

E4

Employment 4 Inclusion

This project (2019-1-ES01-KA204-065510) has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partner organisations:



Find us here:

www.employment4inclusion.eu

 @employment4inclusion31

 @employment4inclusion

COUNSELLING ZONE 2: TRAINING

Learning Objectives in this Counselling zone

To promote skills, competences and knowledge of professionals dealing with MNAR through training activities

Relevant and target group of the specific Counselling zone

As seen in the introductory module, this project relevant for the following professionals:

- Educators
- Human resource professionals
- Job councillors
- Language teachers
- Legal councillors
- Pedagogues
- Project workers
- Psychologists
- Social workers
- Trainers
- Volunteers working with labour inclusions
- Volunteers working with social inclusions
- And other professionals working with labour- and social inclusion of MNAR

It is however especially relevant for the following professionals, who will be able to use the tools directly in their everyday work.

- Educators
- Job Councillors
- Project workers
- Social workers
- Trainers
- Volunteers working with labour inclusion

Length and effort	
	Time (hours and minutes)
The reading material	1 hour 30 minutes
The exercises	1 hour 00 minutes
The video/audio material	0 hours 05 minutes
The self assessment	0 hours 10 minutes
The MOOC in total	2 hours 45 minutes

Index of the chapters in this counselling zone

Introduction

Chapter 1: Who and why training?

1. Who to train?
2. Model 1: can will
3. Now it's your turn: Who are ready for training?
4. Why is training important?

Chapter 2: What to train

1. The ABC job plan
2. Exercise 2: Making your own ABC job plan before making one for others
3. Identifying which skills to train
4. Exercise 3: Spot the skills

Chapter 3: Where and how to train

1. Creating and utilizing practical training environments outside the workplace
2. Creating and utilizing practical training environments at the workplace
3. Selecting key employability skills in collaboration with companies

Self-assessment test

1. Questions
2. Answers

INTRODUCTION

Before starting the training of an MNAR, it is important to be sure that the initiative to start training, fits with the demands of the MNAR. Therefore, you will start with an introduction to the can/will model, in which you will train your ability to locate the relevant initiative. In this part, you will also be introduced to your first reflection exercise.

After assessing which groups of MNARs will benefit from training, we will move on to chapter 2, where we introduce and discuss what skills and competences to train.

In the third chapter, the various training environments are discussed.

In the fourth chapter of this MOOC, you will be introduced to a range of tools and methods on how to train MNARS.

Finally, this MOOC will sum up the main points from each chapter, and there will be a test, in which you can check if you have successfully understood the main points.

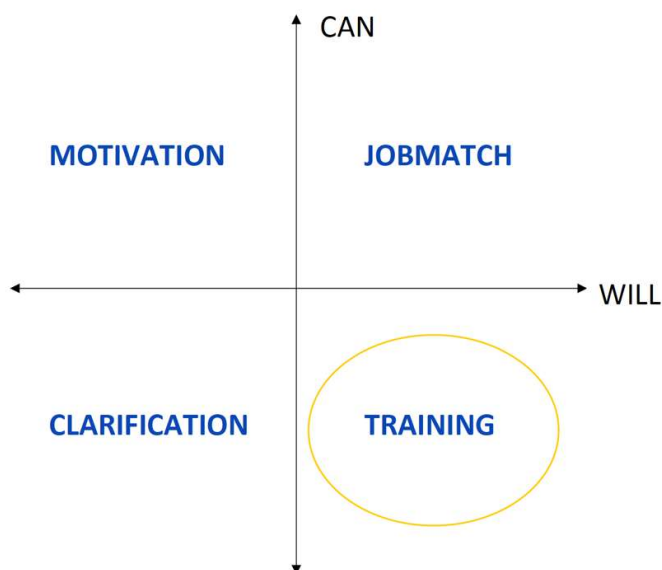
CHAPTER 1: WHO AND WHY TO TRAIN?

In the following chapter, you will be introduced to the main advantages MNARs will have from training before entering the job market, and also how to identify what groups of MNARs that will mostly benefit from training.

