



TOOLKIT

For integration of migrant women into labour
market

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Introduction

About the LaMaIT project

Migrant women demand special integration services: they are more vulnerable as their problems are aggravated by particular issues, and their situation is worsened by problems women are facing in general.

In order to assist them in their integration process a partnership of four organization from 4 EU countries applied and got supported by the Erasmus+ programme to implement the project **Development of LABour MARKET Integration Tools for educators helping migrant women** (LaMaIT) with project nr 2020-1-HU01-KA204-078825. The general objective of the 3-year (09/2020-08/2023) project, was to contribute to the quality development of the widely and freely available, innovative competence development practices in the field of labour market integration of migrant women.

The direct target group of this project were educators and mentors who are helping migrant women in their integration process on a wide scale. To help them to provide high quality services we have created:

1. National databases of services available for migrant women in the partner countries to facilitate organisations and professionals to guide migrant women to the right instance for different needs. (If you are interested in being part of the databases please contact the partner in your country for more information).
2. Best practices – A collection of at least 10 best practices in each partner country for integration into the labour market of immigrant women, but also best practices of integration into the labour market of immigrants in general.
3. A Labour Market Integration Toolkit. The toolkit aims to offer more effective integration services to immigrant women. The tools have been created through the improvement of knowledge on how to better support the labour market integration of migrant women based on their needs and experience and knowledge transfer on EU level.

The partnership consisted of the following 4 organizations.

- **Jövőkerék (coordinator)** - Jövőkerék Közhasznú Alapítvány - Hungary - www.jovokerek.hu

JÖVŐKERÉK is a non-governmental, non-profit foundation which have as main objectives to decrease cultural and economic polarization in society, to support unprivileged groups, to increase consciousness of sustainability and to ameliorate the co-operation of organisations of the non-profit sector.

- **FISPE (partner)** - FRANCAIS POUR L'INSERTION SOCIALE ET PROFESSIONNELLE EN EUROPE – France - <http://www.fispe.fr/>

FISPE, "French for Social and Professional Integration in Europe" is a non-partisan, non-profit private association. Its aim is to contribute to the social and professional integration of migrants by their introduction to the French language in a holistic way: to enable them to learn the language so they can use it in their work and social life.

- **Olivotti (partner)** - Giuseppe Olivotti SCS– Italy - <https://www.olivotti.org/>

Social Cooperative Giuseppe Olivotti is active in many fields including planning and realization of social-educative services for italians and migrants; Therapeutic-rehabilitative activities for social recovery of disadvantaged people, Training and advising services in social field for Italians and migrants Professional training courses and job orienting for Italians and migrants.

- **Folkuniversitetet (partner) (FU)** - STIFTELSEN_KURSVERKSAMHETEN VID U-AUNIVERSITET – Sweden - <https://www.folkuniversitetet.se/>

FOLKUNIVERSITET (FU) is an education association established nationally in Sweden which activities include study circles, language and arts courses, activities for job seekers, higher vocational training etc. FU aims to be a meeting place for people's free search for knowledge; for learning and cultural experiences.

The tools

Structure

There are 41 tools in the toolkit in total. All tools follow the same structure:

- Firstly, a short information about the tool – which type of tool, objectives, target group, criteria and background information etc.
- After this, a step by step scenario with details about the procedures and steps to be taken for conducting the workshop/exercise. For every session there is indicated a time frame, aim, description of the activity, instruction for the helper (including risks/possible resistance and its management) and practical tools needed. In some tools there are links to web pages with information or working material.
- If relevant, the tools have information about adaptation possibilities for different contexts and if there is something in the tool that is locally specific.
- Finally, the annexes are listed

Out of the 41 tools, there are (15) online tools marked with a symbol. Many of the online tools can also be used as face to face activities, which in that case is indicated in the instructions.

At the very end of the document you will find annexes which are to be used with all tools. There is a suggested

- activity plan to be filled in by the mentor
- an ingoing, an outgoing questionnaire to measure change of knowledge/skill development
- and a satisfaction questionnaire.

Categories

The chosen 10 categories are all important for integration into the labour market for the immigrant women (based on needs analysis) and are following:

- Job searching – motivation
- Job searching – preparing for interview
- Skills assessment
- Writing CV
- Intercultural issues
- Cover letter writing
- Networking
- Labour market orientation
- Job searching language
- Digitalisation

The migrant women aspect

The tools in the LAMAIT toolkit include a range of complementary services (such as babysitting, psychological support, etc.) specifically designed for women, and they are tailored with an introduction to the specific topic addressed in the tool that is most suitable for the female target audience (e.g., female educators, sharing similar female experiences). The LAMAIT toolkit differs from a generic tool in that it stems from a specific study conducted in the local area (country report), which analyses the characteristics and needs of the target recipients. The tools, therefore, aim to address the identified needs in this analysis, incorporating the unique and original expertise of each partner. Besides, it is also very important to keep an eye on the following issues when organizing a mentoring/training activity for them to make it really specialized for migrant women's needs.

The needs assessments prepared by the partners, the country reports, and the relevant international studies also reveal that, during the integration support of migrant women, great emphasis must be placed on ensuring the appropriate conditions and content of the counselling, as well as on the multifaceted special preparation of the counselor. The labor market counseling of migrant women must take into account the special life situation,

cultural characteristics, family structure, past, language skills, relationship system, consequences of their migration, their awareness, and the traumas they have suffered.

When planning and providing labor market integration services, local gender equality, labor market, and migration surveys must be taken into account. The special needs of potential users must be taken into account during the activities introducing the service. Free access to services and their user-friendliness must be ensured. This could be the opening hours, which take into account the possibilities of the users, or, for example, the provision of childcare for the duration of the consultation. The educator must ensure the necessary intercultural competences during the provision of services. It is necessary to provide complex, mutually complementary services, or such cooperation between partner organizations that ensures full satisfaction of real needs. Such can be language training, trauma treatment, socio-cultural orientation, social casework, community programs and other factors that make social integration difficult. To find all these services we developed databases in each partner country that can be reached in an excel format and also as a google map:

- https://www.google.com/maps/d/u/0/viewer?mid=1KzgmPYmgFyjMYXL_Wt0zxvmYIDnNgoIa&ll=47.49658826875289%2C19.071204708067775&z=13 - HUNGARIAN
- <https://www.google.com/maps/d/u/0/edit?mid=1WQ0mIF8cFyzczrM54J0Nx-oQzyYmNP6t> - FRENCH
- <https://goo.gl/maps/nZ8GHTvx36CDcQFu7> - SWEDISH
- <https://www.google.com/maps/d/u/0/viewer?mid=1xAWLxWDQr3HE9xIjYMWfnjFwdgMurVn&ll=45.51910530825904%2C12.043039570087606&z=10> - ITALIAN

It is also important to provide assistance in the assessment and recognition of qualifications and informal skills and in creating professional and social networks for migrant women. It is advisable to keep in mind the "nothing about them, without them" principle, i.e. involve them in the construction, start-up and operation of the service. The broad involvement of migrant women through community-building activities is also important. The service location must therefore be "low-threshold", safe, complex, multilingual, free of prejudice and discrimination, child-friendly, and have clear regulations, transparency, and an easily accessible complaint handling facility.

In addition to the design, introduction, location, environment, and accessibility of the service, it is extremely important to ensure the preparation of the consulting professionals. The ideal consultant has appropriate intercultural competences, which helps smooth communication with the client, builds trust, and provides security, thus greatly increasing the efficiency of labour market consulting. She recognizes the limits of her competence and is able to redirect the client to the necessary service in order to deal more effectively with the problems that arise. That is, she is ready to cooperate with other professionals, able to think and work in a network. This reduces the risk of burnout and increases the success of problem management. She is able to recognize traumatized and abused clients and get them to the necessary service. She is able to recognize her prejudices, manage them and provide a non-discriminatory service. Ideally, she speak the client's language, or at least some intermediary language, so an interpreter is not needed. She is able to establish a trusting and safe relationship with his client, pay attention to her and keep her professional boundaries, explain the given labour market situation, social, legal and financial realities, if necessary. She is also able to say no. In certain cases - for those coming from abused or traditional families, it is lucky to have a female counsellor. It can be effective if the consultant comes from her own national and cultural environment and is an experienced expert.

Annexes

Almost all tools have annexes that are intended to be used for conducting the workshops/exercises. A few of the tools don't have an annex but have all the information needed already in the tables. Some of them are created together with the tools in the project and some are useful complementary working material such as tests and templates. The annexes and all other results of the project are available to download at the website of Jövökerek an Olivotti at the following links.

- <https://www.jovokerek.hu/projektek/lamait-project-092020-082023>
- <https://www.olivotti.org/lamait-erasmus/>

There are annexes attached to the toolkit itself. They are for evaluating the change in skills and the satisfaction of migrant women helped with these tools. An action plan is also developed to help the process. During our piloting activity we found that they were too complicated for lower educated clients, so it is suggested to simplify them in such a case.

I. JOB SEARCHING MOTIVATION



Tool 1 : My professional project – online tool

DEVELOPED BY	FISPE
TYPE OF ACTION	Training for more efficient job searching activities
GENERAL OBJECTIVES	Building a realistic professional project regarding past experiences, skills and aspirations, including tasks and experience as a housewife, volunteer work, etc.
EXPECTED RESULTS	Efficient job searching for a professional project matching existing skills, experiences and aspirations Applying for jobs more suitable to trainees' profiles, taking into account all different factors for faster labour market integration.
FORM OF TOOL	Online activity
DURATION	2h30
TARGET GROUP	immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A2 level) – Speaker - People with basic digital skills: able to use a laptop and join an online classroom, write on a keyboard, etc.
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Provide participants with laptops if they don't have access to one
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers workshop /workshop classes for immigrant women
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / 1 social volunteer/ 1 mentor/ etc. - The person should have experience in professional support and basic knowledge about target group (immigrant women)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<p>To check if the participant matches the criteria, an individual questionnaire should be done to verify if the person has the language level required and to know what is exactly their personal and professional situation (optional, to be created by the trainer according to the criteria)</p> <p>The trainer needs to take into account that some of the women have problems expressing their experience so it's important to let them express their family and housewife experience if they have never worked before. (some of these questions can help: To describe her daily routine in the house, with children. To ask if she took care of some family members (parents, sick persons etc...). This is important because even though she never worked outside, she developed the competencies.</p>
WORKING ONLINE	platforms for online classes: https://us02web.zoom.us/ , https://meet.google.com/

STEP BY STEP SCENARIO

	Timeframe / Day	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	2h30: 10 min	Introduction	<p>Trainer sends a google meet or zoom link for participants to access the classroom. They explain how to best follow the training in an online environment, especially for those who have never experienced it.</p> <p>Tool presentation</p>	Discussion and presentation of each other	Ice breaking activity	
2.	• 30 min	<p>Step 1:</p> <p>Presenting her professional project</p>	<p>Individually:</p> <p>Each participant recalls her previous job in their home country. Then, they present their professional project and what they would like to do in the future.</p>	Show a video or other screen-adapted document as a case study, showcase it on the classroom screen for everyone to see. The concrete example will help immigrant women understand the host country's 'job vocabulary.' Make sure to choose an example of an immigrant woman, who has a professional project, is looking for a job or succeeded in her project.	Individual or group session	Case studies (videos or other format) - concrete examples of a woman who wants to look for another job, who is a jobseeker, etc
3.	• 45 min	<p>Step 2:</p> <p>Written exercise – formulating the professional project</p>	<ol style="list-style-type: none"> 1. Trainer displays the template for the professional project overview on the classroom screen. 2. Participants complete their professional project overview: education, work experience, volunteering and personal activities (i.e., hobbies, household chores). They should specify what they did and did not enjoy doing. 3. Debrief on what they did and did not appreciate. 	<p>-The trainer explains the vocabulary and gives examples : he uses the digital whiteboard to write down difficult words and keywords of examples</p> <p>He should also display the skills inventory so that participants can go through it and find out about certain competences they wouldn't have identified for themselves.</p>		<p>Supporting document 1 : "Experience and education overview »</p> <p>Supporting document 2:</p>

				-During the debrief, the trainer requires argued feedback from the participants		"Skill set collection"
4.	<ul style="list-style-type: none"> 30 min 	<p>Step 4:</p> <p>Being able to summarise their competencies to build a starter career plan</p>	<p>Participants then make a career plan according to their overview and project:</p> <ul style="list-style-type: none"> They summarize what they described in their overview in <u>Who are you?</u> and <u>Current competencies, knowledge, experience</u>, and then fill in the rest of the table accordingly. Use a padlet or another online tool (miroboard for example https://miro.com/app/board/uXjVMaRnYCO=/ to make each section of the chart interactive and mobile. 	<p>The trainer analyses the vocabulary and gives examples so that women can identify themselves more easily.</p> <p>The trainer encourages women to move things around on the padlet as they imagine their career plan to be (they can place their current competencies before their short-term, mid-term, long-term goals for instance)</p>		<p>Supporting document 2 : "Summary" "Career plan"</p>
5.	<ul style="list-style-type: none"> 35 min 	<p>Step 5:</p> <p>Identifying their first professional project</p>	<p>Using their summary, have them participate in an oral brainstorming session. Trainer uses an online tool, such as <u>miroboard</u> (https://miro.com/app/board/uXjVMaRnYCO=/).</p> <p>Discuss on which project is most feasible and best suited to their profile, specifically as immigrant women.</p>	<p>The trainer must remain neutral during the discussion and at their disposal for any job-related questions. They must not influence the women's project choice. They also have to keep in check disproportionate career ambitions that can not be satisfied in the short term. However, they should be careful not to demotivate women about developing a career plan with job evolution. They have to inform them about their professional training possibilities.</p>	<p>Brainstorming / Participative discussion</p>	

ADAPTATION POSSIBILITIES

It can be adapted to each host country situation. It should be used by professionals prepared to deal with cultural and linguistic barriers. Some exercises can be adapted, by using for example, picture-based exercises, with less vocabulary and easier to understand for immigrants with a low language level. For example, if images are used for the case studies, the trainer needs to select the most appropriate example according to the target group's professional interests.

The annex "Experience and education overview" can be adapted for integration purposes, as well as for life projects. It will help immigrant women lay out their strengths and cultural contributions.

The trainer can choose to use only a part of the tool if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

Trainers can use other online platforms or tools they are more comfortable with than the ones listed if needed.

ANNEXES

1. "My professional project overview" - Overview exercise of the professional project
2. "Summary" - Summary of my competencies and motivations



Tool 2 : Be a proactive job seeker – online tool

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counseling/mentoring/
GENERAL OBJECTIVES	<ul style="list-style-type: none"> • help immigrant women to be proactive, to go for the job they want • empower immigrant women to lead the job-finding process instead of waiting for opportunities • help immigrant women have knowledge about local employers
EXPECTED RESULTS	<ul style="list-style-type: none"> • immigrant women will be able to proactively search for companies and stand out with direct messages. • immigrant women will understand, that being proactive in the job-seeking process will already prove some of their capabilities and courage.
FORM OF TOOL	online/ individual work
DURATION	- 1-2 times with helper and individually as a “homework” continuously until a job offer
TARGET GROUP	immigrant women with intermediate English or local language knowledge
SIZE OF THE GROUP	- personal counseling
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - intermediate English or local language knowledge - different level of education
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	- white-collar job seekers
NEEDED HUMAN CAPACITY	- Computer with internet access is a must
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	- Based on provided materials and instructions, the helper should try to reach a point where immigrant woman regularly, alone search and contact companies.
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - helper should be able to help and guide immigrant women with the research, especially with local characteristics - to have knowledge about local employers
ONLINE TOOLS CAN BE USED:	<p>zoom or meet video conference platform</p> <p><i>redmenta.com</i></p> <p>https://miro.com/app/board</p>

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10min	preparing the online platforms	<p>Trainer/counsellor prepares the links, and sends out zoom or meet invitations for the participant</p> <p>Prepares mirro board for brainstorming and</p>			<p>meet, or zoom</p> <p>https://miro.com/app/board</p>
2.	10 min.	Encourage job seekers to go for their dream job	<p>Introduction, and discussion about what will be the online working method.</p> <p>Helper, Counselor, or social worker highlight the importance of a proactive job search.</p> <p>Collecting together the “power” of proactivity in job-seeking from the point of view of immigrant women - what are the skills they prove when they directly contact a company in a professional way. (proactivity, self-confidence, bravery, etc.) -</p> <p>Using mirro board for brainstorming - using post-its</p> <p>Trainer presents with a shared screen the steps of proactive job searching.</p> <p><u>Be a proactive job seeker</u> participant go through the 4 steps of proactive job seeking, discussing the steps.</p> <p>Trainer shares the practice sheet link, ask the participant to work on the steps</p> <p><u>Practice sheet - Be a proactive job seeker</u>, the participant will start the actual proactive job-seeking process.</p>		individual, discussion, mentoring	<p>handout: <u>Be a proactive job seeker</u></p> <p>computer, internet access</p> <p>https://miro.com/app/board/uXjVMaRnYCO=/ -</p>

			<i>The helper should give guidance and help with research by showing examples and searching together, and letting participants work alone for 30-40 minutes.</i>			
3.	30 min.		<p><i>Trainer shares the practice sheet link, asks the participant to work on the steps:</i></p> <p><i><u>Practice sheet - Be a proactive job seeker</u>, participants will start the actual proactive job-seeking process.</i></p> <p><i>The helper should give guidance and help with research by showing examples and searching together, and letting the participant work alone for 20-30 minutes.</i></p>		<i>individual work, mentoring</i>	<p>handout <u>Practice sheet - Be a proactive job seeker</u>,</p> <p>computer, internet access</p>
4.	30 min	<i>Help immigrant woman to prepare the first steps to contact a company</i>	<p><i>Participant select 1 company she wants to contact and with the help of <u>Letters for companies</u> she writes a letter to the contact they found.</i></p> <p><i>They review it together and discuss what she should change.</i></p>	<i>Share the google drive link of the company letter examples</i>		handout link: <u>Letters for companies</u>
5.	5 min.	<i>Goal setting: Proactive job seeking requires goals</i>	<p><i>How many companies are you going to research and contact in the next period?</i></p> <p><i>Number of companies:</i></p> <p><i>Until: date.....</i></p>		<i>individual work or/and discussion</i>	



Tool 3 : Empowerment exercise, in two years – online tool

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	Exercise/training
GENERAL OBJECTIVES	<p>The objective of the exercise is to:</p> <ul style="list-style-type: none"> - Inspire immigrant women to dream about their life in two years - Set concrete goals for migrant women for career path - Lower the threshold toward practice, voluntary or paid work
EXPECTED RESULTS	<ul style="list-style-type: none"> - More motivation for immigrant women to pursue their career plans. - To discuss how to put the dream into practice: how to plan their career.
FORM OF TOOL	Online or face to face
DURATION	- 2 hours
TARGET GROUP	immigrant women whose goal is to get employment or those who already have a job but would like to change it or plan a career path.
SIZE OF THE GROUP	2-6 people
CRITERIA (who can be involved)	- basic language skills (or for all, if interpreter is available)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	N/A
DESCRIPTION OF GENERAL CIRCUMSTANCE	- Access to computer
NEEDED HUMAN CAPACITY	- Trainer
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Invite participants in time and send the link zoom before the meeting - Make sure trainer learn how to use free online whiteboard notebookcast.com
BACKGROUND INFORMATION	- This idea of the exercise is also to integrate the private sphere of the woman, so as to get a holistic picture of life and job.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.		<i>Preparation</i>	<i>Send the link to zoom to participants</i>	https://zoom.us/		<i>Zoom</i>
2.	<i>5 min.</i>	<i>Introduction</i>	<i>Run the workshop online</i> <i>Greeting the participant(s)</i>			
3.	<i>5 min</i>	<i>Warming up</i>	Describe the exercise to the participants.		<i>individual work or group session</i>	<i>Computer</i>
4.	30 min	Brainstorming/to imagine their future career	Run the exercise online Facilitator asks the group to think about life in two years: a) What am I going to do? b) What is my life going to look like? c) Which job am I going to have? All participants add their ideas to the online whiteboard	Work with free online tool notebookcast.com Where all participants can join and add to a online whiteboard https://www.notebookcast.com/		notebookcast.com
5.	10 min		Break			
6.	30 min	To set concrete goals	- The participants write down 2 or three implementable goals for themselves that they would like to achieve in 2 years. - The women tell the group and discuss together which steps are needed to realise the goals.	In this step, the facilitator can be of help to facilitate the discussion and can come up with own ideas.		

