



MODULE 2 WORK METHODOLOGY (2)

URCS Activation Points

*Support to protection, recovery
and restoring livelihoods*

Training Employment

2 November 2023

PROGRAMME

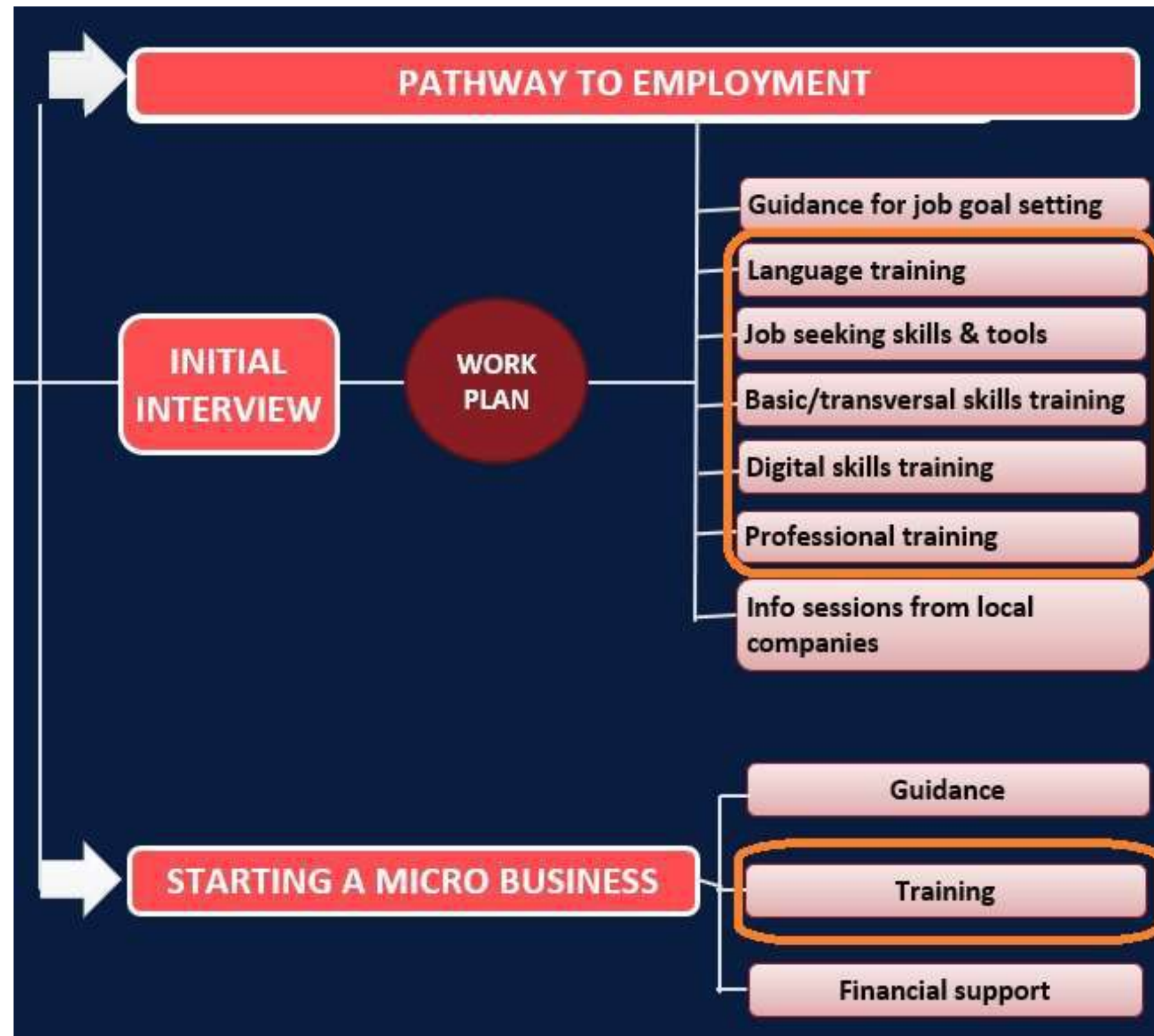
DAY 1. Tuesday 24 October	DAY 3. Tuesday 31 October	DAY 5. Tuesday 7 November
INTRODUCTION <ul style="list-style-type: none"> Expectations Training's goal and programme Introduction to Livelihoods Why an Employment intervention with vulnerable groups is needed Activation Points. Intervention proposals 	MODULE 2. Work methodology <ul style="list-style-type: none"> Fundamentals of the intervention Activities <ol style="list-style-type: none"> Information Labor orientation 	MODULE 3. Promoting an inclusive labour market <ul style="list-style-type: none"> Changing mindsets for the socioeconomic integration of vulnerable groups Collaboration with local companies Diversity on the workplace and Corporate Social Responsibility (CSR)
DAY 2. Wednesday 25 October	DAY 4. Thursday 2 November	DAY 6. Thursday 9 November
MODULE 1. Context of the intervention Adaptation of the project proposal to the region's needs and the local labour market	MODULE 2. Work methodology (cont.) <ul style="list-style-type: none"> Activities <ol style="list-style-type: none"> Professional/Skills training Micro business initiatives 	MODULE 4. Implementation tools <ul style="list-style-type: none"> Data recording Follow up of participants Monitoring and reporting tools Tool Kit



