



READY WOMEN CURRICULUM – Module 2: New Yields of Employment and ICT competences for women with disabilities

Introduction



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Module 2: New Yields of Employment (NYE) and ICT competences for women with disabilities

Introduction

New Yields of Employment (NYE) and Information and Communication Technology (ICT) competences are crucial nowadays as the world and labour market continues to develop and change.

Very often, people with disabilities cannot follow the rapid changes in the society, labour market, and economy in general. As a result, they lack much information on their possibilities and new tendencies in the society, for example, the increased importance of ICT and the new skills that are required to enter the jobs within the NYE.

In respect of the new emerging sectors ITC skills could help women with physical or sensory disabilities to find a job. ITC skills help in job searching process and also helps to work remotely.

ICT skills also support the concept of remote work and distance working. During Covid-19 when there most off in-person works were cancelled world went online and only remote works could operate. Nowadays ICT skills and knowledge how to use internet, especially social media are critical for employment.

Most often, such work is related to telework, customer service, training, accountancy, translations, programming, architecture and others. Nowadays for such professions, the main asset for work is computer and also communication skills. The trainer here demonstrates how the ICT skills and communication skills acquired earlier are useful, necessary. Trainees should be aware of the fact that everything is interconnected.

The training also addresses that good language and communication skills can result in a job of journalist, editors, copywriters, translations and others.

The trainer helps the trainees to think outside the box and tell about various ways of earning money. For example, making a website, a blog and earn with advertisements on social media, or sell some services, products.

All previous mentioned works can be done successfully remotely. The possibilities are endless, and it would benefit the trainees to hear about all the different opportunities that gaining ICT skills can bring. Maybe through these examples they can find their true calling or understand how they can use their skills to support themselves.

Due to this, it is crucial that the training offered focuses on these new skills and that the trainers take into account the fact that the people who need this training maybe have no ICT skills, they do not understand the importance of computers in today's world, and very often they are not aware of the job opportunities in NYE.

When teaching the contents of Module 2, the following order should be observed:

Introduction to computers

At first, it is necessary to introduce computers as many people have no or almost no contact with computers, and they are not able to use them, let alone to understand all the possibilities the computers offer.

The trainer introduces the theme to be discussed and the results to be achieved. It is important for the trainer to consider that it is best to teach everything about computers through active participation of the trainees.

It is common that people are afraid of computers because it requires specific skills to use them. The trainer should be ready to motivate trainees to start using the computers. The trainees need to have a clear picture of why computers and the Internet is crucial nowadays and how these ICT skills can increase women's accessibility and improve their lives. Everything starts from the motivation of trainees.

The trainees acquire the basic skills by doing – how to turn on the computer, how does the mouse work, how does the keyboard work, including - how to make small/big letters, punctuation marks and how to turn off the computer. The trainer should be present at this stage and offer his help on everything that is unclear to trainees. The trainer should be ready to face the situation where the trainees even do not know how to operate mouse or how to turn on the computer. Trainees can't be rushed, it is important to make them feel comfortable and do it in their own pace. Practical tasks are encouraged as this is the best way to learn new practical skills.

The assignment of this chapter is to get trainees comfortable to use computer in their daily life. Trainees will gain basic knowledge of the computer. Trainees will be able to use computer by their own. It is important to take into consideration each trainee skills, experience, and learning pace. Start slowly - step by step to get trainees comfortable and confidence to use mouse, keyboard, and computer in general.

Internet benefits

The trainer explains how to use the Internet. The trainees learn to use internet, search for information on the internet and learn to create an e-mail account. These skills are important nowadays, especially the ability to use the Internet to send e-mails and look for job possibilities online. At this stage, the trainer explains also the importance of the Internet in the job searching process, indicating that this topic will be covered later in more detail. However, some



basic information about this should be given also at this stage, so that to prepare trainees for the topics to be discussed at a later stage of the training.

The trainees acquire the basic skills by doing - how to use internet and search useful information, including services. The trainer should be present at this stage and offer his help on everything that is unclear to trainees. The trainer should be ready to face the situation where the trainees do all steps slowly. Trainees can't be rushed, it is important to make them feel comfortable and do it in their own pace. Practical tasks are encouraged as this is the best way to learn new practical skills.

