



DIGITAL WELCOME

PROGRAMME CONTENTS AND GUIDELINES

4. SOFT SKILLS AND EMPLOYABILITY AWARENESS



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Abstract	Soft skills and employability awareness are the focus of this module. Theoretical background and explanation of the need for such skills is included as well as several non-formal activities for young asylum seekers/refugees. A total of 25 hours training (15 hours face-to face and 10 hours self-study) is proposed.
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1. MODULE OVERVIEW

1.1. Module title

Soft skills and employability awareness

1.2. Module description

VET teachers, counsellors, managers and refugees agree that asylum seekers/refugees face a number of **difficulties regarding integration** and labour market access and have to deal with various **obstacles regarding the development of their employability skills**.

Soft skills are essential in enhancing integration and employability of young asylum seekers/refugees. Development of such skills helps migrants integrate in the country of residence, especially in cases where they do not yet share the communication patterns of the receiving country. **A social skill is** any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways (Garrido, Sullivan & Gordon, 2012).

This module is focused on **soft skills and employability awareness**. It applies non-formal education methodologies, playful activities and self-assessment techniques.

Soft skills are key to prepare the young refugees and asylum seekers participating in the Digital Welcome training programme to become mentors. One of the main goals of this module is to enhance communication and pedagogical skills.

1.3. Learning objectives

To empower young asylum seekers/refugees with social skills needed for successful integration and employability awareness in the new social realities. It's also about mentoring and passing information and knowledge gained in the different modules of the programme through to other youngsters. Learners will acquire a number of skills, competences and knowledge.

1.3.1. KNOWLEDGE

- Be aware about the importance of self-presentation in various contexts
- Acquire knowledge regarding conflict resolution
- Acquire knowledge regarding criticisms and their aspects
- Acquire knowledge about the need for flexibility
- Acquire knowledge about the need for team work
- Acquire knowledge about the structure of a good workshop
- Acquire knowledge on how to pass on information through the form of a workshop or lesson.

1.3.2. SKILLS

- Development of non-verbal communication skills, active listening and dialogue
- Practice of self-presentation skills
- Development of problem-solving skills
- Development of conflict resolution skills
- Explore alternative options and use flexibility skills
- Explore the importance of teamwork and cooperation

1.3.3. COMPETENCIES

- Increase self-awareness about personal strengths and weaknesses
- Increase self-awareness regarding conflict resolution and personal beliefs and attitudes towards conflicts.
- Increase self-awareness about emotional barriers that hinder successful teamwork.
- Increase self-awareness regarding cultural origins, values and traditions and enhance teamwork and tolerance.

1.4. Learning hours

Total: 25 hours

Face-to-face: 15 hours

Self-study: 10 hours

Assessment: ongoing

1.5. This Module will be delivered through

- Discussion • Fieldwork • Hands-on • Presentations • Working groups

2. ACTIVITIES DESCRIPTION AND IMPLEMENTATION

2.1. Communication: description of activity type, context, settings

For WELCOME project, communication focuses on the ability that an asylum seeker has to build bridges with the new social and cultural reality that he/she lives in. We try to highlight the different meanings and methods of communication in the framework of trans-cultural dialogue and understanding.

2.1.1. COMMUNICATION ACTIVITY 1: CHICK CHAK PHOTO

Indoor or outdoor space, non-formal education

LEARNING OBJECTIVES

This activity aims at improving non-language communication and giving the opportunity to establish initial relationships.

HOW TO IMPLEMENT IT?

The participants are divided into groups of 3. The trainer gives each team a word (such as: marriage, freedom, immigration, creativity, peace, etc.) and within 3 seconds, the team has to improvise, and present it with nothing more but their body language (like pantomime). So, within three seconds, when the leader says "Chik - Chak - Photo", everyone freezes, and a photo is taken (can be symbolic). With this photo, all the other groups have to guess which word is presented in this photo.

DURATION

30 minutes

LIMITATIONS, WHICH NEED TO BE CONSIDERED

Language barriers might hinder understanding of the theme, peer translations might be needed.

RESOURCES AND REFERENCES

Helpful for trainers: Communication Theory PowerPoint presentation

4-Sides Model of Communication.ppt (see additional materials for the module here: <https://drive.google.com/drive/folders/1JrHMWdfEyGf4a-zSjUX-z-Q5GtralGxm>).

2.1.2. COMMUNICATION ACTIVITY 2: TALKING STICK

Indoor educational setting

LEARNING OBJECTIVES

This activity aims at increasing awareness about the importance of dialogue and listening.

HOW TO IMPLEMENT IT?

