



MODULE 2 WORK METHODOLOGY (1 & 2)

Feedback to case
studies

URCS Activation Points

*Support to protection, recovery
and restoring livelihoods*

Training Employment

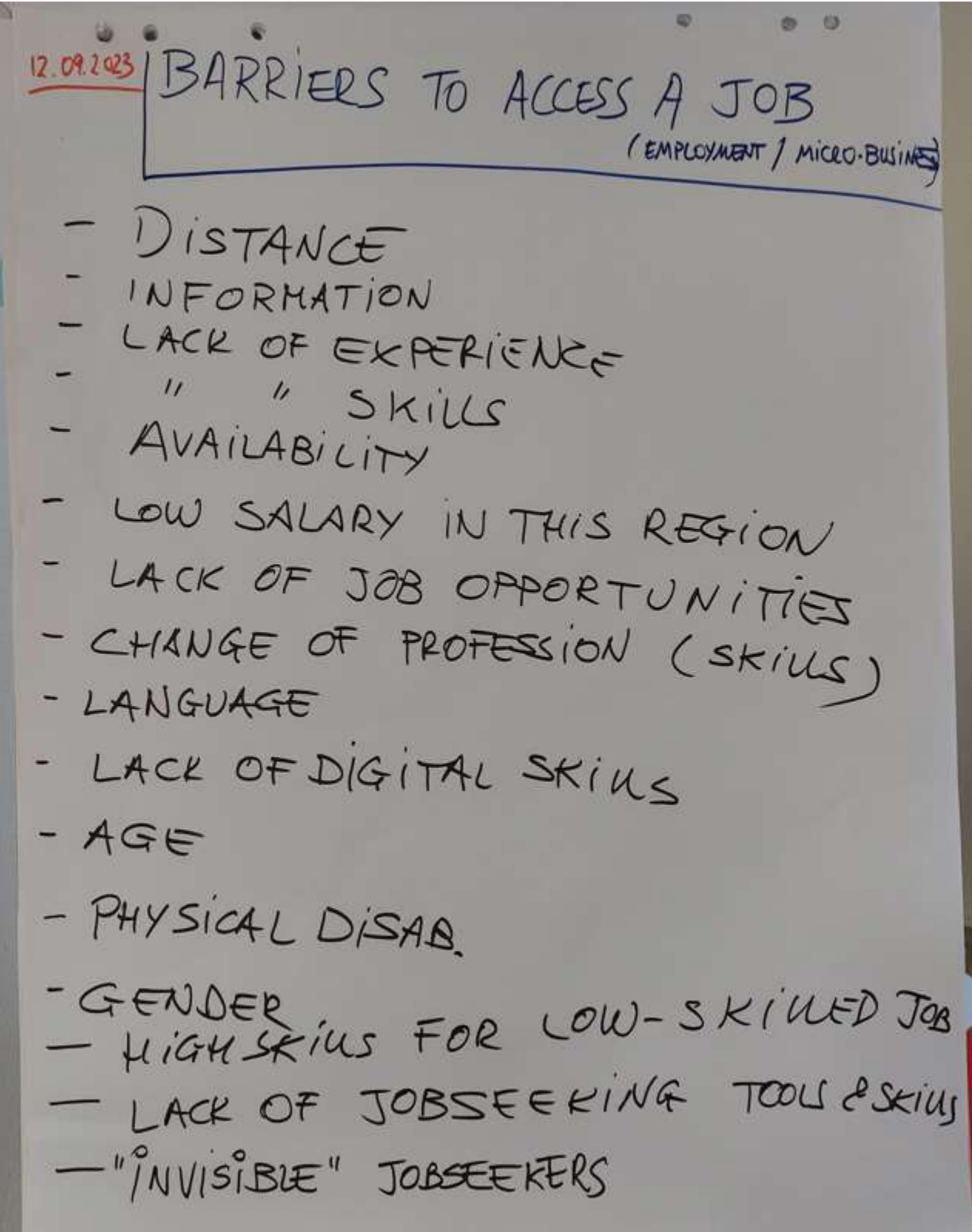
20 November 2023

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 <ul style="list-style-type: none"> 1. Information 2. 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 <ul style="list-style-type: none"> 3. Professional/Skills training 4. 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