The assignment of this chapter is to get trainees comfortable to use internet in their daily life. Trainees will gain basic knowledge of the internet. Trainees will be able to use internet search tools by their own. Trainees will develop an email account and know how to use it for communication. Trainees will be informed about data security. It is important to take into consideration each trainee skills, experience, and learning pace. Start slowly - step by step to get trainees comfortable and confidence to use internet and its search tools.

1. Social media

Nowadays, social media is crucial. The trainees should learn about its importance. Demonstrations on how social networks work and how to use opportunities provided by them.

The trainees acquire the basic skills by doing - how to use social media for their benefit, how to use hashtag search on social media platforms, and how to maintain their profiles. The trainer should be present at this stage and offer his help on everything that is unclear to trainees. The trainer should be ready to face the situation where the trainees do all steps slowly. Trainees can't be rushed, it is important to make them feel comfortable and do it in their own pace. Practical tasks are encouraged as this is the best way to learn new practical skills.

The assignment of this chapter is to get trainees comfortable to use social media and to present its benefits as not only entertainment platforms, but focuses on opportunities they offer. Trainees will gain basic knowledge of social media. Trainees will be able to use social media responsibly by their own. Trainees will know how to maintain their social media account and know how to use it for communication. It is important to take into consideration each trainee skills, experience, and learning pace. Start slowly - step by step to get trainees comfortable and confidence to use social media for trainees benefit.

2. Web Accessibility

Due to Covid-19 most off in-person activities were cancelled or moved to online platforms. This module presents how trainees can use internet to increase accessibility and their opportunities and how important ICT skills and knowledge how to use internet are for employment.



The trainees acquire the basic skills by doing - how internet can improve and facilitate trainee daily life basis, how to use internet for your benefit to increase accessibility. The trainer should be present at this stage and offer his help on everything that is unclear to trainees. The trainer should be ready to face the situation where the trainees do all steps slowly. Trainees can't be rushed, it is important to make them feel comfortable and do it in their own pace. Practical tasks are encouraged as this is the best way to learn new practical skills.

The assignment of this chapter is to get trainees comfortable to use internet resources in daily bases for its own benefit. It is important to take into consideration each trainee skills, experience, and learning pace. Start slowly - step by step to get trainees comfortable and confidence to use social media for trainees benefit.

This module should be adapted based to trainees needs and abilities (explain - how to learn, find official and trustworthy new channels, improve skills, buy/sell online, etc.). Modules include different sections because need from internet for trainees may vary. Trainers should choose one (or more) topics to focus on based on needs and interest of each trainee.

Modules includes different sub topics for trainers to choose - where to look for reliable news sources online, how to book services online, how to purchase products online, how to sell crafts online, how online training takes place, and where to find inspiration for self-study.

2.1. News online

The trainees acquire the basic knowledge on how to distinguish fake news from real news. The trainer explains the concept of reading news online, presents trustworthy local/national news websites and explain concept - fake news.

Trainer discusses with the trainee what to pay attention reading online - recommend reliable news sources (including social media pages), explains how avoid fake news spread.

Trainee practice finding information, knows difference between fake and real news, improve comparison skills, be aware of national news channels and improves social media skills.

2.2. Book services online

The trainees acquire the basic knowledge on how to book services online. Nowadays standing in a long line can be replaced with just a few clicks, because mostly all services offer online bookings - private sector like hairdresser or public institution like doctor appointments.

Trainer discusses with the trainee how to book an appointment to reduce lines and avoid crowded places.

Trainee practice finding information and improve ICT skills.

2.3. Purchase products online

The trainees acquire the basic knowledge on how to shop products and even services online. Skill can be used for buying basic goods, food, meal deliveries, etc.

The trainer explains the concept of shopping online and present local websites. Trainer discusses with the trainee what to pay attention to when shopping online - discuss how to purchase products online, delivery time and fees, location, reliability, payment procedure.

Trainee practice finding information and shopping online.

2.4. Sell crafts online

The trainees acquire the basic knowledge on how to use online platforms for selling crafts. Improve advertising skills.

The trainer explains the concept of online selling platform, presents trustworthy local/national platforms for crafts sells (www.etsy.com). Trainer discusses with the trainee how to set up profile and sell goods online, what to pay attention designing advertising.

Trainee practice finding information, research the market, improves advertising and sales skills.

