

Module	Introduction to the labour market, job search, taxation system, labour legislation		
Length of session (hrs)	Number of learners on register	Number of authorised absences	
4 sessions totalling 80 hrs	10-15	20%	
Timetable fit: <i>note what was covered in the previous lesson, and what the lesson is building towards.</i>			
<p>Previous session: this is the beginning</p> <ul style="list-style-type: none"> <li>● Next session: Module 1 – Job search for those who have returned or are returning to Lithuania.</li> <li>● Next session: Module 2 – The taxation system</li> <li>● Next session: Module 3 – Labour legislation and documentation</li> <li>● Next session: Module 4 – Creating communities of Lithuanian people</li> </ul>			
Notes about the lessons/classes within the session plan			
<p><u>Class profile</u>  Gender: Males / Females  Age: over 18  Nationalities: Any EU country  Education: Minimum Intermediate School diploma including schooling to at least the age of 16  Professions represented: Any profession  Current employment: Any employment including unemployed  Room Requirement: Computer with large screen, equipped with internet connection and personal tablets or iPads, or mobile devices (Smartphones or iPhones)</p>			

### Structure of Learning in the MODULE 1

<b>Topic: Job search for those who have returned or are returning to Lithuania.</b>				
<b>Lesson objectives</b>				
<p><b>By the end of the module learners will be able :</b></p> <ol style="list-style-type: none"> <li>1. To be familiar with work ethics in the workplace.</li> <li>2. To know how and where to search for jobs to suit your qualification and knowledge.</li> <li>3. To know how to organise and use internet banking.</li> <li>4. To know how to use the electronic job centre and agencies to look for jobs to suit current needs and standards.</li> <li>5. To know how to write their CV to suit current needs and standards.</li> <li>6. To know how to write a letter of application to suit current needs and standards.</li> <li>7. To be familiar with job interview ethics.</li> <li>8. To know your rights for social security guarantees while searching for a job.</li> </ol>				
<b>Timing</b>	<b>Stage/ purpose</b>	<b>Learning activity/ task</b>	<b>Methods of checking/ assessment for learning</b>	<b>Material Resources</b>
1 hr	<p><b>ICEBREAKER S</b>            “Open the door”            to discussions about the aims of the module and some</p>	<p>The leader introduces the 8 aims of this module to the group.</p> <p>You’ll need one piece of paper for every two people in the group. The leader cuts each paper in half using different cutting techniques (puzzle style).</p> <p>Randomly distribute the “half” papers. Participants need to look</p>	<p>After everyone has found their “partner” each pair will have a turn to introduce their partner and tell the group what they look forward to</p>	<p>Flipchart            Papers            Scissors            White board            Notebooks</p>

	activities to break the ice	around the room and find their puzzle partner. Introduce themselves to their partner and include some personal information. They can tell their partner where they have lived and something about why they chose to move back home to Lithuania. Participants are encouraged to share their experiences, to feel comfortable and raise questions about comparisons in different countries. They can also tell their partner what they wish to learn about on this course.	learning about on this course.	
2 hr	To be familiar with work ethics in the workplace in Lithuania and to be aware that there may be differences from the countries participants emigrated from and from Lithuania some years ago.	<p>Open discussion about each person’s experiences in the workplace with reference to hierarchy. How did the participants find work ethics in the country they emigrated from? Have they had any experiences in Lithuania in the past and / or in the present. Participants are encouraged to share their experiences, to feel comfortable and raise questions about comparisons in different countries.</p> <p>The leader notes ideas and examples onto the whiteboard for reference during this session</p> <p>The leader adds real life examples from the Lithuanian workplace for comparison including relationships, hierarchy, how to address your boss, the other workers, potential customers/ clients and other people you may meet through your work.</p> <p>Exploring the idea of unions and support groups for workers.</p> <p>Verification of qualifications gained abroad or some years ago in Lithuania</p> <p>The leader analyses how the group responds</p> <p>The leader uses this session to summarises differences and</p>	<p>Discussion will allow the group to further get to know each other and to find out about the participants' experiences from the country they emigrated from.</p> <p>Open discussion helps to clarify participants' experiences with the issues raised.</p> <p>Open discussion helps the leader to understand participants' experiences with the issues raised and know how to lead</p>	<p>White board, paper, stickers</p> <p>Papers sheets, stickers</p>

		<p>similarities experienced.</p> <p><a href="http://www.nyinorge.no/lt/Ny-i-Norge-velg-sprak/Naujokas-Norvegijoje/Darbas/Darbo-santykliai/">http://www.nyinorge.no/lt/Ny-i-Norge-velg-sprak/Naujokas-Norvegijoje/Darbas/Darbo-santykliai/</a></p> <p><a href="https://confidence.law/darbo-santykliai/">https://confidence.law/darbo-santykliai/</a></p>	<p>this session and the sessions that follow.</p>	
3 hr	<p>To know how and where to search for jobs to suit your qualification and knowledge.</p>	<p>Through watching short videos and general discussion about how to look for a job participants can compare thoughts before and after the videos.</p> <p>The leader shares tips and criteria for successful job searching.</p> <p>Two short films to watch: (in Lithuanian)</p> <p>1. 'Job searching: How to be noticed' (Darbo paieškos: kaip būti pastebėtam?)  <a href="https://www.youtube.com/watch?v=dU0N3D-y2PQ">https://www.youtube.com/watch?v=dU0N3D-y2PQ</a>          Discuss the ideas raised and find points specific for participants present.</p> <p>2. Job search (Darbo paieška)  <a href="http://www.euroguidance.lt/karjeros-planavimas/renkuosi-karjeros-kelia/video/darbo-paieska">http://www.euroguidance.lt/karjeros-planavimas/renkuosi-karjeros-kelia/video/darbo-paieska</a>          Discuss how this may relate to the participants and what they can take from this when looking for a job.</p> <p>Study the document: (in Lithuanian)  <a href="https://lietuviariogalande.files.wordpress.com/2019/05/isvykstantisn-orvegijos.pdf">https://lietuviariogalande.files.wordpress.com/2019/05/isvykstantisn-orvegijos.pdf</a></p>	<p>The short films can help participants understand and realise some main job searching opportunities and to underline the important moments and chances to be successful with searching for a job.</p> <p>The documentation will enable easy access to tax and legal support available for those who have emigrated from Norway.</p>	<p>Links to video material</p> <p>Some laptops or tablets or iPads or Smartphones or iPhones +</p> <p>Internet connections or Wi-Fi</p>

