



**Vocational training to facilitate the integration
process of migrants in the agri-food sector**

HANDBOOK

for

Trainers, Mediators, and Learners

Call 2024 Round 1 KA2KA220-VET
Cooperation partnerships in vocational education and training (KA220-VET)
Project No. 2024-1-IT01-KA220-VET-000249605 – OID E10090886

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Introduction

This handbook supports delivery and local adaptation of the TOMAS 2.0 e-learning course hosted at <https://tomas.rezosbrands.com/>. The material is tailored to **trainers, cultural mediators, and migrant learners** engaged in blended learning activities across partner countries. The handbook explains course structure, learning outcomes, delivery guidance, mediation tools, assessment and quality assurance procedures, accessibility and inclusion measures, troubleshooting, and ready-to-use templates and annexes for local adaptation.

How to use this handbook

- **All:** follow Parts A - B
- **Trainers:** follow Parts C– D for session design, assessments, and pedagogical guidance.
- **Mediators:** use Part D and Annexes for mediation tools, glossaries, and reporting templates.
- **Learners:** use Part E for on-boarding, study tips, AI Tutor guidance, and support channels.

Throughout this handbook, you will see references to activities, role-plays, fact sheets, and resource lists. Detailed examples, templates, and sample materials for each module are collected in the **Annexes** at the end of the handbook. Trainers and mediators can use these annexes directly in workshops, while learners can review them for practice and reinforcement.

How to use this clarification

- **Trainers:** When preparing lessons, check the annexes for ready-to-use examples (e.g.: sample CV templates, networking plans).
- **Mediators:** Adapt annex examples to local contexts, translating or simplifying them where needed.
- **Learners:** Use annex examples as practice materials to reinforce what you learn in each module.

Part A - Course overview and learning outcomes

Course structure (overview)

TOMAS 2.0 course has a clear and consistent structure designed to make learning simple, modular, and adaptable to local contexts.

TOMAS 2.0 course consists of seven modules:

Module 0 – Introduction: focused on objectives, context, and relevance to the agri-food sector

5 Modules focused on a key area of integration:

Module 1 — Intercultural Integration (European and national culture; EU and national human laws and rights).

Module 2 — Professional Integration (EU and national job search, job search resources).

Module 3 — Social and Linguistic Integration (social inclusion, networking, language tips).

Module 4 — Non-formal Activities (community engagement, informal learning, cultural participation)

Module 5 — Work Security and Regular Labour (safety in the workplace, workers' rights, national/EU regulations).

At the end of each module, learners can obtain a Certificate of Attendance. ~~Trainers and mediators deliver blended workshops that expand online learning with practical, contextualized exercises.~~

Module 6 Conclusion: the Module contains links, local contacts, glossaries and printable materials; Learners have to pass all the modules before enrolling this last module to obtain a Certificate of Participation.

Course's objectives:

- Equip migrant learners with knowledge of European and national cultural contexts and labour rights relevant to agri-food employment.
- Build practical job search skills for EU and national labour markets, with emphasis on agri-food roles.
- Strengthen intercultural communication and basic workplace language skills to support safe, respectful, and productive teamwork.
- Connect learners to local resources, networks, and services that support employment and social inclusion.

Course learning outcomes (measurable):

By the end of the course learners will be able to:

- Describe key EU values and at least three national cultural features that influence workplace behaviour.
- Identify core labour rights and at least two local services where they can seek help.
- Use at least one EU job portal and one national job resource to search for agri-food vacancies.
- Prepare a basic CV tailored to agri-food roles and perform a short interview simulation.
- Demonstrate basic workplace phrases in the host country language and apply intercultural communication strategies in team tasks.

How trainers, learners, and mediators can use this structure:

- **Trainers** can plan workshops (Annexes 1 and 2), knowing that each module follows the same structure and includes short videos, glossaries, interactive activities, learning and quality assessment tests and quizzes, downloadable transcripts and AI Tutor support in multiple languages. This consistency also helps those present objectives clearly at the start of the course and at the beginning of each workshop, using them as checkpoints for learner progress.
- **Learners** can follow a predictable and coherent learning path, building skills systematically. The stated outcomes serve as personal goals showing what competences they will acquire and how these apply to real job contexts.
- **Mediators** can adapt examples and resources to local realities, ensuring relevance for each learner group. They can also track learner progress against the defined outcomes and provide targeted support where learners encounter difficulties

Module 0 - Introduction

Module objectives: Helps students move easily between the various modules, the main contents of which it illustrates. It provides a general picture of the agri-food system in Europe.

Module learning outcomes:

By the end of the module learners will be able to:

- navigate between the various training contents
- understand the European context on agriculture

How to use this section:

- **Trainers:** Present objectives at the start of the course and at the beginning of each workshop. Use them as checkpoints for learner progress. Use fact sheets to localize examples and roleplays

Trainer guidance for local context:

Prepare a one-page country fact sheet with:

- Main agri-food products
 - Seasonal peaks
 - Typical job roles
 - Common workplace hazards
 - Local employer expectations
- **Learners:** Keep these outcomes in mind as personal goals. They show what skills you will gain and how they apply to real jobs. Compare your own experiences with the local agri-food context.
 - **Mediators:** Track learner progress against these outcomes and provide support where learners struggle. Provide additional explanations or translations to ensure learners understand local workplace expectations.

Module 1- Intercultural Integration

Module objectives: Help learners understand European and national cultural contexts and the legal frameworks that protect workers, with a focus on agri-food workplaces.