BARRIERS TO ACCESS A JOB

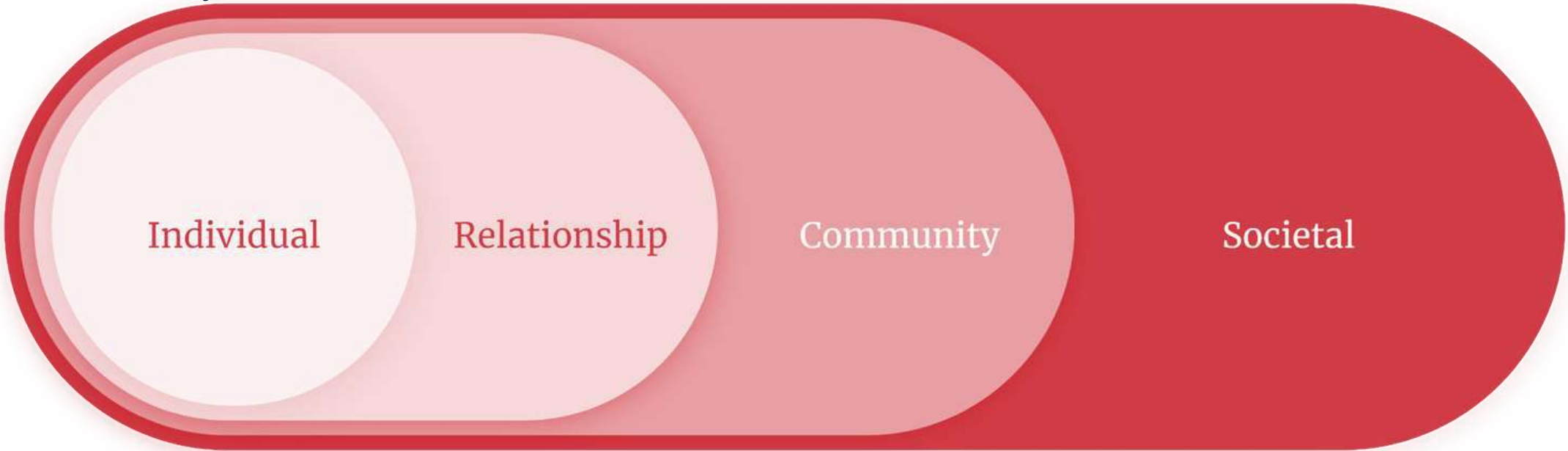


INDIVIDUAL

- Lack of experience
- Language
- Lack of digital skills
- Age
- Disability

COMMUNITY

- Distance
- Information
- Available services
- Support networks



RELATIONSHIP

- Availability
- Pressure from family/peers to enter (or not) the labour market

SOCIETY

- Low salary in the region
- 'Invisible' jobseekers
- Cultural norms



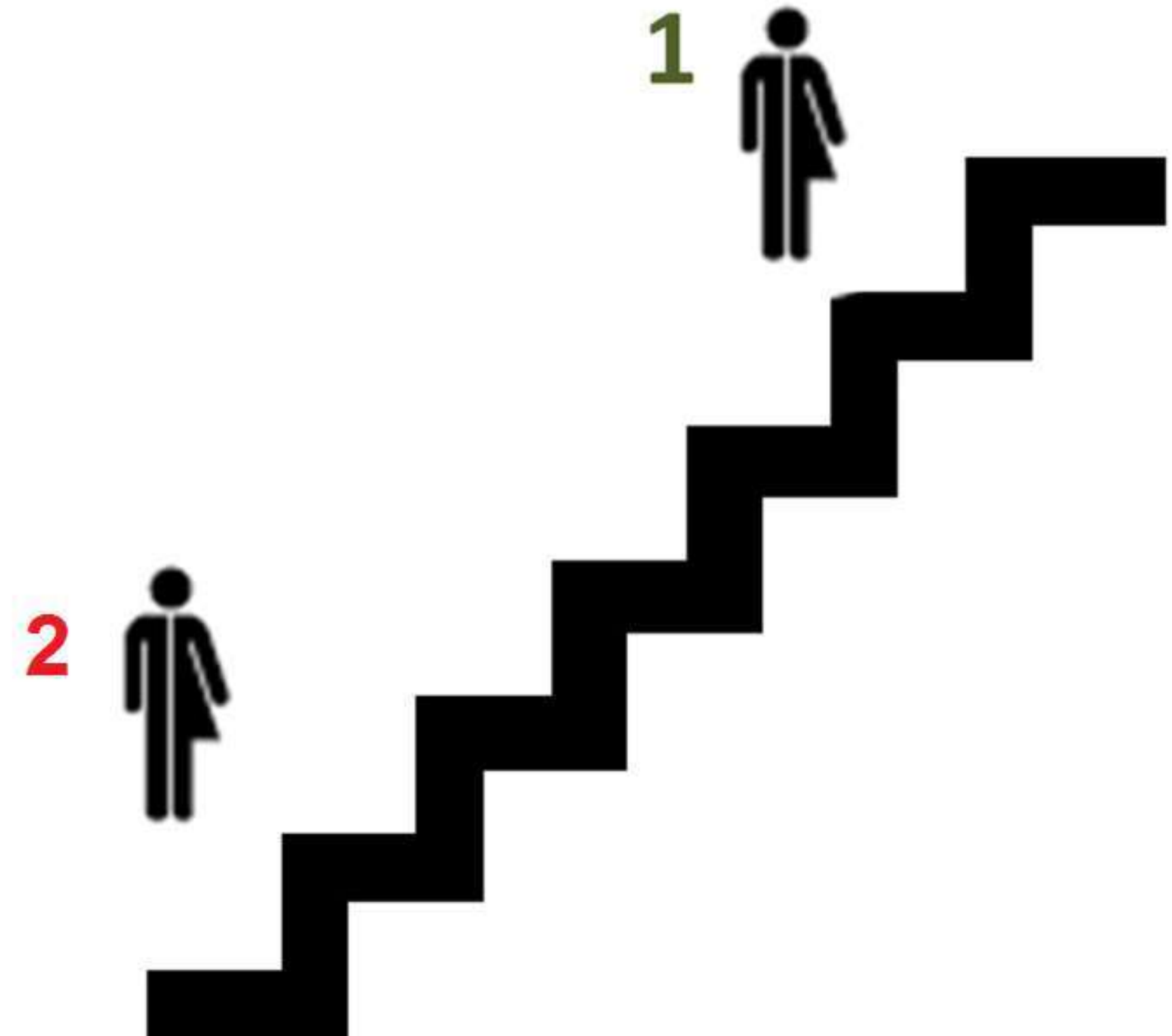
EMPLOYABILITY PROFILES

PROFILE 1. People with difficult socioeconomic integration.

Persons in disadvantaged situations, with difficulties for their socioeconomic integration and low levels of employability.
Potentially employable.

PROFILE 2. People with low level of employability.

Hardly employable in their current situation
Require to develop previous strategies before addressing the problem of labour integration.



EMPLOYABILITY PROFILES

PROFILE 1. People with difficult socioeconomic integration.

- LABOUR MARKET INFORMATION
- CAREER GUIDANCE
- DEVELOPING SKILLS / PROFESSIONAL TRAINING
- LABOUR MEDIATION
- JOB SEARCH SPACES and TELECENTRE FOR JOB SEEKING



1



PROFILE 2. People with low level of employability.

- MOTIVATION AND ACTIVATION
- SOCIAL AND LABOUR MEDIATION
- SOCIAL AND LABOUR SUPPORT FOR PERSONS IN IRREGULAR SITUATION



2





Activity 3.3. CASE STUDIES

1. Read the two the case studies
2. In which vulnerability profile could the person be categorized?
3. From the actions listed, choose which ones could be included in his/her personalized pathway for mid-term socioeconomic integration (4-5 months time since the person enter the project)



Activity 3.3. CASE STUDIES



From the following actions, choose which ones could be included in her personalized pathway for mid-term insertion.