		Discuss the points in this document and explore the links given for specific legal and other registration and information for those emigrating from Norway.		
3 hr	<p>To know how to organise and use internet banking and other functions</p> <p>Internet banking is an important tool in our modern society and it is important to be able to use it for any function.</p>	<p>Two short films to watch: (in Lithuanian) Videos for watching: Electronic banking (Elektroninė bankininkystė) <a href="https://www.youtube.com/watch?v=hRJLzopqH8s">https://www.youtube.com/watch?v=hRJLzopqH8s</a></p> <p>SMART-ID - The next generation connection method without a code card or code generator (SMART-ID – naujos kartos prisijungimo būdas be kodų kortelės ar kodų generatoriaus) <a href="https://www.youtube.com/watch?v=HO6UTzhzJkc">https://www.youtube.com/watch?v=HO6UTzhzJkc</a></p> <p>Participants try to log in with help from the video information and the leader present. Perhaps participants can also help each other. NB: log in information needs to be private and remembered by each individual.</p> <p>Study the document: (in Lithuanian) Be safe in cyberspace! (būk saugus elektroninėje erdvėje!) <a href="https://www.esaugumas.lt/lt/e.-bankininkyste/patarimai-kaip-saugiai-naudotis/288">https://www.esaugumas.lt/lt/e.-bankininkyste/patarimai-kaip-saugiai-naudotis/288</a></p>	After the lesson check through observation that participants are able to use all the banking and other functions safely	<p>Links to video material</p> <p>Laptop, Smart device, Wall projector, Internet connection for all, Personal codes for login.</p> <p>Every participant should have private computer or smart device</p>

3 hr	<p>To know how to use the electronic job centre and agencies to look for jobs to suit current needs and standards.</p> <p>Participants practice looking for a variety of jobs and thereby understand the marketplace in a general way as well as specifically for their own purposes.</p>	<p>The leader shares links to the electronic job centre and agencies in the area.</p> <p><a href="http://www.ldb.lt/Informacija/Puslapiai/default.aspx">http://www.ldb.lt/Informacija/Puslapiai/default.aspx</a>  <a href="https://www.afr.lt/lt">https://www.afr.lt/lt</a>  <a href="https://www.biuro.lt/">https://www.biuro.lt/</a>  <a href="http://www.manpower.lt/">http://www.manpower.lt/</a>  <a href="http://s3i.strategicstaff.com/">http://s3i.strategicstaff.com/</a>  <a href="https://www.headex.eu/">https://www.headex.eu/</a>  <a href="https://www.advantus.lt/">https://www.advantus.lt/</a></p> <p>The leader hands out one piece of paper to each participant. Each piece of paper has a different professions written on it. Participants are paired up randomly. In twos the participants find relevant jobs in accordance with the profession written on their two pieces of paper. If no specific job opportunities are found, try to find anything remotely related. Everyone is to find something as close as possible to the profession on their paper.</p> <p>The leader circulates to help along the way.</p> <p>Participants share their findings for job opportunities in their field, with the group.</p> <p>Further exploration and discussion can then be executed with specific relevance to an area of work they would actually be looking into in reality. Those who wish to do so can share their findings with the group and ask for feedback/ further ideas from the group.</p>	<p>During the lesson check through observation and discussion that participants are able to find job opportunities in a variety of fields.</p>	<p>Pieces of paper with random professions written on them.</p> <p>links to agencies and the job centre</p> <p>Laptop, Smart device, Wall projector, Internet connection for all, Personal codes for login.</p> <p>Every participant should have private computer or smart device</p>
3 hr	<p>To know how to write your CV to suit current needs and standards.</p>	<p>The leader presents some examples of current Cvs. Some examples are good and some are not so good. Discussion and comparison of the examples takes place to give a better understanding of how to do this well.</p>	<p>The leader discusses with individuals as they circulate and help.</p>	<p>Laptops or tablets/iPads /Smartphones+ Internet</p>