7.	30 min	Discussion of goals	<ul style="list-style-type: none"> - Brainstorm on possible barriers on the way to the goal and how to eliminate the barriers. - Set the concrete deadlines for achieving the concrete steps for each participant. - Discuss positive thinking on the way to the achievement of the goals. 			
8.	10 min	Evaluation/discussion	Discuss and evaluate the activity with participants			

Tool 4 : My dream job

DEVELOPED BY	FOLKUNIVERSITETET
TYPE OF ACTION	Workshop/training/small group discussions
GENERAL OBJECTIVES	Understanding of own assets and of development needs for migrant women with no or little working experience.
EXPECTED RESULTS	Make initial choice of career path, to think about dream job
FORM OF TOOL	face to face
DURATION	4 hours
TARGET GROUP	migrant women
SIZE OF THE GROUP	4 -20 people
CRITERIA (who can be involved)	From A2 level, or lower level with interpretation
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<p>If relevant:</p> <ul style="list-style-type: none"> - interpretation - Facilities for children of participants
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Venue for the training with white board if possible
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - Trainer
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR	<ul style="list-style-type: none"> - Evaluate the exercise: how does it help the participant? Are there any new ideas? Does the exercise help the participant to express an initial career path?
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - This workshop is in need of follow up activities which relate to elaboration as well as fact checking of participants' ideas and ambitions. - The tool can be reduced to only part 1 and 2. If the participants don't know each other, part 3 doesn't have to be included.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1	10 min.	Introduction	Introduction: Greeting the participants, introduction of the trainers			
2	Part 1, 1 hour 20 min	Picturing your dream job and visualising it	<p>Part 1: Picturing your dream</p> <ul style="list-style-type: none"> Participants form small groups of 3 to 4 persons, (if possible, with persons who know each other already) Learning facilitator explains the task: use magazines to find images of what your dream job is about. If you do not find the appropriate picture, add words explaining what you mean Before looking for images participants first think about what their dream job consists of, and shortly present this to the people at their table. Use three viewpoints: what will you be doing, for whom, in what environment. Participants now work on selecting pictures and stick them on one half of the A5 pages, adding short text when needed 	<ul style="list-style-type: none"> If someone doesn't not know their dream job, she can elaborate on what she hopes to find in a job. Learning facilitator facilitates elaboration by asking questions which relate to the origins of their ideas of dream job / a job. Depending on the presentation the learning facilitator can ask whether the participant has a real job in their minds Learning facilitator walks around and helps clarifying ideas Use only half of the A5, leave one side blanc because that part is needed later on 	Group session/collage	<p>Paper/pencils, post its</p> <p>A large selection of old magazines with many pictures, scissors,</p> <p>A5 sheets of paper (depending on group seize), tape</p>
3	15 min.		Short break		Group session/presentation	

4	Part 2 40 min.	Presentation of the collages	<p>Part 2: Presentation</p> <ul style="list-style-type: none"> Learning facilitator asks each participant to present their collage and explain what their dream job consists of / what they expect of a job 	<ul style="list-style-type: none"> Learning facilitator continues the presentations until all participants have presented theirs. 		
5	5 min.		Short break			
6	Part 3 40 min	Counting my assets	<p>Part 3: Counting my assets</p> <ul style="list-style-type: none"> Participants sit together again in the groups which were formed at the beginning of the workshop In each group participants jointly fill in the open half of their A5 page. This part should contain those things they are considered to be good at: for example, friendly and warm person, always having a listening ear, good cook Each group assists its participants in filling in the blank half, providing comment, ideas and images as to how they perceive the other. The new content therefore consists of their own ideas as well as those coming from their group. 			
7	40 min	Presentation and discussion	<ul style="list-style-type: none"> Learning facilitator allows for short presentation of all A5's Learning facilitator shortly recaps what participants have done, and how this relates to steps required for designing a career goal and a career path 	<ul style="list-style-type: none"> Learning facilitator looks for parallels between the two halves of the A5's and highlights them for everybody, specifically paying attention to the three different areas of the job: what, for whom and where. 		
7	10 min.	Evaluation	<ul style="list-style-type: none"> Evaluation of the workshop through discussion 			

ANNEXES

- Working sheet – identify preference of job area



Tool 5 : Motivational interview

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	Mentoring/motivation
GENERAL OBJECTIVES	Motivation to set up goals for the career for immigrant women with little or no working experience. Motivational interviews can be argued to be especially suitable for migrant women which is a target group where many women have never worked or thought about working.
EXPECTED RESULTS	Increased motivation/setting up of concrete goals by the immigrant women
FORM OF TOOL	Online or face to face
DURATION	2 hours
TARGET GROUP	Migrant women
SIZE OF THE GROUP	2 -12 people
CRITERIA (who can be involved)	- Basic language skills (or for all with interpreter)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	- Interpretation (if relevant)
DESCRIPTION OF GENERAL CIRCUMSTANCE	- Access to computer
NEEDED HUMAN CAPACITY	- One facilitator for the interview
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	- See step by step scenario
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - The exercise can be conducted without the observer - The group can be divided in groups and the participants can be coaches themselves, using the questions in the instructions

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
		<i>Preparation</i>	<p><i>Send out link to zoom for participants</i></p> <p><i>Send out guiding questions for the interview</i></p>	<p>https://zoom.us/</p> <p>https://support.zoom.us/hc/en-us/articles/360034967471-Getting-started-guide-for-new-users</p>		Zoom
1.	10 min.	<i>Introduction</i>	<i>Greeting the participant(s), Introduction of the trainers, activities, aims, time frame, etc.</i>			
2.	1 hour 40 min	<i>Motivation for change</i>	<p><i>Steps to be taken</i></p> <p>1. Facilitator divides the group with two or three in each group where one will be coach, one client and one observer - if possible</p> <p>Carry out a motivational interview (MI):</p>	<p>The coach can use the guidance questions that has been sent to everyone</p> <p>If there is an observer, she can write down the most important points during the discussion</p>	<p><i>Motivational Interview (MI)</i></p> <p><i>Group session or 2-3 people</i></p>	<i>Guidance questions</i>

			<ul style="list-style-type: none"> • The client thinks of a potential change that she could make in her life to get closer to getting a job. It can be something on which she does not have a clearly formed opinion. • The coach will use MI to explore the dilemma (ambiguity) of the client and help her to become motivated to go through with the change. • The observer will listen and give advice after the conversation concerning how the counselor uses MI. • The same will be done again but this time focus on something the client want to change for reaching the work/career she wants 			
3	10 min	Evaluation	Evaluation of the motivational interview through oral feedback			

ANNEXES

- **Background information**
- **Instructions for trainer/coach**
- **Guidance questions**

Tool 6: Motivation by role models

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	Method
GENERAL OBJECTIVES	<p>Motivation for integration into the labour market of immigrant women through meeting with role models who themselves are women, immigrants and has succeeded in society and are integrated in the labour market</p> <p>Involving members of the community and role models can be very effective. Immigrant women who have decided to start their education or career path can meet someone who has already been successful and can give the feeling that “It is possible!”</p>
EXPECTED RESULTS	<p>Increased motivation for immigrant women to take steps for integration into the labour market</p> <p>Information for the women on how they can proceed and ways to get closer to labour market</p> <p>Possible networking with employers and other women</p>
FORM OF TOOL	Face to face
DURATION	2 occasions of 2 hours, one for planning and brainstorming, one for the meeting
TARGET GROUP	Immigrant women
SIZE OF THE GROUP	Flexible
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - basic language skills (or for all, if interpreter is available)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Interpretation (if needed) - Child care/ Facilities for children of participants (if relevant)
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Venue for the meetings. The meeting should be conducted in a location that is convenient and comfortable for participants. - If needed, the child care for children of the participants can be organised in the same venue where the meeting will take place. - Arrange snacks and coffee/tea for participants (if relevant).
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - An immigrant women who can be a role model - A group local / regional employers willing to spread the information about their sector (optional) - Facilitator for the meeting with the employers and the role model - Stakeholder organisation (optional)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - It can be good to involve the participants in the process of finding role models. Find out who they look up to and consider being successful and interesting and arrange the visit.

BACKGROUND INFORMATION

The meeting can also be held online and it can also be conducted as one meeting, without brainstorming about who to invite with the women themselves

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	Session 1, 2 h.	To brainstorm and plan for the meeting between immigrant women and role models	<p><i>Steps to be taken</i></p> <ol style="list-style-type: none"> 1. Brainstorm with a group of immigrant women about whom they consider to be the most important role models in your community. Start the discussion on why these particular individuals are role models in the eyes of women. Decide on whom of them the women would like to meet. - Ensure that you involve the participants in the process of finding role models. Find out who they look up to and consider being successful and interesting and arrange the visit. 2. Decide on the venue for the meeting and other practical arrangements. 3. Set up promotion activities together with stakeholder and immigrant women themselves. 	- See detailed instructions in annex	Group session/preparations	Papers, pencils
2	Session 2- 1	To have the meeting with the role model and	Run the event with role model(s)		Group session/motivation through presentation	Adapted to the individual presentations

	hour, 30 min	employers/motivation	<p><i>Greetings and introductions of the participants</i></p> <ol style="list-style-type: none"> 1. Presentation of the role model(s) 2. Role model(s) time to talk 3. Time for questions 4. Free discussion between women and role models and employers. Exchange contact information between them (if relevant). 	Run the meeting and make sure that all women are involved.	from role model	
3	30 min.	Evaluation, discussion	<p>Evaluate the impact on all that have been involved: stakeholder organisation, employers as well as the immigrant women.</p> <p>Discuss what are next steps for the women in their search for job (if relevant)</p>	If necessary, support the women in the decision of their next steps (the start of a new program, course, workshop etc.)	Group session, evaluation (and discussion if relevant)	

ADAPTATION POSSIBILITIES

It is also possible to use a volunteer role model as a mentor or a coach for a longer period of time.

ANNEXES

- **Instructions Motivations by role models**



Tool 7 : Motivation and benefits of working

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	Exercise/workshop
GENERAL OBJECTIVES	<ul style="list-style-type: none"> - The objective of the exercise is to motivate immigrant women to start thinking about work - To discuss differences in cultures regarding role of men/women regarding work and to help women see the benefits of working themselves
EXPECTED RESULTS	<ul style="list-style-type: none"> - More motivation of the target group to search for job <p>Immigrant women are a target group where many have never worked and might never have thought about having a career. That is why this motivational exercise can be an important first step for the aim.</p>
FORM OF TOOL	Online or face to face
DURATION	<ul style="list-style-type: none"> - 2 hours training
TARGET GROUP	Immigrant women who didn't work or worked just a little before
SIZE OF THE GROUP	Individual or group session (max 8 participants)
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - basic language skills (or for all, if interpreter is available)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Interpretation (if needed)
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Access to computer and internet
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - One trainer/coach with experience of working with immigrant women
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Take time for the women to discuss and share thoughts with each other. Adapt the language level to the group.
BACKGROUND INFORMATION	<p>The coach should be a person that is aware of potential cultural differences when it comes to common roles of men/women in other cultures. The idea is to motivate the women to want to start working and see the benefits of having a career of their own.</p>

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
		<i>Preparation</i>	<i>Trainor send the link to all participants</i>		<i>zoom</i>	zoom.us
1.	20 min.	<i>Introduction</i>	<i>Greeting the participant(s), Introduction of the trainers, explanation of the workshop</i>	Adapt the language to the group, preferably the participants are at approximately the same level		
2	40 min	Discover motivation for searching job	Discuss with the participant(s) if the person wants to work and why/why not. Let the person come up with 5 reasons positive aspects of having a job and 5 negative (if any).	The group can use google jamboard or notebookcast.com for an online whiteboard where all participants can easily join and add. Put the table from annex in the whiteboard and the women can fill in themselves If the trainer is familiar with a similar tool, he/she can use this instead!	Individual or group session discussion	computer, Annex, jamboard or notebookcast.com
3	40 min	Discussion of different views	Discuss if there is a difference between the habit of working for women in their home country and in the host country.	- Let the women come up with their own motivators and discuss with each other		
4	20 min	Evaluation	Evaluation - discuss if the women got new ideas/motivation for searching job/apprenticeships		Evaluation through discussion	

ANNEX

- **Working sheet Motivations and benefits of working**

II. JOB SEARCHING – PREPARING FOR INTERVIEW



Tool 8 : Be prepared for an automated video interview

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counseling/mentoring/
GENERAL OBJECTIVES	<ul style="list-style-type: none"> • help immigrant women to gain confidence and be able to perform in a video interview • make immigrant women understand the difference of a face to face interview and video interview • to enhance and develop digital skills of immigrant women • to help immigrant women to understand the advantages of a video interview • to motivate immigrant women to prepare a video introduction what they can send to a potential employer
EXPECTED RESULTS	<ul style="list-style-type: none"> • immigrant women will be able to prepare and perform confidently in a video interview situation • will have the experience to talk to a camera and use different platforms to practice video interview • women will be able to present themselves and stand out of the cloud without needing to travel, or need to meet personally which in some cultures could be more comfortable.
FORM OF TOOL	online
DURATION	<ul style="list-style-type: none"> - single - 2 hours
TARGET GROUP	migrant women
SIZE OF THE GROUP	personal counseling
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate local or English language level (from A.2) – Speaker
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - links to the platforms will be used
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Computer - Have a calm place for the meetings
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer - personal counseling
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - 1 trainer / 1 social volunteer/ 1 mentor/ etc. - The helper should try out the video interview situation with the provided free link, to have an experience and be able to better guide the jobseeker and give good feedback. - preparing the tools - computer, microphone - preparing the links
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - Many companies use automated video interviews as part of the assessment process. It is an advantage for migrant women if they can present themselves without needing to travel, or need

	to meet personally which in some cultures could be more comfortable.
ONLINE TOOLS CAN BE USED:	zoom or meet video conference platform <i><u>free VIDEO INTERVIEW platform link</u></i>

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
0.	10min	preparing the online platforms	Trainer/counselor prepares the links, and sends out zoom or meet invitations for the participant			meet, or zoom
1.	10 min.	Introduction of the automated video interview	Short presentation with shared screen: what is the automated video interview, how and why the companies use it. Advantages of a video interview.			<u>Preparation for a video interview</u>
2.	30 min.	To think through the main steps of a video interview preparation step	Personal counseling: 1. Discussion about video interview preparation based on the handout. The candidate can select the topics she finds harder and think together about the solution.		individual work or/and discussion	<u>Preparation for a video interview</u>
3.	5 min.	Watch one explanatory video on how to do a video interview	1. together with shared screen, they watch the video about a prepared explanatory video about how to prepare a video interview 2. Discussion about the preparation		individual work	https://medium.com/indivizo-help-center/how-to-take-a-video-interview-ea406e4620ad#.l4xfz1ar
4.	30 min.	Try out - get experience and practice	Personal counseling: 1. try out the video interviewing situation (<u>Free link</u>) 2. Discussion about the experience What was difficult? What was easier than they thought? Lesson learned?		individual work or/and discussion	https://video.indivizo.com/interview/62ac550a62c8f20007000be9/welcome

