Interreg

Co-funded by the European Union

Central Baltic Programme

HERO

TRAINING PROGRAMME

Tailored to the specific needs of the target group (Roma)

VALMIERA DEVELOPMENT AGENCY

Fida

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TABLE OF CONTENTS

INTRODUCTION

This training programme has been developed in the framework of cooperation within HERO, an Interreg Central Baltic Programme 2021-2027 project co-funded by the European Union. The aim of the project is to improve employment opportunities for Roma in Latvia and Finland by providing training in life-skills and labour market skills, thereby supporting the target group's inclusion in the labour market following a period of long-term unemployment. More information about the project: https://centralbaltic.eu/project/hero

For the Roma community, limited access to education and vocational training, coupled with social discrimination, severely restricts employment opportunities. Many Roma are marginalized in the labour market due to low education levels, limited work experience, lack or relevant life and labour market skills and negative societal stereotypes. Compounding this, there is minimal access to targeted support programs, especially for those needing foundational skills training, making it difficult for them to enter or thrive in the labour market. HERO project tackles these shared challenges by focusing on sustainable, impactful solutions, including life skills and labour market skills training. By developing a tailored program that addresses the specific needs of the Roma, we aim to empower participants with new skills, build their motivation and open doors to stable employment.

The following 10 modules are designed in a way to support the essential life and labour skills development though practical and interactive approaches, focusing not on a particular career, but on areas of knowledge, emotional intelligence and life-skills that many labour market participants would take for granted. However, there are social groups in every society that require just this type of knowledge and encouragement, and we truly hope that the following developed content might be replicated and adapted just for such purposes.
The authors of the modules include the trainers and Roma experts Tino Varjola, Janne Harjukoski from FIDA International in Finland, and Līga Ignate from Valmiera Development Agency in Latvia.

ROMA PEOPLE AND THEIR COMMUNITY IN LATVIA AND FINLAND

The Roma people are one of the oldest and most widespread ethnic minorities in Europe, with roots tracing back to northern India more than a thousand years ago. From there, different groups traveled across the Middle East into Europe, arriving in the Baltic region by the 16th century. Over the centuries, Roma have kept alive a rich cultural identity expressed through language, music, storytelling, and strong family traditions, while at the same time facing marginalization, poverty, and discrimination.

In Latvia, Roma represent a small but important minority, numbering around 7,500–10,000 people. Two main subgroups are found here: the Latvian Roma (Lotfitka) and the Russian Roma (Xaladitka), each with its own dialect and customs. Roma families live across the country, with larger communities in Riga, Ventspils, Jelgava, and Daugavpils. Despite their small population, Roma have a visible cultural presence — their music, dances, and crafts bring color and tradition to Latvian cultural life.

Life for many Roma families in Latvia, however, is not easy. Social exclusion and stereotypes continue to limit opportunities, particularly in education and employment. Studies and NGO reports show that unemployment among Roma remains extremely high — in some areas reaching 70–80%, compared with much lower rates in the general population. This does not mean that Roma people do not want to work. Rather, there are several root reasons: many Roma leave school early or face difficulties in the education system, which makes it hard to access stable jobs. Discrimination also plays a role — employers may be hesitant to hire Roma simply because of prejudice. For those who do find work, it is often informal or seasonal, such as construction, market trading, or agricultural labor.

Behind these statistics are real people. One Roma woman from Jelgava shared: “I wanted to be a nurse, but I left school after the eighth grade. When I look for jobs, many times they say no when they see my last name. Now I sell clothes at the market to support my children. It is not easy, but I want them to stay in school and have more choices than I had.” Her story is not unique — many Roma parents want a better future for their children and are willing to work hard to make it possible, even if doors remain closed to them.

Across the Baltic Sea, the Finnish Roma — known as Kaale — share a similar history of resilience and adaptation. Roma groups arrived in Finland around the 16th century, facing harsh treatment for centuries, including bans on settlement and family separation. However, over time, the Finnish Roma established a strong cultural identity. Their traditional dress, rich music, and moral values, especially around family and respect, are still deeply rooted in their community life today.

Modern Finland has made significant progress in Roma inclusion. The Finnish Roma community, numbering around 10,000 people, enjoys access to education, healthcare, and political participation. Finland was among the first countries in Europe to create a National Roma Policy, focusing on education, housing, and employment. Yet, challenges remain: unemployment among Finnish Roma is still higher than the national average, and many face subtle discrimination when applying for jobs. Education gaps, though narrowing, continue to affect employment opportunities, particularly among Roma youth.

Despite these challenges, Finnish Roma have become active contributors to Finnish society. Many work as teachers, artists, musicians, and social workers. Roma women's organizations play a key role in supporting family well-being and preventing social exclusion. Younger generations are more educated than ever before and are proud to combine Roma traditions with modern life. The strong cooperation between Finnish authorities and Roma representatives offers an inspiring example for other countries — showing how long-term trust, dialogue, and equal opportunity can truly transform a community.

The story of Roma in Latvia and Finland is, above all, a human story. Despite centuries of hardship, Roma families continue to value closeness, resilience, and dignity. Supporting Roma inclusion — especially in education and work — is not only about reducing unemployment but about creating space for every person's talent. Their songs, traditions, and family spirit enrich both Latvia and Finland, and their future belongs equally to the nations they call home.

As Roma proverbs remind us:

- "If you want to go fast, go alone. If you want to go far, go together."
- "A happy heart makes a light journey."
- "The road is long, but the day is short."

These sayings capture the wisdom of a people who have walked many roads, carrying strength, music, and hope into the future.

Information prepared by Tino Varjola, Roma expert in FIDA International

LIFE-SKILLS MODULES | MODULE 1

HOLISTIC HEALTH AND WELL-BEING (GOOD HEALTH)

The module aims **to equip participants with the knowledge and skills to manage their holistic health.** This includes physical, mental, emotional and social well-being through awareness-raising, practical exercises, and community support.

DURATION

12-14 hours (2 days), including coffee and lunch breaks

REQUIRED EQUIPMENT, STATIONERY, SUPPLIES

- ☑ Computer, projector, speakers
- ☑ Screen or white background
- ☑ Printouts of "Wellness circle or the Good health mind map"
- ☑ Wi-fi
- ☑ Flipchart, markers, sticky notes
- ☑ Rooms for group discussions

MAIN OBJECTIVES

Understand the dimensions of holistic health and well-being:

- Physical, mental, emotional, and social components and harmony within all 4 areas
- Recognize and respond to personal health needs
- Identify habits that support physical and emotional balance and be able to create a plan to implement them
- Practice simple and accessible tools for self-care
- Build confidence in applying well-being strategies in daily life

LEARNING OUTCOMES

After completing the module, the participants will be able to:

- Describe the 4 dimensions of holistic health and understand concepts of harmony and disharmony
- Reflect on their own well-being and identify areas for improvement
- Demonstrate 2 to 3 self-care techniques
- Create a basic personalized well-being routine
- Increase emotional awareness and stress regulation capacity

TRAINING METHODS

The module will include the following training methods:

- Small dramas (for example, "Good health" and "River crossing") that will produced by the participants themselves
- Interactive workshops and peer discussions
- Good health mind mapping
- Roleplay and scenario-based reflection
- Sharing of experience

DAY PLAN (EXAMPLE)

DAY 1

the first day of the life-skills modules

Welcome & icebreaker
- Objective – create a warm, welcoming, and safe space for learning and briefly introduce the purpose of the course (overview of the agenda and objectives)
- Activity – drama "3 things my fellow likes and dislikes", and the expectations from the course, or a circle of introduction and "How do you feel today?" body-mapping exercise

Good health
- Objective – increase the understanding of the dimensions of holistic health and well-being
- Activity – drama "Good health"

Physical health awareness
- Objective –increase understanding of physical self-care focusing on preventive healthcare
- Activity – participants watch 2 or 3 short videos (5 – 10 min) about physical health

Healthy routines
- Objective – recognize power of small daily habits
- Activity – create personal morning/ evening routine checklist, "What is one thing I will change this week?"