1. WHO TO TRAIN

Before creating the actual training program for an MNAR, it's important to figure out who will benefit from training. This can be done by locating the barrier, that is keeping the MNAR from being a part of the active working force. For this, we use the Can & Will graph. The graph is used to locate what initiative will benefit the MNAR most on their way to employment. On the vertical axis, we have “can” which is the unit that implies whether the MNAR in question has the necessary skills for the job. On the horizontal axis is “will”, which is the unit that describes whether the MNAR has the motivation necessary for employment. This leaves us with 4 different situations that have 4 different solutions.

2. MODEL 1: CAN/WILL



If the MNAR is low on motivation, and therefore in the low end of the “will” axis, but has the necessary skill set, they need an initiative that works with motivation. If the MNAR also does not have the skills necessary, a further clarification of their situation is needed. If the MNAR is motivated, and scores high on the “will” axis, as well as on the “can” axis, they are ready for job matching. The fourth situation is the one we focus on, in this module. The situation where the MNAR scores high on the motivational axis “will”, but low on the skill axis “can”, are the main target group for training, and therefore the target group of this counselling zone. If you are further interested in the groups of MNARs that are ready for employment and jobmatch, you will learn more about initiatives relevant for this group under the counselling zone 3. *Employment*.

3. NOW IT'S YOUR TURN: WHO IS READY FOR TRAINING

In the following exercise, you will be presented to four MNARs in four different situations. They are all examples that need different initiatives. Your job is to reflect upon which of the MNARs are ready for, and will benefit from a training program. We recommend that you draw the can/will model yourself, and place the four MNARs in the model. The examples have been picked so that one MNAR will fit into each of the four categories (*Motivation, Jobmatch, Clarification* and *Training*).

Semwit

Semwit is a 24-year-old female MNAR from Eritrea. She is alone with her daughter and has been helping her brother out in the family shop before fleeing to Europe. Semwit is very motivated for getting a job and is focusing on cleaning, housekeeping, cooking and kitchen work or in a supermarket. Unfortunately, her language skills are a challenge and her formal experience limited, but she has a positive attitude and is willing to put in the work.

Mahmoud

Mahmoud is a 58 year old male from Afghanistan. He is living with his wife and three teenage children. Mahmoud has had a lot of different unskilled jobs during his life in Afghanistan but is struggling with back severe back pains and anxiety after his and his family's flight. Mahmoud would like to be able to support his family, but his health is making him doubt that he is able to get and obtain one at the moment.

Sarah

Sarah is a 29 years old female from Syria. She is living with her husband and two children of 5 and 8 years. Sarah has a highschool diploma but never had a formal job. She was married right after graduating and has been taking care of children and the family home since then. Sarah only wants to work between 10 am. and 3 pm. and is very specific when it comes to potential job positions, focusing on women fashion stores or beauty parlors, preferable within working distance of her home.

Ahmad

Ahmad is a 34 year old male from Syria. He lives with his pregnant wife and son of 6 year. Hayan has been working within both Syria and Egypt, where the family lived for 3 years, and has had a four year position as a middle manager at a large Nestle warehouse. He speaks a little english, has a drivers license and truck certificate from the local VET school and is open working both evening and night.

4. WHY IS TRAINING IMPORTANT?

As exemplified in the exercise above, it's important to specify the initiative that will move MNAR from the *training* zone to the *jobmatch* zone. Training is a necessary tool when the MNAR has to be recategorized from the "will but can't" section of the model above, to the "can and will" section. The model is in that way dynamic, and it is different from the various countries and industries in how much training is required before the MNAR will have reached the skill levels required to qualify for employment. In times and industries with low

unemployment, training can be less important, before applying for a job, since the employer will have a larger demand for workforce and is therefore more likely to accept a “learning by doing” approach, in order to occupy a vacant position.

However, in times and industries where unemployability rates are high, training can be a valuable tool to set the MNAR apart from other candidates, and make sure that they have the skills and competences required in the chosen position.

Thus far, we have talked about training as a collective initiative. In the following chapters, the various types of skills that are possible to train, as well as the different training environments will be further discussed.