	1 of 2	<p><a href="http://manokarjera.cv.lt/files/Cv.lt_Kaip_rasyti_CV.pdf">http://manokarjera.cv.lt/files/Cv.lt_Kaip_rasyti_CV.pdf</a>  <a href="https://www.cvmarket.lt/karjeros-centras/karjeros-pradzia/cv-gyvenimo-aprasymas/cv-pavyzdys-it-specialistas">https://www.cvmarket.lt/karjeros-centras/karjeros-pradzia/cv-gyvenimo-aprasymas/cv-pavyzdys-it-specialistas</a>  <a href="https://rekvizitai.vz.lt/dokumentu-pavyzdziai/cv-gyvenimo-aprasymas/">https://rekvizitai.vz.lt/dokumentu-pavyzdziai/cv-gyvenimo-aprasymas/</a></p> <p>The leader can explain current changes in this field, and answer questions during discussion and exploration of CV examples on the screen.</p>		connections or Wi-Fi
3 hr	To know how to write your CV to suit current needs and standards. 2 of 2	<p><a href="http://manokarjera.cv.lt/files/Cv.lt_Kaip_rasyti_CV.pdf">http://manokarjera.cv.lt/files/Cv.lt_Kaip_rasyti_CV.pdf</a>  <a href="https://www.cvmarket.lt/karjeros-centras/karjeros-pradzia/cv-gyvenimo-aprasymas/cv-pavyzdys-it-specialistas">https://www.cvmarket.lt/karjeros-centras/karjeros-pradzia/cv-gyvenimo-aprasymas/cv-pavyzdys-it-specialistas</a>  <a href="https://rekvizitai.vz.lt/dokumentu-pavyzdziai/cv-gyvenimo-aprasymas/">https://rekvizitai.vz.lt/dokumentu-pavyzdziai/cv-gyvenimo-aprasymas/</a></p> <p>Participants can use this link as a skeleton for their own modern CV to suit current market needs in their specific field. Participants use time in the lesson to fill out their own Cvs. The leader circulates to help individuals along the way.</p> <p>Those who wish to do so can share their CV with others. Here feedback including positive comments and questions of clarification can be shared.</p>	The leader discusses with individuals as they circulate and help.	Laptops or tablets/iPads /Smartphones+ Internet connections or Wi-Fi

3 hr	To know how to write a letter of application to suit current needs and standards. 1 of 2	<p>Re-watch one short film: (in Lithuanian) 'Job searching: How to be noticed' (Darbo paieškos: kaip būti pastebėtam?) <a href="https://www.youtube.com/watch?v=dU0N3D-y2PQ">https://www.youtube.com/watch?v=dU0N3D-y2PQ</a></p> <p>Discuss the ideas raised specifically about letters of application.</p> <p>The leader presents some examples of current letters of application. Some examples are good and some are not so good. Discussion and comparison of the examples takes place to give a better understanding of how to do this well.</p>	Through discussion the leader assesses if the group are following though what is discussed, asked and shared.	Laptops or tablets/iPads /Smartphones+ Internet connections or Wi-Fi Internet search field
3 hr	To know how to write a letter of application to suit current needs and standards. 2 of 2	<p>Each participant writes an example letter for a job they are likely to apply for. The leader supports this activity. Individual feedback is given by the leader along the way.</p> <p>Those who wish to do so can share their letter of application with others. Here feedback including positive comments and questions of clarification can be shared.</p> <p>General feedback given, by the leader, to the whole group after summarising general points observed in the group this lesson.</p>	Through observation and helping during the practical the activity, the leader assesses if the group understand. Understanding of the task by participants will also be apparent from the finished letters the they write.	Laptops or tablets/iPads /Smartphones+ Internet connections or Wi-Fi Internet search field

		Give time for participants to make any desired amendments and finish their letter of application using ideas shared in this session.		
3 hr	To be familiar with job interview ethics.	<p>Discussion to explore what makes good practice for interviews. The leaders makes notes on the whiteboard for reference</p> <ul style="list-style-type: none"> <li>- How to meet and greet.</li> <li>- How to talk and find options to raise your positive traits relevant to the job in question</li> <li>- How to ask questions about the job including what pay to expect</li> <li>- Body language</li> <li>- What to wear</li> <li>- How to say goodbye while including a positive message about hoping to hear from each other soon.</li> </ul> <p>The leader hands out one piece of paper to each participant. Each piece of paper has a different professions written on it. Participants are paired up randomly and given 3 minutes for a role play to explore a variety of job interviews. Participants play both the interviewer and the interviewee. Swap partners and try again.</p> <p>Re-visit the whiteboard and add any relevant comments following the role play and expectations for interviews in the light of the activities undertaken in the session.</p>	After short discussion and leader tips, participants will be able to participate in the role play.	whiteboard  Pieces of paper with random professions written on them.
2 hr	To know your rights for social security guarantees while searching	The leader presents some links and explains the content through reading with participants and through questions and answer and discussion during this session. Official government sites include:	Discussion, questions and answers	White board, wall projector, access to the internet sites,

	for a job.	<a href="http://www.uzt.lt">www.uzt.lt</a> , e-Government gateway <a href="http://www.epaslaugos.lt">www.epaslaugos.lt</a> , The Constitution of Lithuanian Republic <a href="http://www.rls.lt">www.rls.lt</a>		questionnaires
1 hr	Re-cap and feedback	<p>Participants revisit the aims of the module and raise any comments as required. Activities and be revisited by request from participants.</p> <p>A short paper questionnaire can be prepared with reference to the lessons in this module.</p> <p>Online feedback can also be undertaken inviting participants to expand on or question areas visited for this module.</p> <p>The leader gives to all participants a paper questionnaire. In this way everybody can actually see what they have learned</p> <p>An online tool to quickly gather participants' views and insights that trainers can use in the future.</p>	Assessment of participants learning can be observed by the answers on the questionnaire and through discussion of how much they remember and how relevant they feel the module was for their situation.	<p>Whiteboard</p> <p>Some laptops or tablets or iPads or Smartphones or iPhones + Internet connections or Wi-Fi</p>
		<b>TOTAL TIME USED 30 hrs</b>		