Body awareness and movement
- Objective – explore the connection between movement and well-being
- Activity – drama and discussion "How does movement influence mood and energy?" Each participant sets a small movement goal for the week (for example, daily walk, morning stretch).

DAY 2

Welcome and recap
- Objective – recall learning from Day 1
- Activity – singing together is nice way to start a day

Nutrition and energy
- Objective – understand how food affects physical and emotional health
- Activity – drama, the facilitator presents basics of balanced diet using real food samples
- Group work – building a "healthy plate" with local, affordable foods. Discussion on common food habits and practical alternatives.

Mental health and emotional regulation
- Objective – recognize signs of stress and learn simple regulation tools
- Activity – the facilitator explains stress symptoms and coping mechanisms. Breathing exercise: "4-7-8 breath" and "victory position".

River crossing drama (with a break)
- Objective – understand the concept of sustainability and parts of that
- Activity – drama and discussion in pairs

What areas of my life need healing (to be harmonized)?
- Objective – understand that the healing process leads to balance in the area of life that is diseased
- Activity – working in pairs

INFORMATION SOURCES/ USEFUL LINKS	• WHO: Mental health and well-being • Harvard Health: The importance of sleep, exercise, and nutrition • Mindfulness resources: Mindful.org • NHS: Stress management and self-care
SELF-REFLECTION QUESTIONS AFTER THE MODULE	• Which area of my well-being (physical, mental, emotional, social) needs the most attention right now? • What daily habit could I add or change this week to improve my health? • How do I usually respond to stress, and what healthier strategies could I try? • What does a balanced day look like for me personally? • How do I know when I am in harmony vs. disharmony in my well-being?

LIFE-SKILLS MODULES | MODULE 2

STRENGTHENING IDENTITY AND VALUE-BASED LIVING

The aim of this module is **to support participants in strengthening their personal and cultural identity, building pride in Roma heritage, and aligning daily life with core personal values.** The training fosters self-respect, positive identity, and clarity in decision-making, while encouraging active contribution to family and community well-being.

DURATION

12-14 hours (2 days), including coffee and lunch breaks

REQUIRED EQUIPMENT, STATIONERY, SUPPLIES

- ☑ Computer, projector, speakers
- ☑ Screen or white background
- ☑ Identity cards/worksheets for personal reflection
- ☑ Large paper for group mapping exercises
- ☑ Inspiring short videos or stories from Roma leaders/community members
- ☑ Wi-fi
- ☑ Flipchart, markers, sticky notes
- ☑ Value cards or statements for sorting exercises
- ☑ Cultural objects (optional, for identity-sharing exercises)

MAIN OBJECTIVES

1. Strengthen personal and cultural identity:

- Deepen awareness of personal and cultural identity
- Strengthen self-esteem and pride in Roma heritage

2. Strengthen personal values:

- Recognize and clarify personal values and how they guide decisions
- Explore how identity and values influence life choices and relationships
- Encourage participants to integrate value-based living into daily practices

LEARNING OUTCOMES

After completing the module, the participants will be able to:

- Describe aspects of their personal and cultural identity with confidence
- Identify at least 3 core values that guide their decisions
- Recognize how living according to values strengthens self-esteem and relationships
- Demonstrate ability to make decisions that reflect their values
- Express increased pride and confidence in their Roma identity and heritage

TRAINING METHODS

The module will include the following training methods:

- Storytelling and cultural sharing circles
- Group discussions and pair reflections
- Value sorting and prioritization exercises
- Creative activities (identity maps, drawing, symbols)
- Short video testimonies and follow-up dialogue
- Guided journaling and goal-setting team activities

DAY PLAN (EXAMPLE)

DAY 1

Welcome & icebreaker
- Objective – create trust and a safe space for personal sharing
- Activity – "My symbol" – each participant chooses or draws a symbol that represents them and introduces it to the group

Exploring identity
- Objective – recognize personal and cultural identity dimensions
- Activity – identity mapping exercise "Who am I?" – roles, heritage, strengths. Participants share in pairs.

Pride in Roma heritage
- Objective – strengthen pride and respect for Roma culture
- Activity – sharing Roma traditions, stories, or songs. Video presentation of Roma community achievements. Group discussion on what makes the participants proud.

Identity and self-esteem
- Objective – connect identity with self-worth
- Activity – "Strength shield" drawing – participants design shields showing their strengths, talents, and cultural pride

DAY 2

Recap & energizer
- Objective – recall learning from Day 1
- Activity – quick "Identity quiz" game

Discovering values
- Objective – clarify personal values
- Activity – value cards exercise – participants sort values into "very important," "somewhat important," and "not important". Group reflection on similarities and differences.

Living by values
- Objective – connect values with everyday decisions
- Activity – case study discussion – participants discuss how values guide choices (for example, family, education, money, work)

My value-based plan
- Objective – develop practical ways to live according to values
- Activity – participants write a short action plan of 3 daily/weekly practices that reflect their values

Identity challenges

- Objective – recognize pressures and stereotypes that affect identity
- Activity – small group discussions on identity struggles and resilience strategies. Role-play: how to respond positively to stereotypes.

Reflection circle

- Objective – reflect on insights about identity and self-worth
- Activity – guided journaling and a group circle: "1 thing I value about myself and my culture"

Identity challenges

- Objective – recognize pressures and stereotypes that affect identity
- Activity – small group discussions on identity struggles and resilience strategies. Role-play: how to respond positively to stereotypes.

Reflection Circle

- Objective – reflect on insights about identity and self-worth
- Activity – guided journaling and a group circle: "1 thing I value about myself and my culture"

INFORMATION SOURCES/ USEFUL LINKS	• Brené Brown on values: Living into our values • VIA Institute on Character: Explore your character strengths • Roma history and culture: Council of Europe Roma and Travellers • Inspirational Roma community stories: European Commission • TED Talk: The power of identity
SELF-REFLECTION QUESTIONS AFTER THE MODULE	• What are the 3 words I would use to describe my identity? • Which values are the most important in guiding my daily choices? • How does my cultural heritage shape the way I see myself? • When have I felt the proudest of who I am? • How do I handle situations when my values are challenged?

The aim of the module is **to foster internal motivation, self-directedness, and a sense of belonging**. It empowers participants to recognize their inner strengths, actively participate in family and community life, and experience the value of togetherness and inclusion.