Module learning outcomes (measurable):

By the end of the course learners will be able to:

- Increase their knowledge and understanding of the European Union's history, functioning, culture, and values.
- Increase their knowledge and understanding of the history, functioning, culture, and values of the following countries: Italy, Greece, Lithuania, Norway, North Macedonia, Spain, Germany and Romania.
- Increase intercultural skills to support integration in the EU and in the hosting country.

How to use this section:

- **Trainers:** Use timelines, fact sheets, and scenario cards to make abstract values concrete.
- **Learners:** Practice explaining cultural norms and rights in your own words.
- **Mediators:** Support learners in connecting EU values and national laws to everyday workplace situations.

Mediation Guidance:

- Mediators prepare bilingual glossaries with terms like *rights, safety, contract, respect*.
- Provide cultural briefs highlighting sensitive topics (e.g., gender roles, hierarchy).
- Encourage learners to share personal experiences and connect them to EU values.

Practical Activities:

- **Role-play:** Learners act out a scenario where a supervisor explains workplace safety rules, and a worker asks clarifying questions about rights.
- **Fact Sheet Exercise:** Learners compare their own cultural norms with those listed in the country fact sheet (punctuality, communication style, dress codes).
- **Scenario Cards:** Learners practice explaining cultural norms in their own words, supported by mediators.

AI Tutor Prompts

Learners can ask the AI Tutor:

- "Explain EU values in simple words."
- "Give me an example of workplace respect."
- "Translate 'labour rights' into my language."

Annex References:

- Country Fact Sheet Template (Annex A.3)
- Bilingual Glossary Template (Annex A.4)
- Role-play Card Pack (Annex A.5)

Module 2 - Professional Integration

Module objectives: Equip learners with practical job search skills and knowledge of national and EU job resources, with emphasis on agri-food employment pathways.

Module learning outcomes (measurable):

By the end of the course learners will be able to:

- Identify at least one EU job portal and one national job resource for agri-food vacancies.
- Prepare a basic CV tailored to agri-food roles.
- Perform a short interview simulation using workplace vocabulary.
- Demonstrate awareness of employer expectations in the agri-food sector.

How to use this section:

- **Trainers:** Provide editable CV templates, role-plays, and demonstrations of job portals; Use the CV Review Rubric (Annex A.7) to provide structured feedback. Trainers show learners how to navigate EU job portals (e.g., EURES) and national employment websites.
- **Learners:** Build your own CV, practice interviews, and explore job boards. Practice searching for “seasonal agri-food jobs” and saving vacancies. Learners simulate interviews using role-play cards. (Example questions: “Tell me about your experience in teamwork,” “Why are you interested in agri-food work?”). Peer feedback loops: learners give each other constructive feedback using rubrics.
- **Mediators:** Help learners navigate resources and overcome language or digital barriers. Mediators assist with translation or digital literacy barriers

Mediation Guidance

- Mediators provide bilingual glossaries of job-related terms (e.g., “vacancy,” “contract,” “seasonal work”).
- Prepare cultural briefs on local employer expectations (punctuality, dress code, communication style).
- Support learners in adapting CVs to local norms.

Practical Activities:

1. Annotated CV Examples (Basic & Advanced):

- Basic CV Example (for low-literacy learners):

- Simple layout with icons (📞 for phone, ✉ for email).
- Short professional summary: *“I have experience in harvesting and packing. I am punctual and work well in teams.”*
- Work experience listed as bullet points with clear dates.
- Skills section simplified: *“Teamwork, Safety, Basic Machine Use.”*

- Advanced CV Example (for experienced learners):

- Professional summary tailored to agri-food roles.
- Detailed work experience with achievements (e.g., “Reduced waste by 15% through improved packing methods”).
- Education and training section with certificates (food safety, forklift license).
- Languages listed with CEFR levels (A1–C2).

AI Tutor Prompts

Learners can ask the AI Tutor:

- “How do I explain my work experience in simple words?”
- “Give me an example of a CV summary.”
- “Translate ‘job vacancy’ into my language.”

Annex References:

- CV Template (Annex A.6)
- CV Review Rubric (Annex A.7)
- Roleplay Card Pack (Annex A.5)
- Country Fact Sheet Template (Annex A.3)

Module 3 - Social and Linguistic Integration

Module Objectives: Strengthen learners' social inclusion, networking skills, and basic workplace language to support safe and effective participation in agri-food teams.

Module learning outcomes (measurable):

By the end of this module, learners will be able to:

- Create a simple networking plan with at least three local contacts or associations.
- Demonstrate basic workplace phrases in the host country language.
- Apply intercultural communication strategies in group tasks.
- Identify at least two community resources that support social inclusion.

How to use this section:

- **Trainers:** Organize teamwork simulations and language practice activities. Trainers provide glossaries of common workplace phrases (e.g., "Please pass me the box," "Be careful with the machine," "I need help with this task"). Observe communication and provide feedback using rubrics.
- **Learners:** Create networking plans and practice workplace phrases. Fill in at least three entries to build their personal networking plan. Practice phrases in roleplays and teamwork simulations. Participate in group tasks (e.g., packing exercise, safety drill; Peer feedback loops encourage learners to reflect on teamwork skills).
- **Mediators:** Connect learners with local associations, language cafés, and community groups. Support pronunciation and translation. Provide bilingual glossaries with audio pronunciation. Encourage learners to share cultural practices that enrich teamwork.

