kind of space are you seeking and where? Which accessibility must be provided? Is it needed to be close to other business or venues?*

[Click here to enter text.](#)

### 7.4 Opening hours



Self-explanatory. If appropriate and required, define opening hours of your business.

[Click here to enter text.](#)



## 7.5 Products or Services provided



Describe your business products or service you will offer in order to fulfil the needs / solve the problems of your customers.

*What makes your product/service different? How do the services/products benefit customers? What is your competitive advantage?*

[Click here to enter text.](#)

## 7.6 Management



Describe your background or experience that will help you to make the business a success.

Describe any other people (team members, staff, external partners) who will be manage the business, their qualifications/experience, roles and responsibilities.

If appropriate, define the business organization chart and personnel plan (i.e. hiring plan and related costs)

[Click here to enter text.](#)



## 8 Marketing



In this section, it is relevant to highlight as much as possible about the market situation, business competitors, customers and how to reach them.

[Click here to enter text.](#)

### 8.1 Market Analysis



Analyse the current situation: *Which is your market? What is your target market? Who is most likely to buy your products or use your service? How are you going to let them know who and where you have to offer?*

[Click here to enter text.](#)

### 8.2 Competition



Briefly describe your nearest and greatest competitors.  
*Who else is doing what you are trying to do? What can you learn from the way they do business? How do you hope to do better?*

[Click here to enter text.](#)

#### 8.2.1 Communication, advertising and promotion



The most important part to raise awareness of a service/product is the choice of ways of communication within the area and with the possible customers. You must choose the most appropriate way of communication in order to inform people about your service in the correct way.

*How do you intend to communicate/advertise your business? Which advertising and promotion options offer you the best chances of growing your business (social networks, website, media, mailing list, phone contact, joint advertising, etc.)? How will you determine your advertising budget?*

[Click here to enter text.](#)



## 9 Appendix

### 9.1 Start-Up Expenses

Business Licenses	
Deposits	
Bank Account	
Rent	
Interior Modifications	
Equipment/Machinery Required:	
Item 1	
Item 2	
Item 3	
<i>Total Equipment/Machinery</i>	
Insurance	
Stationery/Business Cards	
Brochures	
Pre-Opening Advertising	
Opening Inventory	
Other (list):	
Item 1	
Item 2	
<b>TOTAL STARTUP EXPENSES</b>	