2.5. Online training

The trainees acquire the basic knowledge on how to define own needs and availabilities. Potentially trainee independently learn new skills online.

The trainer explains the concept of online training course and present website for online trainings. Trainer discusses with the trainee what to pay attention to when applying for training courses online - duration, previous knowledges, timetable, Training organization (only online or also includes face-to-face training activities).

Trainee practice finding information and improve comparison skills for different offer specifics.

2.6. Self-improvement through self-study

The trainees acquire the basic knowledge on how to define own needs and availabilities. Potentially trainee independently learn new skills online.

The trainer explains the concept of online training course and present website for online trainings. Trainer discusses with the trainee what to pay attention to when applying for training courses online - duration, previous knowledges, timetable, Training organization (only online or also includes face-to-face training activities).

Trainee practice finding information and improve comparison skills for different offer specifics.



To sum up, it is advisable to give practical information and tips so that people with disabilities can apply them to their lives. Moreover, it is crucial to involve trainees in practical tasks, group works so as to improve their communication skills, soft skills. Trainees should learn the new information through practical tasks so they learn better and they remember everything that is said. Monologue on the part of the trainer should be avoided, because it is not a good strategy, and people will often forget everything they hear. Dialogue between the trainer and the trainees will also facilitate communication skills, soft skills.



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Module 2: New yields of Employment (NYE) and ICT competences

Training Curriculum:

1. Purpose of the training

The purpose of the training is to provide the trainees, meaning, women with disabilities, with tools to be able to use computers for their benefit. Often persons with disabilities and particularly also those persons with disabilities who are low-skilled face many difficulties in today's world as computers and ICT skills become increasingly important. While from one point of view computers and ICT skills may be seen as an obstacle, these skills also offer many possibilities, for example, easier access to information, trainings, better possibilities to find a job and also to work from home, as many jobs can be done by working from home with a computer.

It is of great importance to inform women about the possibilities ICT skills can offer. At first computers can seem very difficult to operate with, as it is with all the new things we, humans, need to learn. However, with the right training and the right information – how computers can benefit our life, how they can make it much easier – the women will be motivated to learn these new skills and possibly change their future for better.

2. Keywords and phrases

The main things to focus on in this module are: *ICT competences, accessibility, benefits of computers and social media.*

There are some basic ICT skills everyone should have, as they are an integral part of today's life, for example, an e-mail account.

3. Objectives

The objectives of the module help women with disabilities:

- ☆ To train women with disabilities how use computers, the internet and benefits – why it is necessary and how they can benefit our lives;
- ☆ To know how internet can increase accessibility, social inclusion and independent living;
- ☆ To know how to write emails;
- ☆ To know how to find useful resources;
- ☆ To explain data security - what information should be used on internet and what information should not be included;
- ☆ To introduce social media and their benefits for one's professional life.

4. Learning outcomes

As a result of this training, the trainees will be able to understand why computers and ICT skills are important for them and their self-development. The trainees in this training learn how to use



internet in order to increase accessibility. In addition, the trainees will be able to use computers, search internet for useful resources, write emails.

This module will also improve the trainee's communication skills and their understanding of social media as a professional tool. In addition, trainees will learn how to use internet resources for their benefit.

5. Course contents

1. Introduction to computers

- 1.1. Benefits of computers
- 1.2. Computer use

2. Internet benefits

- 2.1. Internet use and search useful
- 2.2. Development and usage of an email account
- 2.3. Data security

3. Social media

- 3.1. Social media platforms and opportunities
- 3.2. Competences and needs
- 3.3. Communication tools

4. Web Accessibility

- 4.1. Internet role in daily life
 - 4.1.1. News online;
 - 4.1.2. Book services online;
 - 4.1.3. Purchase products online
 - 4.1.4. Sell crafts online
 - 4.1.5. Online training
 - 4.1.6. Self-improvement through self-study

6. Learning hours

The learning hours for this module should be flexible, as there might be a case where some of the trainees already are familiar with a particular part of the training, for example, they know how to use computers but want to learn more benefits and/or improve social media skills. This module consists of some training blocks and it should be possible to skip a block if the issue to be discussed is known to them. In addition, each student has his or her own pace so it would be advisable to make this module so as each student could take his or her time and study the provided materials at his or her own pace.