Tool 9 : Professional presentation

DEVELOPED BY	FISPE
TYPE OF ACTION	Public speaking task: Talking about one's personal background and professional experiences
GENERAL OBJECTIVES	Outlining immigrant women's professional backgrounds in details Help migrant women explore and look at their experiences they developed during migration or during being a mother as an asset.
EXPECTED RESULTS	Being comfortable with public speaking and talking about one's professional background Mastering the oral presentation skill to perform better in job interviews, benefiting labor market integration
FORM OF TOOL	Printable version / Word Format / PDF
DURATION	3h30
TARGET GROUP	Immigrant women - job seekers
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A2 level) - Trainees must have some basic computer skills (typing, text formatting) : optional, exercise still doable on paper for people with no computer skills
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Paper, pencil, printed documents - Have access to women's restrooms - Assistance in finding childcare facilities (i.e. providing proofs of enrollment in job seeking workshops) - Calm place for the meetings (in group or individually) without external interruption - Access to computers, plugs for personal computers
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers Workshop / Workshop classes for immigrant women
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / coach... preferably women trainers who might make immigrant women participants more comfortable and open to talk about their experiences - The person who will take it in charge should be a professional trainer who can teach not only how to write but also how to perform a public speaking task. Basic knowledge about the target group (immigrant women) is necessary.
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - The trainer will give strategies and advice to write a professional career. He will also guide the trainee and encourage her in order

	<p>to prepare the final task of talking about her professional background in public.</p> <ul style="list-style-type: none"> - Make sure to take into account the background story of participating migrant women who might have issues expressing themselves and talking about their experiences, or feel shy.
<p>BACKGROUND INFORMATION</p>	<p>This tool includes exercises on oral and written skills interlaced to learn how to present oneself orally in the correct words and with poise.</p>

STEP BY STEP SCENARIO

Time	Aim	Description of activities	Instruction for the helper including risks/possible resistance and its management	Method	Tools
4h					
15mn	Step 1 : <u>Awareness phase</u> Explanation of the session's goal	<ul style="list-style-type: none"> - Define how the session will be conducted by briefly explaining the different steps. - Present a "Reading aloud" picture and ask questions (what activity is this and what is it for ?...) 	The trainer asks trainees about defining a professional career and how they would interpret it by reading aloud.	<i>Starting activity : Brainstorming (oral exercise as a group)</i>	<i>Support document 1 a) : picture as initiator</i>
45mn 15mn	Step 2 : Know and master linguistic elements to efficiently write a personal biography	<ul style="list-style-type: none"> - Preparation and vocalization of immigrant womens' professional careers with their CVs. This step/exercise can be taped for further work on the vocalization. - Reading aloud advice : <ol style="list-style-type: none"> a) Short sentences, readables and clear b) Distinct paragraphs for each step of the application letter c) Appropriate layout d) Phrases and expressions previously studied to reinvest in the letter e) Appropriate and correct tenses f) Precise and correct vocabulary 	<p>The trainer asks women to participate one after the other (after a 15 mn preparation) to tell their professional career story in front of the other trainees. They encourage others to listen carefully and to make constructive criticism and encouragement.</p> <p>A brief reminder of the appropriate use of tenses is needed, as well as grammar notions, which should be contextualized and supported by brief exercises to evaluate what has been learned.</p>	<p><i>Oral individual production in front of the class</i></p> <p><i>Written individual understanding exercise followed by collective check</i></p> <p><i>Note taking</i></p>	
45mn	Step 3 : <u>Writing one's professional career on a CV basis (conversion of CV into biography)</u>	<ul style="list-style-type: none"> - Writing one's professional career according to their CV while integrating writing advice from the trainer. 	<p>The trainer should insist on the woman trainee's thinking regarding the layout of precise information with different sections.</p> <p>They should assist trainees in creating their CV on Word.</p>	<i>Written individual production</i>	

	30mn	Step 4 : Individual checking to recognize one's own mistakes	<ul style="list-style-type: none"> - Individual checking with the trainer who points out the trainee's mistakes, which she has to understand and correct by herself. 	While being helped a little bit, it is needed that women trainees learn to detect their own mistakes. If necessary, the trainer can explain the mistake made if the trainer is not able to.	<i>Autonomous checking</i>	
	1h	Step 5 : Reading aloud one's professional career	<ul style="list-style-type: none"> - Reading aloud one's professional career - Summary of advice for reading aloud efficiently - Multiple training in class and outside the class to master one's text and efficient reading. 			<i>Support document 2 : Summary of advice for reading aloud</i>

ADAPTATION POSSIBILITIES

It can be adapted to each host country situation. Some exercises can be adapted, by using for example, pictograms exercises, with less vocabulary and easier to understand by immigrants with low language level.

The trainees should be able to use Word to write their CV, but if they don't know how to use a computer, they can always do the exercise on paper.

The supporting document 4 has been translated to English but is way less detailed than the French, since it is adapted to the French language context. It is up to the trainer to adapt the document and advice to their own country's language specificities.

The trainer can choose to use only a part of the tool or divide it in multiple sessions if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

ANNEXES

Document 1 : Picture as initiator for conversation

Document 2 : Summary of advice for reading aloud

Tool 10: Job interview - role play and cultural differences

DEVELOPED BY	FOLKUNIVERSITETET
TYPE OF ACTION	Exercise/training
GENERAL OBJECTIVES	<p>For migrant women to:</p> <ul style="list-style-type: none"> - Prepare for a job interview. - Get information about where to find announced job vacancies. - To brainstorm on the specifics of the job interview and cultural differences. - To practice for job interview
EXPECTED RESULTS	For migrant women to be able to search more effectively for work and to improve performance at job interviews. To discuss cultural differences regarding job interviews. For the migrant women to get more self-esteem in searching for jobs.
FORM OF TOOL	face to face
DURATION	4 hours
TARGET GROUP	Migrant women
SIZE OF THE GROUP	4 -20 people
CRITERIA (who can be involved)	From A2 level, or lower level with interpretation
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<p>If relevant:</p> <ul style="list-style-type: none"> - interpretation - Facilities for children of participants
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Venue for the training - A list of places where the women can find information about the available vacancies (regional newspapers, websites, recruitment agencies, etc.) - One announced vacancy
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - Educator/trainer experienced of working with migrant women
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR	<ul style="list-style-type: none"> - Q-A session in the beginning and in the end. Evaluate the exercise: how does it help the participant? Was the information new? Are there any new ideas? Do women have more self-esteem in front of an interview? - Role play method - Learning through argumentation. Argumentation as means to attend to contrasting ideas, which can deepen their learning. Use of meaningful discussion in classrooms through open-ended questions, re-state of remarks in more scientific language, and develop and use models to construct explanations

BACKGROUND INFORMATION

- This exercise can be used for a group of immigrant women whose goal is to get voluntary work or employment.
- It is a good idea to prepare for the workshop if possible - to work with words and phrases before will enhance the understanding of important words.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper	Method	Tools
1	10 min.		Introduction: Greeting the participants, introduction of the trainers, learning facilitator explains the objective of today's workshop			
2	15 min		Quality assessment/zero measurement			
3	Part 1, 1 hour		<ul style="list-style-type: none"> a) Give the women a list of places where they can find information about the announced vacancies in your region: newspapers, websites, recruitment companies, etc. Demonstrate the most effective / popular places with announced vacancies. b) Present one announced vacancy c) Discuss with participants the questions from annex: 	<ul style="list-style-type: none"> • This exercise can be conducted partly in small groups and partly in full class, depending on the size of the group. 	Group session discussion and learning through argumentation	
4	10 min		Short break			
5	Part 2, 1 hour 20 min hours		<ul style="list-style-type: none"> • Run a role-play, where one participant is an employer and the other one is an interviewee. • Ask women what they liked / disliked at the interview. Discuss what can be improved. • Let the pairs change roles and follow the same process. 	<ul style="list-style-type: none"> - Try to give as much practical advices as possible during the discussions. - Keep the creative and good spirit in the group. 	Role play method and group session discussion	
6	10 min		Short break	-		
7	Part 3, 40 min.		<ul style="list-style-type: none"> • Discuss cultural differences at job interviews in the host country and the countries of origin of the participants. Let each participant tell her opinion. • Trainer recap today's training 		Group session discussion and learning through argumentation	
8	15 min.		Quality assessment/zero measurement			

ADAPTATION POSSIBILITIES

The part where to give the participants a list of places where they can find information about the announced vacancies in your region ***is specific to your specific area***. (*Newspapers, websites, recruitment companies, etc. Demonstrate the most effective / popular places with announced vacancies.*)

ANNEXES

- **Questions to discuss**

Tool 11 : Be prepared for an interview

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counseling/mentoring/
GENERAL OBJECTIVES	<ul style="list-style-type: none"> ● help immigrant women to gain confidence and be able to perform in a job interview ● make immigrant women understand the importance of an interview - what are the goals and parts of an interview ● preparing job seekers for an interview, highlighting the Do and Don'ts, gaining experience and practice
EXPECTED RESULTS	<ul style="list-style-type: none"> ● immigrant women will be able to prepare and perform confidently in an interview situation ● will be able to highlight and talk about their experiences and skills
FORM OF TOOL	face to face/ online
DURATION	<ul style="list-style-type: none"> - single - before an upcoming phone interview - 2 - 2,5 hours
TARGET GROUP	immigrant women with intermediate English or local language knowledge
SIZE OF THE GROUP	4-6
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - intermediate English or local language knowledge - different level of education
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - blue- and white-collar job seekers
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Training/workshop room (for groups), chairs - Have a calm place for the meetings (in group or individually) without external interruption - Computer with internet access - child care
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - Based on provided materials and instructions helper should try out the process described and have an overall understanding how to help jobseekers with interview preparation
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	-
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - many case immigrant women do not have any job interview or job related experiences, so videos or any - the tool can be simplified based on the level of the immigrant women work experience

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	20 min.	Highlighting the importance of the preparation	<p>Short discussion about the most important parts of preparation: research, possible questions based on the job description, legal options for immigrants, preparation with the translator - if there is a need for translation, questions to ask during the interview, mental preparation</p> <p>As a group exercise: participant together can collect the most important preparation steps - share their experiences</p>		group or individual discussion	handout <u>Things to do before and during the interview - handout</u>
2.	30 min.	Practicing the preparation phase of an interview	<p>Group exercise or an individual session</p> <ol style="list-style-type: none"> All participants select a dream job or they would like to apply Each participant work on the preparation steps filling the first page! of the <u>Interview preparation sheet</u> Discussion in pairs/discussion with the helper (counselor, social worker) 		small group session sharing /individual work or/and discussion	pen, flipchart, Handout <u>Interview preparation sheet</u> Preparation for a video interview
3.	5 min.	To show participants a “real” interview situation, and	<ol style="list-style-type: none"> Participants watch a video about an interview situation (https://www.youtube.com/watch?v=5QOR3GPb7hk) Discuss and highlight what was good. 		group session/individual work	<u>video of a good interview situation</u>
	30 min	Get to know the most often asked interview questions, see good examples and	<p>Group exercise or an individual session</p> <ol style="list-style-type: none"> Participants go through in pairs or individually on the <u>most often asked questions</u>, check examples and write their own answers. Discussion and feedback in pairs or in a big group. 		group session/individual work	handout: <u>often asked interview questions and answers</u>

		<p>be able to formulate their answers</p> <p>Practice interview situations</p>	<p>2. Each participant work on the preparation steps filling the second page! of the <u>Interview preparation sheet</u></p> <p>Variation roleplay in pairs - one asks a question, the other tries to answer it. Discussion and notes on what worked, and what are the key expressions.</p>			<p><u>Competency-based interview and S.T.A.R model .pdf</u></p>
4.	30 min.	<p>Prepare candidate also for what not to do in an interview</p>	<p>Group exercise or an individual session</p> <ol style="list-style-type: none"> 1. Participants share their thoughts and experiences of what not to do in an interview situation. 2. Go through the list in the <u>Things to avoid in an interview</u> handout 		<p>group session sharing /individual work or/and discussion</p>	<p><u>Things to avoid in an interview</u></p>

Tool 12: Prepare for competency-based interview

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counseling/mentoring/
GENERAL OBJECTIVES	<p>preparing immigrant women how to answer competency-based interview questions</p> <ul style="list-style-type: none"> - help immigrant women to gain confidence and be able to perform in a competency based job interview - preparing job seekers for competency based interview - teach immigrant women to use the S.T.A.R model to prepare for an interview
EXPECTED RESULTS	<ul style="list-style-type: none"> - immigrant women will be able to identify and talk about their skills and competencies even without actual job experience - they will be able to prepare and perform confidently in an interview situation - even immigrant women without job experience will be able to highlight and talk about their skills - immigrant women without will be more self confident and transfer their everyday experiences (as a mother as a housewife etc.) into work experience
FORM OF TOOL	face to face/ online
DURATION	<ul style="list-style-type: none"> - single, but can be repeated before an actual interview for a position
TARGET GROUP	<ul style="list-style-type: none"> - immigrant women, - all level of education - intermediate language level
SIZE OF THE GROUP	4-5 persons
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - blue- and white-collar job seekers
SERVICES SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - child care
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Training/workshop room (for groups), chairs - Have a calm place for the meetings (in group or individually) without external interruption -
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer - group version/ consultant, or coach, helper individual
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - preparing handouts and examples
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - many companies use competency-based questions during the interview - S.T.A.R model is a good way for immigrant women to present their competencies in a convincing way

	<ul style="list-style-type: none">- The tool can be simplified depending on the job experience of the immigrant women. Example: use just the <u>Often asked interview questions and how to answer it</u>,
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STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	5 min.	Introducing the competency or behavioral interview questions type and S.T.A.R model	Short discussion, presentation about competencies and about competency-based interview questions S.T.A.R model - presentation and explanation with examples		group or personal counseling	Handout: <u>Competency-based interview and S.T.A.R model</u>
2.	30 min.	Practicing the S.T.A.R model	Variation 1 - group exercise: <ol style="list-style-type: none"> 1. Participants individually collect examples based on practice sheet 2. In pairs, they play the situations 3. Feedback and discussion about what went well, and what was hard Variation 1 - personal counseling: <ol style="list-style-type: none"> 1. Participants collect examples based on practice sheet 2. Review the answers - discussion about the answers 3. Roleplay - practicing the interview situation with questions that are adequate to the jobseeker 		group session discussion/individual work	Handout: <u>Competency-based interview questions</u>
3.	30 min	Preparing for an actual interview situation	Most common interview questions and how to answer them - immigrant women collect questions based on the job description they applied for and prepare for the interview with the help of the handout. The helper should review and discuss the answers.		individual preparation than discussion	<u>Often asked interview questions and how to answer is</u>

Tool 13 : How to prepare for a phone interview

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counseling/mentoring/
GENERAL OBJECTIVES	<ul style="list-style-type: none"> • preparing immigrant women for a phone interview situation, to gain experience and practice • help immigrant women to gain confidence to talk about themselves in a phone interview
EXPECTED RESULTS	<ul style="list-style-type: none"> • immigrant women will be able to prepare and perform confidently in an interview situation • will be able to highlight and talk about their experiences and skills
FORM OF TOOL	face to face/ online
DURATION	<ul style="list-style-type: none"> - single - before an upcoming phone interview - 1,5-2 hours
TARGET GROUP	migrant women with intermediate English or local language knowledge
SIZE OF THE GROUP	<ul style="list-style-type: none"> • 4-6 • or 1 and 1 direct help
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - intermediate English or local language knowledge - different level of education
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - blue- and white-collar job seekers
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - Training/workshop room (for groups), chairs - Have a calm place for the meetings (in group or individually) without external interruption - Computer with internet access
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Based on provided materials and instructions helper should try out the process described and have an overall understanding how to help jobseekers with phone interview situation
SERVICES SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - child care
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - Phone interviews are often used for preselection. There is not much time for the candidate to answer the questions and give a good impression. Phone interviews are more unbiased because they can focus on answers and not the person, so it can be an advantage for immigrant women.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	5-10 min.	Introduction of the phone interview	<p>Short overall discussion about phone interviews and the importance of preparation and what they need to be professional in a phone interview situation. Go through <u>5 tips for crushing a phone interview</u> or <u>How to prepare for a phone interview</u></p> <p>Topics to also highlight:</p> <p>advantages of a video phone interview as migrant women (unbiased, no need to travel for pre-selection phase, direct contact with a recruiter, etc.)</p>	<p>Helpers should emphasize that a phone interview is already a very good chance to present themselves. It is very easy to ace if you are prepared.</p>		<p><u>5 tips for crushing a phone interview</u></p> <p><u>How to prepare for a phone interview</u></p>
2.	20 min.	To practice the company research and preparation phase of a phone interview	<p>Variation 1 - group exercise:</p> <ol style="list-style-type: none"> In pairs, jobseekers start to work on the <u>Phone Interview Cheat Sheet</u>, on the company research part. Trainer defines a company and a position, and the task is to collect as much useful information as they can in 10 minutes. every pair present's what are the most important findings. "Go under" and analyze together if there is any information that is helpful as migrant women to be prepared for. <p>Variation 2 - personal counseling:</p> <ol style="list-style-type: none"> Jobseekers start to work on the <u>Phone Interview Cheat Sheet</u>, on the company research part, preparing for an actual upcoming phone interview. - Helper assists, but 	<p>The trainer should choose a job description from a local job board preferably one that is interesting for the participants. The trainer should also prepare in advance with some research and some information.</p>	<p>small group session sharing /individual work or/and discussion</p>	<p>computer with internet access, pen, Handout</p> <p><u>Phone Interview Cheat Sheet</u></p>