Practical Activities:

1. Networking Plan Templates (Sample Entries):

- Template Structure:

- Contact name
- Organization/association
- Purpose of contact (e.g., language practice, job search support)
- Preferred communication method (phone, email, in-person)
- Notes (follow-up actions, meeting dates)

- Sample Entry:

- Contact: Lana Petrova
- Organization: Local Migrant Support NGO

- Purpose: Help with CV translation and job search
- Communication: Weekly drop-in sessions
- Notes: Bring CV draft for review next Tuesday

AI Tutor Prompts

Learners can ask the AI Tutor:

- “Teach me five workplace phrases in simple words.”
- “How do I introduce myself to a new colleague?”
- “Give me an example of a networking plan.”

Annex References:

- Bilingual Glossary Template (Annex A.4)
- Role-play Card Pack (Annex A.5)
- Country Fact Sheet Template (Annex A.3)

Module 4 - Non-Formal Activities

Module Objectives: Encourage learners to engage in community and cultural activities that support integration and wellbeing.

Module learning outcomes (measurable):

By the end of this module, learners will be able to:

- Identify at least three local community or cultural activities relevant to their interests.
- Participate in one non-formal activity and reflect on its benefits.
- Explain how community engagement supports integration and wellbeing.
- Connect with local associations or groups that provide ongoing support.

How to use this section:

- **Trainers:** Organize informal workshops or community visits and cultural exchange sessions where learners present food, traditions, or songs from their home country. Encourage sharing reflections in small groups to build confidence.
- **Learners:** Participate in at least one non-formal activity and reflect on its benefits. Write or record a short reflection: “What did I learn from this activity? How did it help me feel part of the community?”
- **Mediators:** Provide lists of local opportunities and help learners enroll or attend. Provide lists of local opportunities and help learners enroll or attend. Offer bilingual flyers or pictorial guides for low-literacy learners. Encourage learners sharing reflections in small groups to build confidence and to bring family members to community events for broader integration. Facilitate discussions to highlight similarities and differences in workplace culture.

Practical Activities:

1. Suggested Community Activities (Examples by Country):

- **Italy & Greece:** Local food festivals, cooperative farm visits, language cafés.
- **Spain:** Community cooking workshops, migrant support groups, cultural heritage tours.
- **North Macedonia:** Village harvest celebrations, NGO-led integration events, and intercultural sports clubs.
- **Germany:** Union open days, intercultural theatre groups, volunteer opportunities in agri-food cooperatives.

Learners select activities that interest them and record reflections in a simple journal template.

AI Tutor Prompts

Learners can ask the AI Tutor:

- “Suggest three community activities I can join.”
- “Explain why community engagement is important.”
- “Translate ‘community workshop’ into my language.”

Annex References:

- Reflection Journal Template (new addition to Annexes)
- Country Fact Sheet Template (Annex A.3)
- Bilingual Glossary Template (Annex A.4)

Module 5 - Work Security and Regular Labour

Module Objectives: Equip learners with knowledge of workplace safety, labour rights, and self-protection in agri-food employment.

Module learning outcomes:

By the end of this module, learners will be able to:

- Identify unsafe workplace conditions and know how to report them.
- Explain at least three basic labour rights relevant to agri-food employment.
- Read and understand simplified contract clauses (probation, notice period, pay).
- Demonstrate safety practices through role-plays and teamwork simulations.

How to use this section:

- **Trainers:** Use contract reading exercises, safety role-plays, and guest speakers (e.g., union reps). Use the contract excerpts in role-plays.
- **Learners:** Learn to identify unsafe conditions and know your rights. Highlight key terms and explain them in their own words.
- **Mediators:** Provide bilingual glossaries and guide learners to local services for legal support and safety terms (e.g., “hazard,” “probation,” “notice period”). Provide translations and cultural context. Provide cultural briefs on local workplace expectations (e.g., hierarchy, communication style). Support learners in understanding contract clauses and reporting procedures.

Practical Activities:

1. Simplified Contract Excerpts (with Highlighted Clauses):

- **Probation Clause (Simplified):**

“You will work on probation for 3 months. During this time, either you or the employer can end the contract with 1 weeks’ notice.”

- **Notice Period Clause (Simplified):**

“If you want to leave the job, you must tell your employer 2 weeks before your last day.”

- **Pay Clause (Simplified):**

“You will be paid every month. Your pay will be deposited into your bank account.”

2. Safety Role-plays (Examples):

- **Scenario A:** Reporting a hazard on the packing line (wet floor).
- **Scenario B:** Asking for PPE and safety training.
- **Scenario C:** Giving feedback to a colleague about ignoring PPE rules.

Each role-play includes key phrases, objectives, and success criteria (see Annex A.5 Roleplay Card Pack).

3. Guest Speaker Activity:

Invite a union representative or labour inspector to explain rights and answer learner questions. Learners prepare questions in advance with mediator support.

AI Tutor Prompts

Learners can ask the AI Tutor:

- “Explain probation in simple words.”
- “What should I do if I see a hazard?”
- “Translate ‘notice period’ into my language.”

Annex References:

- Role-play Card Pack (Annex A.5)
- Bilingual Glossary Template (Annex A.4)

Mediator Daily Report Template (Annex A.10)

Module 6 - Conclusion and Resources

Module objectives: Collect all links, local contacts, glossaries, and printable materials in one place.