7. Teaching and learning methods

Training methods: seminars and workshops, discussions both in groups and involving all the class, and also practical independent work.

8. Assessment methods

After each session, the trainer will evaluate the knowledge of the trainee. The knowledge will be evaluated by asking follow-up questions which include both the self-assessment of the trainee and the independent work carried out by the trainee. Since it is always necessary for women, and people in general, to learn to communicate more and to assess the situation, the inclusion of self-assessment in training is crucial. In addition, adult learners should not be evaluated by grades.

Thus it would be advisable to evaluate the trainees in the following way – *has acquired/needs to improve*. This is how children are evaluated in their first years of school to not have a negative impact on their self-esteem. The same approach should be used when providing training to women with disabilities.

9. Resources

The necessary resources are: a teaching class or facilities with sufficient dimensions to safeguard the safety distance between people recommended by the health authorities as prevention in the current situation of the Covid-19 pandemic that we are experiencing. We need a computer with an internet connection, a projector, and sound system.

Paper, pencils, marker pen and board or flipchart.

10. References

Since the references used will vary from country to country, they need to be adapted to each specific country. Here are some useful references in English, for example, for email account, and also some social media applications that should be acquired for professional needs. The Latvian websites should be replaced by others in other similar national contexts (languages).

Email:

- ☆ www.gmail.com (Google)
- ☆ www.outlook.live.com (Microsoft)
- ☆ www.inbox.lv (Latvian outlook)



Research:

☆ www.google.com / www.google.lv

Social media:

☆ www.facebook.com

☆ www.youtube.com

☆ www.linkedin.com

☆ www.twitter.com

☆ www.instagram.com

☆ www.pinterest.com

Communication platforms:

☆ WhatsApp

☆ Viber

☆ Messenger

☆ Telegram

☆ www.zoom.com

☆ www.skype.com

11. ANNEX –SESSION PLANS: (see the annexed table)

Unit nº 1 / name: New Yields of Employment (NYE) and ICT competences

Session nº 1: Introduction to computers

Expected duration: Flexible according level of competences of the group and trainees needs

General Objectives: Introduce to trainees to basic knowledge of the computer; To train trainees to use computer by their own; To train trainees on writing simple documents.

Resources: a teaching class or facilities with sufficient dimensions to safeguard the safety distance between people recommended by the health authorities as prevention in the current situation of the Covid-19 pandemic that we are experiencing. We need a computer per one or two trainees with an internet connection, a projector, and sound system.

Paper, pencils, marker pen and board or flipchart.

1. Introduction to computers

Learning outcomes:



Basic knowledge of the computer. The trainee is able to use computer by their own. Trainee know how to turn on, turn off and restart computer, how to control mouse and how to use keyboard, including - how to make small/big letters, and punctuation marks.

Methods / key points:

- Interactive/ demonstration.
- Practical and independent work with computer.
-

Activities (time, description in details,...):

The trainer introduces the theme to be discussed and the results to be achieved.

To get to know participant needs and ICT skills for ice-breaking activity trainer organize “This or That” questionnaires. Trainer shows slides with two pictures and trainees choose more suitable responses for them rather this or that.

For example:

- TV or newspaper;
- Tea or Coffee;
- Phone call or letter;
- Cat or dog;
- Picture or video;
- Text or call;
- Summer or winter;
- Book or magazine;
- Outside or inside;
- TV or radio;
- etc.

This assignment will get to know how trainees are comfortable using technologies in daily life.

When they finish, we move to discuss trainees expectation and needs. What do they want to do with computer?

The trainer classifies keywords on the board according to come back to these goals afterwards.

Training starts with how to switch on computer, and practically each trainee by their own switch computer on.

The trainer explains the concept of mouse and keyboard.

Trainers learn to write their names, surnames and hobbies.

Trainers give trainees tasks to get them comfortable with mouse movements.

For mouse movement trainer use Paint platform and trainees need to draw a flower. Trainer explains how Paint works, how to change colors and brushes.

Next task is to get comfortable with keyboard. Trainer explains how to use Word and distribute pages with short paragraph to trainee for rewrite. Making accent to small and big letters, punctuation marks.

The trainees acquire the basic skills by doing – how to turn on and off the computer, how does the mouse work, how does the keyboard work.