3.	40 min.	Prepare for often used interview questions	<p>Variation 1 - group exercise:</p> <ol style="list-style-type: none"> 1. Trainer presents some of the typical questions that are often used in an interview situation using <u>Often asked interview questions and how to answer it</u> handout. 2. Trainer encourages participants to think like a great strength and experience, that as migrant women they have to deal with much more complex situations than an average person. Think like a great strength and experience, that can be highlighted in such answers. Collect examples: what are strengths a migrant woman probably developed because of their situation. 3. Participants individually work on the <u>Often asked interview questions and how to answer it</u>, <p>Variation 2 - personal counseling:</p> <p>Jobseekers continue to work on the <u>Phone Interview Cheat Sheet</u> questions using also <u>Often asked interview questions and how to answer it</u> as examples or for practice. Helper assists, helps to collect and define good answers for typical questions.</p>		group sessions/individual work	<u>Often asked interview questions and how to answer it</u>
4.	20-30 min.	Try out - get experience and practice	<p>Variation 1 - group exercise:</p> <ol style="list-style-type: none"> 1. In pairs participants try out phone interview situations. One of the pairs is the recruiter asking the questions, the other gives answers using the preparation sheet. 2. Discussion about how the interviewee felt, feedback, 3. Role change 4. Group discussion about: <ul style="list-style-type: none"> • What was difficult? • What was easier than they thought? • Lesson learned? <p>Variation 2 - personal counselling:</p> <ol style="list-style-type: none"> 1. Helper plays the recruiter role and practices the phone interview situation, preferably with a phone in different rooms. 2. Discussion about the experience <ul style="list-style-type: none"> • What was difficult? • What was easier than they thought? • Lesson learned? 		small group roleplay, sharing, and discussion	

Tool 14 : The interview is a two-way communication

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counselling/mentoring/
GENERAL OBJECTIVES	<ul style="list-style-type: none"> ● help immigrant women to gain confidence and be able to ask questions during a job interview ● guide immigrant women to understand that an interview situation is a two-way communication and not an exam ● raise self awareness of immigrant women and collect good questions what can be used in an interview
EXPECTED RESULTS	<ul style="list-style-type: none"> ● immigrant women will be able to prepare and perform confidently in an interview situation and have good questions to make an interview a two way communication ● they will be able to identify their needs articulate it in a interview situation
FORM OF TOOL	face to face/ online
DURATION	<ul style="list-style-type: none"> - single - before an upcoming phone interview - 1,5-2 hours
TARGET GROUP	immigrant women with intermediate English or local language knowledge
SIZE OF THE GROUP	4-6
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - intermediate English or local language knowledge - different level of education
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - blue- and white-collar job seekers
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - Training/workshop room (for groups), chairs - Have a calm place for the meetings (in group or individually) without external interruption - Computer with internet access
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Based on provided materials and instructions, the helper should help participants to find meaningful questions to ask in an interview situation. - Help should have knowledge about local administrative and legal aspects of migrants' employment, and help participants with questions which are important in these matters
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - It is important to help immigrant women to understand that an interview situation is a two-way communication and not an exam - If a job seeker has good questions will appear more confident and motivated.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	5 min.	Encourage job seekers about their rights, and that the interview is a two-way communication and assessment.	<p>Trainer or social worker encourages the job seekers:</p> <p>Example: “Interview situation is a chance for you to get to know the organization and people you’re hoping to be devoting half of your waking hours to.</p> <p>It also shows that you are prepared, confident, and conscious.”</p>		group or individual discussion	
2.	10 min.	Gathering inspiration	<p>1. Trainer/helper goes through the <u>Example question</u> together with participants, and briefly discusses what type of questions should be asked in an interview.</p>		group discussion	handout <u>Example questions you should ask in an interview</u>
3.	30 min.	Defining questions should be asked in an interview situation	<p>Group exercise or individual session</p> <p>1. Participants select a job they would like to apply for and collect questions they would like to know. They can use <u>Example question</u></p> <p>2. Group sharing and discussions - each participant shares one question, what finds important</p>		individual work or/and discussion	pen, Handout <u>MYquestions to ask in an interview</u>

III. SKILLS ASSESSMENT

Tool 15 : Map of previous experiences

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Laboratory
GENERAL OBJECTIVES	Immigrant women will acquire knowledge of their own background and their past job experience in the origin country. Immigrant women are supposed to understand the value of their past work experiences and translate them into new skills they can use in the present framework
EXPECTED RESULTS	To be able to recognize ways of life and different jobs they had during their life. The immigrant women will become more aware about the richness and complexity of the individual origins, the place she lives or just pass through and their training and job experiences.
FORM OF TOOL	Experiential laboratory
DURATION	- 2:30 hours
TARGET GROUP	immigrant women
SIZE OF THE GROUP	Max 8/10
CRITERIA (who can be involved)	immigrant women interested in searching and finding a job
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	Interpretation/mediation to support the activity. Consider to offer a babysitting service for the specific needs of the target group
DESCRIPTION OF GENERAL CIRCUMSTANCE	Room with a large space to work with paper and colours
NEEDED HUMAN CAPACITY	- 2 trainer + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Verify if immigrant women involved has already a basic knowledge of the geographical areas (distances, spatial orientation) which they belong <p>RISKS:</p> <ul style="list-style-type: none"> - Low knowledge of geographical areas <p>Assessment:</p> <ul style="list-style-type: none"> - Mediation and psychological support - Trainer help the participants to overcome orientation issues (you can provide a map to help the women to do the exercise)
BACKGROUND INFORMATION	

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10 min.	Introduction	Greeting the participant(s), Introduction of the trainers	Language mediation if needed		
3.	60 min.	Creation of a geographical map	<p>1. Each woman writes in 3 sheets the name of where they were born, and other two places where they have lived or traveled to.</p> <p>2. In every cities they identified they have also to write which jobs or training they did</p> <p>3. Then the participants put the sheets in an imaginary map on the floor (the basement for the map it's only the location where the training is and the four cardinal points. The participants put their sheets according this too coordinates)</p>			Blank sheets
5.	60 min	Awareness of themselves	The immigrant women can recognize and value the importance of their personal and professional experiences adapting them to the present job searching			
6.	20 min.	Feedback	In the last 20 min the trainer collects the feedback about the usefulness of the activity undertaken and the information provided.			Satisfaction questionnaire

Tool 16 : Professional experience overview

DEVELOPED BY	FISPE
TYPE OF ACTION	Write professional experiences details in the native country and in the host country within a data table
GENERAL OBJECTIVES	Summary of professional experiences
EXPECTED RESULTS	National. In preparation for their labour market integration, immigrant women will be able to centralise all their work experiences. This exercise puts down on paper all information needed in CV and cover letter writing.
FORM OF TOOL	Printable version / Word Format / PDF
DURATION	<ul style="list-style-type: none"> - 2 hours - 1 occasion
TARGET GROUP	Immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A2) - Students must have some basic computer skills (typing, text formatting).
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Paper, pencil, printed documents, PC (for those who do not have) - Have access to women's restrooms - Assistance in finding childcare facilities (i.e. providing proofs of enrollment in job seeking workshops)
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers Workshop / Workshop classes - It is recommended to have a computer
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / 1 social worker/ 1 mentor/ etc. : preferably a woman trainer or facilitator which could make immigrant women participants more comfortable and open to talk about themselves - The person should be a professional trainer who teaches the host country language and has some computer skills.
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - The trainer will help and provide some advice to write professional experiences in a data table. - Make sure to take into account the background story of participating migrant women who might have issues expressing themselves and talking about their experiences, or feel shy. - They can read the annexe 3 the funny text about the "mom" who never worked but who has many competences
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - This type of activity enables the trainee to summarise her professional experiences in detail.

STEP BY STEP SCENARIO

Time	Aim	Description of activities	Instruction for the helper including risks/possible resistance and its management	Method	Tools
4h					
15mn	Step 1 : Awareness phase Describing a skills assessment	Discussing : <ul style="list-style-type: none"> - What is a skills assessment ? - What is the objective ? How can it help you? - Open answers 	Try and get everybody to speak freely.	<i>Starting activity :</i> <i>Brainstorming</i> <i>(oral exercise as a group)</i>	<i>Supporting document 1 :</i> Describing a skills assessment
45mn	Step 2 : Active understanding and exercises	<ul style="list-style-type: none"> - Participants learn to differentiate skills from qualities, can be supplemented with their personal and professional experiences Make sure to insist on including skills from housework and family care experiences. <ul style="list-style-type: none"> - Explaining what is a “documentary proof” and a “reference/recommendation”, putting them in context of the host country’s work culture. 	Clearly explain the instructions. If needed, help out the trainees on difficult exercises. Ask questions about definitions to evaluate what participants already know and don’t know. Let other immigrant women present explain to others what they know about these definitions. Let them speak by giving each of them the floor.	<i>Written understanding exercise + exercise in groups of two, then collective checking</i>	<i>Supporting document 2 :</i> matching exercise between sentences about work and the qualities and skills associated with them. <i>Supporting document 3 :</i> “documentary proof” and “reference/recommendation” definitions.
45mn	Step 3 : Production Show in detail one’s professional skills and experience	<ul style="list-style-type: none"> - Filling in a data table with professional skills in detail (job, tasks, duration, location, proof, reference) 	Assist participants on the computer-based task for those who have low digital skills.	<i>Individual production on laptop</i>	<i>Supporting document 4 : fill in skills assessment table.</i>

ADAPTATION POSSIBILITIES

It can be adapted to each host country situation. Some exercises can be adapted, by using for example, pictograms exercises, with less vocabulary and easier to understand for women immigrants with a low language level.

The trainer can choose to use only a part of the tool or divide it in multiple sessions if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

ANNEXES

Doc 1 : Skills assessment description

Doc 2 : Exercise - matching sentences regarding work to qualities or skills (Au Boulot – Livre 2)

Doc 3 : Meaning of the words “documentary proof” and “reference”/ “recommendation”

Doc 4 : Professional Experiences table [translated in English]



Tool 17 : Self- assessment

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Soft-Skills assessment
GENERAL OBJECTIVES	The task of this tool is to provide the immigrant women a better comprehension of their strengths and weaknesses in order to properly deal with the labour market
EXPECTED RESULTS	The immigrant women will achieve an overview of their personal characteristics. Together with the trainer they will understand which skills are more suitable for the labour market and which they will need to improve to have a better chance to find a job.
FORM OF TOOL	Online
DURATION	- 2:00 hours
TARGET GROUP	immigrant women
SIZE OF THE GROUP	5 / 10
CRITERIA (who can be involved)	immigrant women with a basic level of digital knowledge
SERVICES MUST/SHOULD BE OFFERED FOR immigrant womenS	Interpretation/mediation to support the activity.
DESCRIPTION OF GENERAL CIRCUMSTANCE	
NEEDED HUMAN CAPACITY	- 1 trainer specialise in job orientation (and a medium level of digitalisation) + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<p>RISKS:</p> <ul style="list-style-type: none"> - Low language skills <p>Assessment:</p> <ul style="list-style-type: none"> - Mediation support for language
BACKGROUND INFORMATION	
ONLINE ADAPTATION	This tool is been adapted for online use thanks to an Google Slides presentation (Annex 3) integrated with Slido app

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10 min.	Introduction	Welcoming the women in the zoom session, introduction of the activity	Language mediation if needed		Zoom (or other online meeting platform)
2.	30 min	How I see myself	The trainer explains how important it is to have a clear vision of themselves in order to understand what of their own natural characteristics could be useful in the labour market. The trainer uses an exercise to highlight strengths and weaknesses of the immigrant women.	Some women could have some difficulties completing the second part of the first exercise. The trainer, anticipating the possible issue, will be available to support them. In order to correctly use the Google slides presentation (Annex 3) be sure to have installed Slido extension. Then once opened the presentation in Google use the option “Present with Slido” to start the presentation.		Annexes
3.	20 min.	Values scale	The trainer provides the immigrant women with another exercise. The immigrant women choose the main values and put them on a scale.			Annexes
4.	30 min.	Discussion	The whole group discuss about the outcomes of the two activities			
5.	30 min.	Feedback	The trainer analyses the results giving them tips about which job sector could be the most appropriate depending on the values chosen. Considerations and reflections on the outcomes of the activity.			Satisfaction questionnaire

ANNEXES

- **Self-Assessment Google Slides**
- **Guidelines: how to use Slido in Google Slides**

Tool 18 : Skills set inventory

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counselling/mentoring/
GENERAL OBJECTIVES	Raise self-awareness and self-esteem, self-confidence of migrant women. Help migrant women explore and look at their experiences they developed during migration or during being a mother as an asset.
EXPECTED RESULTS	migrant women will be able to identify their skills, to be able to speak about it with examples
FORM OF TOOL	face to face/ online
DURATION	<ul style="list-style-type: none"> - single, - can be repeated and reviewed, refreshed before a job application or an interview preparation
TARGET GROUP	<ul style="list-style-type: none"> - migrant women, - all levels of education - intermediate language level of English or local language - beginners (with interpretation)
SIZE OF THE GROUP	4-6
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - blue- and white-collar job seekers
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - interpretation for groups with beginner language level - child care
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Training room (for groups), room, chairs - Have a calm place for the meetings (in a group or individually) without external interruption
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer - group version/ consultant, or coach - personal counselling preferably women, with whom migrant women can be more opened
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - preparing handouts and examples
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - Skill inventory and S.T.A.R model is a good way for candidates to present their skills in a convincing way. - Skills should be inserted in a CV and candidates should be able to describe their skills in an interview, giving examples - S.T.A.R model is a good way for candidates to present their skills and competencies in a convincing way

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	5 min.	Jobseekers get an overview of skills and the importance of being aware of these skills	<p><i>Short discussion about skills:</i></p> <ol style="list-style-type: none"> 1. What are work skills, types of skills 2. Why is it important to have your skill map? <ul style="list-style-type: none"> - you can easier determine what type of job you should look for - makes you confident - everybody has more skills than they think of, as a migrant woman you have a lot of skills you developed - with a skill map you can quickly write or update your CV - you will be able to speak about your skills describing it 		group or personal counseling	Handout:
2.	20 min.	<p>Skill inventory - jobseekers collect their own skill set which will be useful for CV writing or in an interview.</p> <p>Increasing self-esteem.</p>	<p>Variation 1 - group exercise:</p> <ol style="list-style-type: none"> 1. Helper encourages participants to look at themselves from outside, from a helicopter view, and try to find the tasks they have to deal with in their life and try to identify what are the skills they have to fulfill those tasks. 2. Participants individually collect their skills (5-8) on the <u>Skill set inventory</u> handout. They can use the <u>Skill set collection</u> for inspiration. 3. Share one skill that she is proud of. 4. Together collect skills that are the result of being women/mother/migrant <p>Variation 2 - personal counseling:</p> <ol style="list-style-type: none"> 1. Helper guide jobseekers to collect 5-8 skills using <u>Skill set collection</u> for inspiration. 2. Together collect skills that are the result of being woman/mother/migrant. Helper encourages participant to look at 		group session discussion/individual work	Handout : <u>Skill set inventory</u>

			<p>herself from outside, from a helicopter view, and try to find the task she has to deal in her life and try to identify what skills she needs to have to fulfill those tasks.</p>			
3.	30 min.	<p>To practice how to talk and describe skills.</p> <p>Be self-confident and be able to present themselves</p>	<p>Variation 1 - group exercise:</p> <ol style="list-style-type: none"> 1. With the help of <u>Action verbs to describe SKILLS</u> and examples in <u>Essential employability skills with examples</u>, and <u>Skill set inventory</u> template, participants describe the skills they have listed previously. <ol style="list-style-type: none"> a. CV compatible description <u>Essential employability skills with examples</u> b. With the help of S.T.A.R model describes examples of the skills 2. Each participant shares 2 of their skills with the group describing them with action verbs and examples. 3. Feedback and they can continue to practice in pairs <p>Variation 1 - personal counseling:</p> <ol style="list-style-type: none"> 1. With the help and examples in <u>Action verbs to describe SKILLS</u> and <u>Skill set inventory</u> template participant to describe the skills, she listed previously <ol style="list-style-type: none"> a. CV compatible description <u>Essential employability skills with examples</u> b. With the help of S.T.A.R model describes examples of the skills 2. With a helper, migrant women practices the presentation of her skills. 3. Feedback and discussion 			<p><u>Action verbs to describe SKILLS</u></p> <p><u>Skill set inventory</u></p> <p><u>Essential employability skills with examples</u></p>

Tool 19 : Baggage of memories - Skills and experiences

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Self-awareness
GENERAL OBJECTIVES	Deepening self-awareness and reflecting on one's own immigration experience. To be aware of their own personal and working experiences before arriving in the new country.
EXPECTED RESULTS	To develop stronger awareness of one's personal and intimate history, and what skills already acquired they could use in the new country.
FORM OF TOOL	In presence/focus group/gamification
DURATION	- 1:30 hour
TARGET GROUP	Immigrant women
SIZE OF THE GROUP	5 or more (max 10)
CRITERIA (who can be involved)	Immigrant women who just arrived or that have difficult integration background
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	Interpretation/mediation to support the activity Consider to offer a babysitting service for the specific needs of the target group
DESCRIPTION OF GENERAL CIRCUMSTANCE	- Some starting objects to fill in the baggage
NEEDED HUMAN CAPACITY	- 1 trainer + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	RISKS: - Low language skills - Psychological trauma Assessment: - Mediation support for language - Expert psychological support
BACKGROUND INFORMATION	This activity takes place in a group, and it's meant to create bonds with each other besides increasing awareness of their identity

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10 min.	Introduction	Greeting the participant(s), Introduction of the trainers, each participants introduce themselves	Language and psychological mediation if needed		
2.	10 min.	Introducing the tool	The trainer explains the proceeding of the activity to the group.		Gamification	Pc, projector
3.	40 min.	Understanding their identity	A piece of baggage is brought to the attention of the group. The suitcase/bag contains a number of items. The participants examine the content and formulate hypotheses about the person who it may belong to. The belongings packed up must be strongly symbolic, for instance, an old picture, an article of clothing (something that you can identify culturally and over the time), a book (diary, address book, prayer book), objects that might give information about the owner's gender, age, culture, provenance, social class. Participants report the information gathered and provide a description of the person that owns the suitcase.	Flipchart or images of the objects/items		Flipchart or images of the objects/items (consider to create your own specific flipchart according to the participant target group)
4.	40 min.	Raise awareness/importance of their personal history	Participants are asked to imagine they are leaving their homeland and are going to face a journey that will take them away, to another country, for an indefinite period of time, perhaps forever. Each participant writes down, on the provided worksheet, five things she is going to pack up and five skills/job experience she thinks could be useful in the future. Later each of them will report what they chose to put in their bags to the whole class.			
5.	10 min.	Testing and feedback	Considerations and reflections on the outcomes of the activity.		Round table/feedback	Satisfaction questionnaire

ADAPTATION POSSIBILITIES

This tool can be used in any country. Keep in mind that it could be stressful for the participants to remember their past and history, in particular if they suffer from trauma. Consider having the support of a psychologist.