A talking stick is passed around from participant to participant allowing only the person holding the stick to speak. This enables all those present at a meeting to be heard, especially those who may be shy. This method is used to make sure everybody is allowed to express their opinion. Once a participant has finished speaking, he/she gives the stick (or any other object) to someone else. It is a very good way to moderate communication and to not to let anybody be left behind.

DURATION

30 minutes

REQUIRED MATERIALS

Symbolic tool for dialogue mediation, can be any object (hat, ball, stick etc.).

LIMITATIONS, WHICH NEED TO BE CONSIDERED

Set a theme of discussion that is interesting to discuss. Discussion theme can be chosen by participants' brainstorming.

RESOURCES AND REFERENCES

Helpful for trainers: Communication Theory PowerPoint presentation

4-Sides Model of Communication.ppt (see additional materials for the module here: <https://drive.google.com/drive/folders/1JrHMWdfEyGf4a-zSjUX-z-Q5GtralGxm>).

2.2. Self-presentation: description of activity type, context, settings

The act of expressing oneself and behaving in ways creating a favourable impression or an impression that corresponds to one's ideals. **Self-presentation** can be used as an activity with jobseekers in order to prepare them to introduce themselves in front of

employers. For some of them it can be the first real employer. Methods maybe seems “very simple”, but the simpler, the better.

2.2.1. SELF-PRESENTATION ACTIVITY: PERSONAL SWOT ANALYSIS

Indoor or outdoor educational setting

LEARNING OBJECTIVES

This activity aims at fostering individuals to be aware of their personal strengths, but also of their weaknesses.

HOW TO IMPLEMENT IT?

The counsellor/trainer begins with a personal SWOT analysis in order to help beneficiaries to think on:

- 1) What are their personal strengths and what areas need to be worked on?
- 2) What external things/opportunities they take advantage of?
- 3) What issues a person considers as threats?

Beginning with a SWOT analysis helps individuals to be aware of their personal strengths, but also of their weaknesses in order to present the first and be prepared to talk about the second in an effective way. Moreover, they will be able to take advantage of the external opportunities during interpersonal/social/occupational interactions, and face threats as opportunities. In the next phase, the counsellor/trainer based on the SWOT analysis results works on some important topics aiming at developing self-presentation and self-promotion skills.

DURATION

60 minutes

REQUIRED MATERIALS

Word document, pen

LIMITATIONS, WHICH NEED TO BE CONSIDERED

Language barriers, printers for handouts.

RESOURCES AND REFERENCES

self presentation activity.docx (see additional materials for this module here: <https://drive.google.com/drive/folders/1JrHMWdfEyGf4a-zSjUX-z-Q5GtralGxm>)

2.3. Conflict resolution: description of activity type, context, settings

Conflict resolution is a method and a process which aims is to find a peaceful ending to a conflict.

2.3.1. CONFLICT RESOLUTION ACTIVITY: WATCH OUT!

Indoor or outdoor educational setting

LEARNING OBJECTIVES

This activity aims at to increase awareness regarding problem solving strategies. Forming a system is one of the most important steps of conflict resolution.

HOW TO IMPLEMENT IT?

The trainer defines a rectangular shaped area within an empty space. In the area you randomly put some various objects (soft toys-papers etc.) on the ground. The trainer tells participants to act as if these objects are mines and once someone steps on a mine, he/she turns back. Participants form two separate groups. Each group takes their places on each narrow border of the area. You blindfold one group and tell the other group to navigate the blindfolded group by instructions to pass through the mines without stepping on / touching them. The groups have a limited time in order to accomplish the goal of letting “everyone” pass. The navigator group should stick in their places; they cannot approach to the other group or they cannot trespass in the area. After the process it will be useful to discuss which strategies have been invented and which of these attitudes lead them in a success or dead ends.

DURATION

30 minutes

REQUIRED MATERIALS

Soft toys, papers

LIMITATIONS, WHICH NEED TO BE CONSIDERED

The aim of this interactive activity is to empower and strengthen the participants in the area of conflict management. After the end of the activity, the trainer has to provide appropriate feedback and connections regarding the link (<https://www.youtube.com/watch?v=KY5TWWz5ZDU>) with conflict resolution strategies.

RESOURCES AND REFERENCES

<https://www.youtube.com/watch?v=KY5TWWz5ZDU>

2.4. Ability to accept criticism: description of activity type, context, settings

For our WELCOME training programme, acceptance of critics means to work with the migrants/refugees on how they should behave when they face critics in a negative and in a positive way in the labour market and society in general in the host country.