Group discuss keywords on the board mentioned on begging of the training. Do they know how to do it now?

Assessment:

Training is completed when the trainee can independently:

- turn on/off and restart computer;



- control mouse;
 - write a sentence on keyboard starting with caption letter and ending with punctuation mark.
- Trainee continue training until the above-mentioned skills are mastered, and trainee is able to do all activities independently and without mistakes.

Unit nº 1 / name: New Yields of Employment (NYE) and ICT competences

Session nº 2: Internet benefits

Expected duration: Flexible according level of competences of the group and trainees needs

General Objectives: Introduce to trainees to basic knowledge of internet; To train trainees to find information online using Google platform; To train trainees on creating an e-mail account and using it for communication; To train trainees to save files and use email cloud storage; to inform about data security.

Resources: a teaching class or facilities with sufficient dimensions to safeguard the safety distance between people recommended by the health authorities as prevention in the current situation of the Covid-19 pandemic that we are experiencing. We need a computer per one or two trainees with an internet connection, a projector, and sound system.
Paper, pencils, marker pen and board or flipchart.

2. Internet benefits

Learning outcomes:

Basic knowledge of internet and how to use it for search. The trainee is able to find information online using Google platform. Trainee has developed email account and know how to use it for communication. How to save files and use email cloud storage. Trainee is informed about data security.

Methods / key points:

- Interactive/ demonstration/
- Practical and independent work with computer.
- Teamwork: Send/respond to emails of work group members.

Activities (time, description in details...):

The trainer introduces the theme to be discussed and the results to be achieved.

To get to know trainee needs for ice-breaking activity trainer write down the word "INTERNET" on the board and asks group questions - what is the internet? What you can found on it? What you want to find? What you want learn? How you will use it? After brainstorming trainer writes down key words on the board according to come back to these goals afterwards.

On the beginning of the training each trainee switch on computer. Trainees work independently under the supervision of the trainer.

Next task is learning how to use internet. The trainer explains how to use the internet. Learners task is to Google their hometown, find city symbol and save the picture.

Next task is to create an email account.



Trainer explains what are the benefits of email and concept idea. How to choose a nick name and password. Trainees practically make their email accounts.

Afterwards trainer sends trainees email with questions to respond - trainees practice responding, writing on keyboard, using mouse, and communicating online.

Nowadays emails are not only for communication but also for data storage. Trainees learn how to save data on cloud by uploading picture save previously with their home town logo.

Trainer explains data security.

Next task is to get comfortable internet. Trainer explains how to send links and sends out via email Google surveys to evaluate training.

The trainees acquire the basic skills by doing – how use internet, how to send and respond to emails, how to save files. Knows basic data protection protocol and necessity.

Group discuss keywords on the board mentioned on begging of the training. Do they know how to do it now?

Assessment:

Training is completed when the trainee can independently:

- search information on google;
- respond to email;
- save documents on the cloud.

Trainee continue training chapter until the above-mentioned skills are mastered, and trainee is able to do all activities independently and without mistakes.

Unit nº 1 / name: New Yields of Employment (NYE) and ICT competences

Session nº 3: Social media

Expected duration: Flexible according level of competences of the group and trainees needs

General Objectives: Introduce to trainees on using social media and how to use them for their benefit and to link them to their professional life;

Resources: a teaching class or facilities with sufficient dimensions to safeguard the safety distance between people recommended by the health authorities as prevention in the current situation of the Covid-19 pandemic that we are experiencing. We need a computer per one or two trainees with an internet connection, a projector, and sound system.

Paper, pencils, marker pen and board or flipchart.

3. Social media

Learning outcomes:

The trainees have knowledge on social media and how to use them for their benefit. They understand how their activity on social media can be linked to their professional life, both in a positive and negative way, depending on the content they share on social media.



The trainees learn how to use hashtags search on social media platforms.

Methods / key points:

- Interactive/ demonstration/
- Practical and independent work with computer.
- Teamwork: find other group members on social media.

Activities (time, description in details...):

The trainer introduces the theme to be discussed and the results to be achieved.

To get to know trainee needs for ice-breaking activity trainer write down the word “SOCIAL MEDIA” on the board and asks group to name the known social media platforms. Group discuss use and benefits of these platforms. After brainstorming trainer writes down key words on the board according to come back to these goals afterwards.