ANNEXES

- **Flipchart examples and baggage**

Tool 20 : Focus group method for assessment of needs

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	Focus group
GENERAL OBJECTIVES	An active method in which the target group as well as stakeholders can be involved to find out what the immigrant women need, their potential barriers and solutions regarding integration in the labour market.
EXPECTED RESULTS	Increased knowledge about migrant women needs, barriers and solutions for integration in the labour market
FORM OF TOOL	Face to face
DURATION	- 1,5 – 2 hours / session
TARGET GROUP	Migrant women or/and Stakeholders working with migrant women
SIZE OF THE GROUP	4 – 10
CRITERIA (who can be involved)	- Basic language skills (or for all with interpreter)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	- Interpretation, child care if relevant
DESCRIPTION OF GENERAL CIRCUMSTANCE	- Plan a venue and a time of day that is convenient for the participants and responsive to their life circumstances.
NEEDED HUMAN CAPACITY	- Facilitator for focus group questions - Note taker (if relevant)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<p><i>Preparation steps:</i></p> <ul style="list-style-type: none"> - <i>Select the team for conducting focus groups</i> - <i>Write an approximate plan for the focus group</i> - <i>Recruit the participants.</i> - <i>Decide on the time and location.</i> <p>Before the date of the focus group, invite the participants by e-mail or sms. It is often helpful to contact confirmed participants the day before the group to remind them of the time and location of the focus group and to confirm, once again, their participation.</p>
BACKGROUND INFORMATION	Focus group method is a relevant work format for the assessment of immigrant women needs for integration in the labour market (see annex 1)

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	15 min.	Introduction	<i>Greeting the participant(s), Introduction of the trainer(s) and workshop</i>	It is helpful for the facilitator to outline the purpose and format of the discussion at the beginning of the session and set the group at ease. Participants should be told that the discussion is informal, everyone is expected to participate, and divergent views are welcome.		
2.	1,5 hours including break	To run the focus group	<p>Steps to be taken</p> <p>The plan which the facilitator sets up in advance shall be a sort of a framework for the facilitator to explore, probe, and ask questions.</p> <p>Initiating each topic with a carefully crafted question will help participants share their experiences but in a focused and meaningful manner.</p> <p>Moreover, using a plan increases the comprehensiveness of the data. If participants give incomplete or irrelevant answers, the facilitator can probe for fuller, clearer responses.</p>	<p>Detailed instructions in annex 2</p> <p>A few suggested techniques are:</p> <ul style="list-style-type: none"> • Repeat the question – repetition gives more time to think. • Pause for the answer – a thoughtful nod or expectant look can convey that you want a fuller answer. • Repeat the reply – hearing it again sometimes stimulates conversation. • Ask when, what, where, which, and how questions – they provoke more detailed 	1. Focus group method	

			<p>The most important steps for labour market coaching can be concluded with:</p> <ol style="list-style-type: none"> 1. Assessment of personal situation 2. Assessment of hard and soft skills 3. Goal orientation - reassessment of goal orientation 4. Assessment of specific needs 5. Arranging specific support 6. Orientation 7. Action plan 	<p>information.</p> <ul style="list-style-type: none"> • Use neutral comments like “Anything else?” 		
3	15 min	Evaluation/self-assessment	<p>Evaluate, Summarise and follow –up the following:</p> <ul style="list-style-type: none"> - How did planning work? - How did I manage my role as a facilitator? - What could be done differently? - What shall I think about next time? - Follow-ups with participants. 			

ANNEX

- **Information Focus group method**
- **Instructions for trainer**

Tool 21 :Capitalising on experience

DEVELOPED BY	FISPE
TYPE OF ACTION	Creating a worksheet capitalising on experience, including migration experience
GENERAL OBJECTIVES	Capitalising on my work competencies / Assessing my experiences and skills One of the main difficulties being learning the host country's language before/when looking for a job, the tool's objective is also for immigrant women to learn new words in said language to describe their experience.
EXPECTED RESULTS	National Ability for immigrant women to take advantage of past experiences and associated skills in job searching activities. Allows for easier professional integration on the host country's labour market.
FORM OF TOOL	Printable version / Word Format / PDF
DURATION	2h
TARGET GROUP	immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A2 level) – Speaker
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Paper, pen - The trainees can use their smartphones to research difficult vocabulary - Have access to women's restrooms - Assistance in finding childcare facilities (i.e. providing proofs of enrollment in job seeking workshops) - Calm place for the meetings (in group or individually) without external interruption
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers Workshop / Office (if individual meeting) / Workshop classes for immigrant women
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / 1 social volunteer/ 1 mentor/ etc. , preferably a woman trainer or facilitator which could make immigrant women participants more comfortable and open to talk about their experiences - The person should have experience in professional accompaniment and basic knowledge about target group (immigrant women)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<p>To check if the participant matches the criteria, an individual questionnaire should be done to verify if the person has the language level required and to know what is exactly their personal and professional situation (optional, to be created by the trainer according to the criteria)</p> <p>Make sure to take into account the background story of participating immigrant women who might have issues expressing themselves and talking about their experiences, or feel shy.</p>

BACKGROUND INFORMATION	If some women do not have any work experience, they can mention their personal experiences

STEP BY STEP SCENARIO

Timeframe / Day	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
<p>2 hours :</p> <ul style="list-style-type: none"> 30 min 	<p>Step 1:</p> <p>Present the pedagogical objective of the capitalising worksheet</p>	<ol style="list-style-type: none"> Oral comprehension: the trainees listen to the trainer's introduction. They also listen to the training's objective and the presentation of the tool The trainer explains they should choose an experience, professional or personal if they have never worked. Oral production: the trainees present their selected experience and specify if it is a work or personal experience 	<ul style="list-style-type: none"> The trainer clearly announces the tool and its pedagogical objective and asks the trainees to rephrase The trainer reminds the exercise instructions and reassures the women without work experience by encouraging them to share a personal experience within an ethical context (these personal experiences include ones within domestic work, family relations/care etc.). 	group session	A board to write down the name of the training session and its objective
<ul style="list-style-type: none"> 45 min 	<p>Step 2:</p> <p>Becoming familiar with the worksheet content to better complete the exercise</p>	<ol style="list-style-type: none"> Presentation of the supporting document and reading out loud the content to explain complex vocabulary, explain what is an action strategy/plan Completing the worksheet on experience 	<ul style="list-style-type: none"> The trainer asks the trainees to read in turn to guarantee good understanding of the content The trainer will rope in the participants to explain the text, relying on and taking advantage of women who speak/understand better 	<p>Reading in turns</p> <p>Request the trainees' participation</p>	Supporting document "Worksheet on capitalising experience"
<ul style="list-style-type: none"> 45 min 	<p>Step 3:</p> <p>Double objective</p> <ul style="list-style-type: none"> -expressing yourself/presenting their ideas/making arguments -building self-confidence 	<ol style="list-style-type: none"> Brainstorming The participants return to their areas for improvement and the best practice strategies for their work project Verify that the worksheet was completed based on the skills mentioned during the presentation of experiences (Step 1) 	<ul style="list-style-type: none"> The trainer invites the participants to list their areas for improvement from their chosen experience (last part of the table) and to specify the strategies to be implemented The trainer verifies their experience choice by asking « Is this the right experience that you have chosen? » 	<p>Questioning</p> <p>/requesting</p> <p>/reformulating</p> <p>/reasoning techniques</p>	

ADAPTATION POSSIBILITIES

The tool may be used for different audiences as long as the trainer explains the lexicon/vocabulary.

The tool can be used by a target group with professional experience as well as a target group without work experiences.

For the last step, verifying the participant's experience choice will prove if they have or have not self-confidence and to what degree.

The trainer can choose to use only a part of the tool if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

This experience capitalising worksheet is mainly intended for immigrant women from the Global South, developing or underdeveloped countries.

Particularly implemented by NGOs & FAO.

ANNEXES

1. Worksheet capitalising on experience (reworked)

https://fgc.federeso.ch/system/files/attachments/guide_outils_formation_capex_2021.pdf



Tool 22 : Self analysis

DEVELOPED BY	FISPE
TYPE OF ACTION	Assessing skills
GENERAL OBJECTIVES	Identifying professional skills One of the main difficulty being learning the host country's language before/when looking for a job (see the project's needs analysis), the tool's objective is also for immigrant women to learn new words in said language to describe their competences
EXPECTED RESULTS	National Ability for immigrant women to identify and enhance their own skills and opportunities (personal and professional) in order to facilitate their job searching activities and way of presenting themselves professionally Foster professional integration of immigrant women on the host country's labour market
FORM OF TOOL	Online activity
DURATION	2h00
TARGET GROUP	immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A.2) – Speaker - People with basic digital skills: able to use a laptop and join an online classroom, write on a keyboard, etc.
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Provide participants with laptops if they don't have access to one
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers workshop /workshop classes for immigrant women Have a calm place for the meetings (in group or individually) without external interruption Have access to women's restrooms Assistance in finding childcare facilities (i.e. providing proofs of enrollment in job seeking workshops)
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / 1 social worker/ 1 mentor/ etc. : preferably a woman trainer or facilitator which could make immigrant women participants more comfortable and open to talk about themselves - The person should have experience in professional support and basic knowledge about target group (immigrant women)

<p>INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.</p>	<p>To check if the participant matches the criteria, an individual questionnaire should be done to verify if the person has the language level required and to know what is exactly their personal and professional situation (optional, to be created by the trainer according to the criteria)</p> <p>Make sure to take into account the background story of participating migrant women who might have issues expressing themselves and talking about their experiences, or feel shy.</p>
<p>BACKGROUND INFORMATION</p>	<ul style="list-style-type: none"> - This tool is a key element in assessing one's skills as valuable for professional activities and therefore assessing opportunities associated with said skills and weaknesses, most adapted to each person. If a SWOT analysis is too difficult for an immigrant woman (who has low self-esteem, won't recognize her skills, etc.), start by using one other tool first such as other self assessments (FISPE, Jovokerek tools).
<p>WORKING ONLINE</p>	<p>platforms for online classes: https://us02web.zoom.us/ , https://meet.google.com/</p>

STEP BY STEP SCENARIO

Timeframe / Day	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
<p>2.00h:</p> <ul style="list-style-type: none"> 10 min 	<p>Step 1:</p> <p>Identifying strengths and weaknesses</p>	<p><i>Trainer presentation of the online training session + sends a google meet or zoom link for participants to access the classroom.</i></p> <p><i>Presentation of the SWOT analysis: trainer shows the model/example and the template to be filled in</i></p>	<p><i>The trainer explains the SWOT analysis on an online white board (google jamboard, padlet, redmenta..). The trainer elaborates on the four analytical components and gives the meaning of the acronym.</i></p>	<p><i>Individual or group session</i></p>	
<ul style="list-style-type: none"> 30 min 	<p>Step 2: Becoming aware of one's strengths, weaknesses, exposure to risks and external threats</p>	<p><i>Complete the SWOT analysis table with as much information as possible. The trainer encourages women to highlight their personal everyday-use skills (can be housewife activities or family care, etc.).</i></p> <p><i>The SWOT analysis template is made available on an online worksheet on jamboard or redmenta etc. : everyone should fill in their own on a different page, the trainer can create a page for each participant</i></p>	<p><i>The trainer can discuss existent possibilities and try to give them some real examples for each case: they can write keywords for the examples on the online whiteboard</i></p>		<p><i>2 Supporting materials – Documents 1 “SWOT model” & 2 “SWOT exercise template”</i></p>
<ul style="list-style-type: none"> 30 min 	<p>Step 3: Exchanging on the completed SWOT</p>	<p><i>Trainer takes everyone's SWOTs and displays them on one page</i></p>	<p><i>The trainer should discuss about the application uses and guide a group discussion or an individual reflexion</i></p>		

		<i>In group, present what was written, discuss about its features, comment on them</i>		
<ul style="list-style-type: none"> • 50 min 	<p>Step 4: Employing the correct verbs related to one's strengths</p>	<p><i>Taking note of action verbs</i></p> <p><i>Action verbs list shown/made available on padlet, trainer tell participants to highlight the one that fits them (one color) or that they don't understand (another color).</i></p> <p><i>Understanding action verbs' use and being able to use them when talking about oneself</i></p>	<p><i>The trainer clarifies the meaning of difficult verbs and reminds the trainees of the exercise's instructions</i></p>	<p><i>Supporting document 3 « Action verbs »</i></p>

ADAPTATION POSSIBILITIES

It can be adapted to each host country situation. It should be used by professionals prepared to deal with cultural and linguistic barriers. The SWOT annex requires translation with vocabulary adapted to the national context.

The trainer can choose to use only a part of the tool if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

Trainers can use other online platforms or tools they are more comfortable with than the ones listed if needed.

ANNEXES

1. Model of SWOT exercise
2. Template of SWOT exercise
3. List of action verbs

Tool 23 Discovering/Exploring of my hard skills and soft skills

DEVELOPED BY	FISPE
TYPE OF ACTION	Assessing skills
GENERAL OBJECTIVES	Identifying my competencies and evaluating them One of the main difficulty being learning the host country's language before/when looking for a job (see project's needs analysis), the tool's objective is also for immigrant women to learn new words in that language to describe their competences
EXPECTED RESULTS	immigrant women would be able to recognise and capitalise on their competencies for a better labour market integration
FORM OF TOOL	Printable version / Word Format / PDF
DURATION	2h00
TARGET GROUP	immigrant women - job seekers
CRITERIA (who can be involved)	- Intermediate language level (from A.2) – Speaker
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	- Paper, pens and printed supporting documents
DESCRIPTION OF GENERAL CIRCUMSTANCE	- Jobseekers workshop / Office (if individual meeting) / Workshop classes - Have access to women's restrooms - Assistance in finding childcare facilities (i.e. providing proofs of enrollment in job seeking workshops) - Have a calm place for the meetings (in group or individually) without external interruption
NEEDED HUMAN CAPACITY	- 1 trainer / 1 social volunteer/ 1 mentor/ etc., preferably a woman trainer or facilitator who could make immigrant women participants more comfortable and open to talk about their experience - The person should have experience in professional support and basic knowledge about target group (immigrant women)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	To check if the participant corresponds the criteria, an individual questionnaire should be done to verify if the person has the language level required and to know what is exactly their personal and professional situation (optional, to be created by the trainer according to the criteria) Make sure to take into account the background story of participating migrant women who might have issues expressing themselves and talking about their experiences, or feel shy.
BACKGROUND INFORMATION	

STEP BY STEP SCENARIO

Timeframe / Day	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
<p>2.00h:</p> <ul style="list-style-type: none"> 30 min 	<p>Step 1:</p> <p>To be able to make the difference between hard skills and soft skills</p>	<p>Individually / Group:</p> <p>Presentation of the different kind of skills</p> <p>Adapt the list of skills to the types of jobs the women have had, and use their hobbies/outside-work tasks to further illustrate their skills</p>	<p>This exercise should be coordinated by the educator/ trainer, who should be able to explain and help in the resolution of the exercises and try to guide the participant(s).</p>	<p>Individual or group session</p>	<p>Additional recommended tool:</p> <p>1.List with soft and hard skills (examples)</p>
<ul style="list-style-type: none"> 15 min 	<p>Step 2:</p> <p>Reformulation</p>	<p>Discussion with the trainer about the different kinds of skills</p>	<p>The trainer should make sure that the participants understood</p>		
<ul style="list-style-type: none"> 30 min 	<p>Step 3:</p> <p>Case study analysis</p>	<p>1. Exercise that can be done individually or in group: Analyse a concrete example - 1 profession includes different kinds of competencies/ Give a personal example, etc.</p>			<p>2.Real case Studies</p>
<ul style="list-style-type: none"> 30 min 	<p>Step 3:</p> <p>Acknowledging top 15 soft skills</p>	<p>2. Participants tick boxes from the “top 15 soft skills” document</p> <p>3. Exercises can be done two by two or individually :</p> <p>Participants must specify orally why these competences are “mastered, not mastered or in process”.</p>	<p>The trainer should :</p> <p>-previously, explain the meaning of the skills immigrant women did not understand</p> <p>-remind them of the instructions and expected outcome of the exercise</p>	<p>The trainer uses all participants’ knowledge to explain difficult words</p>	<p>Supporting document 1 :</p> <p>« Top 15 soft skills according to Forbes »</p>

<ul style="list-style-type: none"> • 15 min 	<p>Step 4: Identifying technical and social skills</p>	<p>4. Participants complete a table to promote their technical (“how to dos”) and social (“how to bes”) skills for a job interview, then select competences that are made to convince</p>	<p>The trainer explains the instruction and the double-entry table content</p>		<p>Supporting document 2 : “Promoting my technical and social skills”</p>
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ADAPTATION POSSIBILITIES

It can be adapted to each host country situation. It should be used by professionals prepared to deal with cultural and linguistic barriers.

“Top 15 soft skills” support can be declined according to different levels by reducing the skills list.

The trainer must not be judgmental and will stay impartial for this exercise.

It is very important to follow exercises chronology because the first one will be of use to complete the table about promoting job interview skills.