- ☐ Motivation and empowerment sessions
- ☐ Gender workshops: equal opportunities and joint responsibility
- ☐ Informative session about the local labour market and the local resources available (daycare, libraries, public employment services, etc.)

Workshop on tools and techniques for employment search

- ☐ CV
- ☐ Presentation letter
- ☐ Job interviews simulation
- ☐ Workshop on new technologies for employment search
- ☐ Registration in local job listings

Basic competences workshops:

- ☐ Self-confidence
- ☐ Self-control
- ☐ Communication
- ☐ Ensure compliance with rules and tasks
- ☐ Mathematical reasoning

Transversal competences workshops:

- ☐ Flexibility
- ☐ Interest in learning
- ☐ Technology orientation
- ☐ Relational capability
- ☐ Team work
- ☐ Customer orientation
- ☐ Quality of the work
- ☐ Frustration tolerance
- ☐ Initiative and decision making
- ☐ Self-organization
- ☐ Success orientation
- ☐ Problem analysis and solving
- ☐ Creativity and innovation
- ☐ Managing people
- ☐ Negotiation

☐ Workshop on new technologies (Word and email use)

☐ Language training (English, French, etc.)

☐ Foreign degrees recognition or validation

Technical competences workshops:

- ☐ Food handling
- ☐ Driving license
- ☐ Security and hygiene at the workplace

Professional training:

- ☐ Professional standards certificate
- ☐ Vocational training
- ☐ Certificate or diploma of the competences gained through experience
- ☐ No labour practices in business companies
- ☐ Other actions for vocational training.

☐ University education

- ☐ Visiting companies to get to know different professional profiles
- ☐ Support to start a personal business initiative (self-employment)

☐ Other actions. Briefly describe other information, guiding, training, intermediation or support actions that may be included in this participant's personalized pathway.



Work methodology | Activity



Activity 3.3. CASE STUDIES | CASE STUDY 1 (GROUP 1)



Woman, **55 years** old. IDP, **pensioner**. Unemployed. She came from the city of Nova Kakhovka (now under the temporary occupation of Russian troops). She is now in Mykolaiv.

She **worked as a nurse**.

She is fond of **making confectionery products**. She would like to work in this field.

Is **in dire straits** due to the aftermath of a full-scale invasion.

She attends **psychological trainings** at the Mykolaiv.

To achieve her goal, she needs money, recovery and development of the client base, and moral support.

Really looking forward to attending the courses. After the interview, she was an incentive to move.

VULNERABILITY PROFILE 1. People with difficulties of socio-economic integration.

Possible barriers: Individual - self-esteem, self-development skills, digital skills, **age**.

☐ Motivation and empowerment sessions

☒ **Information session about the local labor market and available local resources**

☐ Basic skills: Self-confidence

☐ Transversal skills: IT orientation, customer orientation, tolerance to frustration, orientation to success, analysis and problem solving

☐ Technical skills: Food processing, Safety and hygiene at the workplace.

☒ **Workshop on new technologies**

☐ Type of professional training: Other activities.

☐ Support in starting your own business initiative (self-employment)

Pathway towards employment: self-employment - opening a micro business for the production of confectionery products.



Activity 3.3. CASE STUDIES | CASE STUDY 2 (GROUP 2)



Woman, **33 years old**. Divorced, **2 children**, 10 and 4 years old. Higher education, **construction engineer of industrial and civil construction**. The last place of work is an **engineer of regional electrical networks**.

Living in **rented separate housing** for herself and her children. Looking for any job on Work.ua, regardless of previous work experience and education. Search took 1 month. In the end, she applied to a vacancy for a **logistician in the Ternopil Regional Organization of the Ukrainian Red Cross**, where she still works.

VULNERABILITY PROFILE 1. People with difficulties of socio-economic integration, until the moment she found employment

☐ Other measures.

This woman is employed by the Ternopil Regional Organization of the Ukrainian Red Cross, and therefore **cannot be involved in paid professional trainings** organized by the "Activation Point" of the Red Cross.

