

Webinar - training

**Content / Material Proposal for qualification
education and profiling of workers / volunteers
involved with immigrants**



Co-funded by the
Erasmus+ Programme
of the European Union


The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Main content

A basic structure is in the tested module of Ekokaarina Oy:

1. Day 1: Basic systems linking to 3rd sector and immigrants
2. Day 2: Labor markets / Finnish unemployment system
3. Day 3: Finnish education system
4. Day 4: Finnish 3rd sector – work opportunities
5. Day 5: SHOs – opportunities for immigrants
6. Day 6: Working in Finland and in multi-cultural organization
7. Day 7: Closing day

In webinar training...


- **In webinar training key issues are flexibility and adaptability.**
 - **Approx. duration should be limited in max 60 min. total periods. Total period is divided into 4-5 smaller sub-periods. Themes will be chosen by the teacher.**
 - **Demand for professional skills of teacher / consultant will be emphasized.**
 - **Ability to adapt materials is essential.**
- 

Webinar Case Example, Topic: “Multi-cultural first step education for immigrants”

Presumption: 10-15 participants + speaker and 90 min. duration

Content	Method	Tool	Duration
Welcome, Objectives and content agenda	Lecture by speaker	Presentation Audio	5
Questionnaire	Directed / briefed by speaker		15
First Part of theoretical background	Lecture by speaker	Presentation Audio	20
Discussion	Interactive lecture / discussion	Chat Audio	10
Second Part of theoretical background	Lecture by speaker	Presentation Audio	20
Discussion	Interactive lecture / discussion	Chat Audio	10
Third Part of theoretical background	Lecture by speaker and interactive discussion	Presentation, Chat Audio	15
Final discussion	Interactive lecture / discussion	Chat Audio	5

Welcome, Objectives and Content agenda

- **Welcome words: presentation of lecturer, promotive touch to the aims and content agenda presentations.**
 - **Objectives: A need of understanding multi-culture teaching environment, even though most of the participants have already worked with immigrants and asylum seekers either professionally or volunteer basis.**
 - **Content agenda: questionnaire, first lecture, discussion, second lecture, discussion, 3rd lecture and final discussion (also works as a stepping board for the second webinar education if it is to be arranged).**
 - **At welcome session speaker on the other hand encourages participant to be interactive but also stresses a possibility to give opinions in discussion parts → avoid continuous interruptions by chats or verbal during short lecture sessions.**
- 

Example of Questionnaire

0=not relevant, 1=not true, 2=partly true, 3=can't say, 4=mostly true, 5=fully true

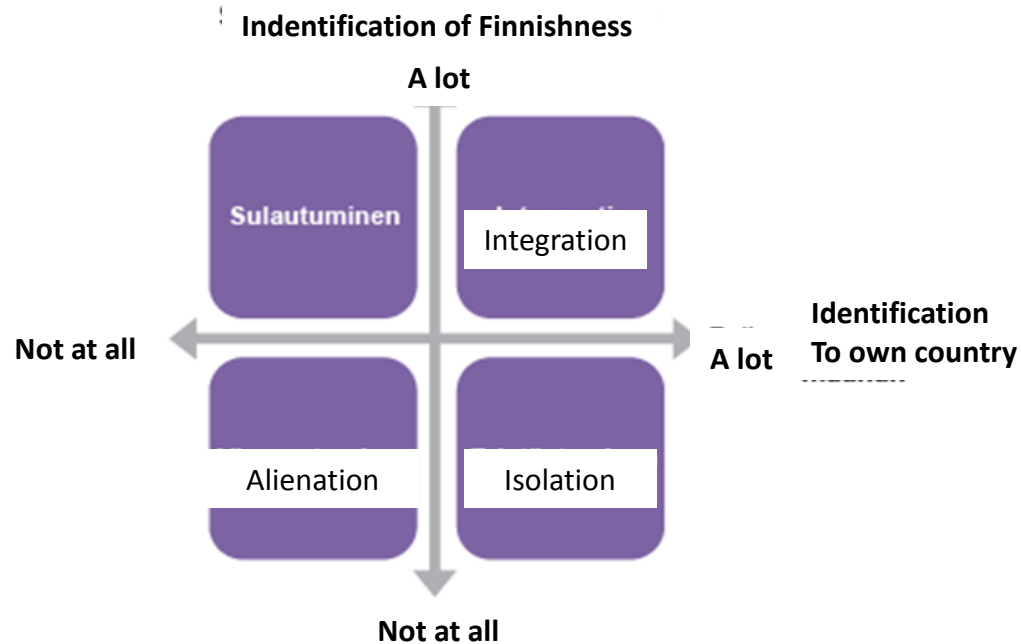
How long have you been working with immigrants	Number of years:
I feel my self as an absolute professional what comes to understanding of multi-cultural working and teaching environment.	
I have got training/education about working with immigrants.	
I have vocational or higher degree of working with immigrants and/or socially difficult people.	
I have had bad experiences about suspicious attitudes, which have complicated my work.	
I have experienced my work to be more challenging after 2015	
I can understand and process different kind of phases of integration of immigrants / asylum seekers.	
I know different actors in my own region, which work with immigrants.	

