MODULE 0

TRAINING COURSE	**Bridging the gap between Higher Education and the labour market**

Module/session	Welcoming
Duration	150 minutes
Program contents	1. Registration and Ice breaking activities 2. Welcoming, project and course presentation 3. Higher education students' needs in order to be prepared to enter the labour market 4. Labour market needs (technical skills, soft skills, digital kills)
Expected outcomes	By the end of the Welcoming session participants are expected to: - Feel more relaxed and receptive to the group of participants and trainers; - Get to know the group of participants better by creating interpersonal relationships; - Know the B2B Erasmus+ project and this course's framework; - Know the European Digital Competence Framework for Citizens, DigComp; - Be able to reflect about the labour market and the higher students' needs, mainly in terms of digital skills and the importance of this course to fill this gap; - Identify the 'dos' and 'don'ts' in employability best practices.
Training methodology	Expositive (for background), active learning through real life case studies, brainstorming, practical activities.

SESSION PROGRAM	
Activity	**Time/duration**
1. Arrival, registration, coffee time and getting to know each other	25'
2. Welcoming, project and course presentation: general overview and logistics	15'
3. What skills do higher education students think they are missing in order to be prepared to enter the labour market?	45'
4. BREAK	15'

5. What does the labour market expect from new graduates?	55'
6. Session closing	5'

STEP BY STEP

What to do	Technical aspects
Prepare the list of participants. Contact a local business representative who can talk with the participants about their experience in hiring recent graduates and their digital skills needs. Make sure you have: internet connection, course resources, audio and video connection.	Before the session

What to do	Technical aspects
1. Arrival, registration, coffee time and getting to know each other	**25'**
Arrival of all participants. Registration of the participants. Getting to know each other: ice breaking activity "Coffee vs. tea, sweet vs. salty".	● "B2B_TrainingCourse_M0_Keynote" (slide 1) ● B2B_TrainingCourse_M0_Cards

Arrival of all participants.
Registration of the participants.
Getting to know each other: ice breaking activity "Coffee vs. tea, sweet vs. salty".
- Make sure you have all the material: Timer, cards "B2B_TrainingCourse_M0_Cards", computer, PPT presentation and projector.
- Organize the chairs in pairs in one table.
- Once a participant goes to register, ask what the person likes the most: coffee or tea and sweets or salty foods.
- Give each person 2 cards corresponding to the preferred drink and type of food.
- Explain, using the first PPT slide, that they should choose two people with the "same tastes",, to ask the questions of the cards while having their coffee/ tea.
- Allow 20 minutes for this activity.
- Make a 5-minute reflection on the purpose of the icebreaker activity.

This icebreaker activity intend to:
- Help people to get more comfortable and encourage conversation.
- Create an atmosphere that reduces the participants' inhibitions and increases their awareness of each other.

2. Welcoming, Project and Course presentation: general overview and logistics Welcome the participants. Project and Course presentation - Introduce the B2B Erasmus+ project: mail goals and outcomes (5'); - The training course: course structure, objectives and goals, sessions schedule and evaluation (5'); - Know the European Digital Competence Framework for Citizens, DigComp (5').	**15'** ● "B2B_TrainingCourse_ M0_Keynote" (slides 2 to 12)
3. What skills do higher education students think they are missing in order to be prepared to enter the labour market? Results obtained from the students' perspective (methodology presented in the Guide: Online Communication and Etiquette (10'): Invite the participants to share their opinions about the data presented (35'). - Brainstorming activity in groups (25'); - Share the results and reflections to the whole group (10').	**45'** ● "B2B_TrainingCourse_ M0_Keynote" (slides 13 to 24) ● A3 blank sheets, colour pencils and other stacionary materials per group
4. BREAK	**15'**
5. What does the labour market expect from new graduates? Results obtained from the employers' perspective (methodology presented in the Guide: Online Communication and Etiquette (5'). Session with a local business - Sharing experiences from an employer perspective (35'); - Discussion session (15').	**55'** ● "B2B_TrainingCourse_ M0_Keynote" (slides 25 to 28)
6. Session closing Session summary.	**5'**

SESSION RESOURCES	
RESOURCES	● Power-point presentations ● Materials used in the icebreakers activity

REFERENCES	● Garber, P.R. (2008). 50 Communications Activities, Icebreakers, and Exercises. HRD Press, Inc. Massachussets. https://downloads.hrdpressonline.com/files/6820080609105844.pdf ● Knox, G. (sd). 40 Icebreakers for Small Groups. Insight. https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf ● Vuorikari, R., Kluzer, S., & Punie, Y. (2022). DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes. Publications Office of the European Union, Luxembourg. https://doi.org/10.2760/115376. ● Centeno, C., Vuorikari, R., Punie, Y., O´Keeffe, W., Kluzer, S., Vitorica, A., Lejarzegi, R., Martínez de Soria, I., & Bartolomé, J. (2019). Developing digital competence for employability: Engaging and supporting stakeholders with the use of DigComp. Publications Office of the European Union, Luxembourg. https://doi.org/10.2760/625745. ● Mocanu, C., Zamfir, A.M., & Pirciog, S. (2014). Matching Curricula with Labour Market Needs for Higher Education: State of Art, Obstacles and Facilitating Factors. *Procedia – Social and Behavioral Sciences, 149* (5), 602–606. https://doi.org/10.1016/j.sbspro.2014.08.234. ● OECD (2017). In-Depth Analysis of the Labour Market Relevance and Outcomes of Higher Education Systems: Analytical Framework and Country Practices Report. Enhancing Higher Education System Performance, OECD, Paris. https://www.oecd.org/education/skills-beyond-school/LMRO%20Report.pdf.
ASSESSMENT /EVALUATION	Short questionnaire assessing their degree of satisfaction about the organization of the course and its contents, feedback (moodle or google forms)