MODULE 1

Work methodology (2)

Work methodology | Professional/Skills Training



Goal:

It helps people to gain or reinforce **basic**, **transversal** and **professional** skills

Impact:

- Better position to access the labor market
- More chances of keeping and/or promoting in current job
- Motivates participants



SKILLS

Specific learned abilities that a person needs to **perform a given job well**

(e.g. handling accounts, welding, hairdressing)

hard skills

e.g. computer programming, foreign languages

“Transversal technical” and “Professional”

soft skills

e.g. self-organization, communication, flexibility

“Basic” and “Transversal” skills

COMPETENCIES

Person’s knowledge and behaviours that lead them to **be successful in a job**

(e.g. business processes, strategic planning)

core competencies

Core to a person and how he or she works

Added value of a person in comparison to other candidates



VET

Vocational Education and Training

- It ensures skills development in a wide range of occupational fields, through **school-based** and **work-based** learning.
- It facilitates the **school-to-work transition**.
- It is crucial in **developing the right skills for the labour market**
(for youth and for adults in need of up-skilling or re-skilling)

At an educational institution, as part of secondary or tertiary education, as part of initial training during employment
(e.g. an apprentice), or as a combination of formal education and workplace learning.

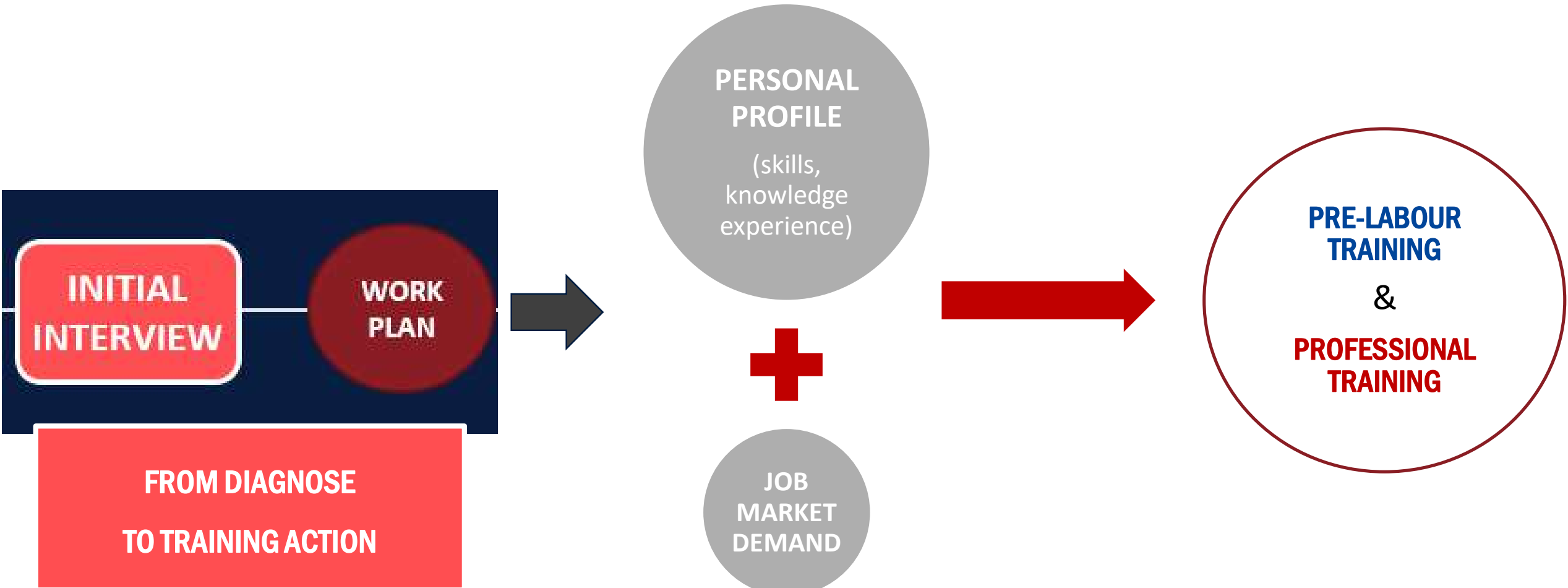


PRE-LABOUR TRAINING

Learning **basic** skills for the job market like communication or local language, work habits, **transversal** skills like client orientation and **transversal technical** skills like food handling, forklift, risk prevention, new technologies, etc.

PROFESSIONAL TRAINING

Learning a trade, retraining, adapting to the qualification requirements of the business fabric, business practice, etc.





BASIC SKILLS

- Self-confidence
- Self-control
- Communication
- Standards and tasks compliance
- Mathematical reasoning

TRANSVERSAL SKILLS

- Flexibility
- Interest in learning
- Technology orientation
- Relationship skills
- Team work
- Client orientation
- Quality of the work
- Frustration tolerance
- Initiative and decision making
- Self-organization
- Results orientation
- Analysis and problem solving
- Creativity and innovation
- People management
- Negotiation

TRANSVERSAL TECHNICAL SKILLS

- Food handling
- Driving license
- Forklift
- Foreign language
- First Aid
- Others...

PRE-LABOUR TRAINING



Kitchen assistant

Basic Skills

- Self-confidence
- Self-control
- Communication
- Compliance with rules and tasks

Professional Skills

Transversal skills

- Team work
- Working quality
- Self-organization
- Flexibility
- Interest in learning
- Customer orientation

Technical skills

- Food handling permit and certificate in occupational risk prevention
- Good computing knowledge/user level in internet tools
- Good knowledge of kitchen utilities and tools

A **job description** contains specific information regarding the main duties and responsibilities, and relevant education level and skills of an open position.