Module learning outcomes (measurable):

By the end of the module learners will be able to:

- navigate between the various training contents
- understand the European context on agriculture

How to use this section:

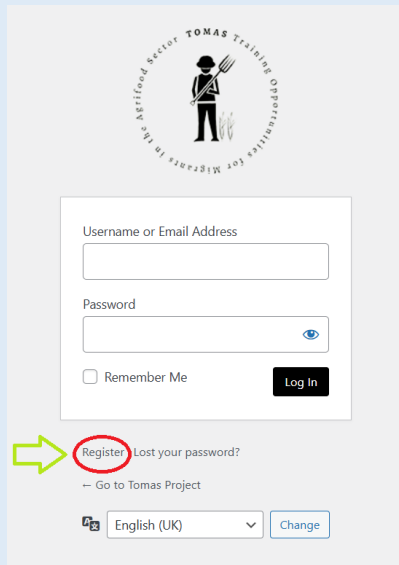
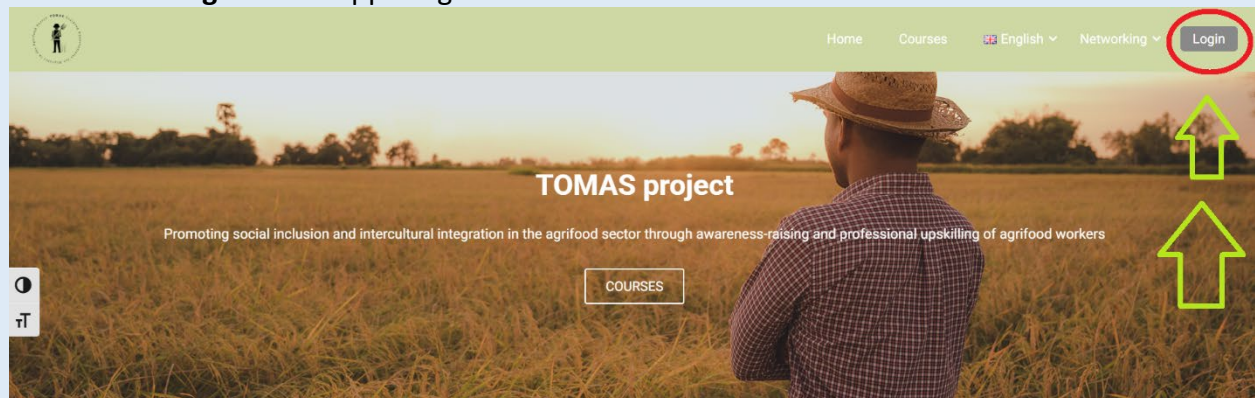
- **Trainers:** Distribute resource guides at the end of the course.
- **Learners:** Use them as a reference for job search, language practice, and community support.
- **Mediators:** Keep guides updated with local contacts and ensure learners know how to access them offline.

Part B — Technical guide and platform use

This section explains how to register, log in, and use the TOMAS 2.0 platform. It provides step-by-step instructions, accessibility tips, and troubleshooting flowcharts to ensure learners, trainers, and mediators can focus on learning without technical barriers.

Registration and login (step-by-step)

1. Open the TOMAS platform at <https://tomas.rezosbrands.com/>.
2. Click **Login** at the upper right corner of the screen.



3. Click **Register** and complete the multilingual form with a valid email.

4. Confirm your email via the verification link.

5. Log in and complete your profile: preferred language, accessibility needs, and local mediator contact.

6. Review and accept the platform privacy and consent statements.

Security tips: Use a strong password, do not share credentials, and log out on shared devices.

Course navigation and tools

Dashboard elements: progress bar, module cards, AI Tutor chat, glossary pop-ups, downloadable transcripts,

assessments, certificates, and Support.

Module page layout: title and objectives; video and interactive content; glossary and AI Tutor; quiz and downloadable resources.

AI Tutor scope and best practice: The AI Tutor provides multilingual clarifications, vocabulary help, and study prompts. It is a learning aid and not a substitute for legal or medical advice. Use concise prompts and verify critical information with trainers or mediators.

Support channels: Use the Support button for technical issues. For content or legal questions, contact the local partner or mediator.

Assessments and certificates

- **Module quizzes:** multiple-choice checkpoints; several attempts allowed; highest score counts.
- **Certificates:**
 - Certificate of attendance: 5 Certificates of Attendance (one per module)
 - Certificate of participation: automatically generated when students obtain at least 4 out of 5 Certificates of Attendance.

Part C — Pedagogy, mediation, and accessibility

This section provides trainers and mediators with strategies to make learning active, inclusive, and culturally sensitive. It emphasizes practical activities, scaffolding, mediation best practices, and accessibility measures to ensure every learner can participate fully.

Pedagogical guidelines for trainers

Active learning principles:

- Combine short instructor input with hands-on activities.
- Use local case studies and role-plays that reflect agri-food tasks.
- Scaffold learning with pre-teaching of vocabulary and stepwise tasks.

Sample session formats suggestions (see annexes):

- **Lesson structure:** warm-up, input, activity, plenary, exit ticket.
- **Half-day workshop:** two modules or one module plus practical simulation.
- **One-day workshop:** full module coverage with multiple practical stations and assessment.

Assessment strategies:

- Use formative checks (mini-quizzes, polls) to adapt pacing.
- Use practical assessments (role-plays, CV reviews) with rubrics.
- Keep records of learner progress and provide constructive feedback.

Part D - Learner guide, templates, troubleshooting, and annexes

Learner on-boarding and study guidance

Getting started checklist: register and verify email; complete profile; watch the course introduction video; set a study schedule; contact mediator if needed.

Study habits and tips: break study into short focused sessions; take notes and summarize; practice role-plays with peers; use AI Tutor for vocabulary and quick clarifications.