DURATION	REQUIRED EQUIPMENT, STATIONERY, SUPPLIES
12-14 hours (2 days), including coffee and lunch breaks	☑ Computer, projector, speakers ☑ Screen or white background ☑ Wi-fi ☑ Flipchart, markers, sticky notes ☑ Self-assessment worksheets (motivation scales, goal-setting sheets) ☑ Group activity materials (string, paper, role cards, symbols) ☑ Short inspirational videos or Roma community success stories ☑ Reflection journals and pens ☑ Cultural music or objects for group-bonding exercises

MAIN OBJECTIVES

1. **Strengthen internal motivation and personal drive:**
- Strengthen awareness of internal motivation and personal drive
- Support development of self-directedness and confidence in decision-making

2. **Strengthen the importance of belonging:**
- Explore the importance of belonging, relatedness, and inclusion
- Foster group togetherness and collective problem-solving
- Encourage active participation in community and social life

LEARNING OUTCOMES

After completing the module, the participants will be able to:

- Identify personal motivators and drivers for growth
- Apply self-directed practices to pursue goals
- Recognize the importance of belonging and inclusion in personal well-being
- Demonstrate teamwork and participation in group activities
- Develop personal action steps to strengthen participation in family or community life

TRAINING METHODS

The module will include the following training methods:

- Motivational self-reflection tools
- Group-building games and trust exercises
- Storytelling and inspirational case studies
- Role-play and cooperative problem-solving
- Guided journaling and goal planning
- Reflection circles and peer feedback

DAY PLAN (EXAMPLE)

DAY 1

Welcome & energizer
- Objective – build trust and open atmosphere
- Activity – group circle game "Web of belonging" – participants throw string ball or ball of wool to each other while naming one group they belong to. The web shows togetherness.

Discovering motivation
- Objective – increase awareness of what drives individuals
- Activity – motivation self-assessment worksheet + small group sharing "What keeps me moving forward?"

Self-directedness
- Objective – strengthen self-responsibility and decision-making
- Activity – guided exercise "Choose your path" – participants imagine and map decisions in a life scenario. Group reflection on the consequences of choices.

Stories of motivation
- Objective – inspire through real-life Roma/community examples

DAY 2

Recap & energizer
- Objective – recall learning from Day 1
- Activity – quick motivational game – "Yes, you can!" group affirmation exercise

Inclusion and participation
- Objective - build awareness of inclusive practices
- Activity – role-play scenarios of exclusion and inclusion (for example, school, workplace, family). Reflection: How can we include others better?

Coherence and community building
- Objective - explore meaning of coherence and collective strength
- Activity - group problem-solving game – participants must work together to solve a challenge, reflecting on trust, coherence, and communication

My participation plan
- Objective – strengthen commitment to participation
- Activity – worksheet: "One way I will participate more in family/community". Peer coaching in pairs.

DAY 1

- Activity – video or guest speaker sharing their journey of overcoming barriers through self-motivation (live video call and interview). Group discussion on lessons learned.
- Objective – connect identity with self-worth
- Activity – "Strength shield" drawing – participants design shields showing their strengths, talents, and cultural pride

Belonging and togetherness

- Objective – explore importance of being part of a group
- Activity – group art project – "Our tree of belonging" where each participant adds a leaf with something they contribute to the group/community

Reflection circle

- Objective – integrate learning of the day
- Activity – journaling + circle sharing: "One thing I discovered about my motivation/belonging today"

DAY 2

Reflection circle - togetherness celebration

- Objective - end with collective strength and inspiration
- Activity - group circle – each person shares one motivation and one belonging commitment. Closing with Roma music or collective activity to celebrate unity.

INFORMATION SOURCES/ USEFUL LINKS

- Team building activities: 53 team building activities to improve teamwork in 2025 (and to have fun!) | SessionLab
- 45 Team-Building Games That Bring Teams Together [2025] • Asana
- Video on team cohesion: Team Cohesion: Building A Strong Team & Family
- Social cohesion: Group cohesiveness - Wikipedia
- Discovering values: How to Discover Your Core Values: A Proven 5 Step Process
- Defining Your Values by Kate James
- What Are Your Personal Values? How to Define & Live by Them

SELF-REFLECTION QUESTIONS AFTER THE MODULE

- Do I belong to my community or society?
- Am I doing my part for stronger togetherness in my family?
- Am I living by my values?
- What keeps me moving forward?

LIFE-SKILLS MODULES | MODULE 4

AUTONOMY, CAPABILITY, AND COMMUNALITY – UNDERSTANDING SELF AND OPPOSING IDENTITIES

The aim of this module is **to strengthen participants' sense of autonomy and personal capability while deepening their understanding of communality and identity.** The training helps participants to recognize and respect different perspectives, including opposing identities, and to build inclusive, capable communities.

DURATION

12-14 hours (2 days), including coffee and lunch breaks

REQUIRED EQUIPMENT, STATIONERY, SUPPLIES

- ☑ Computer, projector, speakers
- ☑ Screen or white background
- ☑ Wi-fi
- ☑ Flipchart, markers, sticky notes
- ☑ Worksheets for self-reflection (autonomy scale, capab. asses.)
- ☑ Cultural items for discussion of identity and belonging
- ☑ Role cards for identity and perspective-taking exercises
- ☑ Short inspirational videos or Roma community case studies on autonomy and leadership
- ☑ Large paper for group identity mapping
- ☑ Journals and pens for reflection

MAIN OBJECTIVES

- Build confidence in personal autonomy and capability
- Explore the importance of communality and cooperation in Roma and wider society
- Understand how identity differences, including opposing identities, shape social interaction
- Develop empathy and respect for differing perspectives
- Practice skills for balancing autonomy with community participation

LEARNING OUTCOMES

After completing the module, the participants will be able to:

- Describe their personal strengths /capabilities with confidence
- Demonstrate understanding of autonomy and its role in life choices
- Explain the importance of communality in family and community life
- Recognize opposing identities and show empathy towards different perspectives
- Practice cooperative skills that balance autonomy and community well-being

TRAINING METHODS

The module will include the following training methods:

- Self-reflection and autonomy assessment exercises
- Group discussions and capability mapping
- Cooperative problem-solving and teamwork games
- Role-play and perspective-taking exercises
- Case studies and storytelling
- Reflection journals and peer feedback

DAY PLAN (EXAMPLE)

DAY 1

Welcome & ice-breaker
- Objective – create openness and readiness for deep topics
- Activity – "Who am I today?" – participants introduce themselves with a word representing their current strength

Exploring autonomy
- Objective – understand autonomy as freedom and responsibility
- Activity – short input on autonomy + self-reflection worksheet. Small group discussion on when the participants felt most autonomous.

Recognizing my capabilities
- Objective – build awareness of strengths and talents
- Activity – capability mapping – participants list personal strengths and pair up to give positive feedback. The group collects capabilities on a flipchart.

Roma stories of autonomy and capability
- Objective – inspire through real-life examples
- Activity – video or guest speaker from Roma community who has demonstrated autonomy and leadership. Group reflection.

DAY 2

Recap & energizer
- Objective – recall Day 1 insights
- Activity – energizer game – "Capability charades" – act out skills and strengths

Understanding opposing identities
- Objective – recognize and respect differences
- Activity – role-play exercise: participants act out scenarios of opposing identities (for example, Roma and non-Roma perspectives). Reflection on feelings and empathy.

Communality in practice
- Objective - build skills for cooperation and shared responsibility
- Activity – group task – build a common project (symbolic, like a poster of "Our community vision"). Discuss how working together changed the outcome.

From opposition to cooperation
- Objective – practice dialogue across differences
- Activity – structured dialogue – pairs discuss "What I want others to understand about my identity." Group reflection on respect and inclusion.