The trainer can choose to use only a part of the tool if they consider it to be too difficult for their group’s language level, and adapt it to a simpler language as well.

ANNEXES

Document 1 : “Top 15 soft skills for a job interview” table

Document 2 : “Promoting my technical and social skills in a job interview” table

IV. WRITING CV

Tool 24: How to create and refresh your CV

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counselling/mentoring/
GENERAL OBJECTIVES	<ul style="list-style-type: none"> ● To empower migrant women with properly written CV in their job seeking process. ● To help migrant women understand what are the characteristics of a CV and how they can use it in the job seeking process. ● To help migrant women to understand that a well written and unique CV can be a door opener.
EXPECTED RESULTS	<ul style="list-style-type: none"> ● Jobseekers will be able to identify and create different part of the CV and to refresh and tailor it based on job description they are applying. ● They will be able to apply to different jobs with well written CV-s.
FORM OF TOOL	face to face/ online
DURATION	<ul style="list-style-type: none"> - single, - can be repeated and reviewed, refreshed before a job application or an interview preparation
TARGET GROUP	<ul style="list-style-type: none"> - migrant women, - all levels of education - intermediate language level of English or local language - beginners (with interpretation)
SIZE OF THE GROUP	4-6
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - blue- and white-collar job seekers
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - interpretation for groups with beginner language level - child care
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Training room (for groups), room, chairs - Have a calm place for the meetings (in the group or individually) without external interruption
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer - group version/ consultant, or coach - personal counselling
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - preparing handouts and examples
BACKGROUND INFORMATION	CV or application form is required to apply for a job. A well-written CV can open doors for an immigrant women.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	20 min.	Highlighting the importance of a good CV	<p>Short discussion about skills:</p> <ol style="list-style-type: none"> 1. Why having a good CV is the door opener in the jobseeking process - professional presentation of your skills, experiences, contacts, and goals. 2. Collecting together parts of the CV - what a CV should include? - use <u>Basics of a CV writing</u> 3. What you should not put in your CV - use <u>Basics of a CV writing</u> 4. How should a handle that I'm a migrant woman - what should I put in the CV about that information (Being a migrant woman is a situation, which can mean additional administrative tasks, but what is most important is: your skills and motivation which represent value for them.) 		<p>group discussion</p> <p>or personal counselling</p>	<p>Handout: <u>Basics of a CV writing</u></p>
2.	20 min.	Collect all the needed information for a CV	<p>Variation 1 - group exercise:</p> <p>With the help of the <u>All in One - CV preparation sheet</u> first page participants start to collect and write down the information they will need for a CV</p> <ul style="list-style-type: none"> - personal information - objectives and personal statement <p>Each participant share the personal statement. With the trainer and participants' feedback and suggestion, every participant rewrite her own objectives and personal statement</p>	<p>writing and filling <u>All in One - CV preparation sheet</u> on a computer would help job seekers to easily use the document very easily in different job application situations</p>	<p>individual work + group sharing</p>	<p>handout: <u>All in One - CV preparation sheet</u></p>

			<p>Variation 2 - personal counselling:</p> <p>With the help of the <i>All in One - CV preparation sheet</i> first page, the jobseeker starts to collect and write down the information she will need for a CV</p> <ul style="list-style-type: none"> - personal information - objectives and personal statement <p>With helper feedbacks and guidance review and polish the objectives and personal statement - preferably adjusted based on the job seeker wants to apply.</p>			
3.	30 min.	<p>To have in one document all the details they need for a job application.</p> <p>Increasing self-esteem.</p>	<p>Variation 1 - group exercise:</p> <ol style="list-style-type: none"> 1. Collecting skills and description of the skills (continue the work in <i>All in One - CV preparation sheet</i>) Helper encourages participants to look at themselves from outside, from a helicopter view, and try to find the tasks they have to deal with in their life and try to identify what are the skills they have to fulfill those tasks. 2. Participants individually collect and describe their skills. They can use <i>Skill set collection</i> for inspiration and <i>Action verbs to describe SKILLS, Essential employability skills with examples.</i> 3. Share one skill that she is proud of. 4. Together collect skills that are the result of being woman/mother/migrant <p>Variation 2 - personal counselling:</p> <ol style="list-style-type: none"> 1. Collecting skills and description of the skills (continue the work in <i>All in One - CV preparation sheet</i>) Helper guides jobseeker to collect 5-8 skills using <i>Skill set collection</i> as inspiration and <i>Essential employability skills with examples</i> as good examples. 	writing and filling <i>All in One - CV preparation sheet</i> on a computer would help job seekers to easily use the document very easily in different job application situations	group session discussion/individual work	<p>Handout:</p> <p><u><i>All in One - CV preparation sheet</i></u></p> <p><u><i>Skill set collection</i></u></p> <p><u><i>Action verbs to describe SKILLS,</i></u></p> <p><u><i>Essential employability skills with examples</i></u></p>

			<p>2. Together collect skills that are the result of being a woman/mother/migrant. Helper encourages the participant to look at herself from outside, from a helicopter view, and try to find the task she has to deal with in her life and try to identify what are the skills she needs to have to fulfill those tasks.</p>			computers
4.	40 min.	<p>To have in one document all the details they need for a job application.</p> <p>Increasing self-esteem.</p>	<p>Variation 1 - group exercise:</p> <p>Individual work - Collect and fill all the remained information - education, qualification, work history, interest etc. (continue the work in <u>All in One - CV preparation sheet</u>)</p> <p>The trainer explains the most important criteria and gives examples before each part.</p> <p>Variation 2 - personal counselling:</p> <p>Collect and fill all the remained information - education, qualification, work history, interest etc. (continue the work in <u>All in One - CV preparation sheet</u>)</p> <p>Helper explains the most important criteria and gives examples before each part.</p>			
5.	30-60 min	<p>To create their CV and absolve the first big step in the jobseeking process</p>	<ol style="list-style-type: none"> 1. Select online template or prepared by helper, and create their own CV based on the collected information (<u>All in One - CV preparation sheet</u>). 2. Helper check and give feedbacks. 3. Download in PDF, with proper file name 4. It is always good to mention in the CV whether the migrant woman needs work permit, or she can be employed as citizens 5. a good CV photo is essential 	<p>Helper should have some templates prepared</p> <p>https://www.canva.com/create/resumes/</p> <p>zety.com cv maker</p>		<p>Computer with internet</p> <p>Online CV creator,</p>

				<p><u>https://www.indeed.com/create-resume</u></p> <p><u>Administrative Assistant</u></p> <p><u>Hospitality cv examples</u></p> <p><u>nurse cv examples</u></p>		<p><u>CV templates</u></p>
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Tool 25: CV writing

DEVELOPED BY	FISPE
TYPE OF ACTION	CV writing
GENERAL OBJECTIVES	<p>Rules and process of writing a CV</p> <p>One of the main difficulty being learning the host country's language before/when looking for a job, the tool's objective is also for immigrant women to learn new words in said language regarding the culture and work culture of the country.</p>
EXPECTED RESULTS	<p>National</p> <p>Producing a CV to be used by job-seeking immigrant women on the host country's labour market</p> <p>Using a CV when applying for a job offer in the host country</p>
FORM OF TOOL	Printable version / Word Format / PDF
DURATION	<ul style="list-style-type: none"> - 4 hours - 1 occasion
TARGET GROUP	immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A2)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Paper, pencil, printed documents, PC (for those who do not have)
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers Workshop / Workshop classes for immigrant women - It's recommended to have a computer - Have access to women's restrooms - Assistance in finding childcare facilities (i.e. providing proofs of enrollment in job seeking workshops) -
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / 1 social volunteer/ 1 mentor/ etc. : try and have a woman trainer or facilitator which could make immigrant women participants more comfortable - The person who will take it in charge should have experience in computer skills (word, PowerPoint) and professional accompaniment in teaching French as a second language. Basic knowledge about the target group (immigrant women). - Students must have some basic computer skills (typing, text formatting)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - If some activities are complicated to perform on the computer and the trainee is unable to carry them out, the trainer should help her and encourage her.

	<ul style="list-style-type: none"> - It's important to work on examples of women's CVs, different qualifications, and different backgrounds. - Make sure to take into account the background story of participating immigrant women who might have issues expressing themselves and talking about their experiences, or feel shy.
<p>BACKGROUND INFORMATION</p>	<ul style="list-style-type: none"> - This type of activity is a key element to demonstrate through computer skills the professional background of the trainee and her skills

STEP BY STEP SCENARIO

Durée	Aim	Description des activités	Instruction for the helper including risks/possible resistance and its management	Methodes	Extra material
2h30					
15 Mn	Step 1 : Awareness raising Know what a CV is, what it is for and norms regarding its writing	<ul style="list-style-type: none"> - CV definition (acronym meaning, what is a CV) - Its use and objectives (what it is for) - Writing norms to adopt (how to write it) 	Trainer asks participants to analyse what they already know and don't know. They fill in the gaps, and try to get everybody to speak.	<i>Starting activity : Brainstorming collectively</i>	<i>Support document 1 : CV example</i> <i>Support document 2 : Definition, use of CV and writing norms</i>
15mn 15mn 30mn 10mn 20mn	Step 2 : <u>Active understanding</u> Be able to identify sections and know the vocabulary associated to these sections	<ul style="list-style-type: none"> - Looking at a CV and identifying each section (hobbies, education, professional experience) - Find the correct words to describe disciplines, mentions, professional experience - A few participants speak orally about their CV - Listen to the oral presentation of participant and write down the information for each thematic (education, professional experience, interests) - Learn the vocabulary (kind of diploma, institution, mention, discipline) - the trainer makes sure to use/teach the words and adjectives in their feminine forms, since all participants should be women. - Read a motivation letter and fill in a table about professional experience (year, job, company name) 	<p>The trainer invites and encourages each participant to talk about their CV orally, mentioning their experience, education and hobbies or interests, which will allow them not only to speak an articulate and clear discourse but also those listening to take notes and rank them in a table.</p> <p>The trainer helps with the task of filling in the table and will ask lexical questions regarding education and professional experience.</p> <p>This exercise can be also done in two-by-two groups.</p>	<i>Active phase : Listen/observe/think :</i> <i>Written understanding exercise + individual exercises and collective checking</i> <i>Individual oral production</i> <i>Written production : notes as a group in the table</i>	<i>Support document 3 :</i> a) matching CV info and missing sections b) Identifying vocabulary for disciplines and professional experience Documents 4 : Sections table Document 5 : Work experience table exercise Document 6 : List of action verbs
45mn	Step 3 : <u>Handwriting a CV and typing it on computer</u>	<ul style="list-style-type: none"> - Trainees first hand write their CV based off a template, then they do it on Word - Getting familiar with the computer: <p>a) Open Word</p>	The trainer will insist on the learner's reflection on formatting their information according to the	<i>Written production</i>	<i>Support document 7 : CV template</i>

			<ul style="list-style-type: none"> b) Observe the various CV templates c) Choose an attractive template d) Insert your information written prior by hand on your CV e) Verify spelling and the adapted vocabulary f) Save the CV on the computer and on a hard drive 	<p>CV sections. The trainer will help the learners in their CV design on Word.</p>	<p><i>Individual written tasks</i></p>	
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ADAPTATION POSSIBILITIES

Describe what should be changed/kept in mind during adaptation.

It can be adapted to each host country situation. Some exercises can be adapted, by using for example, pictograms exercises, with less vocabulary and easier to understand by immigrants with low language level.

The supporting documents are specific to the French context, with typical examples of CVs and structures. Each country can find example CVs of immigrant women or of recurring labour market positions.

The trainer can choose to use only a part of the tool if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

ANNEXES

Document 1 : CV example (Internet)

Document 2 : Description, use of CV and writing norms

Document 3 :

a) Matching CV info with missing sections (Business French)

b) Identifying vocabulary for disciplines and professional experience (Business French)

Document 4 : Sections table and info for each of them

Document 5 : Education vocabulary (Business French) - EUROPEAN BASIS

Document 6 : Work experience table (Business French)

Document 7 : Nominalisation (Business French) - FRENCH ONLY

Document 8 : CV writing exercise (Business French)

Tool 26 : CV with informal skills

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	training/counselling/mentoring/
GENERAL OBJECTIVES	This method helps migrant women with little work experience to recognise and promote their own important (informal) skills and competences and to develop an individual CV.
EXPECTED RESULTS	Finalized CV for the women which contains their informal skills and strengths By making visible the <i>qualities and skills the immigrant women already have (informal skills)</i> - the women can get a stronger self-esteem but also raise their motivation for further learning or job searching.
FORM OF TOOL	Face to face
DURATION	Flexible, It is recommended to have at least 3 workshops. Each workshop lasts about 3 hours.
TARGET GROUP	Low educated immigrant women with little work experience that lack attractive CV information regarding education, work experience and voluntary work
SIZE OF THE GROUP	Individual or group session (flexible, max 10 people)
CRITERIA (who can be involved)	- basic language skills (or for all, if interpreter is available)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> ○ If needed the child care for children of the participants can be organised in the same venue where workshop(s) will take place. Immigrant women from the group of participants can be engaged as babysitters during workshops. If possible a salary can be paid to them for this time. ○ Arrange food and drink for participants (if relevant).
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> ○ The workshop(s) should be conducted in locations that are convenient and comfortable for participants.
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - Trainer/coach - Note taker (if relevant)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<p>The Personalized CV is a tool which can be used in two different ways by a coach working with immigrant women:</p> <ol style="list-style-type: none"> 1. As a practical preparation for job interviews. 2. For the empowerment of migrant women who do not have a long working experience and lack information for “standard CVs”.

BACKGROUND INFORMATION

The tool can be easily integrated in a work programme or being offered as a kind of stand-alone activity. It can also be used as a kind of red line: periodically the coach discusses ways to update the personalized CV with new relevant information.

It can also be conducted without note-taker.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	5 min.	Introduction	<i>Greeting the participant(s), Introduction of the trainers, activities, aims, time frame, etc.</i>			
2.	Flexible	Preparations	<p><i>Steps to be taken</i></p> <ul style="list-style-type: none"> - Decide on the coach who will implement CV workshop(s). The profile of the coach is in annex 1. - Decide on the note-taker who will assist the coach in implementation of the workshop(s). Note taker makes hand-written notes and observations during the discussion. This support is not needed in every occasion. The coach decides herself/himself. - Decide on the number of workshops and length of each workshop. This depends on the number of participants and resources of the stakeholder organisation. - Inform the participants about the date and place for the first meeting which is of informative character. 	<p><i>Attention! Each participant has to write her own CV during workshop(s) but note-taker's information is a sort of a back-up in case participants forget to include something in CV. The note-taker also helps the coach to systemize information after each workshop.</i></p>	<i>Steps for preparations</i>	<i>Paper, pen</i>
3	Flexible (3 hours recommended)	Workshop/training	<p>Workshop instructions</p> <p>The "standard" CV is usually used for interview preparation and include the following elements:</p> <ol style="list-style-type: none"> 1) Personal Profile. 2) Aim. 	<p>By making visible the <i>qualities and skills the immigrant women already have (informal skills)</i> - the coach not only gives women a stronger self-esteem but also raises their motivation for further learning or volunteer work.</p>	<i>1. individual work or group session</i>	<p>Online tool: Templates of CV is available in Word</p>

		<p>3) Education. 4) Work experience. 5) Non-Profit Works / volunteer works. 6) Language Skills. 7) Interests / hobbies. 8) References.</p> <p>Immigrant women with little working experience usually lack information on elements 3, 4, 5, 6 and 8. To show these lacking elements in their CV can be rather demotivating. So the job of the coach is to motivate participants by making visible the <i>qualities and skills the immigrant women already have and can elaborate on 1,2, and 7 (informal skills).</i></p>			
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Annex :

- **Steps for preparations**

V. INTERCULTURAL ISSUES



Tool 27 : Host country's professional codes

DEVELOPED BY	FISPE
TYPE OF ACTION	Informing and practicing
GENERAL OBJECTIVES	<p>Learning the professional codes in the host country and comparing them with the other countries codes.</p> <p>One of the main difficulty being learning the host country's language before/when looking for a job, the tool's objective is also for immigrant women to learn new words in said language regarding the culture and work culture of the country.</p>
EXPECTED RESULTS	<p>National</p> <p>For immigrant women to be aware of the informal unwritten rules of work culture in their host country, which will facilitate their language</p>
FORM OF TOOL	Online activity
DURATION	1h30 / 2h
TARGET GROUP	immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A.2) – Speaker - People with basic digital skills: able to use a laptop and join an online classroom, write on a keyboard, etc.
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Paper, pencil, printed documents - Provide participants with laptops if they don't have access to one
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers workshop /French foreign language courses/ workshop classes
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / 1 social volunteer/ 1 mentor/ etc. : try and have a woman trainer or facilitator which could make immigrant women participants more comfortable - The person who will take it in charge this activity should have basic knowledge about target group (immigrant women) and in intercultural approach
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - The trainer is not here to educate the women about the new culture but to inform them and give some advice. It's always good to use an intercultural approach, this means to compare the host country culture with the one from the women's country of origin. - Make sure to take into account the background story of participating migrant women who might have issues expressing themselves and talking about their experiences, or feel shy.