Using the AI Tutor: ask concise questions, request examples or translations, and use follow-ups for deeper explanations.

Seeking help: use the Support button for technical issues; contact local mediator for content clarifications.

Troubleshooting (common issues and fixes)

- **Forgot password:** use the Reset password link on the login page.
- **Video playback problems:** refresh the browser; try a different browser, or lower video quality.
- **Quiz errors:** clear cache, try another browser, or contact Support with a screenshot.
- **Certificate missing:** confirm 90% completion and final test pass; contact Support if criteria are met but certificate is not generated.

Annexes

The annexes are practical instruments that make the TOMAS 2.0 Handbook actionable. They bridge the gap between guidance and real delivery, ensuring trainers, mediators, and learners have the tools they need to succeed in both online and face-to-face settings.

Why These Templates Are Important

- **Consistency:** They ensure that every trainer, mediator, and learner across partner countries follows the same structure and quality standards.
- **Efficiency:** Trainers and mediators don't have to reinvent materials, they can adapt templates quickly to local contexts.
- **Accessibility:** Learners receive clear, simple, and culturally adapted materials that reduce confusion and anxiety.
- **Quality assurance:** Standardized rubrics and surveys make monitoring and evaluation easier and comparable across countries.

- **Localization:** Fact sheets and glossaries allow partners to tailor content to national agri-food realities and languages.

Who They Are Addressed To

- **Trainers:** Lesson plans, workshop agendas, CV templates, rubrics, attendance logs, resource guides.
- **Mediators:** Pre-session briefs, daily reports, bilingual glossaries, translation-gap forms.
- **Learners:** Country fact sheets, glossaries, role-play cards, CV templates, welcome email, certificates.
- **Administrators/Partners:** Surveys, support ticket templates, data privacy consent text, QA tools.

Where They Can Be Used

- **In workshops:** Lesson plans, role-play cards, glossaries, fact sheets, rubrics.
- **During mediation:** Pre-session briefs, daily reports, translation-gap forms.
- **For monitoring and evaluation:** Attendance logs, surveys, QA rubrics, resource guides.
- **For learner onboarding:** Welcome email, country fact sheet, glossary, certificate template.

How to use annexes: Copy templates into Word or your LMS, replace bracketed placeholders with local details, and maintain version control for translations and local adaptations.

Included templates (editable):

- A.1. Trainer lesson plan.
- A.2. One-day workshop agenda.
- A.3. Country fact sheet template.
- A.4. Bilingual glossary template.
- A.5 Role Play Card Pack.
- A.6. CV Template.
- A.7. CV Review Rubric.
- A.8. Final Test Blueprint and Sample Quiz Bank.
- A.9. Mediator Pre Session Brief.
- A.10. Mediator Daily Report.
- A.11. Translation Gap Reporting Form.
- A.12. Resource Guide Template.
- A.13. Attendance Log.
- A.14. Learner Welcome Email Template.
- A.15 Support Ticket Template.
- A.16 Data Privacy & Consent Text.

Quality assurance and continuous improvement: Hold quarterly reviews to update content, fix translation issues, and share best practices. Use anonymized learner feedback and mediator reports to prioritize improvements.

Sustainability and ethics: Prioritize virtual sessions to reduce travel, use digital materials where possible, choose local seasonal refreshments for in-person events, and ensure data privacy and informed consent for all learners.

ANNEXES

A.1 Trainer 45-Minute Lesson Plan (Ready-to-Paste)

A ready-made template for structuring short lessons with warm-ups, activities, and assessments.

Module: [Module X]

Lesson title: [Short descriptive title]

Learning objective (SMART): By the end of this lesson learners will be able to [action verb + specific outcome] (e.g., *describe three workplace safety rules and demonstrate correct PPE use*).

Learner level: [Beginner / Intermediate / Advanced]

Duration: 45 minutes

Materials: [Video link; handouts; projector; role cards; whiteboard; markers; printed glossary]

Accessibility notes: [Interpreter required; large print; wheelchair access]

Session outline

- **Warm-up (5 minutes)**
 - Activity: [e.g., quick poll, name + one expectation]
 - Purpose: Activate prior knowledge and set tone.
- **Input (10 minutes)**
 - Activity: [Short video / trainer explanation]
 - Key points to present: 1. [Point 1] 2. [Point 2] 3. [Point 3]
- **Main activity (20 minutes)**
 - Type: [Role-play / Case study / Group task]
 - Instructions: Step 1 — [clear step]; Step 2 — [clear step]; Step 3 — [clear step].
 - Grouping: [Pairs / Triads / Small groups of 4]
 - Materials for learners: [role cards; worksheet; checklist]
- **Plenary and reflection (5 minutes)**
 - Activity: Each group shares one key learning and one question.
 - Prompts: “What worked well?”; “What would you do differently?”
- **Assessment / Exit ticket (5 minutes)**
 - Task: [Mini-quiz / One-sentence summary / Action plan]
 - Success criteria: [e.g., 3/4 correct on mini-quiz; clear one-sentence summary that includes X]

Trainer notes & differentiation

- Pre-teach vocabulary: [list 5 words].
- Adaptations: [simplify instructions; provide sentence starters; extra time].

- Follow-up homework: [e.g., practice vocabulary with AI Tutor; bring a local example to next session].

A.2 One-Day Workshop Agenda

A full-day schedule outline for trainers, including simulations, quizzes, and reflection sessions.