First task is to create a social media account.

Trainer explains what are the benefits of social media and concept idea of each platform. How to set up profile, choose a nick name and password.

Trainee creates personal (or business) social media account by their choice.

Next task is learning how to use platform for communication. The trainer explains how to use the platform. Trainees found each other on social media and test inner communication tools.

Afterwards trainer explain what are hashtags and how to uses them for search reasons.

Trainees practice social media search and communication with peers.

The trainees acquire the basic skills by doing – how use social media, how find peers, how to communicate on social media, how to use hashtags search on social media platforms.

Group discuss keywords on the board mentioned on begging of the training. Do they know how social media can benefit them?

Assessment:

Training is completed when the trainee can independently:

- has created social media profile;
- use social media platforms;
- use inner communication tools;
- know difference between platforms;
- how to search through hashtags.

Trainee continue training chapter until the above-mentioned skills are mastered, and trainee is able to do all activities independently and without mistakes.

Unit nº 1 / name: New Yields of Employment (NYE) and ICT competences

Session nº 4: Web accessibility

Expected duration: Flexible according level of competences of the group and trainees needs

General Objectives: Introduce to trainees on web accessibility and internet opportunities for them.



Resources: a teaching class or facilities with sufficient dimensions to safeguard the safety distance between people recommended by the health authorities as prevention in the current situation of the Covid-19 pandemic that we are experiencing. We need a computer per one or two trainees with an internet connection, a projector, and sound system.
Paper, pencils, marker pen and board or flipchart.

4.1. Web accessibility

Learning outcomes:

Identify basic opportunities that internet can offer to trainee daily life basis. How to use internet for your benefit to increase accessibility of opportunities.

**This module should be adapted based to trainees needs and abilities (explain - how to learn, find official and trustworthy new channels, improve skills, buy/sell online, etc.).*

The trainee is able to use internet resources in daily bases for its own benefit.

Methods / key points:

- Interactive/ face to face /online group workshops and discussion.
- Interactive/ demonstration/
- Practical work with computer.
- Teamwork.

Activities (time, description in details...):

The trainer presents the topic and breaks the ice by writing down the words “Online PRODUCTS and SERVICES” on the board and asks which products and services they would like to use in their daily life that could be offered through internet?

This assignment will help to acknowledge trainees needs and expectations on internet using in daily life. The trainer classifies keywords on the board according to come back to these goals afterwards.

**As this model is adaptable, trainer chooses one (or several) topics based on each trainee needs and abilities.*

Trainer work with trainees individually by given tasks or in small groups divided by common topics, they make a case study research exercise about offered products and services online.

The trainees acquire the basic skills by doing –use internet resources in daily bases for its own benefit.

At the end of training group discuss keywords on the board mentioned on begging of the training. Do they know how to find necessary information/ product now?

Assessment:

Trainee continue training topic until the below mentioned skills gained on specific topic are mastered, and trainee is able to do all activities independently and without mistakes.

4.2. Fake news vs. real news



<p>Learning outcomes:</p> <p>Knowledge on how to distinguish fake news from real news.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Interactive/ /online research. - Practical work with computer. - Can be done in groups, but each trainee will present their final product.
<p>Activities (time, description in details...):</p> <p>News: The trainer explains the concept of reading news online, presents trustworthy local/national news websites and explain concept - fake news. Trainer discusses with the trainee what to pay attention reading online - recommend reliable news sources (including social media pages), explains how avoid fake news spread.</p> <p>Task for trainee - Research national news channels. Be aware of official channels. Find 5 national news channels on social media. Trainee practice finding information, knows difference between fake and real news, improve comparison skills, be aware of national news channels and improves social media skills.</p>
<p>Assessment:</p> <p>The topic is completed when the trainee can independently: - find and present 5 national news channels social media accounts. (@ReadyWomen) Trainer and trainee together discuss account credibility.</p>
<p>4.3. Books online</p>
<p>Learning outcomes:</p> <p>Knowledge how to book services online.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Interactive/ /online research. - Practical work with computer. - Can be done in groups, but each trainee will present their final product.
<p>Activities (time, description in details...):</p> <p>Book service online: Nowadays standing in a long line can be replaced with just a few clicks, because mostly all services offer online bookings - hairdresser doctor's appointments, public institution. Trainer discusses with the trainee how to book an appointment to reduce lines and avoid crowded places. Task for trainee - Research service websites that usually takes a long line to make an appointment and test online booking. Trainee practice finding information and improve ICT skills.</p>
<p>Assessment:</p>