Work methodology | Professional/Skills Training



Basic skills		Low		Medium		High	
		1	2	3	4	5	6
Self-confidence	Believing in themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-control		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication	Comprehension (oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Expression (oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards and tasks compliance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Standard compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accepting hierarquy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Task compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Understand what **level of performance of each basic skill** is required to help participants in our Employment project access a job vacancy for a certain position

Work methodology | Professional/Skills Training



Transversal skills		Low		Medium		High	
		1	2	3	4	5	6
Working quality	Efficacy / Efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team work	Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Self-organization	Priorization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adapting to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interest in learning	Learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Customer orientation	Priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Success orientation	Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Understand what **level of performance of each transversal skill** is required to help participants in our Employment project access a job vacancy for a certain position

Work methodology | Professional/Skills Training



EXTERNAL

PROFESSION

- Hairdressing
- Cooking
- Agricultural worker
- Welding
- Web design
- Finance for micro business
- Development of business plan

TRANSVERSAL TECHNICAL SKILLS

- Food handling
- Driving license
- Forklift
- Foreign language
- Others...

INTERNAL

URCS TRAININGS

- First Aid
- MHPSS
- Home-based care
- Other URCS trainings

**PROFESSIONAL/VET
TRAINING**

3 modalities (for internal and external):

- ☐ Delivered at the Training Center
- ☐ Delivered at the Activation Point by Training Center (or professional expert)
- ☐ Individuals sent to pre-existing courses

Need of tender process



Emergency conditional cash assistance:

- ☐ Transport
- ☐ Childcare
- ☐ Enrolment in VET / Professional training not planned by the project

- A resource for Labor Counsellors to offer only when they consider that a participant needs this type of support for him/her to be able to complete the individual action plan. Justification of the selection of recipients
- Delivery against proof of payment



Activity 4.1. PLANNING AND ORGANIZING TRAINING ACTIVITIES

1. Based on the actions proposed for the two case studies assigned to your group, list in bullet points in a Word file the steps that the Activation Point should take to respond to all training needs (basic skills, transversal skills, technical and professional skills) of each one of the two persons.

DEADLINE: November 6th

Work methodology | Micro-business initiatives

Blablabla