Workshop title: TOMAS 2.0 — [Module X] Workshop

Date: [Date]

Venue: [Location and address]

Trainer: [Name, contact]

Mediator: [Name, contact]

Number of participants: [N]

Materials: projector; laptop; printed handouts; role cards; name tags; refreshments (local, seasonal)

Agenda

- **09:00–09:30** — Registration, welcome, and icebreaker (name + one expectation)
- **09:30–10:15** — Course introduction and Module overview; watch module video (3–6 min)
- **10:15–11:00** — Vocabulary pre-teach and guided discussion (glossary handout)
- **11:00–11:15** — Break
- **11:15–12:30** — Practical simulation / role-plays in small groups (rotate roles)
- **12:30–13:30** — Lunch (local, seasonal)
- **13:30–14:30** — Skills stations (station A: contract reading; station B: CV clinic; station C: safety demo)
- **14:30–15:00** — Quiz and formative assessment; peer feedback
- **15:00–15:30** — Reflection, action planning, and awarding micro-badges / certificates
- **15:30–16:00** — Admin wrap-up, feedback form completion, next steps

Logistics & accessibility

- Arrival instructions: [transport options, nearest bus stop]
- Accessibility: [ramp, accessible toilet, interpreter on request]
- Emergency contact: [phone]

A.3 Country Fact Sheet Template (Ready-to-Paste)

Summarizes national agri-food context: products, job roles, hazards, and workplace norms.

Country: [Country name]

Flag: [Insert image or description]

Capital: [City]

Population (approx.): [Number]

Official language(s): [List]

EU accession date: [Date or “Not an EU member”]

National day: [Date]

Brief geography: [One short paragraph: region, climate, main agricultural zones]

Main agri-food products / commodities: [List top 5]

Typical agri-food job roles: [e.g., seasonal picker; packer; machine operator; farmhand]

Seasonality (peak months): [e.g., May–September]

Workplace norms to note (3 bullets):

- [e.g., punctuality expectations]
- [e.g., hierarchy and communication style]
- [e.g., dress and PPE norms]

Key cultural milestones (short timeline):

- [Year] — [Event]
- [Year] — [Event]

Local labour context for agri-food (short):

- Minimum wage / typical pay arrangements: [brief note]
- Common contract types: [e.g., seasonal, fixed-term, agency]
- Health & safety priorities: [brief list]

Local support contacts (fill in):

- Employment service: [Name, phone, email, website]
- Migrant support NGO: [Name, phone, email]
- Labour inspectorate: [Name, phone, email]
- Language provider: [Name, phone, email]

Trainer notes: Use this sheet to localize examples and prepare role-plays; print one per learner if internet access is limited.

A.4 Bilingual Glossary Template (Ready-to-Paste)

Provides key terms in English, host language, and learner language with definitions and examples.

Module: [Module X] — **Bilingual glossary:** [Host language] / [Learner language]

Term (EN)	Term ([Host language])	Term ([Learner language])	Simple definition (EN)	Example sentence (EN)	Pronunciation note / Audio file link
[Term 1]	[Host term]	[Learner term]	[One-line plain definition]	[Short example]	[link or phonetic]
[Term 2]	[Host term]	[Learner term]	[Definition]	[Example]	[link/phonetic]
[Term 3]	[Host term]	[Learner term]	[Definition]	[Example]	[link/phonetic]

Usage instructions: Print as double-sided handout; include audio files where possible; mediators should review translations for cultural appropriateness.

A.5 Role-Play Card Pack (8 Cards) — Template

Scenario cards for practicing workplace communication, safety, and rights through role-plays.

Role-Play Card — Scenario [A]

Title: Reporting a hazard on the packing line

Context: You notice a wet floor near the packing line that could cause slips.

Role A (Worker): Explain the hazard to your supervisor and propose a temporary fix.

Objectives: use safety vocabulary; be clear and polite.

Role B (Supervisor): Respond, decide immediate action, and assign follow-up. Objectives: show clear instructions and confirm understanding.

Time: 8 minutes role-play; 5 minutes feedback.

Key phrases to practice: “There is a spill”; “Can we cordon this area?”; “I will report it to maintenance.”

Success criteria: Worker reports hazard clearly; supervisor gives clear next steps.

Role-Play Card — Scenario [B]

Title: Requesting time off for a family matter

Context: You need two days off next week.

Role A (Worker): Explain reason briefly and propose a cover plan.

Role B (Manager): Consider request and respond with options.

Time: 8 + 5 minutes.

Key phrases: “I need two days off”; “I can arrange a colleague to cover.”

Success criteria: Clear request and agreed plan.

Role-Play Card — Scenario [C]

Title: Asking for clarification on a contract clause

Context: You don’t understand the probation clause.

Role A (Worker): Ask specific questions about probation and notice period.

Role B (HR): Explain clause in simple language and provide next steps.

Time: 8 + 5 minutes.

Key phrases: “What does probation mean?”; “How long is the notice period?”

Success criteria: Worker leaves with clear understanding.

Role-Play Card — Scenario [D]

Title: Shift handover communication

Context: Passing on critical information to the next shift.

Role A (Outgoing worker): Summarize key tasks and any incidents.

Role B (Incoming worker): Ask clarifying questions and confirm tasks.

Time: 6 + 4 minutes.

Key phrases: “Completed tasks”; “Outstanding issues”; “I will follow up.”

Success criteria: Clear, concise handover.

Role-Play Card — Scenario [E]

Title: Reporting discrimination to a mediator

Context: You experienced discriminatory language from a colleague.