Since this woman has a higher education in industrial and civil engineering, and works as a logistician, in our opinion it is appropriate to recommend her to take free online courses (Action. Education, Prometheus, GENIUS.SPACE, etc.), which help to acquire and/or improve basic skills (self-confidence, self-control, communication, timing) and professional skills of a logistician, in particular: accounting, purchasing, using MS Office programs.

Work methodology | Activity



Activity 3.3. CASE STUDIES | CASE STUDY 3 (GROUP 4)



38-year-old woman, IDP from the Donetsk region, husband serves in the Armed Forces, **3 children**.

A **doctor** by profession, she is looking for a job indirectly, because the **child is not taken to kindergarten** because only children from working parents are taken to kindergarten.

She faced a **lack of understanding of where to start** the search and where to look.

She regrets that social security assistance for IDPs only covers apartment rent, so she will go to work anyway.

Additional information needed:

What is the medical profile? Experience. Desire to work in a specialty. What vacancies are she interested in? Desired income level. Has got a driving license?.

VULNERABILITY PROFILE ?????

- ☐ Information session on the local labor market and available local resources.
- ☐ Workshop on job search tools and techniques (CV, Registration in local job listings) **Why not also on Job interview simulation and Motivation letter?**
- ☐ Basic skills: self-confidence. **Why?**
- ☐ Transversal skills: Flexibility, tolerance to frustration, initiative and decision-making, self-organization, analysis and problem solving: **First two maybe, but why the other skills?**
- ☐ Other measures: consultation of a psychologist, a lawyer, help in placing children in kindergarten.

The person's profile is professional, **part-time** employee, telecommuting.

STRENGTHS: higher education, motivation, perseverance.

WEAKNESS: insufficient income, inability to send a child to kindergarten, lack of knowledge of job search resources.

Work methodology | Activity



Activity 3.3. CASE STUDIES | CASE STUDY 4 (GROUP 2)



A **27-year-old** woman, an IDP with **a small child and a 15-year-old minor brother** left the occupied territory of the Kherson region.

The mother remained in the occupied territory. They **live in a rented apartment** in Mykolaiv.

Looking for work.

Additional information obtained for the exercise:

Education: bachelor, specialty: **commodity expert**; work experience: **operator of PJSC "Ukrtelecom"**. Wants to work in the **beauty industry**. She has completed

"depilation" courses and is interested in "eyelash extension" courses.

Plans to open a FOP in the future.

VULNERABILITY PROFILE ?????

- ☐ Motivation and empowerment sessions
- ☐ Information session about the local labor market and available local resources.
- ☐ Basic skills: self-confidence **Why?**, communication.
- ☐ Transversal skills: IT orientation, relationships skills, customer orientation, quality of work, orientation to success, creativity and innovation.
- ☐ Training on new technologies (use of Word and e-mail).
- ☐ Other activities for professional training ("eyelash extension courses")
- ☐ Support in starting your own business initiative (self-employment)
- ☐ Other measures: **Provision of targeted cash assistance for child care for the period of study.**



Activity 3.3. CASE STUDIES | CASE STUDY 5 (GROUP 1)



Military, **51 years old**, dismissed for family reasons (taking care of a **sick wife**), **engineer-sapper**, has a **construction specialty**, work may be connected with a business trip.

2 children (**one** child under 18 **with a disability**).

Looking for work.

Additional information:

Applied to the State Emergency Service - did not pass due to age.

Applied to the State Employment Service (SES), no suitable vacancies were offered.

Not familiar with modern job search methods.

In the course of the conversation, he looked at vacancies on the Unified Job Portal of the Ministry of Labor and Social Affairs - found a vacancy. It was directed to apply for contact information.

VULNERABILITY PROFILE ????????

Possible barriers:

- *Individual* - age, skills in modern methods of job search.
- *Family* - care for the child and wife is required.
- *Society (Community)* - offer support for psychologists of OO URCS.
- *Social* - contact the Social Department. protection, CHODA

- ☐ Information session about the local labor market and available local resources.
- ☐ Workshop on job search tools and techniques (CV, Motivation letter, job interview simulation, workshop on new job search technologies, registration in local job listings)
- ☐ Transversal skills: Tolerance to frustration
- ☐ Technical skills: Driving license
- ☐ Visiting companies to get acquainted with various professional profiles

Pathway towards employment:

- **civilian demining**
- **mine safety in URCS**



Activity 3.3. CASE STUDIES | CASE STUDY 6 (GROUP 3)



32-year-old woman, IDP, with a **9-year-old child**.