CHAPTER 2: WHAT TO TRAIN

When initiating training activities for MNARs there are three different aspects to take into account:

- The needs of the local (and regional) labour market
- The existing skills and experiences of the individual MNAR
- The wishes and dreams of the individual MNAR.

To ensure successful and especially efficient training activities that lead employment for the individual MNAR, it is important to make sure that these aspects are balanced.

To ensure this balance it is essential that the MNAR understands the needs and expectations of companies with in different industries, both when it comes to the specific needs for skills with in different types of positions and occupations as well as the general and local need for workforce within different industries, e.g. if the job opportunities within the different industry are poor, average or good. This can be done in different ways, e.g. by pulling data for national or collecting information regional databases on the recruitment situation within specific industries or the job turn over for specific job types or positions. *Arbejdsmarkedsbalance.dk* (described under the *Good Practices*) is a Danish example for such a database, but similar databases might be available in other EU member states.

It is also important to make sure that the MNAR chooses an industry as well as type of occupation on an informed basis. When the MNAR has this information he/she can more easily balance his/her hopes and dreams against the reality of the local labour market.

Some MNARS have very specific hopes and dreams when it comes to their first job in the host country. Some have taken formal education and have had a career and a strong professional identity in their home country, some have had different job from day to day primarily focusing on earning a living while others have been living their life as a “stay at home” parent. Hopes, dreams and expectations are therefore very different from MNAR to MNAR and the first assignment of professionals working with training activities are therefore to make sure that the individual MNAR becomes realistic about his/her opportunities in the host country, whether or not the ambition is to resume a previous career, finishing a prior started education, getting a steady job to support one's family or trying you hand with a formal job for the first time.

For the group of MNARs who wish to get their former education valorized or to take a formal education in their new host country, an introduction to the formal educational system will also be relevant at this point.

Depending on the extent of the financial help MNARs can get in the host country, taking an education might be a long-term goal, and something focusing on finding a place to live and getting a steady income is what should be the first goal. Professionals can support the reflections and decision making of MNARs by using the *ABC job plan* as described below.

1. THE ABC JOBPLAN

A crucial part of supporting a job-focused conversation with MNARS is making sure that companies' demand for labour is introduced and highlighted as a key factor when making a plan to secure the individual MNAR a first job in their new host country.

Unemployed MNARS looking for only their dream job, regardless of whether that job is realistic to get at the current moment, is heading straight for failure and extended unemployment.

Therefore, at the very first conversation we recommend you to introduce the ABC job plan, which helps the unemployed MANR to apply for more, wider and more realistic jobs. The tool extends the job search strategy from one to three plans:

Plan A: The dream job

From the start, all unemployed persons will focus on applying for the dream job - i.e. the job that matches the unemployed wishes, dreams and skills. If the job matches the demands of the labour market demand, and the chances of getting this job are good, this plan and job focus should remain first priority.

Plan B: The good and acceptable job

If the unemployed MNAR does not succeed in finding and obtaining his or her dream job, the focus should be on plan B, find a good and acceptable job. This type of job might not be what the MNAR was dreaming about, but a job the MNAR can see themselves in, has the skills to contest and which is in demand at the local or regional labour market.

Plan C: Making a living

If plan A and B fail, for a period of time the only prospect might be Plan C: Finding a job that the unemployed does not want, but which nevertheless helps provide for the MNAR and his or her family. This job might be tough, but be a stepping stone for a plan A or B job later on.

Based on the ABC job plan, during the course of the conversation you should motivate the individual MNAR to expand their perception of what a good job is, so that job search can be adjusted strategically over time.

For example, try to get the MNAR to pinpoint what can provide job satisfaction, and on that basis help the MNAR to spot otherwise overlooked or unknown jobs apply or train for.

The ABC job plan should be your companion during the course of conversations with the individual MNAR. The ABC job plan can also be used to support the motivation of MNARs for participating in training activities focusing on building or improving relevant skills for plan A or plan B jobs. The plan will thus also be a tool for you to ensure progression in the contact process.