2.4.1. ABILITY TO ACCEPT CRITICISM ACTIVITY: RUMORS SAID...

Indoor or outdoor educational setting

LEARNING OBJECTIVES

The ability to familiarize and critically evaluate criticism, use the content for positive understanding. The objective of the activity is to facilitate the learners to react more positively to criticism and to respond appropriately to each critical situation.

HOW TO IMPLEMENT IT?

In this activity, participants try to categorize a given situation (i.e. a “rumour”) in several clusters, trying to identify which parts are didactical and in what way.

Step 1: The group is divided into subgroups. Each subgroup is given a “rumour-label” by the trainer, or through brainstorming the subgroups decide on the rumour.

Some suggestions are:

- The group with the participants that the rumors say that they are drug dealers.
- The group with the participants that the rumors say that they are stupid.
- The group with the participants that the rumors say that they are liars.

Step 2: Discussion and identification of messages and underlying meaning is needed.

Step 3: The subgroups have to present their cases in the other groups.

DURATION

60 minutes

LIMITATIONS, WHICH NEED TO BE CONSIDERED

The trainer functions both as trainer and facilitator of the process. He should be satellite to the subgroups and monitor the progress.

RESOURCES AND REFERENCES

<https://www.aol.com/2014/02/14/soft-skill-accepting-and-learning-from-criticism/>

2.5. Flexibility: description of activity type, context, settings

Flexibility is the capability to adapt to new, different or changing requirements. It means responsiveness to change, willingness to change or trying different things. It also includes the capability of changing your method when you face a problem. In the WELCOME training programme flexibility is very important, because migrants have to be flexible to new conditions, to new workplaces and to new cultural habits.

2.5.1. FLEXIBILITY ACTIVITY: THE LUGGAGE

Indoor educational setting

LEARNING OBJECTIVES

This activity aims at improving participants' readiness to abandon ineffective practices and adjust to changes.

HOW TO IMPLEMENT IT?

Two groups of five participants imagine they are travellers carrying heavy luggage. The trainer advises that they need a specific garment (e.g. a raincoat) which is to be found only at a station shop. Each traveller is required to find this piece of cloth among the many unnecessary items she/he carries. The first group gets rid of certain items so as to make room for new/necessary ones, while the 2nd one refuses to leave its personal items. The two subgroups alternate/reverse requirements. Each group shares their thoughts and feelings. Finally, the trainer asks them to compare their feelings and thoughts in each situation. This activity focuses on the readiness to abandon ineffective practices and adopt new ones.

DURATION

60 minutes

REQUIRED MATERIALS

Toys, various cloths and clothes

RESOURCES AND REFERENCES

<https://www.thebalance.com/problem-solving-skills-with-examples-2063764>

2.6. Team work: description of activity type, context, settings

Teamwork means the process of working collaboratively within a group. Everyone has a role in the group and through using their different individual skills they all cooperate to achieve a goal. For the WELCOME training programme, “teamwork” is important because it is a highly valued skill in western cultures. Through teamwork it is easier to overcome workplace misunderstandings and conflicts and to understand different roles and behaviour. Teamwork is important for self-esteem and socialization.

2.6.1. TEAMWORK ACTIVITY 1: NEW NATION

Indoor educational setting

LEARNING OBJECTIVES

The aim of this activity is to increase self-awareness regarding cultural origins, values and traditions and enhance teamwork and tolerance.

HOW TO IMPLEMENT IT?

Discussion in the big group. Asking about the particularities: ‘What makes a nation, a nation’, noting down the answers. Talking about the most obvious answers.

Forming a new country in groups. Form the groups preferably with people from different countries. Distribute big blank papers and various colour pens to each group. All groups will imagine founding a new country. They are to find a new flag and draw it; legislate 3 laws that are valid in their new country; form 2 rules for immigration, find a national anthem that everybody in the group can sing for the new founded country. Each group will present their countries after the given amount of time.

DURATION

30 minutes

REQUIRED MATERIALS

Graphic material, markers, pen, flipcharts, tape

RESOURCES AND REFERENCES

<http://www.youthcentral.vic.gov.au/jobs-careers/planning-your-career/employability-skills>

3. EMPOWERING THE YOUNG REFUGEES AS MENTORS

In this chapter you will find an overview of the basic principle of preparing a workshop or animation as a trainer.

3.1. AFTERALL

3.1.1. PRINCIPLE OF AFTERALL

AFTERALL Stands for: Aiming, Framing, Time, Explanation, Rules, Adaptation, Location and Logistics

A. Aiming: an activity can only succeed if it has a goal you can aim at. That's why it's important that a clear goal is established beforehand. Important note however: the goal is explicitly important for the trainers of the activity. In some cases it's not necessary that the participants know the goal beforehand.