LIFE-SKILLS MODULES | MODULE 4

AUTONOMY, CAPABILITY, AND COMMUNALITY – UNDERSTANDING SELF AND OPPOSING IDENTITIES

DAY 1	DAY 2
Balancing autonomy and community • Objective – explore tension and harmony between self and group • Activity – group debate: "When is autonomy more important than community?" Reflection on examples in family or society. **Reflection circle** • Objective – integrate learning of the day • Activity – journaling "Where do I want more autonomy in my life?" Sharing in a circle.	**Reflection circle // Autonomy and communality celebration** • Objective - end with integration of autonomy and community • Activity – each participant shares one capability they will use for personal growth and one contribution they will make to their community. Closing with the affirmation circle.

INFORMATION SOURCES/ USEFUL LINKS	• Diversity games: 20 Engaging Diversity Games To Foster Inclusion • Factors of a happy life: Self-determination theory – The three key factors of a happy life | Frank Martela • Autonomy examples: 75 Autonomy Examples (2025) • Fundamental user needs: Fundamental User Needs course lesson | Uxcel
SELF-REFLECTION QUESTIONS AFTER THE MODULE	• Do I have right to make decisions in my life? • What does autonomy mean to me? • Do I use my capabilities fully? • Do I live a balanced life between autonomy and community?

LIFE-SKILLS MODULES | MODULE 5

GOOD PARENTING & PARENTING MAP

The aim of this module is to equip parents and caregivers with a practical Parenting Map – a simple framework of core roles (caretaker, love-giver, life & emotional-skills coach, boundary-setter) and everyday tools that strengthen secure attachment, communication, routines, and limits so children can thrive at home, school, and in the community.

DURATION

12-14 hours (2 days), including coffee and lunch breaks

REQUIRED EQUIPMENT, STATIONERY, SUPPLIES

- ☑ Computer, projector, speakers
- ☑ Screen or white background
- ☑ Parenting role cards and case studies
- ☑ Short videos on positive parenting and family well-being
- ☑ Toys or symbolic objects for parenting role-play activities
- ☑ Wi-fi
- ☑ Flipchart, markers, sticky notes
- ☑ Worksheets for reflection on awareness and parenting styles
- ☑ Journals and pens for personal reflection
- ☑ Cultural songs or stories for intergenerational discussion

MAIN OBJECTIVES

- Introducing the Parenting Map framework and clarify the five core roles
- Help parents assess personal strengths and growth areas across the roles
- Practice connection skills (positive attention, descriptive praise, emotion coaching)
- Practice guidance skills (age-appropriate routines, choices-within-limits, natural/logical consequences)
- Strengthen communication & problem-solving with children and teens
- Develop a simple Family Parenting Map and first 2–3 home actions

LEARNING OUTCOMES

After completing the module, the participants will be able to:

- Describe the 4 Parenting Map roles and when each role is most helpful
- Apply at least 2 connection techniques (for example, “Special time”, descriptive praise, naming & validating feelings)
- Set 2–3 clear, age-appropriate boundaries and follow through with calm, consistent consequences
- Design a basic daily routine that supports cooperation at home
- Create a personal Parenting Map action plan for 1 child (or age group)

TRAINING METHODS

The module will include the following training methods:

- Parenting role-play and case study analysis
- Group discussions and cultural storytelling
- Guided journaling and Parenting Map worksheets
- Peer coaching and feedback
- Videos and short expert talks/tips

DAY PLAN (EXAMPLE)

DAY 1

Welcome & icebreaker
- Objective - create openness and trust
- Activity: “My family symbol” – participants draw or choose a symbol that represents their family

Parenting role map 1.0 - caretaker
- Objective - establish the foundations of physical care, safety and predictable routines for cooperation
- Activity - mini-input on caretaker role (nutrition, sleep, safety, hygiene, screen time). Worksheet: “24-hour care audit” for 1 child age group. Small groups design a simple morning/evening routine. Practice game: 2-minute tidy-up routine with clear cues and praise.

Parenting role map 2.0 - love giver
- Objective - build secure attachment through connection rituals and positive attention
- Activity - demonstration of “Special time” and 5:1 positive ratio. Role-plays: greeting ritual, descriptive praise, emotion-naming & validating. Group creates a list of 10 quick connection rituals for different ages.

DAY 2

Recap & energizer
- Objective - recall Day 1 learnings
- Activity - what did you learn from the parenting role map and what kind of small changes did you manage to incorporate into your child's everyday life (2 changes)?

Principles of good parenting
- Objective - learn key elements of positive parenting
- Activity - group brainstorm on “What makes a good parent?” Facilitator introduces parenting styles and positive discipline.

Building parent-child connection
- Objective - strengthen parent-child relationship
- Activity - communication role-play: active listening, encouragement, and empathy in parent-child interactions

Parenting role map 3.0 – life skills (interpersonal expert)

- Objective - learn to coach daily skills and social/emotional competencies
- Activity - coach-a-skill practice using "I do – we do – you do". Pairs coach a simple task (homework step, self-care). Introduce STOP–THINK–TRY–REVIEW problem-solving card; rehearse with a real child scenario.

Parenting role map 4.0 - life-skills & boundary setter

- Objective - set clear expectations and limits with empathy, use natural and logical consequences
- Activity - draft 3 SMART family rules. Role-play "choices within limits" and saying "no" calmly with empathy. Consequence-planning sheet for common situations (bedtime, screens, school prep).

Reflection circle

- Objective - deepen understanding of the Parenting Map and plan first steps at home
- Activity - each participant drafts a 1-page Parenting Map for one child: strengths, priority role to strengthen, 2 micro-actions for the week. Peer feedback and commitment cards.

Parenting challenges and solutions

- Objective - address real parenting difficulties
- Activity - small group case study work – groups find solutions for common parenting challenges (for example, discipline, school, peer pressure)

Reflection circle // Family action plan

- Objective - integrate awareness and parenting into personal commitment
- Activity - each participant creates a "Family action plan" with 2–3 commitments. Closing circle with shared affirmations: "I am a parent, I am aware, I am free."

INFORMATION SOURCES/ USEFUL LINKS

- UNICEF: Positive parenting resources
- Conscious Discipline: Parenting strategies
- CDC – Positive Parenting Tips (by age)
- Video series: Positive parenting tips
- Daniel Siegel & Tina Payne Bryson – The Whole-Brain Child
- Greater Good Science Center: Mindful parenting
- Parenting Map in finnish - suomeksi

SELF-REFLECTION QUESTIONS AFTER THE MODULE

- How do I usually react to challenges with my children — and what could I do differently?
- What positive parenting practice could I start using this week?
- How does my parenting reflect the values I want to pass on?
- What is one change I could make to strengthen my family relationships?

LABOUR SKILLS | MODULE 6

CAREER PATH

The aim of the module is to increase self-awareness of the target group **in terms of their skills and competencies** and explore career opportunities within different industries. Gain understanding how career ladder works and how one can start small and grow.