 **2. NOW IT'S YOUR TURN: MAKING YOUR OWN ABC JOB PLAN BEFORE MAKING ONE FOR OTHERS**

Before using the ABC job plan with MNARs try to make your own. Imagine you lost your current job, and had to make a job strategy. List one or more dream jobs (plan A), good and acceptable jobs (plan B) and jobs you would take to make a living, paying your rent and being able to put food on the table for you and your family.

After you have done this, try to do it together with one or more MNARs, taking their wishes, skills and the demand of the local labour market into consideration. Try to incorporate time frames in the plan. For how long can the individual MNAR search or train for the dream job before starting to focus on plan B jobs. And how long before a plan C job should be the here and now focus? This depends on the economic situation of the

MNAR, the possibility of participating in training activities, whether or not the MNAR has a family to take care of etc.

3. IDENTIFYING WHICH SKILLS TO TRAIN

Before starting the training activities it is important to identify which skills to train. After categorising the MNAR in the *training zones* in the *can/will model*, you know there is a need for training. You might also have introduced the ABC job plan making the MNAR choose one or more job positions that would be relevant to train for but have not yet identified the specific skills that need training before the MNAR is eligible for a job. The focus can be on either:

- Hard skills,
- Soft skills or
- A combination of both

When deciding we revisit the two initial aspect presented in this chapter, which is:

- The needs of the labour market
- The existing skills and experiences, wishes and dreams of the individual MNAR.

A rule of thumb is, that if the MNAR has a fair amount of experience with being at a workplace but not from a specific industry or job position the main focus should be on hard skills. If the MNAR. If the MNAR has been working within the specific industry and maybe even in a similar job position the main focus should be on the training of soft skills. And if the MNAR has very limited or no former work experience the mail focus should be on both types of skills, with an initial emphasis on soft skills (motivation, self confidence etc.)

4. NOW IT'S YOUR TURN: SPOT THE SKILL

This video has been created for BC Hospitality group in Denmark, and is used as an introduction to the job as a housekeeper at their hotels.

<https://vimeo.com/318452620>.

With pen and paper, or in a blank document on your computer, write down all the skills that you notice in the video above. Which are hard skills such as cleaning tasks, and which behavioural and softer skills do you notice?

This sort of exercise can also be carried out with an MNAR. It's an important way to what is expected of the MNAR when applying for the specific job.

CHAPTER 3: WHERE AND HOW TO TRAIN

When you have identified that a person from the MNAR target group is in need of training, the next question that occurs is where and how to train?

First of all you have to determine where the training activities can and should take place, and thus which types of training environments the MNAR can utilize.

In this chapter we will be focusing on two different types of practical training environments:

1. Practical training environments outside the workplace
2. Practical training environments at the workplace

When initiating practical skill training activities we always recommend training at the workplace. This will allow you to engage a potential employer in the process mainly due to the company's own ability to assess what areas that need improvement, when the MNAR is already at the workplace. Training at the workplace is also a way to better align expectations between the MNAR and employer.

However, it is not always a possibility to train at a workplace. We often see that in times and industries with high unemployment rates, companies are less likely to engage in a training program at their place of business. In times and industries with low unemployment, companies are more likely to take in “trainees” in various forms. We will elaborate on this later in this chapter.

There are skills and competences that are easier to train outside the workplace than others. In the chapter above, we explored the different skills that MNARs can train, and when it is not possible to train the hard skills at the workplace, it might be worth looking into what softer skills can be trained outside of the workplace.

In some cases, the MNAR will benefit from a step by step training plan, where the first steps focus on assuring that some of the softer skills are well trained, before starting a training program within a workplace, where the harder skills are easier trained. In the next chapter, we will introduce the “Industry package”, which is an example from the Danish system, where a step by step guide proved very successful.