She moved from the frontline zone to another city.

Looking for a job, paying rent.

There is **no money** for food, internet and school supplies for the child.

Has experience working as a **seller**.

VULNERABILITY PROFILE 1. People with difficulties of socio-economic integration, until the moment she found employment

- ☐ Motivation and empowerment sessions
- ☐ Information session about the local labor market and available local resources.
- ☐ Workshop on job search tools and techniques (CV, Simulation of a job interview (if the beneficiary needs it), registration in local job listings)
- ☐ Basic skills: Self-confidence, Communication, Mathematical thinking (in case the beneficiary will look for a job as a salesperson)
- ☐ Transversal skills: Relationship skills, Teamwork, Customer orientation, Quality of work, Tolerance to frustration, Self-organization, Analysis and problem solving.
- ☐ Ukrainian language course
- ☐ Technical: Safety and hygiene in the workplace
- ☐ Professional training
- ☐ Visiting companies to learn about different professional profiles

Urgency to work on getting a job in a few days to ensure an income to the household and then work on her skills development in non-working hours.



Activity 3.3. CASE STUDIES | CASE STUDY 7 (GROUP 3)



Woman, **39 years old**, IDP, came from Donetsk, is looking for a job in Vinnytsia, has a **higher pedagogical education**, wants to work by profession, but does **not know the Ukrainian language**. are interested in Ukrainian language courses not at their own expense.

VULNERABILITY PROFILE 1. People with difficulties of socio-economic integration, until the moment she found employment

- ☐ Motivation and empowerment sessions
- ☐ Information session about the local labor market and available local resources.
- ☐ Workshop on job search tools and techniques (CV, Motivation letter, Workshop on new job search technologies, Registration in local job listings)
- ☐ Basic skills: Self-confidence, Communication
- ☐ Transversal skills: Interest in learning, Technology Orientation, Teamwork, Analysis and problem solving, Creativity and innovation, People management.
- ☐ Training on new technologies (use of Word and e-mail)
- ☐ Language courses (Ukrainian, English, French, etc.).
- ☐ Technical skills: Safety and hygiene at the workplace
- ☐ Certificate or diploma of competences acquired on the basis of experience,
- ☐ Other activities for professional training.

Pathway towards employment: she can start her work based on her experience and education, overcoming some barriers, like learning Ukrainian language. Also she can try working as a tutor

Work methodology | Activity



Activity 3.3. CASE STUDIES | CASE STUDY 8 (GROUP 4)



Man, 35 years old, IDP from Mariupol, higher education, wants to open a cafe, coffee shop, etc., does not have financing to open his own business.

Profile: self-employment; a person who will support himself and create jobs in the future

Additional information needed: work experience and profession, a plan to implement your idea (placement, hiring of employees)

VULNERABILITY PROFILE ?????

- ☐ Motivation and empowerment sessions
- ☐ Basic skills: self-control, communication. **Why self-control?**
- ☐ Transversal skills: Flexibility, client orientation, initiative and decision-making, analysis and problem solving, people management.
- ☐ Technical skills: Safety and hygiene at the workplace, **Food handling?**
- ☐ Type of professional training: Certificate of professional standards. **In which sector? Example?**
- ☐ Support in starting your own business initiative (self-employment). Training for starting your own business, filling out a grant application, assistance in finding financing, and offering a grant competition from the project.

STRENGTHS: higher education, self-confidence, understanding of one's goal, communicative.

WEAKNESS: lack of funding, insufficient awareness of the region.