DURATION

12-14 hours (2 days), including coffee and lunch breaks

REQUIRED EQUIPMENT, STATIONERY, SUPPLIES

- ☑ Computer, projector, speakers
- ☑ Screen or white background
- ☑ Self-assessment worksheets
- ☑ Role cards
- ☑ Job advertisements with required skills listed
- ☑ Wi-fi
- ☑ Flipchart, markers, sticky notes
- ☑ Skills cards
- ☑ Videos of 3 professionals describing their roles and skills

MAIN OBJECTIVES

1. Increase self-awareness:
- Help participants identify their strengths, values, skills, and interests and how they can be valuable in job market
- Encourage reflection on personal and professional aspirations
- Recognize transferable skills that can be applied across multiple industries
- Practical workshop at Makerspace “DARE” for uncovering individual strengths and talents

2. Explore career opportunities:
- Provide insights into different industries, roles, and labour market trends, highlighting the range of available roles and entry points
- Encourage exploration of career paths aligned with individual skills, interests, and values

3. Understand how career ladder works:
- Explain the concept of progression within an organization or profession, including entry-level roles, mid-level positions, and leadership tracks
- Illustrate career growth patterns through case studies and industry examples

4. Develop strategies for starting small and growing:
- Introduce tools and methods for effective career exploration
- Introduce the main aspects of setting up a private business or becoming self-employed, and how to evaluate if you “have a businessman in you”
- Provide participants with practical steps for entering a chosen field, incl. networking, education, internships, and skill-building

MAIN OBJECTIVES	• Highlight the importance of continuous learning, adaptability, and goal setting for career advancement **5.Build a personal career development plan:** • Help participants identify at least 3 different industries/job positions their strengths and skills would be most useful and provide the highest chance of success • Guide participants in creating a realistic, actionable plan that outlines short-term and long-term career goals • Incorporate strategies for overcoming common barriers and tracking progress over time
LEARNING OUTCOMES	**After completing the module, the participants will be able to:** • Demonstrate the ability to assess personal strengths, weaknesses, interests, and values in relation to career options • Develop a personalized career plan aligned with individual goals and market trends • Identify and utilize various job search resources and platforms effectively • Demonstrate skills in researching potential employers and tailoring applications accordingly • Demonstrate the basic understanding of how to become a self-employed or set up a business company
TRAINING METHODS	**The module will include the following training methods:** • Practical workshops (Makerspace “DARE”) and seminars • Role-playing and simulations • Guest speakers and discussions (incl. short videos) • Self-assessment tools and reflection exercises • Team activities

DAY PLAN (EXAMPLE)

DAY 1

Welcome & icebreaker
- Objective – help open up and introduce the course purpose
- Activity – overview of the agenda and objectives, game "Guess who I am". Each participant gives his/ her name and describes his everyday activities/ outfit/ other characteristics of the imagined professional, not naming the profession.

Self-discovery: skills, values, interests
- Objective – increase self-awareness
- Activity – guided self-assessment using worksheets and "Skills cards"

Transferable skills workshop
- Objective – recognize skills useful across industries
- Activity – participants pair up and match their skills to roles in different industries, group share their most creative skill-role match

Inspirational videos
- Objective – get to know real-life experiences of people from Roma community and the skills that have been most useful in their career path. Be inspired!
- Activity – participants watch 2 or 3 short videos (5 – 10 min) of Roma community representatives describing their current role/industry they work at and what skills have helped them get to this position, a short discussion after each video

DAY 2
Workshop in the makerspace DARE or other relevant creative environment

Recap & energizer
- Objective – refresh memory of Day 1 activities and set tone for the day
- Activity – "Career charades", act out job roles without words, the group guesses

Introduction to the makerspace DARE and its possibilities
- Objective – participants get to know where they are and what is planned for the day
- Activity – the facilitator describes the equipment and how it works, and other relevant information (safety first)

Practical activities in DARE
- Objective – identify skills needed to work with the equipment, come up with ideas
- Activity – working in the makerspace in pairs

Presentations and wrap-up
- Objective – present the outcome of the day's work and describe the skills needed to create it
- Activity – pairs present their work and describe how they came up with the idea, decided what to do, who was the author of the idea, what was the hardest/easiest part, the participants discuss, evaluate, price their work, etc.

Identifying skill gap and developing new skills

- Objective – participants are able to identify skills they lack for a chosen role and can decide if this skill be learned/how it can be learned
- Activity – participants work in groups or pairs on gap analysis with real job descriptions, identifying skills that are required, that they have and that they lack. For each missing skill, they identify if it can be learned or acquired and discuss how. Discussion on the lacking/ tough to acquire skills.

Reflection circle

- Objective – connect learning to personal aspirations
- Activity - individual journaling and group sharing on insights from the day. Facilitator helps participants link strengths to possible career fields.

INFORMATION SOURCES/ USEFUL LINKS	• Job skills list (for inspiration): A Comprehensive List of Job Skills Employers Value Most | MVNU • Job Add portal: Nodarbinātības valsts aģentūra • Job role list (for inspiration): Professions Occupations Jobs | Learn English Vocabulary | Profesiones Vocabulario en Inglés
SELF-REFLECTION QUESTIONS AFTER THE MODULE	**Self-Awareness:** • What strengths did I discover or reaffirm about myself during this module? • What activities or tasks energized me during the workshop? • Which skills do I currently excel at, and which ones do I want to develop further? • How did the makerspace DARE experience help me see myself in a new light? • What surprised me most about myself during the self-awareness exercises? • How do my personal skills and interests align with potential career paths? • Can I do something right now to develop skills I lack for a job I would like to have?

SELF-REFLECTION QUESTIONS AFTER THE MODULE	**Career Exploration:** • Which industries or roles sparked my interest during the module? • Did I discover any career options I had not considered before? If so, which? • Which of my skills would be most valuable in job market? In what careers? • How confident do I feel about exploring or pursuing a career path that aligns with who I am?

The aim of the module is to **improve participants' digital literacy for employment** by developing essential online communication, job search, online self-representation skills and using common digital and AI tools, as well as to **increase understanding of cyber threats and misuse of AI.**
Participants should be identified as 1 of 2 groups:

Digitally young - have no digital skills or have very basic skills, for example, use Facebook/Messenger on phone, have not used a computer/have used computer for very basic purposes like paying bills, using online banking with help from others, etc. Do not have an e-mail, their digital presence is very low.
Digitally mature - have good basic skills or advanced skills. Use social media, communication channels, search information either on phone or computer. Able to create documents, use MS Office or similar, conference call tools, have basic knowledge of AI tools and possibilities.
Ideally, the groups should consist of at least 1 digitally mature and 2 digitally young participants, so they can work together on tasks.

DURATION

12-14 hours (2 days), including coffee and lunch breaks

REQUIRED EQUIPMENT, STATIONERY, SUPPLIES

- ☑ Computer classroom or a portable computer for every participant (if not available, at least 1 device (computer, smartphone) per group of 3)
- ☑ Role cards
- ☑ Projector, screen or white background
- ☑ Wi-fi
- ☑ Digital Tool Bingo cards
- ☑ Flipcharts, markers, sticky notes

MAIN OBJECTIVES

1. Improve digital literacy focusing on skills relevant for employment:

- Help participants recognize the importance of digital technologies on their way to better job prospects
- Search and apply for jobs using key online job portals, including ss.com, cv.lv, nva.lv, and visidarbi.lv
- Help participants recognize the importance of a professional email address and apply best practices for effective email communication in a job-seeking context
- Assess and improve their social media presence by applying guidelines for visual and professional self-representation online

2. **Raise the digital literacy skills and capacities of the participants in the everyday and most widely used AI/digital tools.**

- Identify the most widely used AI and digital tools relevant to personal and professional contexts
- Understand the purpose, basic features, and limitations of these tools
- Assess the reliability, accuracy, and biases in outputs from AI/digital tools
- Identify tasks easy to complete with AI on smartphone and those that require a computer.