Role A (Worker): Describe incident and request support.

Role B (Mediator): Listen, validate, and explain reporting options.

Time: 8 + 5 minutes.

Key phrases: “I felt offended when...”; “What can we do?”

Success criteria: Worker feels heard; mediator outlines next steps.

Role-Play Card — Scenario [F]**Title:** Asking for PPE and safety training**Context:** New task requires PPE you haven't used before.**Role A (Worker):** Request PPE and training.**Role B (Supervisor):** Provide instructions and schedule training.**Time:** 8 + 5 minutes.**Key phrases:** "I need training on..."; "When can we schedule?"**Success criteria:** Training scheduled; PPE provided.**Role-Play Card — Scenario [G]****Title:** Negotiating a short shift change**Context:** You need to swap shifts due to family reasons.**Role A (Worker):** Propose swap and offer cover.**Role B (Colleague/Manager):** Evaluate and agree or propose alternatives.**Time:** 8 + 5 minutes.**Key phrases:** "Can I swap my shift?"; "I can cover on Friday."**Success criteria:** Clear agreement or alternative plan.**Role-Play Card — Scenario [H]****Title:** Giving feedback to a colleague about safety practice**Context:** A colleague repeatedly ignores PPE rules.**Role A (Worker):** Give constructive feedback using "I" statements.**Role B (Colleague):** Receive feedback and respond.**Time:** 8 + 5 minutes.**Key phrases:** "I noticed..."; "I'm concerned because..."**Success criteria:** Feedback delivered respectfully; colleague commits to change.

A.6 CV Template

Editable CV formats tailored to agri-food jobs, suitable for both beginners and experienced learners.

[Full name]**Contact details:** Phone: [] | Email: [] | Address: [optional] | Nationality: []**Professional summary (2–3 lines):** [Brief statement of experience and job objective tailored to agri-food roles]**Work experience**

- **Job title** — Employer name, Location — [Month Year] to [Month Year]

- Key responsibilities: • [bullet] • [bullet]
- Achievements: • [bullet]
- **Job title** — Employer name, Location — [Month Year] to [Month Year]
 - Key responsibilities: • [bullet] • [bullet]

Education & training

- **Qualification** — Institution — [Year]
- **Relevant training / certificates:** [e.g., food safety, forklift, first aid]

Skills

- Technical: [e.g., harvesting, packing, machine operation]
- Digital: [e.g., basic MS Office, job portal use]
- Languages: [Language — level (A1–C2)]
- Soft skills: [teamwork, punctuality, communication]

References

Available on request.

Notes for trainers: Provide a local CV example adapted to employer expectations (concise, reverse chronological, contact details first).

A.7 CV Review Rubric

A scoring guide for trainers to give structured feedback on learner CVs.

Scoring scale: 4 = Excellent; 3 = Good; 2 = Developing; 1 = Needs improvement

- **Contact details complete and professional:** 4 / 3 / 2 / 1
- **Professional summary relevant and concise:** 4 / 3 / 2 / 1
- **Work experience clearly described and relevant:** 4 / 3 / 2 / 1
- **Education and training listed:** 4 / 3 / 2 / 1
- **Skills tailored to agri-food roles:** 4 / 3 / 2 / 1
- **Language levels indicated:** 4 / 3 / 2 / 1
- **Formatting and readability:** 4 / 3 / 2 / 1

Total score: [/28]

Feedback (trainer): [Strengths; Areas to improve; Suggested edits]

A.8 Final Test Blueprint and Sample Quiz Bank

Outlines the structure of the final assessment and provides sample questions.

Final test blueprint

- **Format:** 30 multiple-choice questions + 5 scenario short answers.
- **Coverage:** Module 1 (10 MCQs), Module 2 (10 MCQs), Module 3 (10 MCQs), Scenario tasks (5).
- **Passing threshold:** 70% overall (or platform default).
- **Time allowed:** 60 minutes.
- **Retake policy:** One retake for the final test; highest score counts toward certificate.

Sample multiple-choice questions (with answers and rationale)

Sample scenario short answer (Module 2)

Scenario: You receive a written contract in a language you do not fully understand. What three steps should you take?

Model answer: 1) Ask for a translation or explanation from HR/mediator; 2) Identify start date, pay, and working hours; 3) Seek legal advice if clauses are unclear.

A.9 Mediator Pre-Session Brief

Checklist for mediators to prepare cultural notes, learner profiles, and accessibility needs.

Session date: [Date]

Module / Topic: [Module X / Subtopic]

Trainer: [Name]

Learner group profile: Number: [N]; Languages: [List]; Literacy levels: [Low/Medium/High];

Prior experience: [brief]

Cultural notes: [Key cultural norms, taboos, or sensitivities]

Potential sensitive topics: [List]

Suggested neutral examples: [List]

Interpreter needs: [Yes/No; language pairs; simultaneous or consecutive]

Accessibility needs: [List]

Actions recommended for trainer: [e.g., slow pace, visual aids, printed glossary]

Materials to prepare: [Bilingual glossary; translated role cards; printed transcripts]

Contact for follow-up: [Mediator name, phone, email]

A.10 Mediator Daily Report

Template for mediators to log session details, translation gaps, and learner wellbeing.