<p>The topic is completed when the trainee can independently: - find and present online booking availability. Trainer and trainee together discuss further steps of online booking.</p>
<p>4.4. Online shops and services</p>
<p>Learning outcomes:</p> <p>Knowledge how to shop products and even services online. Skill can be used for buying basic goods, food, meal deliveries, etc.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Interactive/ /online research. - Practical work with computer. - Can be done in groups, but each trainee will present their final product.
<p>Activities (time, description in details...):</p> <p>Purchase products online:</p> <p>The trainer explains the concept of shopping online and present local websites. Trainer discusses with the trainee what to pay attention to when shopping online - discuss how to purchase products online, delivery time and fees, location, reliability, payment procedure. <u>Task for trainee</u> - google your favorite recipe and find ingredients on local online store. Trainee practice finding information and shopping online.</p>
<p>Assessment:</p> <p>The topic is completed when the trainee can independently: - find a recipe online and place in the online shopping cart all the necessary ingredients (and amounts) for preparing a recipe. Trainer explains final steps on how to purchase products online.</p>
<p>4.5. Advertising and uses of internet for selling.</p>
<p>Learning outcomes:</p> <p>Knowledge how to use online platforms for selling crafts. Improve advertising skills.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Interactive/ /online research. - Practical work with computer. - Can be done in groups, but each trainee will present their final product.
<p>Activities (time, description in details...):</p> <p>Sell crafts online:</p> <p>The trainer explains the concept of online selling platform, presents trustworthy local/national platforms for crafts sells (www.etsy.com). Trainer discusses with the trainee how to set up profile and sell goods online, what to pay attention designing advertising.</p>



<p><u>Task for trainee</u> - Research national craft selling platforms. Register a seller's profile and add one good for sale. Trainee practice finding information, research the market, improves advertising and sales skills.</p>
<p>Assessment:</p> <p>The topic is completed when the trainee can independently: - set up profile and create advertisement for its crafts. Trainer and trainee together discuss further communication on sales platform.</p>
<p>4.6. Online training</p>
<p>Learning outcomes:</p> <p>Knowledge how to define own needs and availabilities. Potentially trainee independently learn new skills online.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Interactive/ /online research. - Practical work with computer. - Can be done in groups, but each trainee will present their final product.
<p>Activities (time, description in details...):</p> <p><u>Online training:</u> The trainer explains the concept of online training course and present website for online trainings. Trainer discusses with the trainee what to pay attention to when applying for training courses online - duration, previous knowledges, timetable, Training organization (only online or also includes face-to-face training activities). <u>Task for trainee</u> - Research available training courses and found one that would be suitable for trainees needs. Trainee practice finding information and improve comparison skills for different offer specifics.</p>
<p>Assessment:</p> <p>The topic is completed when the trainee can independently: - find a training course that are realistic to take (it includes research on price, upcoming calls, previous trainee knowledge and experience). Trainer explains final steps on how to book and start training course online.</p>
<p>4.7. Online self-learning skills</p>
<p>Learning outcomes:</p> <p>Knowledge how to define own needs and search for solutions. Improvement of self-learning skills.</p>
<p>Methods / key points:</p> <ul style="list-style-type: none"> - Interactive/ /online research. - Practical work with computer. - Can be done in groups, but each trainee will present their final product.



Activities (time, description in details...):

Self-improvement through self-study:

The trainer explains the concept of self-study and present website for self-improvement.

Trainer discusses with the trainee how to find video tutorials (www.youtube.com) and DIY ideas (www.pinterest.com)

Task for trainee - Research available tutorial (photo or video) and found one that would be suitable for trainees needs.

Trainee practice finding information and improve comparison skills for different offer specifics.

Assessment:

The topic is completed when the trainee can independently:

- find a tutorial that are realistic to take (it includes research on products/ prices, previous trainee knowledge and experience).;
- can explain why this tutorial was the final choice.

Trainer explains how to find realistic tutorials.

12. Observations / Further recommendations