BACKGROUND INFORMATION	
WORKING ONLINE	platforms for online classes: https://us02web.zoom.us/ , https://meet.google.com/

STEP BY STEP SCENARIO

	Timeframe / Day	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
	15min	STEP 1: Introduction /discussion	<p>1. Greeting the participant(s).</p> <p>The trainer prepares a google meet or zoom meeting and sends the link to the participants. He explains how they will proceed with the class being online.</p> <p>2. Open discussion with answering on the questions:</p> <p>“What does a job mean to me ?”</p> <p>“What does it mean to work /host country?”</p> <p>The trainer uses miro board for the brainstorming session, encourages participants to write down their ideas when they participate in the discussion (https://miro.com/app/board/uXjVMaRnYCO=/), or wooclap (https://app.wooclap.com/home) that allows to create word clouds if they prefer.</p>	<p>It's important at the start to try to construct a truthful and good relationship with and between the different participants / person and the trainer. In order to achieve this, the trainer should encourage participants to activate their cameras but won't insist too much if they are not comfortable with it at first.</p>	Individual or group session	
1.	• 30 min	STEP 2: Discovering of the cultural professional code	<p>1. Presentation of the documents about cultural professional code in France/host country, displayed on the classroom screen.</p> <p>2. Answering the questions to check the understanding, use an online whiteboard to write down keywords or difficult ones.</p> <p>3. On a padlet or google jamboard, participants write down codes from their country of origin.</p>		Group session	https://www.linkedin.com/pulse/working-france-what-you-must-know-cultural-codes-catherine-leveaux

			<p><i>Discuss and compare host country professional codes with the ones in the country of origin, the trainer asking questions such as: Are there certain workplace codes that are specifically applied to women?</i></p>			
<ul style="list-style-type: none"> • 30 min 	<p>STEP 3: Exercises (for memorising)</p>	<p><i>"If I were <u>French</u> I would" exercise adapted to national context</i></p> <p><i>Taking the existing exercise in French online, create a new page/padlet/jamboard for participants to take notes on everyone's presentations.</i></p>	<p><i>Persons list 5 principles of professional codes and use them in the exercises" if I were <u>French</u> I would " and present them. People can't use the given documents. This is a memorisation exercise. During the presentations of all the teachers /or one of the students can write all on the paper board.</i></p> <p><i>(Teacher can give all the answers at the end of the classes in a clean version that they prepared before).</i></p>	<p><i>Individual</i></p> <p><i>Individual and present it in front of the group.</i></p>	<p><i>Example in French of what the exercise should look like on a padlet: Seesi blog link "Si j'étais français:"</i></p> <p><i>https://lavieavantlanque.wordpress.com/2020/07/06/si-jetais-francais/</i></p>	
<ul style="list-style-type: none"> • 15min 	<p>Exercises</p>	<p><i>"If I were..., I would": oral exercise</i></p> <p><i>For online version, participants can take notes of what others are saying, in a dedicated area on the padlet, jamboard etc. (to add or not according to language level and digital skills)</i></p>	<p><i>Groups of two participants give 2-3 professional codes of his country of origin. If needed, the trainer can divide the whole group in duos by creating other meeting rooms inside the online classroom.</i></p>	<p><i>By two</i></p>		

	<ul style="list-style-type: none"> • 30 min 	<p>Optional</p>	<p><i>Answer in written form (1 paragraph)</i></p> <p><i>“What does a job mean to me ?” and present it.</i></p> <p><i>Each person talks one after the other, others can ask questions if they didn’t understand something (directly after the speech by raising their hands or in the chat of the classroom or on padlet)</i></p>		<p>Individuall y</p>	
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ADAPTATION POSSIBILITIES

It can be adapted to each host country situation.

The supporting documents are adapted to the French work context and culture. Partners can find an article or a summary of major elements of their country's work culture. The exercise "If I were ____, I would" can be adapted to each host country's context.

The trainer can choose to use only a part of the tool if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

Trainers can use other online platforms or tools they are more comfortable with than the ones listed if needed.

ANNEXES

1. Printable in PDF - specific to the French context: Article on implicit norms and French work culture <https://www.linkedin.com/pulse/working-france-what-you-must-know-cultural-codes-catherine-leveaux>
2. PDF format of Exercise "If I was ____, I would" (source: <https://lavieavantlalanque.wordpress.com/2020/07/06/si-jetais-francais/>)

VI. COVER LETTER WRITING

Tool 28: Job application letter

DEVELOPED BY	FISPE
TYPE OF ACTION	Letter writing
GENERAL OBJECTIVES	Cover letter writing rules and process One of the main difficulty being learning the host country's language before/when looking for a job (see the project's needs analysis), the tool's objective is also for immigrant women to learn new words in said language to describe their competences
EXPECTED RESULTS	Nation-wide. immigrant women will be able to write a national labour market adapted cover letter. These skills will help them in their job application processes and therefore facilitate their labour market integration.
FORM OF TOOL	Printable version / Word Format / PDF
DURATION	<ul style="list-style-type: none"> - 3h35 - 1 occasion
TARGET GROUP	Immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A2)
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Paper, pencil, printed documents, PC (for those who do not have)
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers Workshop / Workshop classes - It's recommended to have a computer
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer / 1 social worker/ 1 mentor/ etc. : preferably a woman trainer or facilitator which could make immigrant women participants more comfortable and open to talk about themselves - The person should have experience in computer skills (word, PowerPoint) and professional support in teaching the host country's language. And basic knowledge about target group (immigrant women) - Students must have some basic computer skills (typing, text formatting) or at least they can do the task by handwriting
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - If some activities are complicated to answer and the trainee is unable to carry out the task, the trainer can give her some examples and encourage her. - Make sure to take into account the background story of participating immigrant women who might have issues expressing themselves and talking about their experiences, or feel shy.
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - This type of activity (effective cover letter) is a key element to attract a potential employer and to entice them to meet jobseekers

STEP BY STEP SCENARIO

	Timeframe /	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
	4h					
	10 mn	<p>Step 1 : Awareness phase</p> <p>Learn what is a cover letter and its use</p>	<ul style="list-style-type: none"> - Defining a job application cover letter - Its objectives 	<p>The trainer asks women trainees about what they already know and fills in the gaps. They encourage everyone to speak so that each of them participates.</p>	<p><i>Starting activity :</i> Brainstorming</p> <p><i>Individual and group oral activity</i></p>	<p><i>Support document 1:</i></p> <p>Funny picture to initiate conversation</p> <p>Definition and goal of the cover letter</p>
	15mn 10mn 5mn 20mn	<p>Step 2 : Active phase of understanding</p> <p>Identification of steps of a cover letter and its layout.</p>	<ul style="list-style-type: none"> - <i>Reading aloud the job application cover letter by trainees.</i> - <i>Matching ideas with paragraphs</i> - <i>Identify fundamental information</i> - <i>Put paragraphs and ideas of a letter in order</i> 	<p>The trainer explains in detail the instructions, gives hints for these activities and helps each duo if needed. The trainer can include a reminder on spelling, syntax and tenses used within cover letters using the examples.</p> <p>Working in pairs is favourable to sharing and complementing diverse knowledge and can help with interculturality, encouraging relations between immigrant women who don't always have so much contact outside their community.</p> <p>Collective checking is recommended for everyone to be able to debate, know their mistakes and how to rectify them. However, be careful about the remarks made by other immigrant women for them not to be too harmful, certain participants could be more vulnerable.</p>	<p><i>Active approach :</i> Observe Identify-Think</p> <p><i>Written understanding exercise + two by two exercises</i></p> <p><i>then collective checking</i></p>	<p><i>Support document 3 :</i></p> <p>Global understanding - identifying crucial information in a letter & telling your story (Exercises 1 & 2)</p>

<p>10mn 10mn 30mn</p>	<p><u>Step 3 : Preproduction phase</u></p> <p>-Cover letter layout</p> <p>- Assimilating cover letter content as well as phrases and expressions</p>	<ul style="list-style-type: none"> - Write essential information in correct spots of the cover letter - Aloud reading of the letter - Expressing availability, describing education (if existing) and telling one’s story by using appropriate phrases and expressions. 	<p>The trainer explains clearly the instructions after they were read by trainees.</p> <p>The trainer must insist on trainees to read and assimilate memory-aids as guides to correct their mistakes and to write future letters.</p> <p>They individually help trainees, in particular ones in difficulty.</p>	<p><i>Layout exercises and table filling</i></p> <p><i>Individual exercise</i></p>	<p><i>Support document 2 :</i> Layout exercise with recurring expressions (source: Business French)</p> <p><i>Support document 3 :</i> Global understanding - identifying crucial information in a letter & telling your story (Exercise 3)</p>
<p>45 Mn</p>	<p><u>Step 4 : Written production phase : Be able to write a cover letter</u></p>	<ul style="list-style-type: none"> - Reading aloud of the job advert (real or made up based on the women’s professional profiles), situation and instructions - Writing a job application cover letter, keeping in mind : <ol style="list-style-type: none"> 1) Elements studied during the sessions 2) Situation/context 3) Instructions 4) Organisation of different steps of the letter in distinct paragraphs 5) Tenses 6) Word spelling 7) Formulating ideas in simples, clear and precise sentences 	<p>Once the trainees are done reading aloud, the trainer gives writing advice :</p> <ol style="list-style-type: none"> a) Short sentences, readables and clear b) Distinct paragraphs for each step of the application letter c) Appropriate layout d) Phrases and expressions previously studied to reinvest in the letter e) Appropriate and correct tenses f) Precise and correct vocabulary 	<p><i>Written exercise</i></p> <p><i>Individual</i></p>	<p><i>Support document 4 :</i> in-context situation with a job application cover letter (source: Business French)</p>

	1h	Step 5 : Checking and evaluation	<ul style="list-style-type: none"> - Copy exchange and mutual checking - Reading aloud of the job application cover letters - Collective checking of 2 letters at random and correcting mistakes 	<p><i>The trainer supervises and helps duos in mutual checking. During the collective checking phase, they let women debate on mistakes that were made and correct answers. If needed, the trainer will indicate mistakes which were not rectified by trainees and explain them if trainees can't find the right answers.</i></p>		
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ADAPTATION POSSIBILITIES

It can be adapted to each host country situation. Some exercises can be adapted, by using for example, pictograms exercises, with less vocabulary and easier to understand by migrants with low language level.

All the supporting documents come from French sources and reflect the French cover letter methodology. The supporting documents can inspire other countries in making their own exercises. To practise writing cover letters, other job adverts can be used, either have some similar to prior work experiences or have some more challenging adverts.

The trainer can choose to use only a part of the tool or divide it into multiple sessions if they consider it to be too difficult for their group's language level, and adapt it to a simpler language as well.

ANNEXES

Document 1 : Funny picture to initiate conversation + Definition and goal of the cover letter

Document 2 : Layout exercise with recurring expressions (source: Business French)

Document 3 : Global understanding - identifying crucial information in a letter & telling your story

Document 4 : In-context situation with a job application letter

Tool 29 : Writing a cover letter

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	training/method
GENERAL OBJECTIVES	The method focuses on writing a basic cover letter marketing oneself to employers as a part of CV. Method for getting a better understanding of own competences / talents and also “main selling arguments” for migrant women who start searching jobs perhaps for the first time in their life.
EXPECTED RESULTS	<p>For the migrant women to:</p> <ul style="list-style-type: none"> - Getting a clear understanding of own competences / talents and strong sides; - Understand “main selling arguments” in a cover letter - Get training in writing the cover letter as a part of CV
FORM OF TOOL	Face to face
DURATION	Minimum 3 hours (or more)
TARGET GROUP	This exercise can be used for a group of immigrant women whose goal is to get voluntary work or supported employment
SIZE OF THE GROUP	Flexible
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - basic language skills
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - interpretation (if needed) - child care (if needed)
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Venue for the meeting
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - Coach/trainer/counselor
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - The personal letter will mostly be written on a basic level, since the target group is immigrant women in the beginning of their job searching
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - The length of the workshop is flexible, it might need more time depending on the size of the group, so that the women can finalize a cover letter. If facilities allow, the women can write the cover letter on computer when finished to get additional (digital) training.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10 min.	Introduction	<i>Greeting the participant(s), Introduction of the trainers, activities, aims, time frame</i>			
2.	1 hour	Warming up/inspiration	<p>Steps to be taken</p> <p>Present the goals with the exercise for a group of immigrant women.</p> <p>Discuss the importance of a personal letter for increasing chances to get a job.</p> <p>Discuss the importance of personal letter in giving the correct picture on own competences / personality and strong sides to the employer</p> <p>Discuss the importance of choosing the right “selling” arguments from the employer perspective. Present the examples of personal letter from annex.</p>		Group session discussion	
3	1 hour 30 min	Carry out the workshop	Carry out the exercise.	<ul style="list-style-type: none"> - Support women in finalisation of their personal letters which they can use while looking for volunteer work, supported employment or internship. 		Paper, pen

			<ul style="list-style-type: none"> - Participants have to pretend that they are looking for a friend and have to describe themselves. - Participants are divided in pairs and read each other personal letters. Afterwards, they have to give feedback to each other and the group on which qualities are most valuable in the personal letter of the other person. - Start a discussion in a group when participants help each other to find more positive sides and “selling arguments”. - Write a personal letter to a potential employer: describe your strengths, strong sides and personality based on the feedback of others. The alternative here is that participants write each other’s personal letters to potential employers. 			<p>Online tools:</p> <p>https://www.cover-letter-now.com/</p> <p>https://www.resume-now.com/cover-letter/builder</p> <p>Templates are also available in Word</p>
4	20 min	Evaluation	<p>Evaluate through discussion if:</p> <ul style="list-style-type: none"> - Women think that the exercise helped them to understand better their own strong sides and “main selling arguments”. - Women got better self-esteem as a result of mapping their competences / talents / strong sides. 			

ANNEXES

- **Template for writing a cover letter**

VII. NETWORKING



Tool 30 : Community Forum

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Communication, networking
GENERAL OBJECTIVES	Promote the active citizenship of immigrant newcomers women. Development of critical thinking and social interaction about work and gender issues thematic.
EXPECTED RESULTS	Active participation of immigrant women to the forum. Be aware that the forum may be a tool to build up a community, a network where immigrant women can share their experience and knowledge. They will also find out answers to their questions about job, school, services, social network for family.
FORM OF TOOL	Online forum (see annex how to structure the forum)
DURATION	- 2 h in two different days
TARGET GROUP	immigrant women with a basic integration level
SIZE OF THE GROUP	5 or more
TERRITORIAL ANTI-DISCRIMINATION NETWORK	
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	Interpretation/mediation - IT support
DESCRIPTION OF GENERAL CIRCUMSTANCE	- PC and projector - Participants need to have at least a smartphone
NEEDED HUMAN CAPACITY	- 1 trainer + 1 mediator + IT
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	RISKS: - Everyone can access, privacy issues, uncontrolled community Assessment: - The forum is private; participants can have access only after a proper trainer by the entity that provides the service. The entity guarantees the participants privacy. There will be a mediator to manage the forum community
BACKGROUND INFORMATION	There are plenty of forum generators on the internet. Forumfree.it is a good one, this tool is based on it.

ONLINE ADAPTATION

This tool can also be performed online through different online meeting platforms.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10 min.	Introduction	Welcoming the women in the zoom session, introduction of the activity	Language mediation if needed		Zoom (or other online meeting platform)
2.	50 min.	Explain what an online forum is	<p>The trainer using the function “share my screen” can easily explain all the characteristics of an online forum:</p> <ol style="list-style-type: none"> 1. The trainer explains the utility of an online forum showing some examples. 2. The trainer shows the forum created for the activity, how to reach it, in which sections are divided (Job searching/Home and family/Discrimination reports), how to move inside it, how to write a post, how to answer a post. 3. The trainer explains the forum is a protected area where only selected people by the entity can enter. It’s a place built for them and where they are free to express themselves. 	Please be sure the participants understand that the forum is a protected area	Zoom lesson	Guidelines: how to create your forum
3.	60 min.	Creation of the account, interact with the forum	1. The trainer explains and help the participants to create an account to have access to the forum	<p>IT support</p> <p>Be sure the participants have a Google account to have an easy registration to the forum</p>	Learning by doing	

			<p>2. The trainer gives the immigrant women some elementary tasks to verify they have understood how the online forum works</p> <p>3. The trainer invites the immigrant women to actively use the forum, and asks them to meet again into two weeks to collect feedbacks</p>			
4.	120 min.	Feedback and implementation of other features	<p>1. The trainer asks to the immigrant women which difficult they encountered, if they found it useful, and discusses with them about the thematic they wrote in the forum</p> <p>2. After collecting the feedback the trainer asks to the immigrant women if they think they need other features in forum (such as more sections)</p>		Feedbacks, round table	

ADAPTATION POSSIBILITIES

Describe what should be changed/kept in mind during adaptation.