MAIN OBJECTIVES	**3. Raise the awareness of cyber threats, digital safety** • Recognise privacy, security and ethical considerations when using AI/digital tools • Recognise the cyber threats when applying for a job online (for example, fake job adds, fake webpages, personal information not to be sent online, via chats, etc.) • Understand basic safety requirements online and why they are necessary • Understand how false information can be generated and distributed by AI online, and the consequences
LEARNING OUTCOMES	**After completing the module, the** digitally mature **participants will be able to:** • Identify and create a professional email address suitable for job applications and demonstrate appropriate structure and tone in professional email communication • Confidently navigate job search platforms such as ss.com, cv.lv, nva.lv, and visidarbi.lv to find, evaluate, and apply for relevant job openings • Evaluate and enhance their social media profiles to ensure professional and visually appropriate self-representation, particularly on platforms commonly viewed by employers • Use some of the everyday AI/digital tools relevant for their future career (Canva, ChatGPT, etc.) • Identify basic scam and cyber threat situations, avoid them **After completing the module, the digitally young participants will be able to:** • Understand and demonstrate basic digital skills required for job search and application for a position • Understand the concept of cyber threats and be aware of AI misuse examples • Will be able to navigate job search platforms such as ss.com, cv.lv, nva.lv, and visidarbi.lv to find, evaluate, and apply for relevant job openings with the help of a digitally mature friend • Evaluate and improve their social media platform usage habits, understanding common mistakes made by unexperienced users and how they can affect their job opportunities • Understand the steps needed to print documents, use online banking, digital identification tools

TRAINING METHODS

The module will include the following training methods:

- Interactive lectures and presentations (used to introduce key concepts such as professional email communication, safe social media use)
- Hands-on individual practical activities and assignments (on computers/smartphones)
- Guided group work and peer discussions (small groups review each other's work)
- Digital tool exploration/demonstration sessions

DAY PLAN (EXAMPLE)

DAY 1

Welcome & icebreaker
- Objective – help open up and introduce the course purpose
- Activity – overview of the agenda and objectives, game "Digital Tool Bingo".

Role of digital skills in employment
- Objective – recognize importance of digital technologies
- Activity – short interactive lecture with real job market examples, discussion of digital skill expectations of employers

Professional email for job applications
- Objective – professional email address + best practices
- Activity – live demo: creating a professional email, structure, subject lines, tone. Participants set up or review their email, discuss ways of application for a job.

Navigating Job Portals
- Objective – job search using various online portals (ss.com, cv.lc, nva.lv, visidarbi.lv)

DAY 2

Recap & sharing
- Objective – set the agenda for the day
- Activity – volunteers share if they have looked for more job ads online since the Day 1, and discuss if they think AI is used by the employers to create job ads and how

Everyday AI & digital tools for work
- Objective – identify, understand and apply tools
- Activity – interactive presentation on the common AI tools (ChatGPT, Canva, translation tools) with real-life usage cases

Hands-on AI tasks and assessing outputs
- Objective – apply the tools for tasks and evaluate the reliability/bias
- Activity – generate a cover letter with AI, create a social media post for job-seeking (using ChatGTP on phone or computer)

Cyber threats in job search, online privacy, AI ethics
- Objective – recognize cyber threats, privacy and misuse of AI

DAY PLAN (EXAMPLE)

DAY 1	DAY 2
• Activity – guided demo, participants search for jobs, filter results, bookmark/save jobs, etc. Practical activity – participants find 1 "ideal" job and prepare a quick note on requirementsnd exchange with partner, discuss **Creation of application & peer review** • Objective – draw up application email and improve it • Activity – participants create their application email for a position previously found and exchange with partner, discuss	• Activity – case studies of fake job ads/websites, spotting suspicious links, role-play safe responses, discussion on data protection and risks, responsible AI use, examples of misinformation **Social media audit for employment, module wrap-up** • Objective – professional self-representation • Activity – participants review their social media profiles, checklists for professionalism, adjust privacy setting

INFORMATION SOURCES/ USEFUL LINKS	• Job add websites (ss.com, cv.lv, visidarbi.lv, nva.lv) (Latvian job advertisement sites) • Canva tool: Canva • Tips for identifying fake job postings: How To Identify Fake Job Postings: 10 Warning Signs | Indeed.com • On job scams: Outsmarting job scams: 9 red flags to look out for | TopCV
SELF-REFLECTION QUESTIONS AFTER THE MODULE	• How easy is it for me to find, evaluate, and apply for jobs online after this training? • Can I write a clear, polite, and well-structured professional email without needing extra help? • Do I understand the common mistakes people make online that can harm their career opportunities? • Do I feel able to judge whether an AI-generated output is accurate, biased, or needs improvement? • What is 1 new way I can use my smartphone or computer to save time in my work or job search? • Can I now recognize at least 3 warning signs of a fake job ad or scam website? • How has my understanding of AI misuse and its consequences changed? • How will I continue improving my digital skills after this course?

This module aims to equip learners with the essential knowledge and practical skills required to understand how salary is decided, what one can and cannot expect in various job settings relating to pay, manage personal finances, understand basic taxation and social security systems (risks of "envelope salary", need of a bank account, etc.), and develop effective budgeting strategies. The module is designed to foster financial literacy and responsible decision-making for personal and professional growth.

DURATION	REQUIRED EQUIPMENT, STATIONERY, SUPPLIES
12-14 hours (2 days), including coffee and lunch breaks	☑ Computer, projector, speakers ☑ Wi-fi ☑ Screen or white background ☑ Flipcharts, markers, sticky notes

MAIN OBJECTIVES

- Understand how money is earned and distributed in the workplace
- Recognize the difference between gross and net income
- Gain knowledge of taxation and social security systems (including calculation of taxes for self-employed)
- Build essential financial literacy skills, including saving and budgeting
- Develop strategies to manage limited income and cover basic needs
- Promote responsible financial decision-making for long-term stability
- Help learners to see the advantage of salary vs social benefits

LEARNING OUTCOMES

After completing the module, the participants will be able to:

- Distinguish between net and gross salary and explain how deductions affect take-home pay
- Predict average "value" of various jobs and the salary one can expect
- Describe the benefits of paying taxes for individuals and society
- Outline the steps for calculating and paying taxes as a self-employed person
- Apply simple saving methods to different income levels
- Track personal income and expenses
- Evaluate the short- and long-term impacts of different financial choices (for example, borrowing, spending, saving)
- Identify cases of careless spending and how such can be avoided

TRAINING METHODS

The module will include the following training methods:

- Guided discussions
- Mini-lectures
- Group activities and role-playing
- Case studies and real-life scenarios
- Hands-on calculation exercises
- Guest speakers or videos
- Individual assignments, quizzes or checklists
- Visual aids & infographics

DAY PLAN (EXAMPLE)

DAY 1

Welcome & icebreaker
- Objective – help open up and introduce the course purpose
- Activity – participants discuss "What was your first job and what did you think you would earn?" Outline aims, objectives, and outcomes.

Where does salary come from
- Objective – understand the "way of the money" (basic economy principles)
- Activity – interactive lecture + guided discussions, employer revenue sources, how employee value is assessed

Net vs gross salary
- Objective – understand salary calculations
- Activity – online salary calculator, how to know the amount of money you will take home

Employer & employee taxes
- Objective – taxation and social security goes hand in hand
- Activity – discussing the online salary calculator results and benefits (healthcare, pensions), social and communal services (firefighters, police, teachers, etc.). Short quiz "Which benefit comes from which tax?" with explanations beforehand.