### Structure of Learning in the MODULE 2

<b>Topic: The taxation system</b>				
<b>Lesson objectives</b>				
<b>By the end of the module learners will be able to: objectives and links for resources</b>				
<ol style="list-style-type: none"> <li>1. To know how to contact the tax office of the country you are leaving or have left</li> <li>2. To know how to contact the tax office of Lithuania</li> <li>3. To understand what financial support you are entitled to (PSD tax in Lithuania)</li> <li>4. To understand some taxation rules and regulations specific to the participant's needs</li> </ol>				
<b>Timing</b>	<b>Stage/ purpose</b>	<b>Learning activity/ task</b>	<b>Methods of checking/ assessment for learning</b>	<b>Material Resources</b>
1 hr	<b>ICEBREAKER S</b> “Open the door” to discussions about the aims of the module and some activities to break the ice	<p>Leader introduces the game 'Two truths and one lie.' The participants sit in a circle and each person thinks of two truths and one lie about themselves. Ideas can include places visited, family members, food eaten, experiences had, dreams for the future and much more. One at a time the participants present their three 'facts' about themselves to the group. The group decide which they believe and which they think is the lie. It's great fun, especially if participants include something funny that has happened to them in the past.</p> <p>The leader presents the three topics for the module on the whiteboard and informs the participants on how long it will take and which instruments will be used.</p>	The leader checks that everyone is involved to some level.	White board

3 hrs	To know how to contact the tax office of the country you are leaving or have left	<p>The leader presents a short film of the tax office of Norway.</p> <p>1 TAX SYSTEM - Skatteataten for departures from Norway</p> <p>(1 MOKESČIU SISTEMA – Skatteataten išvykstantiems iš Norvegijos)</p> <p><a href="https://youtu.be/2U7vxrmLGdE">https://youtu.be/2U7vxrmLGdE</a></p> <p>The leader stops and starts the film as required to clarify points along the way. Participants have time to log on to their own devices and explore the links given in the video. Chances for group questions and discussion can be available throughout the session.</p> <p>The leader presents the document below, ERASMUS + Program KA2 (ERASMUS + Programa KA2) and explains the content through reading aloud, opening discussion and allowing questions and answers from the group.</p> <p><a href="https://lietuviairogalande.files.wordpress.com/2019/05/isvykstantisnorvegijos.pdf">lietuviairogalande.files.wordpress.com/2019/05/isvykstantisnorvegijos.pdf</a></p> <p><u><a href="#">The leader allows time for group discussion and the possibility for individuals who wish to, to share some experiences.</a></u></p> <p>-</p>	The leader observes the group and can assess who finds the website on line. The leader assesses, through discussion who is following the points raised.	Some laptops or tablets or iPads or Smartphones or iPhones + Internet connections or Wi-Fi White board
3 hrs	To know how to contact the tax	The leader presents three articles for explanation	The leader observes the group and can assess who finds the website on	Some laptops or tablets

	office of Lithuania	<p>and discussion with the group.</p> <p>1. Tax on the website (Mokesčiai at renkuosilietuva)</p> <p><a href="https://www.renkuosilietuva.lt/lt/mokesciai/">https://www.renkuosilietuva.lt/lt/mokesciai/</a></p> <p>2. An article about taxes (Perspėjimas iš emigracijos grįžtantiems lietuviams: prarandate jums priklausančius pinigus)</p> <p><a href="http://tiesa.com/naujienos-ir-zinios/anglija-ir-gyvenimas-joje/pasalpos-ir-mokesciai/perspejimas-is-emigracijos-griztantiems-lietuviams-prarandate-jums-priklausancius-pinigus-34853">http://tiesa.com/naujienos-ir-zinios/anglija-ir-gyvenimas-joje/pasalpos-ir-mokesciai/perspejimas-is-emigracijos-griztantiems-lietuviams-prarandate-jums-priklausancius-pinigus-34853</a></p> <p>3. Lithuanian government website article about taxes for those who are returning home (Informacija grįžtantiems migrantams)</p> <p><a href="https://socmin.lrv.lt/lt/veiklos-sritys/socialine-integracija/informacija-griztantiems-migrantams">https://socmin.lrv.lt/lt/veiklos-sritys/socialine-integracija/informacija-griztantiems-migrantams</a></p> <p><u>The leader allows time for group discussion and the possibility for individuals who wish to, to share some experiences.</u></p>	line. The leader assesses, through discussion who is following the points raised.	or iPads or Smartphones or iPhones + Internet connections or Wi-Fi White board
3 hrs	To understand some taxation rules and regulations specific to the	The leader allows time for individual consultation to discuss and give support for participant's own specific needs. Financial matters are generally private affairs and the group can be split to allow for confidentiality.	Through individual consultation the leader can assess each participant's understanding of the tax issues raised.	Skype and other social media communication apps with the possibility of tax specialist support (if

	participant's needs			<p>the leader has appropriate contacts).</p> <p>Some laptops or tablets or iPads or Smartphones or iPhones + Internet connections or Wi-Fi</p> <p>White board</p>
2 hr	Recap and summing up	<p>The leader refers the group to the four points explored in this module. The leader asks the participants how many of the websites, video links and document they remember and what/ where they would refer themselves to for specific issues.</p> <p>The leader explores these links once again to reminds the group of points raised.</p> <p>The leader allows time for group to share some experiences as well as further questions or comments about this module.</p> <p>The leader can refer learners to further reading or discussions with appropriate professionals.</p>	<p>The leader can assess the participants through the discussion. How much can they remember, can they find the website and links, and how much do they seem to understand?</p>	<p>Papers and stickers, white board, etc</p> <p>Some laptops or tablets or iPads or Smartphones or iPhones + Internet connections or Wi-Fi</p>
		<b>TOTAL TIME USED 12 hrs</b>		