F. Framing: it's important that every activity is framed correctly and get's visual clues on what everybody's role is.

T. Time: be sure to know how long an activity needs to and will last.

E. Explanation: always check if everyone got all the informations they need.

R. Rules: and if you have an explanation make sure all the rules are understood by all parties: trainers and participants. Also make sure they are the same for everyone and it's checked that everyone understood every aspect.

A. Adaptation: make sure you adapt your workshop, game or activity to the needs and capabilities of your group.

L. Location: make sure the location meets all your demands beforehand: is there enough space, is it safe, and is it the right surface...

L. Logistics: not only has the location needed to be in order, all your materials as well.

3.2. Handling disturbing behaviour

These exercises will teach youngsters how to approach and handle participants who are showing disturbing behaviour.

3.2.1. ASPECTS OF DISTURBING BEHAVIOUR (30')

Disturbing behaviour does not live on its own; it exists out of different aspects that influence the way of expressing that behaviour.

1. The first aspect is the cause.

Every kind of behaviour has a cause, also disturbing behaviour. This cause can be very broad. Ask the youngsters (out of the box) what these causes could be (examples: loneliness; bullying; loss; boredom; lack of attention; difficult home situation). It's important to react on these possible causes and trying to find the one that causes the disturbing behaviour. Let the youngsters think on what a possible solution on the given examples could be.

2. The second aspect of the behaviour is the reaction on the behaviour.

The trainers play a little bit of theatre:

One is a participant and the other is the mentor. The participant tells the mentor that he or she is bored. The mentor ignores it and continues explaining the workshop. The participant says it again but this time the mentor tells the participant to be quiet. The participant stands up and starts throwing with some pens or other materials. The mentor sees this, yells that the participants needs to stop and throws him out of the room.

What was wrong in this situation? (No attention to the participant, ignoring, reacting too severe, punishing, physical threats ...). How could it have gone better?

3. The third aspect is how you tackle disturbing behaviour.

How are you tackling disturbing in practice? We'll do this with rewarding and punishment. There are different kinds of punishments in which activity-punishments and verbal punishments are preferable. There are three kinds of punishments: social punishments (mostly verbal and body language); activity punishments (do a certain task); exclude someone of participating; physical punishment (we NEVER do this).

Your punishment needs to be equal to the behaviour of the person: if someone makes something dirty, the right punishment would be to clean it up. Do not exclude someone for an hour because he was talking with someone else.

Rules in what makes a good punishment:

1. Punishment is never the first step. With encouragement you will get pretty far.
2. Does the participant understand what is expected from him/her?
3. Be consequent, unwanted behaviour increases if you punish one time but not the other.
4. Participants need to be punished because of their behaviour, not because of their person. Tell them this as well.
5. A punishment needs to be meaningful. It has to have a link with the behaviour
6. An announced and agreed punishment needs to be executed. Otherwise the punishment has no effect.
7. A punishment needs to end at a certain and correct time.

There are three kinds of rewards: social reward, material reward, activity reward.

When you reward someone, make sure the person realises why and on which behaviour the rewards are based on.

3.2.2.DISCUSSION

Discuss these exercises and theory with the group; do they have examples where they have encountered right and wrong punishment and rewards?

3.3. Discover your Mentors attitude

For this exercise you will need pens and paper for each mentor, and a sheet of paper of these four colours: blue, red, green and yellow (or post-its or something else that can represent these colours in your space)

Show this PowerPoint (Google Presentation) and find out the mentor's attitude of your mentors https://docs.google.com/presentation/d/1L0GW_N_bQFIGPI-dHuJtLlkzDc0MUaJsfb0GO23-L7g/edit?usp=sharing

There are six statements with four possible answers. Show each statement and read each slide out loud as well. Let the participants write down the number of the statement and which letter represents the act that is closest to how they would react. It's possible the answer they would choose is not on the screen, so they have to take the answer that is the closest to it.

When all six statements are shown you show the slide with the letters in colour boxes.

Put the sheets of paper in the four different colours in the corners of the room and ask the participants to position them in the room. If they have most of two different colours they can stand in the middle of those colours. If they have one colour that is clearly the colour, they have the most answers of they can go stand in the corner of that colour.

When everyone took a position in the room you can show the next slide.

Truth is that if you work in team its best that each of these profiles are present in your team as they all have a positive and a negative side that can balance each other. Most people are also in between two or three colours which is normal.

There is no “right” profile; the balance is the important lesson here. However: someone that is strictly dominant will have a harder time working together with the other strict profiles.

4. RESOURCES AND REFERENCES

IOM - International Organization for Migration. www.iom.int/migrant-training

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