DAY 2

Recap & energizer
- Objective – refresh memory of the activities of Day 1 and set the tone for the day
- Activity – quick Q&A session regarding the topics of Day 1

Creating a personal budget
- Objective – budgeting and decisions
- Activity – small group activity: design a budget for a given income & lifestyle scenario

Financial decisions and short vs long-term impact of choices
- Objective – responsible decision making
- Activity – group scenario analysis: taking a loan, buying now vs saving, investing in training

What can I do to earn more?
- Objective – identify actions one can take to improve their financial situation
- Activity – working in pairs, participants discuss each other's options to improve their financial situation, generate ideas, share their situations and ideas with others

DAY 1

Risks of envelope salary

- Objective – responsible financial decision
- Activity – case study: compare legal salary vs cash-in-hand. Group analysis of short and long-term consequences.

Financial survival strategies and saving basics

- Objective – basic financial literacy
- Activity – brainstorm "If income does not meet needs, what can you do?", mini-lecture on prioritising expenses and emergency measures, what are the things you can save on?

DAY 2

Rights and obligations of an employee regarding finances

- Objective – discuss the rights of an employee (paid holidays, salary on time, work-trip cost coverage, etc.) and obligations (payroll tax book, bank account, etc.)
- Activity – short presentation and discussion in a group, marking down the rights and obligations one might have as an employee

Recap on the previous sessions

- Objective – remind the topics discussed under Module 1 "Career Path" and Module 2 "Digital Literacy" and discuss how these affect the financial situation of a person
- Activity – quiz on various topics discussed in the previous training days. Discussion of how improving one's skills and digital maturity can help reach higher income. Modelling various scenarios of how life decisions can affect your financial state.

Life decisions and finances

- Objective – help see the connection between life decisions and financial capacity
- Activity – watching and discussing video "How my decisions and actions affected my finances?" with examples from real people (such as – moved to another city/country to improve my chances, improved my education to earn more, got rid of my bad habits to be able to work, etc.)

My life decisions and finances

- Objective – inspire participants to think about opportunities they have to improve their financial state

DAY 2

- Activity – individual work of writing down ideas and aspirations regarding one's options of making changes in their life that might improve their financial state. What would be the pre-conditions for such actions to be taken (what I have, what I need, what is possible)?

How the community can help

- Objective – help participants see that they are not alone in their everyday life
- Activity – discussing imagined examples of situations when and how community can help someone improve their financial situation (for example, childcare, support in getting rid of addictions, support in education, transportation, etc.). If there are volunteers, discussing participant's situation and how others from the community could practically help so that the person has better chance to improve his/her financial situation.

Managing debt

- Objective – help participants understand why "living from debt to debt" is a bad scenario and how to get out of constant debt situation
- Activity – discussing various strategies how not to get into debt, how to save when you have a debt and how to repay debt. Why is debt bad? Discussing consequences.

Recap & wrap-up

- Objective – remind all the topics discussed during the 2 module days
- Activity – in a group, writing down bullets of topics anyone remembers that were discussed, reminding of the forgotten ones and highlighting those that the participants saw as the most important

INFORMATION SOURCES/ USEFUL LINKS	• Salary calculator (in Latvia): Algas kalkulators 2025 — Bruto un neto aprēķins • Tips for paying off debt: Financial Guide for Paying Off Debt | Military OneSource
SELF-REFLECTION QUESTIONS AFTER THE MODULE	• What did I learn about how employers decide how much an employee earns and how will this knowledge help me evaluate future job offers? • What benefits do I gain personally by paying taxes and social security contributions? • How do I see the risks of "envelope salary" differently now compared to before the training? • Did I learn at least 1 new strategy for saving money, even on a low income? • What is 1 financial choice I will make differently after this course (for example, saving, borrowing, spending)? • What was the most valuable thing I learned in this module? • Do I feel more confident about my the ability to improve my financial situation?

LABOUR SKILLS | MODULE 9

WRITING CV AND PREPARING FOR A JOB INTERVIEW

This module aims to equip learners with the practical knowledge, tools, and confidence needed **to successfully prepare CV and get ready for and participate in job interviews.**

DURATION

2-14 hours (2 days), including coffee and lunch breaks

REQUIRED EQUIPMENT, STATIONERY, SUPPLIES

- ☑ Computer, projector, speakers
- ☑ Computer classroom or a portable computer for every participant (if not available, at least 1 device (computer, smartphone) per group of 3)
- ☑ Screen or white background
- ☑ Wi-fi
- ☑ Meeting camera for video calls
- ☑ Flipchart, markers, sticky notes

MAIN OBJECTIVES

1. Create tailored cover letter and CV for a particular position

- Enable learners to recognise and align their personal skills, strengths, and competencies with job requirements based on job specifications
- Create a professional CV and a tailored cover letter, effectively showcasing relevant experience, education, and skills using digital tools such as Europass and other CV-building applications
- Research potential employers in depth, gaining insights into organisational values, job expectations, and sector-specific practices

2. Be ready for various situations during job interview and know how to behave

- Explore appropriate communication, behaviour, and etiquette expected during job interviews, including verbal and non-verbal techniques
- Look into the principles of professional appearance and personal presentation, recognising their impact on interview outcomes

LEARNING OUTCOMES

After completing the module, the participants will be able to:

- Analyse a job description to extract required qualifications, skills, and competencies, evaluate if one has them
- Match personal skills and experiences with the requirements outlined in specific job postings
- Produce a professional CV and cover letter for a chosen job
- Conduct structured research on potential employers using websites, job portals, and social media to identify organisational values, culture, and job expectations from publicly available information

- Describe and demonstrate effective verbal communication skills
- Apply appropriate non-verbal communication techniques (eye contact, posture, gestures)
- Respond to common interview questions with structured, relevant, and confident answers
- Be equipped for questions one does not know answers to
- Describe the principles of professional appearance and why they matter in employment context, assess how personal presentation (appearance, punctuality, behaviour) impacts employer perceptions and hiring decisions

TRAINING METHODS

The module will include the following training methods:

- Guided discussions
- Mini-lectures
- Group activities and role-playing
- Case studies and real-life scenarios
- Guest speakers or videos (example of a job interview)
- Individual assignments, quizzes or checklists

DAY PLAN (EXAMPLE)

DAY 1

Welcome and introduction
- Objective – help open up and introduce the course purpose
- Activity – icebreaker "1 strength I bring to a workplace"

Introduction to professional CVs
- Objective – CV creation
- Activity – demonstration of Europass and Canva CV tools; discussion of do's & don'ts, creating checklist of the main information to be included

CV Workshop (Part 1)
- Objective – CV creation
- Activity - draft or update CV using laptops/smartphones

CV Workshop (Part 2)
- Objective – CV creation
- Activity – exchange CVs, feedback using structured checklists

DAY 2

Introduction of the day
- Objective – be informed of the plan for the day
- Activity – short introduction by the lecturer

Research employer
- Objective – employer insights
- Activity – group activity: preparing a "company profile" (values, size, job expectations) from real websites, deciding on a position each of the group will apply for

Employer presentations
- Objective – employer insights
- Activity – small group presentations on their chosen companies and positions

DAY 1

Cover letter
- Objective – understand the aim of a cover letter
- Activity – short lecture and case studies

Writing tailored cover letters
- Objective – write a cover letter
- Activity – trainer demo + guided writing task (based on earlier job postings). Use of AI tools is supported. Laptops or smartphones can be used.