**Structure of Learning in the MODULE 3**

<b>Topic: Labour legislation and documentation</b>				
<b>Lesson objectives</b>				
<b>By the end of the module learners will be able to: objectives and links for resources</b>				
<p>1. have some understanding of where to find information regarding labour laws concerning International law, Lithuanian law and European Union law and to be able to draw comparisons between them.</p> <p>2. have a better understanding of labour law that relates to the participants directly.</p> <p>3. settle the benefits available from the NAV (Employment Services) if migration from Norway.</p> <p>4. deal with business in Norway and understand how this might be moved to a new market.</p> <p>5. arrange for your retirement including documentation required.</p> <p>6. find out how to handle Internet banking in Norway correctly.</p>				
<b>Timing</b>	<b>Stage/ purpose</b>	<b>Learning activity/ task</b>	<b>Methods of checking/ assessment for learning</b>	<b>Material Resources</b>
1 hr	ICEBREAKER S  “Open the door” to discussions about the aims of the module and some activities to break the ice	The leader hands out A3 sheets and asks each participant to draw a big clock with the hours from 1 to 12. Each member of the group has to find another member of the group whom he or she will "meet" at each hour. When all participants have found a free partner for each hour, the leader announces the game will begin. Participants are given of 1 minute and the topic of the conversation for each hour eg. at one o'clock the theme is "family". After that minutes, it is a new time and a new topic is announced by the leader eg "work". Notes can be taken if desired. When everyone has met and talked on the various topics invented by the leader for each of the 12 hours the next stage is explained. Each participant has now to introduce their fellow participants for each of the twelve	The supervisor checks that everyone is involved in the activity.	A3 paper, pens

		hours.		
3 hrs	have some understanding of where to find information regarding labour laws concerning International law, Lithuanian law and European Union law and to be able to draw comparisons between them.	<p>The leader introduces this theme with reference to <a href="https://lt.wikipedia.org/wiki/Darbo_teis%C4%97">https://lt.wikipedia.org/wiki/Darbo_teis%C4%97</a></p> <p>With the help of the article the group explores what ‘labour law’ means and how Lithuanian labour law compares to European labour law.</p> <p>The leader initiates a discussion in groups and asks the participants to comment on the work experience they, or people they know, have had in the country they emigrated from. They can they compare these experiences to any work they may have had in Lithuania in the past and/ or now.</p> <p>The groups feedback to each other while the leader notes onto the whiteboard for analysis and comparison of Lithuania in the past, Lithuania today and other European work experiences. Find both similarities and differences. .</p>	Points raised by the groups will allow the leader to assess understanding of the topic.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard
2 hrs	have a better understanding of labour law that relates to the participants directly.	<p>The leader introduces a link with an article explaining labour law <a href="https://www.infolex.lt/ta/368200">https://www.infolex.lt/ta/368200</a></p> <p>and clarifies, with the help of this article, a couple of the points eg. the laws about health in the workplace, accountability and so on. Here is a complex explanation of many laws.</p> <p>The participants are then put into pairs to work. Each pair is given a specific section to read and comprehend. Perhaps they have a real life example of this law in practice. Perhaps they can create a lifelike situation to illustrate the</p>	An open discussion helps the facilitator to understand the participants' experiences of the issues raised and to know how to conduct this session and the sessions that follow.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard

		<p>possible use of this law. The pairs feedback to the whole group.</p> <p>Sources: Constitution of the Republic of Lithuania European Union labor law International Public Employment Law</p>		
3 hrs	<p>settle the benefits available from the NAV (Employment Services) if migration from Norway.</p>	<p>The leader introduces the short film to the participants ‘NAV (Norwegian labour and welfare administration) benefits for job-seekers leaving Norway’ <a href="https://www.youtube.com/watch?time_continue=2&amp;v=W7Ix797-rUQ&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=2&amp;v=W7Ix797-rUQ&amp;feature=emb_logo</a></p> <p>The leader can stop the film along the way, if needed to make it clear to everyone.</p> <p>Here is more detail about the same theme: <a href="https://lietuviarogalande.files.wordpress.com/2019/05/isvykstantisnorvegijos.pdf">https://lietuviarogalande.files.wordpress.com/2019/05/isvykstantisnorvegijos.pdf</a></p> <p>After the film, the leader initiates an open discussion about each person's personal experience when emigrating to Lithuania or getting ready to celebrate</p> <p>Specific information about NAV is published here for those emigrating from Norway: <a href="http://www.nyinorge.no/lt/Ny-i-Norge-velg-sprak/Naujokas-Norvegijoje/Naudinga-inoti/Oficialios-institucijos/Darbo-ir-socialins-rpybos-tarnyba-NAV/">http://www.nyinorge.no/lt/Ny-i-Norge-velg-sprak/Naujokas-Norvegijoje/Naudinga-inoti/Oficialios-institucijos/Darbo-ir-socialins-rpybos-tarnyba-NAV/</a></p>	<p>Open discussion helps to clarify participants' experiences and understanding of the issues raised.</p>	<p>Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard</p>