Date: [Date]

Session / Module: [Module X]

Trainer: [Name]

Number of learners present: [N]

Languages used: [List]

Key comprehension issues observed:

- [Bullet 1]
- [Bullet 2]

Translation gaps reported (module/page/phrase):

- [Module X / Page Y / Phrase] — [Issue description]

Learner wellbeing concerns: [Yes/No; brief description if yes]

Actions taken during session: [Interpretation; one-to-one support; referral]

Recommendations for next session: [Short bullets]

Submitted by: [Name; role; contact]

A.11 Translation-Gap Reporting Form

A simple form for mediators and trainers to log any missing, unclear, or inaccurate translations during sessions. It ensures that language barriers are documented and corrected quickly.

Submitted by: [Name; role]

Date: [Date]

Module / Page / Section: [Module X / Page Y]

Original phrase (exact): “[quote]”

Problem type: [Missing / Incorrect / Unclear / Inconsistent]

Suggested correction (if known): [Text]

Language: [Target language]

Priority: [Low / Medium / High]

Context / Notes: [Why this is problematic; suggested alternative examples]

Action requested: [Update transcript / Update video subtitle / Review translation]

Follow-up contact: [Name; email]

A.12 Resource Guide Template

A structured template for trainers and mediators to compile local resources that support learners outside the classroom.

TOMAS 2.0 — Local Resource Guide (Country: [])

Employment services

- [Name] — Phone: [] — Email: [] — Website: [] — Services: [e.g., job matching, CV help]

Migrant support organisations

- [Name] — Phone: [] — Email: [] — Services: [legal aid, counselling]

Labour inspectorate / unions

- [Name] — Phone: [] — Email: [] — Notes: [how to report issues]

Language learning providers

- [Name] — Phone: [] — Email: [] — Courses: [free/paid; levels]

Health & safety contacts

- [Local clinic / emergency number] — Phone: [] — Notes: [workplace injury reporting]

Seasonal work registries / agri-food agencies

- [Name] — Phone: [] — Email: [] — Notes: [seasonal hiring windows]

Online portals

- EU portal: EURES — <https://ec.europa.eu/eures/>
- National job board: [Name and URL]
- Local community groups: [links]

How to use this guide: Trainers should print and distribute; mediators should review and update quarterly.

A.13 Attendance Log

A simple table for trainers and administrators to record learner participation in workshops and sessions. Includes fields for date, learner name, session type, and signature.

Date	Session / Module	Learner ID	Learner name	Present (Y/N)	Arrival time	Notes
[Date]	[Module X]	[ID001]	[Name]	Y	[09:05]	[e.g., late]
[Date]	[Module X]	[ID002]	[Name]	N	—	[reason if known]

A.14 Learner Welcome Email Template

A pre-written email for trainers or administrators to send to new learners. It includes a warm welcome, login instructions, study tips, and contact details for support.

Purpose: Provides learners with clear on-boarding guidance and sets a positive tone for their training journey.

Subject: Welcome to TOMAS 2.0 — Getting started

Body:

Hello [Learner Name],

Welcome to TOMAS 2.0. To get started please follow these steps:

1. Register at <https://tomas.rezosbrands.com/> and verify your email.
2. Complete your profile and set your preferred language.
3. Watch the course introduction video under the **Introduction** section.

4. Schedule 30–45 minutes per module; join the local workshop on **[Date]** if you can.

If you need help, contact your mediator **[Name, phone/email]** or use the Support button on the platform. We recommend starting with Module 1: Intercultural Integration.

Best regards,
[Trainer name] — TOMAS 2.0

A.15 Support Ticket Template

A standardized form for learners, trainers, or mediators to report technical issues or content problems. Fields include issue description, screenshots, urgency level, and contact details.

Submitted by: [Name; role]

Date: [Date]

Platform username / Learner ID: [ID]

Issue type: [Login / Video / Quiz / Certificate / Translation / Other]

Description (steps to reproduce): [Detailed description; include screenshots if possible]

Urgency: [Low / Medium / High]

Preferred contact method: [Email / Phone]

Assigned to: [Support staff name]

Resolution notes (to be filled by support): [Date resolved; actions taken]

A.16 Data Privacy & Consent Text

A standardized text block for administrators and trainers to share with learners during registration. It explains how personal data (name, email, progress records, survey responses) will be collected, stored, and used within the TOMAS 2.0 program. It also includes a consent statement learners must agree to before participating.

Data use statement (short):

By registering for TOMAS 2.0 you consent to the collection and processing of your personal data for course delivery, monitoring, and reporting to project partners. Personal data will be handled in accordance with applicable data protection laws and partner privacy policies. For questions about data use, contact **[Data Protection Officer / Partner contact: name, email]**.

A.19 Role-Play Assessment Rubric (Ready-to-Paste)

A scoring guide for trainers to evaluate learner performance in roleplay activities. Criteria include clarity of communication, use of workplace vocabulary, teamwork, and application of safety or rights knowledge.

Criteria — 4 Excellent; 3 Good; 2 Developing; 1 Beginning

- **Understanding of task:** 4 / 3 / 2 / 1
- **Use of key vocabulary:** 4 / 3 / 2 / 1
- **Clarity of communication:** 4 / 3 / 2 / 1
- **Appropriate workplace behaviour:** 4 / 3 / 2 / 1
- **Problem solving / initiative:** 4 / 3 / 2 / 1

Overall comments: [Trainer feedback]

Recommended next steps: [e.g., repeat role-play; vocabulary practice]

Final notes on using these templates

- **How to paste into Word:** Copy the block you need and paste into a new Word document. Replace bracketed placeholders with local details.
- **Version control:** Save a master copy and create localized versions for each language or partner.
- **Distribution:** Share editable templates with mediators and trainers before sessions so they can prepare localized materials.