Cover letter updating
- Objective – inspect how cover letters should be edited when applying to different job position
- Activity – working in pairs, participants will select different job adverts and discuss how to adapt their cover letters to suit each specific opening

Wrap-up
- Objective – discuss most important facts
- Activity – group discussion marking down most important facts/ideas the participants remember

DAY 2

Mock interviews
- Objective – improve interview skills by analysing examples
- Activity – lecturer organizes an online mock interview with another trainer

If another training group is organized simultaneously (in Finland), both trainers connect via online call and on previously agreed terms demonstrate a short job interview (the Latvian side can be employee and the Finnish side employer or vice versa)

Interview review
- Objective - improve interview skills by analysing examples
- Activity – discuss the mock interview in the group

Professional appearance & self-presentation
- Objective – improve knowledge on professional appearance and how to represent yourself in the best possible way
- Activity – “dress-for-success” case studies, learners reflect on their own interview presentation plan, discuss whether the job position influences what is considered a professional appearance in that context

Non-verbal communication & body language
- Objective – understand concepts of non-verbal communication and body language, how they work in the context of a job interview, interview etiquette
- Activity – mini-presentation on non-verbal communication and body language, workshop: role-play greetings, posture, handshake, eye contact

Wrap-up & self-reflection
- Objective – review of the day, the most important ideas
- Activity – review on all topics, marking down bullet points of the most important conclusions, ideas

INFORMATION SOURCES/ USEFUL LINKS	• Active job ads: ss.com, cv.lv, visidarbi.lv, nva.lv (Latvian job advertisement sites) • Create your CV: CV editor | Europass • Canva tool: Canva
SELF-REFLECTION QUESTIONS AFTER THE MODULE	• How do I ensure that my CV reflects my most relevant experience and achievements? • Do I know how to tailor a cover letter for different job postings? • What kind of information about an employer is the most useful for me when preparing for an interview? • How can understanding the organisation's values help me during an interview? • What are the 3 key elements of effective verbal communication that I can apply in a job interview? • Why is professional appearance important to me in a job interview, and how can it affect the outcome? • After completing this module, what are the 3 most valuable skills I have gained, and how do I plan to use them?

This module aims to equip learners with the **essential interpersonal and behavioural skills** needed to navigate and contribute effectively within diverse workplace environments. It focuses on **developing communication, collaboration, and cultural awareness** to support a safe, respectful, and productive work experience.

DURATION	REQUIRED EQUIPMENT, STATIONERY, SUPPLIES
12-14 hours (2 days), including coffee and lunch breaks	☑ Computer, projector, speakers ☑ Screen or white background ☑ Wi-Fi ☑ Role-play cards ☑ Flipcharts, markers, sticky notes ☑ Case study handouts (ethical dilemmas, workplace scenarios, conflicts, communication)

MAIN OBJECTIVES	• Develop effective communication skills – including verbal, non-verbal, and digital forms • Apply respectful communication strategies in everyday workplace interactions • Strengthen collaboration and teamwork to enhance productivity and resolve conflicts constructively • Increase cultural awareness and respect for diversity in professional settings • Promote inclusion and prevent disrespectful behaviours, such as discrimination or bullying • Demonstrate professional behaviour and personal responsibility to support a safe, respectful, and growth-oriented workplace
LEARNING OUTCOMES	**After completing the module, the participants will be able to:** • Communicate respectfully and effectively with colleagues and supervisors using appropriate verbal, non-verbal, and digital methods • Demonstrate teamwork skills, including accountability, reliability, and collaboration in group tasks • Respond appropriately to conflict or misunderstanding in the workplace • Apply professional behaviours such as punctuality, responsibility, and respect for workplace rules and etiquette • Reflect on their own workplace values and behaviours and identify areas for personal growth

TRAINING METHODS

The module will include the following training methods:

- Interactive lectures and short presentations
- Role-playing and simulations (for example, communication breakdowns, conflict resolution)
- Case studies and scenario-based group work
- Group brainstorming activities
- Self-assessment and journaling

DAY PLAN (EXAMPLE)

DAY 1

Welcome and icebreaker
- Objective – help open up and introduce the course purpose
- Activity – "1 thing I value in a colleague", sharing in pairs

Communication in the workplace
- Objective – develop effective workplace communication
- Activity – mini-lecture + group exercise: identify examples of good and poor communication

Non-verbal & digital etiquette
- Objective – practice non-verbal cues and respectful digital communication
- Activity – activity in pairs: role-play scenarios with tone, body language, message etiquette (work chats, e-mails, etc.). The lecturer provides scenarios and settings for each pair.

Teamwork & collaboration basics
- Objective – show how working towards the same goal builds teamwork
- Activity – in 5 minutes, the participants (in small groups) write down a list of as many qualities of a "good team" as possible. Each group shares 2-3 ideas and all answers are combined in a "good team checklist" on the flipchart. Discussion on how such qualities can be built and how one can become a good teammate of an already existing team.

DAY 2

Introduction of the day
- Objective – be informed of the plan for the day, recap of Day 1
- Activity – short quiz "Good vs poor communication behaviours"

Cultural awareness in the workplace
- Objective – recognise how cultural awareness is also important for Roma people, consider if they must take into account the cultural differences with other nationalities
- Activity – group discussion with short presentation as a starting point, stating possible cultural differences that can create conflict situations

Handling difficult situations
- Objective – respond to disrespect, discrimination or bullying
- Activity – role-play: bystander vs ally response, group discussion of safe strategies

Responsibility and accountability
- Objective – recognise a role in workplace well-being
- Activity – group work: write a short "Workplace Responsibility Charter" for employees

DAY 1

Conflict prevention and resolution
- Objective – learn strategies to prevent and resolve conflicts
- Activity – case study analysis: workplace disagreement scenario groups propose respectful solutions

Working in a bad team
- Objective – discuss strategies how to improve one's position in a team and feel better, and what to do if the team is not a "good team"
- Activity – sample situation analysis, discussion

Reflection circle
- Objective – connect collaboration and communication to personal experience
- Activity – individual journaling + group sharing: "I had a conflict in my workplace and how I solved it", other topics discussed during the day

DAY 2

Personal reflection: my workplace values
- Objective – encourage self-awareness and commitment
- Activity – individual journaling: "3 behaviours I want to practice in future workplaces". Group discussion on how my actions affect the reaction of others in my workplace.

Other do's and don'ts of a workplace
- Objective – discuss other topics relevant to feeling good in a workplace and successfully becoming a team member
- Activity – short quiz on possible do's and don'ts, group discussion

Recap of all modules (part 1)
- Objective – review all the topics covered during the labour skills sessions
- Activity – group work: crating posters with the main ideas, concepts, facts that have been learned during all 5 labour skills modules

Recap of all modules (Part 2)
- Objective – review all topics covered during the labour skills sessions
- Activity – groups present posters and discuss

Thanks and let's meet at the internships
- Objective – understand the next steps in the program
- Activity – discuss the planned internships

INFORMATION SOURCES/ USEFUL LINKS	• Strategies for conflict resolution: 5 Strategies for Conflict Resolution in the Workplace
SELF-REFLECTION QUESTIONS AFTER THE MODULE	• What new insights did I gain about workplace culture and expected behaviour in professional environments? • How have my views on appropriate communication at work (verbal, non-verbal, and digital) changed after this course? • How do I usually respond to conflict, and what new strategies can I try? • How do I plan to contribute to a respectful and inclusive work environment in the future? • In what type of workplace culture do I believe I would thrive, and how can I recognise it when applying for a job? • What are 3 practical actions I will take to improve my workplace communication, collaboration, or conduct?