2 hrs	deal with business in Norway and understand how this might be moved to a new market.	<p>The leader introduces the film to the participants:  <a href="https://www.youtube.com/watch?v=renLT9WHH38&amp;feature=emb_logo">https://www.youtube.com/watch?v=renLT9WHH38&amp;feature=emb_logo</a> - business in Norway.</p> <p>The film explores some of the issues with moving a business from Norway to Lithuania.</p> <p>The leader compares business opportunities in Lithuania and Norway and asks the participants about any personal experiences with possible business they have run, been involved in, hired for or thought about. The leader assesses how important this theme is to all participants. Smaller group discussions may be more appropriate here.</p> <p>Here are sources for further exploration of this theme:  <a href="http://norvegija.org/verslas">http://norvegija.org/verslas</a>  <a href="https://www.kaip-uzsidirbti.lt/verslo-idejos-kur-investuoti-pinigus/">https://www.kaip-uzsidirbti.lt/verslo-idejos-kur-investuoti-pinigus/</a>  <a href="http://www.verslas.in/">http://www.verslas.in/</a></p>		Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard
2 hrs	arrange for your retirement including documentation required. .	<p>The guide introduces the film to the audience:  <a href="https://www.youtube.com/watch?v=imfMib7gwqU&amp;feature=emb_logo">https://www.youtube.com/watch?v=imfMib7gwqU&amp;feature=emb_logo</a>  Pension plans for those departing Norway are explained here.</p> <p>The leader asks some question about the film watched. The participants re-watch the film to answer.</p>	An open discussion helps the facilitator to understand the participants' experience of the issues raised and to know how to conduct this activity.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard

		<p>The leader shows the link to Sodra (NAV) Old Age Pension Calculator and asks each participant to calculate their retirement age using this site.  <a href="https://www.sodra.lt/lt/skaiciuokles/senatves_pensijos_amziaus_skaiciuokle">https://www.sodra.lt/lt/skaiciuokles/senatves_pensijos_amziaus_skaiciuokle</a></p> <p>The following two articles have information about moving your pension from a country to Lithuania. The participants are paired up with another who has emigrated from a different country. The pairs read these articles and explain to each other what they need to do.</p> <p><a href="https://www.renkuosilietuva.lt/lt/senatves-pensijos/">https://www.renkuosilietuva.lt/lt/senatves-pensijos/</a></p> <p><a href="http://kurkl.lt/wp-content/uploads/2018/04/I%C5%A1vykimo-ir-atvykimo-proces%C5%B3-beiduomen%C5%B3-analiz%C4%971.pdf">http://kurkl.lt/wp-content/uploads/2018/04/I%C5%A1vykimo-ir-atvykimo-proces%C5%B3-beiduomen%C5%B3-analiz%C4%971.pdf</a></p>		
2 hrs	find out how to handle Internet banking in Norway correctly.	<p>The guide introduces the film to the audience:  <a href="https://www.youtube.com/watch?time_continue=13&amp;v=tfBM84eirnU&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=13&amp;v=tfBM84eirnU&amp;feature=emb_logo</a>          Norwegian bank account information.</p> <p>The leader asks who has already established internet banking and who has not. Discussion about pros and cons of internet banking can be raised. Some banks may be more user-friendly/ accessible than others.</p> <p>In small groups the participants can explore different banks and the services they offer specifically related to internet banking.</p>	The leader checks that each participant can log into internet banking, or if not, knows where to go to open an account or make their existing account internet compatible.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard

		<p>Information os shared as to how anyone can establish an internet banking account and what can be gained from doing so.</p> <p>Those who feel happy to do so can share personal examples and help clarify issues that arise.</p>		
3hrs	Individual financial consultation with specialists	After all these sessions including videos watched and discussion, groupo work executed, time is given for individual financial consultation. If possible this would be with a specialist on personal financial advisor. If no specialist is available, the leader and group share as much as they can and further exploration of the internet can be done.	Do the participants have any questions and how do the group solve and find out solutions.	A financial specialist. Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard
1hr	Recap and summing up	<p>After an important topic it is important to summarize well and make sure that the participants understood all the material.</p> <p>The leader briefly describes the goals set at the beginning of the module, how they were achieved, and the films watched, article read and discussions that have taken place</p> <p>A review can be made of the basic vocabulary of labor law, norms, whether participants understand the terms used.</p> <p>Any remaining questions can be raised with possible referring to more specialist consultation.</p>	The leader assesses the understanding of the participants throughout this recap and summing up session.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard
		TOTAL TIME USED 19 hrs		

### Structure of Learning in the MODULE 4

<b>Topic: Creating communities of Lithuanian people</b>				
<b>Lesson objectives</b>				
<b>By the end of the module learners will be able to:</b>				
<ol style="list-style-type: none"> <li>1. Understand how sharing of good practice from groups in Norway can enable the creation of communities in Lithuania</li> <li>2. Understand what a community can mean and what it can mean to be a member of a community.</li> <li>3. Children are the youngest part of the community. Understand their integration and the need to cultivate the spirit of their country.</li> <li>4. To be able to understand the importance of the formation of identity for returning adolescents.</li> <li>5. To develop an integral need for culture in one's country.</li> <li>6. Understand what a community means when you are an active member.</li> <li>7. Understand the day-to-day life of young hearted seniors and how to expand their involvement in activities.</li> <li>8. Understand the further benefits and opportunities of communication and meetings.</li> </ol>				
<b>Timing</b>	<b>Stage/ purpose</b>	<b>Learning activity/ task</b>	<b>Methods of checking/ assessment for learning</b>	<b>Material Resources</b>
1 hr	ICEBREAKERS  Presentation of the topic and general	The leader welcomes the participants and introduces the theme of Module 4 and explains the expectations of the group members on the topic. The leader provides brief information about the community and its forms: <a href="https://www.mruni.eu/upload/iblock/d87/7_Leliqxiene_Sadauskas.pdf">https://www.mruni.eu/upload/iblock/d87/7_Leliqxiene_Sadauskas.pdf</a>	The leader checks that everyone is involved in the activity.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi

	<p>questions. Understand and apprehend what a community is, what it means to be a member</p>	<p><a href="http://www.momenton.lt/kodel-svarbu-kurti-bendruomene-2">http://www.momenton.lt/kodel-svarbu-kurti-bendruomene-2</a></p> <p>The leader draws a table in three columns on the board. The first column is life situations, the second is "I am alone", the third is "I'm a member of a community". The left side of the table lists some life situations eg childbirth, illness, birthday.</p> <p>The leader initiates discussions and completes sections 2 and 3 of the tables for each life situation as decided by the participants.</p>		White board
2 hrs	<p>Understand what a community can mean and what it can mean to be a member of a community.</p>	<p>Show the film from RLB about the variety of communities and good practice building communities illustrated here. <a href="https://www.youtube.com/watch?time_continue=2&amp;v=s5fbJEGKGrS&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=2&amp;v=s5fbJEGKGrS&amp;feature=emb_logo</a></p> <p>Lithuanian community in Norway website: <a href="https://lietuviarogalande.no/">https://lietuviarogalande.no/</a></p> <p>Discuss the content with reference to good practices for building a community that are evident here.</p> <p>The leader suggests watching the movie "Eglė - the Serpent Queen" by Rogaland Lithuanian Community. <a href="https://www.youtube.com/watch?v=07WETkblD7s">https://www.youtube.com/watch?v=07WETkblD7s</a></p> <p>Questions and comments can be raised during the movie viewing.</p> <p>After both video links, the leader initiates further discussion in which the participants identify the need for and strengths of communities in this style. The group can also discuss what are signs of a strong community, of family and community ties.</p> <p>Further exploration of this theme can continue with an analyse of community action examples in the link below, to help identify</p>	<p>During discussions, the leader evaluates whether the group follows what is discussed, asked, and shared.</p>	<p>Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard</p>

		<p>community-building features, special relationships, spaces and activities.  <a href="https://www.lvbos.lt/">Link: https://www.lvbos.lt/</a></p> <p>In groups participants share their ideas of different communities in the context of the countries they have emigrated from and Lithuania.</p> <p>As a class share group ideas of definition and experiences of different communities</p>		
3 hrs	<p>Children are the youngest part of the community. Understand their integration and the need to cultivate the spirit of their country.</p>	<p>The leader provides links and analysis by use of the web pages together with the group. Brainstorm and discuss and write down key points of children and communities on the whiteboard.  <a href="https://www.renkuosilietuva.lt/lt/mokyklos-priimancios-griztancius-vaikus/">https://www.renkuosilietuva.lt/lt/mokyklos-priimancios-griztancius-vaikus/</a>  <a href="https://www.smm.lt/mobile/web/lt/pranesimai_spaudai/naujienos_1/ministerija-parengerekomendacijas-mokykloms-del-grizusiu-emigrantu-vaiku-geresnes-integracijos-">https://www.smm.lt/mobile/web/lt/pranesimai_spaudai/naujienos_1/ministerija-parengerekomendacijas-mokykloms-del-grizusiu-emigrantu-vaiku-geresnes-integracijos-</a>  Q&amp;A explores participant’s personal experiences and discuss ways to resolve and expand issues and ideas.</p>	<p>Discussions and brainstorming of the ideas will show how well the goals were achieved.</p>	<p>Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard</p>