Example of theoretical material of integration process of immigrants

Optimal integration: person identifies himself both Finnishness and his own country → two direction identification

Adherent: person identifies mostly to native population and doesn't feel his original home country's cultural heritage important.

Isolation: person doesn't identify himself of Finnishness at all. He identifies him only to his original home country; this very typical situation during first couple of years after immigration.

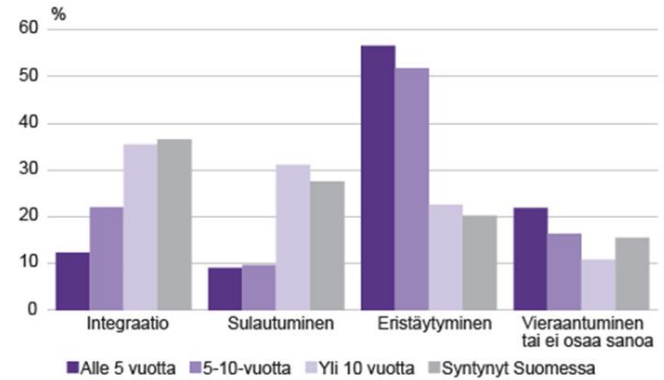


Alienation: person doesn't identify himself either to Finnishness or his original home country; this is the most unwanted situation and it's connected to weak physical, psychic and social well-being, position at labour markets / school.

Example of integration process

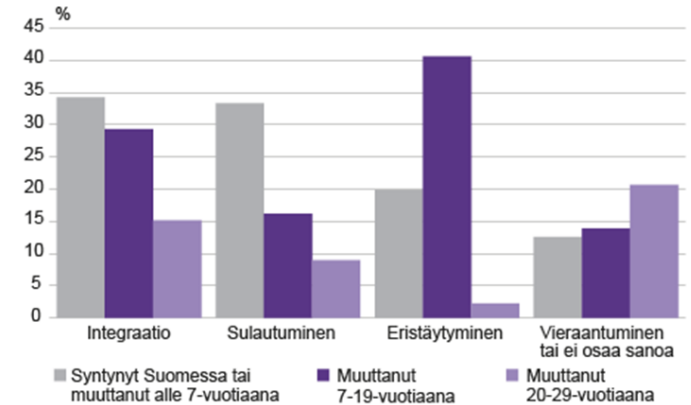
- **Time lived in Finland** →

Ulkomaalaistus taisten 15–29-vuotiaiden etnisen identiteetin muodostuminen Suomessa asumisajan mukaan 2014



- **Age during immigration** →

Ulkomaalaistus taisten 15–29-vuotiaiden etnisen identiteetin muodostuminen maahanmuutto- iän mukaan 2014



- **Ethnic background** →

- Young 15–29-aged foreign based about half are african and asian background and half estonian and russian based immigrants.
- It appears that young people, who has african background identification seem to be more difficult than other ethnic groups.

Discussion sessions

- An acculturation theory (presented in dias 7 and 8) was chosen particularly for the reason, that even though the target audience consists of people, who already presumably has experience of working with immigrants / asylum seekers, don't necessarily have any kind of theoretical background for the job.
- Theory can give a new perspective / be mind-opener to discussion session → "what kind of identification phases I have practically witnessed in my work", comparison with other participants.
- This "first theory, second discussion" – steps will be repeated during webinar training.