1. CREATING AND UTILIZING PRACTICAL TRAINING ENVIRONMENTS OUTSIDE THE WORKPLACE

If it is not possible to train within a workplace, it's important to focus on training skills that can be easily improved outside the workplace, such as, but not limited to:

- *Language training (Formal language classes, language mentors, language apps)*
- *Video introductions to specific industries, companies or job positions*
- *Mock job interviews*
- *introductions to local cultural customs and relevant transversal skills*

Language training activities will often be one of the first training and only training activities that almost all MNAR participates in to improve and learn the language of their new host country, especially if they do not speak one of the larger European languages. The lack of language skills are also one of the most prevalent barriers for entering the local job market in a new country. Even basic language skills in the language of the host country, will help support at more rapid labour market inclusion, and industry specific language training activities, if possible taught at the workplace, is in our minds, one of the most efficient tools in boosting key employability skills of the MNAR.

When creating a “mock” training environment outside the workplace, a line of creative video and audio material can be very helpful, to support the understanding of the industry in which the MNAR is interested in.

2. CREATING AND UTILIZING PRACTICAL TRAINING ENVIROMENTS AT THE WORKPLACE

If it is possible to initiate training activities at a workplace, this is, as mentioned above, preferred.

There are many ways of structuring on site training activities, e.g. in the form of:

- VET courses and modules (laboratories/practical workshops)
- Company visits
- One day trails
- Internships
- Salary subsidiary positions
- Trainee positions

3. SELECTING KEY EMPLOYABILITY SKILLS IN COLLABORATION WITH COMPANIES

When specifying specific skills needed for training we always recommend that you do this in collaboration with a company within the chosen industry. If the company is in need of labour now or within the near future, it is even better.

The company might already have a very specific list of skills needed to be eligible for the position the MNAR is training for, either described in job ads for the specific position, in internal checklists in the individual department or the like. If so, it would be obvious to use these for setting skills training goals. Some companies even have onboarding evaluations describing in detail what a new employee should learn within the first day, week, month a/or quarter of employment. If so use these.

If not, you can develop new industry/company/job specific qualification cards in collaboration with the company. The qualification (or skill) card is introduced shortly described in the *Good practices* section of the E4I learning Hub but a example on the qualification card for detail workers can also be found here:

<https://www.foreningen-nydansker.dk/home/dokumenter/branchepakker/193-qualificationcard/file>

4. DEVELOPING INDUSTRY OR COMPANY SPECIFIC QUALIFICATIONS CARDS

When developing the qualification cards it's overall important to remember to:

- Asking the right questions
- Focusing on entry level skills and tasks - What will it take to get a first job in the specific company/industry? Even if it's just a part time (or less) job?
- The industry is always right - so what is it that they say they need?

5. BALANCING EXPECTATIONS AND SETTING GOALS

We recommend that you make sure to have a conversation with the company offering the opportunity to train and the MNAR in training, to make sure that expectations are balanced and that everybody knows and understands the goals and how the training will be done.

6. THE IMPORTANCE OF ASSESING TRAINING GOALS

Throughout the training process, it's important that you always look ahead, and that the MNAR is on a clear path. In counselling zone 6, you can read more about the following up of training, as well as other initiatives.

SELF-ASSESSMENT TEST

QUESTIONS

Question 1: What defines the MNAR that are suited for training in terms of skill level and motivation? and why?

Question 2: What are some of the factors that come into play when deciding on an industry for the MNAR to train for?

Question 3: What is an indicator that an MNAR is ready for training hard skills instead of soft skills?

Question 4: What are some of the benefits from training at the workplace instead of outside the workplace?

ANSWERS

Answer 1: MNARs suited for training will typically be low on skills, but highly motivated. The high level of motivation is necessary to assure dedication throughout the training program.

See more in: *“Model 1: Can/will”*

Answer 2: Both the needs of the local (and regional) job market, as well as the skills and wishes of the MNAR is important,

See more in: *“Chapter 2: What to train”*

Answer 3: As a rule of thumb, if the MNAR has sufficient experience with being at a workplace, and is used to working regularly, they can focus on training hard and industry specific skills.

See more in: *“Identifying which skills to train”*

Answer 4: It enables a close corporation with a potential employer, which will allow the company in question to closely assess which skills need training.

See more in: *“Chapter 3: Where and how to train”*