2 hrs	To be able to understand the importance of identity formation for returning adolescents.	<p>The leader explains the importance of the topic to the group. Adolescence is different to childhood and adulthood.</p> <p>The leader provides guidance and analyses of the material with the participants in the workshop.</p> <p><a href="https://sm-hs.eu/lt/paaugliu-mokyklinio-nerimo-ypatumai-priklausomai-nuo-lyties/">https://sm-hs.eu/lt/paaugliu-mokyklinio-nerimo-ypatumai-priklausomai-nuo-lyties/</a></p> <p><a href="https://www.lrt.lt/naujienos/lietuvoje/2/887603/del-brexito-griztanciu-emigrantu-vaikams-mokyti-gali-reiketi-papildomu-lesu">https://www.lrt.lt/naujienos/lietuvoje/2/887603/del-brexito-griztanciu-emigrantu-vaikams-mokyti-gali-reiketi-papildomu-lesu</a></p> <p><a href="https://www.moteris.lt/lt/psichologija/g-31522-7-dalykai-kaip-tevai-turetu-elgtis-sunki-ju-vaikams-laikotarpiu">https://www.moteris.lt/lt/psichologija/g-31522-7-dalykai-kaip-tevai-turetu-elgtis-sunki-ju-vaikams-laikotarpiu</a> Discusiion with the participants about any personal experiences with adolecence can lead to ideas and sharing of good practice for this age group. The leader can add to this discussion with reference to other links already explored eg.</p> <p><a href="https://www.youtube.com/watch?time_continue=2&amp;v=s5fbJEGKGr&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=2&amp;v=s5fbJEGKGr&amp;feature=emb_logo</a></p>	Discussions and brainstorming of the ideas will show how well the goals were achieved.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard
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2 hrs	To develop an integral need for culture in one's country.	<p>The leader presents examples of good practice using this link for examples:  <a href="http://pasauliolietuvis.lt/bendruomenes-pagrindas-kalba-ir-kultura1/">http://pasauliolietuvis.lt/bendruomenes-pagrindas-kalba-ir-kultura1/</a>   <a href="http://pasauliolietuvis.lt/stipresnis-lietuviu-bendruomeniu-dialogas-su-vietine-kultura-didesne-nauda-lietuvai/">http://pasauliolietuvis.lt/stipresnis-lietuviu-bendruomeniu-dialogas-su-vietine-kultura-didesne-nauda-lietuvai/</a></p> <p>The leader prepares a pile of papers with different cultural activities written on them. Eg. music, dance, drama, story writing, poetry. There are two of each type of cultural activity. These are dealt out randomly. The group are then instructed to find their partner who had the same cultural activity on their piece of paper. They are then asked to create an activity that can be executed in the room they are now in, within their specific cultural area. They also explore opportunities to take part in such activities in their local communities.</p> <p>Each pair share their ideas with the whole group. The group are encouraged to share information they have concerning groups/ clubs/ communities in the local area where such activities already take place.</p>	The leader discusses, advises and assists the participants and thereby assesses each participant's understanding along the way.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard
2 hrs	Understand and understand what a community can mean	As the leader of the lesson conducts a discussion, all participants actively discuss the potential role of the community for different groups of people and different individuals. This discussion can also include a recap on a definition of what a community could be.	Introducing the topic and having discussions, sharing experiences and insights, and accessing digital	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard

	when you are a member (dance team, school friends, basketball community, neighbors, people from other cities, people with similar interests)	<p>Either as one large group or in smaller groups, use the internet to find out and explore the resources and driving forces needed for a community, the features of a strong community, the connections between the family and the community and the principles that connect these concepts.</p> <p>The group can analyse community activity and events, using previously seen videos and information already explored in previous sessions.</p> <p>During brainstorming and discussion, write down the keywords and try to identify key points with the participants.</p>	tools will help the leader assess the participants.	
3 hr	Understand the day-to-day life of young hearted seniors and how to expand their involvement in activities.	<p>The leader presents the three links below.</p> <p>1. Medard Chobot Third Age University: <a href="http://www.mctau.lt/318-tau-ikurejo-medardo-coboto-atminimui-1928-2009">http://www.mctau.lt/318-tau-ikurejo-medardo-coboto-atminimui-1928-2009</a></p> <p>2. Best practices in Alytus district: <a href="https://www.biciulyste.lt/lt/tolerancijos-link/1477-senioru-darzelis-vieta-kur-sumenksta-ligos">https://www.biciulyste.lt/lt/tolerancijos-link/1477-senioru-darzelis-vieta-kur-sumenksta-ligos</a></p> <p>3. Information for seniors returning to Lithuania: <a href="http://www.alytusredcross.lt/veikla/senioru-klubas/">http://www.alytusredcross.lt/veikla/senioru-klubas/</a> <a href="https://www.renkuosilietuva.lt/lt/informacija-griztantiems-seniorams/">https://www.renkuosilietuva.lt/lt/informacija-griztantiems-seniorams/</a></p> <p>The leader sets up discussions about older people's active</p>	An open discussion helps the leader understand the participants' experience of the issues raised and to know how to conduct this activity.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard

		involvement in communities. Note down, during discussion, on a whiteboard, the pros and cons, the variety of possible activities and groups/ communities already know to the group for this age group in the local area.		
3 hrs	Understand the further benefits and opportunities of communication and meetings	<p>Short video preview, link:  <a href="https://www.youtube.com/watch?v=OtWvmDoROX0&amp;feature=emb_logo">https://www.youtube.com/watch?v=OtWvmDoROX0&amp;feature=emb_logo</a></p> <p>To achieve the goal of the activity, a workshop is offered where participants can work in groups to try to build a community. The leader presents ideas and suggestions that participants can follow, but independent ideas are also welcome. The participants make use of all ideas raised during this module and by sharing ideas and tips with each other. Groups can be made by finding others with the same or similar interests for a type of activity.</p> <p>Examples of communities to build can be taken from previous sessions in this module and can be from a wide spectrum of interest from a weekend help group or a knitting circle to a sports team.</p> <p>The main purpose of the session is to further participants aware of the importance and benefits of a community.</p> <p>Groups can share their ideas with each other to sum up the session.</p>	The workshop will demonstrate challenges and participants will be able to see for themselves how the community might work. Practical work will bring new challenges and skills.	Some laptops tablets/ Smartphones Internet connections or Wi-Fi Paper sheets, pens, whiteboard.
1 hr	Recap and summing up	The lesson guide briefly describes the goals set at the beginning of the lesson, how they were achieved, and the discussions that	After an important topic it is important	Some laptops tablets/ Smartphones Internet

		have taken place. Review the basic vocabulary of labour laws, norms, whether participants understand the terms used and answer any remaining questions. Perhaps some more specialist consultation is required to help direct participants in the right direction.	to summarize well and make sure that the participants understood all the material.	connections or Wi-Fi Paper sheets, pens, whiteboard
		TOTAL TIME USED 19 hrs		