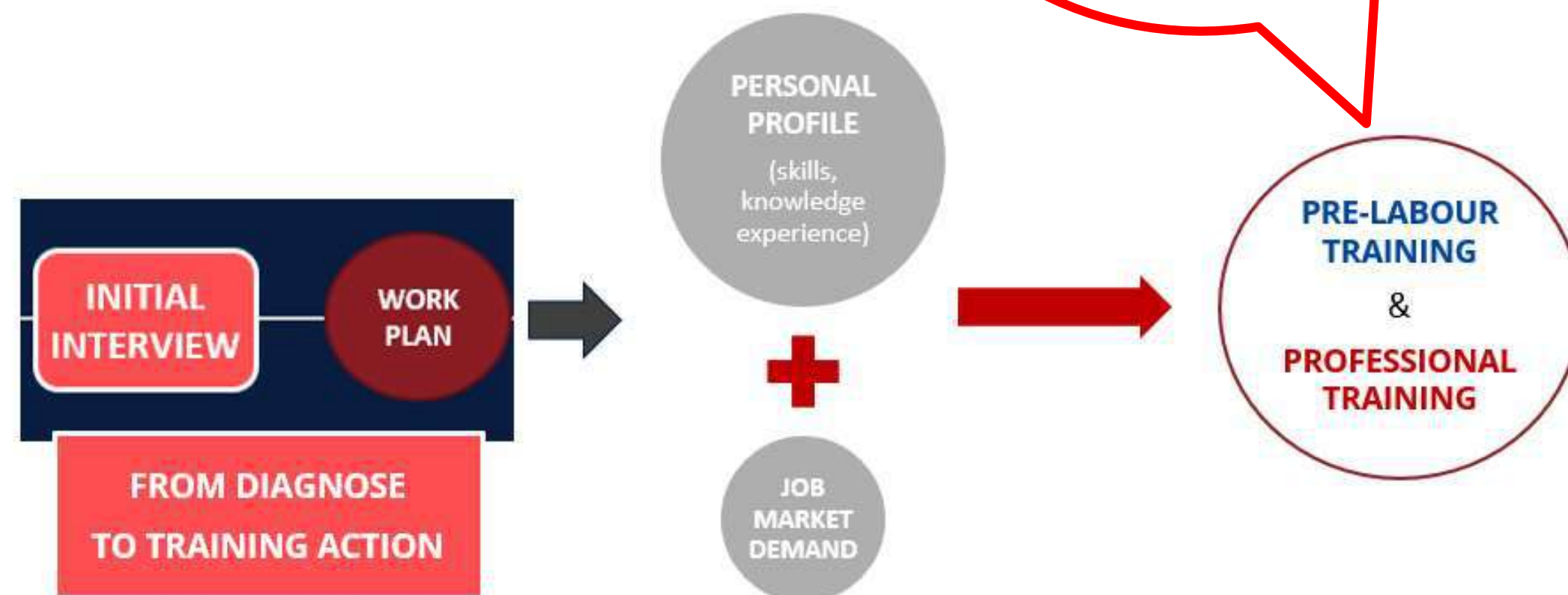


Activity 4.1. PLANNING AND ORGANIZING TRAINING ACTIVITIES

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.

What steps should the Activation Point take to organize the training needed (skills and profesional training)?

What steps should the Activation Point take to ensure that the person receives the training needed?





Activity 4.1. PLANNING AND ORGANIZING TRAINING ACTIVITIES



STEPS

1. Identify skills gaps and training needs through initial interviews, labour orientation sessions and informative sessions.
2. Add the trainings that are needed in the *Training planning* Excel file and write the name of the person in the correspondent training.
3. Prepare a description of the basic/transversal skills workshops that will be delivered by the Activation Point (use template **XXXXX**)
4. Calendar basic/transversal skills workshop for a minimum of 4-5 people. Workshops can be also delivered in parallel to external professional training (e.g. training for Hairdressing / workshops on client orientation, quality of work, etc.)
5. Contact professional training centers to ask for available courses, dates, cost per person and per group, etc. Collect this data on the *Training planning* Excel file
6. Prepare the **Activation Point Training Plan** (January-July 2024)
7. Open tenders for agreements with professional training centers
8. Select the professional training centers
9. Sign agreement with the professional training centers
10. Evaluate each training provided to project participants (internally and externally)
11. Evaluate the agreement with each training center