The tool is highly adaptable to whatever needs the operators of the entity or the participants have. The ideal process lead to a strongly sustainability of this tool because the forum can be use independently by the target group with a very low maintenance or intervention by the operators

ANNEXES

- **Guidelines: how to create your forum**



Tool 31 : Personal social network

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Learning by doing
GENERAL OBJECTIVES	Understand their own levels of socialisation and useful opportunities for job searching
EXPECTED RESULTS	Map and measure the relevance of one's contact network Use the contact network in order to contact strategic subjects in the looking for a job
FORM OF TOOL	Experiential laboratory/individual counselling - Online
DURATION	4:00 hours (2:30 of individual coaching)
TARGET GROUP	immigrant women
SIZE OF THE GROUP	5
CRITERIA (who can be involved)	
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	Interpretation/mediation to support the activity. Individual coaching
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Room with desks and paper prints of tables and graphs - PC and projector
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Stimulate the women's exploratory and reflective thinking in job searching <p>RISKS:</p> <ul style="list-style-type: none"> - Immigrant women could not have many connections - Immigrant women could not have a clear understanding of the instructions and have difficult to complete the sociogram <p>Assessment:</p>

	<ul style="list-style-type: none"> - As a preventive measure, the trainer verify the stable permanence of the user in a specific location
BACKGROUND INFORMATION	
ONLINE ADAPTATION	This tool can be done online, in particular using the zoom whiteboard

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	15 min.	Introduction	Welcoming the women in the zoom session, introduction of the activity	Language mediation if needed		Zoom (or other online meeting platform)
2.	45 min.	Creation a personal contact classification table	<p>Steps to be taken</p> <p>1. The trainer open the whiteboard on zoom and uploads the pdf version of the social map explaining its characteristic and how it works</p> <p>2. The trainer asks a volunteer woman to list her relatives, friends and other kwon people, indicating the intensity of the relationship.</p> <p>Examples of relationship categories:</p> <ul style="list-style-type: none"> - Relatives - Friends - Neighborhood (neighbourhood shops, neighbours, occasional friends) - Association's and community's members (church, voluntary service, sport, arts, etc.) - Colleagues - Other <p>Examples of level of relationship:</p> <ul style="list-style-type: none"> - Strong level - Medium level - Weak level <p>3. The trainer asks to indicate the frequency of contact: very often, sometimes, few times</p>	<p>Language mediation if needed</p> <p>No other particular risks</p>	Learning by doing	Zoom Whiteboard

			4. According to what the women answer, the trainer complete the social map			
3.	30 min.	Discussion, feedback, questions and instructions	<p>In the last 30 min the trainer discusses and collects the feedback about the social map. He/she verifies that all the women understand how the map works.</p> <p>The trainer advises that will be scheduled an appointment of half an hour for each woman and give them some instructions about how to create their personal social map starting from a list as explain before. The listed informations will have this correspondence in social map:</p> <ul style="list-style-type: none"> - The relationship categories are the macro areas of the map - The breadth of the macro-areas indicates the subjective importance of each category - The proximity of each relation from the centre indicates the contact frequency - The colour of the relationship indicates the intensity 			Satisfaction questionnaire
4.	2:30 min. (30 min. each)	Moment of reflection	<p>1. In an individual zoom session, the trainer observes the map created by the woman and reflect together on the informations entered by her</p> <p>2. The trainer and the woman identify the different types of support that they receive from each relation in order to perform an efficient job search.</p>	The trainer maintains a discreet and respectful profile because she/he doesn't know the real configuration of each personal relation.	Direct consultation with the woman	

ANNEXES

- Pdf for the whiteboard on zoom

VIII. LABOUR MARKET ORIENTATION



Tool 32 : Job videos integration

DEVELOPED BY	Giuseppe Olivotti scs (videos by Arti – Regione Toscana)
TYPE OF ACTION	Laboratory
GENERAL OBJECTIVES	<p>Helping immigrant newcomers women to:</p> <p>Developing a specific terminology about the labour market.</p> <p>Acquire knowledge of the Italian labour market.</p> <p>Acknowledgement of the local job network.</p> <p>Fighting irregular work.</p>
EXPECTED RESULTS	Immigrant women will improve their Italian language skills, they will be more aware about the labour environment in Italy. Know the basic characteristics of the employment contract. They will acquire basic tools to orient themselves in the job search.
FORM OF TOOL	Experiential laboratory - Online
DURATION	- 2 hours
TARGET GROUP	Immigrant newcomers women
SIZE OF THE GROUP	Max 4/6
CRITERIA (who can be involved)	Immigrant women with will to search and find a job
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	Interpretation/mediation to support the activity.
DESCRIPTION OF GENERAL CIRCUMSTANCE	- Room with a projector and pc
NEEDED HUMAN CAPACITY	- 2 trainer + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Verify the level of linguistic knowledge the immigrant women have to decide if a linguistic mediator is needed - Verify if people involved already a basic knowledge of the labour market and has willingness to work - Verify the availability of the immigrant women to be involved in the job searching activities <p>RISKS:</p>

	<ul style="list-style-type: none"> - Disillusionment in finding a job due previous experience could be difficult to overcome - Family situation could be an obstacle to approach a job search <p>Assessment:</p> <ul style="list-style-type: none"> - Mediation and psychological support - Clarify the importance of working to all the member of the family
BACKGROUND INFORMATION	<p>It's good to have the 5 videos available to give precipitants a start pack of info. Link to the videos in different languages: https://accoglienza.toscana.it/-/lavorare-in-italia-usciti-i-video-formativi-e-le-schede-di-approfondimento-del-fami-commit</p>
ONLINE ADAPTATION	<p>This tool can also be performed online through different online meeting platforms. The trainer can share his/her screen to reproduce and watch the five videos together with the women involved.</p>

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10 min.	Introduction	Welcoming the women in the zoom session, introduction of the trainers	Language mediation if needed		Zoom (or other online meeting platform)
2.	20 min.	Raising awareness of the labour	1. The trainer shows 5 videos to the women with some basic information about the labour market in Italy sharing his/her screen: <ul style="list-style-type: none"> - Introduction - Job seeking - Job interview - Hiring, work contract, labour rights - Working environment 	Assured that the participants have the basic language skill to understand the video	Video	
3.	40 min.	Problems solving of example cases	1. Two different zoom rooms are created. The women are divided into two groups each one will have a trainer/tutor to support them. 2. The trainer submits to them a specific case/problem of the labour market environment 3. The two groups discuss about the problem submitted and will try to find a solution based on the video watched and on their own sensibility	To facilitate the process, the trainer can show only one video at the time and discuss with the participants about it.	Learning by doing	
5.	20 min.	Feedback	In the last 20 min the two rooms are closed and everyone go back to the main room. Here the trainer collects the feedback about the usefulness of the activity undertaken and the information provided.			

ADAPTATION POSSIBILITIES

The videos are in different languages but they deal exclusively with the Italian labor market. Nevertheless you could adapt it with videos or other types of media according to the 5 themes mentioned above.

ANNEXES



Tool 33 : Profiling of the immigrant woman

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	Training/Consulting/Mentoring
GENERAL OBJECTIVES	<ul style="list-style-type: none"> ● to help immigrant women have a better understanding of their options on the labour market ● make an “inventory” of their options in the labor market and understand what are the obstacle they need to overcome to get a job ● helping them to find a job that meets their needs and abilities.
EXPACTED RESULTS	<ul style="list-style-type: none"> ● immigrant women will have a more clear view of their possibility of finding a job best fitting their current situation ● they will have a general overview of the jobs (even certain positions) they can apply to with possible success. ● they will be able to understand a job advertisement and asses if they are fit for that job or not ● Preferably, she will choose at least one position she would like to apply for.
FORM OF TOOL	online personal session
DURATION	- at least 2 occasions - 60 minutes individual consultations with the participants
TARGET GROUP	migrant women intended to work
SIZE OF THE GROUP	-
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - immigrant woman, - all level of education - intermediate language level
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Interpretation (preferably female interpreter) - Childcare, if necessary
DESCRIPTION OF GENERAL CIRCUMSTANCE	- computer or phone with internet access
NEEDED HUMAN CAPACITY	- trainer/helper with an efficient background in the field of migration and with professional knowledge of the host country's labour market situation (skill shortage list, legislation of the employment of migrants, human resources, etc.).
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	- The trainer should be aware that in some cases, participants will be upset about the outcome of the discussion, so they need to handle gently the emotional reactions. Help immigrant women to see what could be the next steps, what she can do/develop to overcome obstacles to be employable.

BACKGROUND INFORMATION

- Defining the possibilities of the immigrant women helps them to be more realistic about their working abilities

ONLINE TOOLS CAN BE USED:

zoom or meet video conference platform

STEP BY STEP SCENARIO

INDIVIDUAL SESSION

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
	10min	preparing the online platforms	Trainer/counsellor prepares the links, and sends out zoom or meet invitations for the participant			computer with internet access meet, or zoom online meeting platform
3.	60 min	Individual consultation – the main goal is preparing the participant for employment.	<p>Goal of the session:</p> <ul style="list-style-type: none"> - Find out whether the participant is ready to work through targeted questions. There may be several obstacles which prevents employment (unstable mental condition due to earlier traumas, inappropriate housing, childcare is not solved, etc.) <p>Questions to be asked:</p> <ul style="list-style-type: none"> - what is the residence status? - family conditions, number of children and their age? - is housing solved? where does she live? - is there sufficient transportation from her accommodation? - is childcare solved? do children attend to school, kindergarten, etc. - timeframe of work that she is able to do (part-time or full-time work) - is women's work accepted in the family, community, etc? - what kind of job she can imagine for herself (position, salary, location, working hours, etc.) 	<ul style="list-style-type: none"> - Active listening is essential! If the participant doesn't give adequate answers the social worker must be able to guide the conversation. 		computer with internet access meet, or zoom online meeting platform

			<ul style="list-style-type: none"> - <i>previous work experiences? what did she like the most and the least? why?</i> <p><i>At the end of the session, it may figure out whether the participant is ready to work or not.</i></p> <ul style="list-style-type: none"> - <i>If yes: moving forward to the next step (2d session)</i> - <i>If not: giving feedback to the participant what condition should be changed/solved before stepping further.</i> 			
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2D OCCASION – INDIVIDUAL SESSION

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
3.	60 min	<i>Individual consultation – the main goal is preparing the participant for employment.</i>	<p><i>Goals of the second individual session:</i></p> <ul style="list-style-type: none"> - <i>determining what kind of jobs/positions may suit the applicant the most, according to the information collected at the previous session – profiling the job seeker,</i> - <i>creating marketable curriculum vitae</i> <p><i>Profiling of the participant:</i></p> <ul style="list-style-type: none"> - <i>finding suitable positions according to the needs, possibilities, skills and abilities</i> - <i>matching the requirements and the possibilities</i> - <i>if necessary, examine the possibilities where compromising can be made</i> - <i>collecting all the work experiences in the past (including blackwork, housework, childcare, etc.)</i> 	<ul style="list-style-type: none"> - <i>The social worker should know the job advertisement types in the host country, and a previous screening of job opportunities is also advantage.</i> 	<i>personal discussion</i>	<p><i>computer with internet access</i></p> <p><i>meet, or zoom online meeting platform</i></p>

			<p>- <i>highlighting the most relevant tasks, work experiences</i></p> <p><i>By the end of the session the applicant should receive a general overview about the jobs (even certain positions) she can apply to with possible success. Preferably she will choose at least one position she would like to apply for.</i></p> <p><i>If the session is not resulted like this (the applicant is still hesitating or insecure about what she would like to work) the session can be repeated.</i></p>			
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ADAPTATION POSSIBILITIES

The number of occasions is only a guideline, it can be raised or reduced upon needs.

Tool 34 : Labour market orientation

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	Training/Consulting/Mentoring
GENERAL OBJECTIVES	<ul style="list-style-type: none"> ● providing support for immigrant women in order to overcome cultural difficulties during the process of job seeking ● facilitating their employment by providing coherent and useful labour market information
EXPECTED RESULTS	<ul style="list-style-type: none"> ● immigrant women attending the training will better understand what are the host country's labour market characteristics and what are their options of, for example: the possibility to take a part-time job ● will prevent them from the harms and disadvantages of illegal employment. ● finding and maintaining a job in the host country
FORM OF TOOL	Face to face
DURATION	- 2 occasions are 90 minutes long group sessions,
TARGET GROUP	immigrant women intended to work
SIZE OF THE GROUP	Maximum 5 persons/group
CRITERIA (who can be involved)	- Participants: immigrant women preferably from the same country, if an interpreter is needed
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Interpretation (preferably female interpreter) - Childcare, if necessary
DESCRIPTION OF GENERAL CIRCUMSTANCE	- The training is taken place in a meeting room equipped with a big enough table, chairs, flipchart board and/or projector. The individual consultations can be held in smaller consulting rooms.
NEEDED HUMAN CAPACITY	- 1-2 trainers with an efficient background in the field of migration and with professional knowledge of the host country's labour market situation (skill shortage list, legislation of the employment of migrants, human resources, etc.).
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Advertising training/consultation, reaching out for possible participants (creating leaflets, brochures in the language of the participants). - If possible, obtain information about the applicant's background and motivation from different sources (e-mailing or phone call with the applicant's case worker, conducting preliminary interview with the applicant, etc.)
BACKGROUND INFORMATION	-

STEP BY STEP SCENARIO

1ST OCCASION – GROUP SESSION

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	5 min.	Introduction	Greeting the participants, introduction of the trainers, summarizing the goal of the training and topics.	Experience in working with an interpreter is an advantage (using short sentences, leaving enough time for the interpreter to translate, talking to the participants instead of the interpreter, etc.)		Consecutive or simultaneous interpretation during the whole session
2.	15 min	Introduction round of the participants	Questions to be asked: name, marital status, number of children, how long they have been in the host country, previous job experience, plans for the future, etc.	Ask supportive questions if any of the participants is too shy or feels embarrassed to talk (see in the left cell).		
3	40 min	Presentation – things to know about working in the host country - 1 st session	<p>General labour market overview:</p> <ul style="list-style-type: none"> - Prerequisites of working in the host country: residence status, required documents, etc. - Advantages and disadvantages of legal and illegal employment (white job versus black job), emphasising the dangers of this latter - Introducing the general labour market situation on the host country: salaries, taxes, work schedule, breaks, holidays, pension, financial and non-financial family support (e.g: free nursery/kindergarten, family tax relief) and any country-specific information 	<ul style="list-style-type: none"> - Try to make the presentation more interactive by letting them ask anytime. In case there are no questions, interrupt the presentation with questions like: how is it in your country (salary, holiday, kindergarten, etc.)? What do you think may be the reason for this? - The aim is giving a general overview to migrant women about what they can expect when they start working. 	Showing PPT (if possible previously translated) or writing bullet points on the flipchart board.	Projector/flip chart

4.	10 min	Questions & answers	Clarifying that all the information was clear, asking the participants whether something had been missed they wanted to hear about.	Make sure that everyone gets a chance to talk and tell their opinion.	If possible, give a hard copy of the materials of the session.	Paper
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2ND OCCASION – GROUP SESSION

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	5 min.	Introduction	Greeting the participants, summarizing the topics of the last session, introducing the program of this session. Asking the participants whether they have any questions about the last session.	Experience in working with an interpreter is an advantage (using short sentences, leaving enough time for the interpreter to translate, talking to the participants instead of the interpreter, etc.)		Consecutive or simultaneous interpretation during the whole session
2.	60 min with one break, if necessary	Presentation – things to know about working in the host country – 2 nd session	Specified labour market information for migrant women: <ul style="list-style-type: none"> - Working culture of the host country: clothing, punctuality, religion, interaction among male and female colleagues and managers, - Working through language barriers, what jobs are available without knowing the language of the host country 	Try to make the presentation more interactive by letting them ask anytime. In case there are no questions, interrupt the presentation with questions like: how is it in your country (salary, holiday, kindergarten, etc.)? What do you think may be the reason for this?	Showing PPT (if possible previously translated) or writing bullet points on	Projector/flip chart

			<ul style="list-style-type: none"> - <i>Required qualifications for certain positions (the most popular professions among migrant women can be done without any qualification in many sending countries – e.g. hairdresser, beautician – but usually it is not the same in the host country)</i> - <i>Country specific information about vocational trainings, further education, naturalization of qualifications, self-employment</i> 		<i>the flipchart board.</i>	
4.	15 min	Questions & answers	<p><i>Clarifying that all the information was clear, asking the participants whether something had been missed they wanted to hear about.</i></p> <p><i>Asking the participants whether they would like to continue the commitment with individual sessions in order to find a job.</i></p>	<i>Make sure that everyone gets a chance to talk and tell their opinion.</i>	<i>If possible, give a hard copy of the materials of the session.</i>	<i>Paper</i>

Tool 35 : Anti-discrimination on workplace

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Learning by doing
GENERAL OBJECTIVES	<p>Promote the active citizenship of immigrant newcomers women.</p> <p>Acknowledgment of the work rights and the basic characteristics of the employment contract.</p> <p>Know who to contact and acquire legal strategies of action about racial/gender discrimination, in particular but not only in their workplace.</p>
EXPECTED RESULTS	<p>Recognize the most relevant type of discrimination on workplace, in particular on gender/racial</p> <p>To know how to act and who to ask to denounce discrimination experiences through the anti-discrimination national network</p>
FORM OF TOOL	Experiential laboratory
DURATION	<ul style="list-style-type: none"> - 3 hours of problems solving respect to the cases displayed - 1 hour of explanation about the territorial anti-discrimination network: radar, information points, territorial antennas
TARGET GROUP	Migrant women
SIZE OF THE GROUP	Max 10
CRITERIA (who can be involved)	Migrant women with already a basic integration
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<p>Interpretation/mediation to support the activity.</p> <p>Consider offering a babysitting service for the specific needs of the immigrant women.</p>
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Room with a projector and pc
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer + 1 legal advisor 1 mediator - Trade unions consultant
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Verify if immigrant women involved know their working rights <p>RISKS:</p> <ul style="list-style-type: none"> - Low language skills to understand the legal norms against racism and discrimination - Difficult issues <p>Assessment:</p>

	<ul style="list-style-type: none">- Knowledge of their rights and the local and operational authorities to contact- Gamification and challenge
BACKGROUND INFORMATION	An asset for the right implementation of the activity could be by a strong connection between the entity that provide the tool and the local authority (Giuseppe Olivotti scs belongs to the antidiscrimination network under the rule of Veneto Region authority)

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	15 min.	Introduction	Greeting the participant(s), Introduction of the trainers	Language mediation if needed		
2.	60 min.	Raising awareness of different forms of racism	Steps to be taken 1. The trainer introduces the different forms of discrimination: looking for a home, looking for work, treatment in the workplace, access to medical care and health facilities, relationship with the authorities, mass media, public transport, etc...	Be careful not to offend the sensibilities of the people involved. If the trainer does not belong to a minority, try to spontaneously bring out the different areas of discrimination without pretending to teach them from a privileged point of view.	Direct training	Pc, projector
3.	60 min.	Problems solving respect to the cases examined	1. The trainer shows possible cases of racism and discrimination, in particular in the workspace 2. The trainer asks how the people involved should be answer in the situations of abuse 3. The legal advisor explains the rules and possible strategies to report abuses	It's essential to build up the participation of the people involved to obtain the expected results of the activity.	Learning by doing	Pc, projector
4.	60 min.	Building a network to report discriminatory abuses	1. The legal advisor shows who and where to address for a legal advice or lodge a complaint 2. To avoid further racial abuse by law enforcement, the legal advisor will focus in particular on the territorial anti-discrimination network of the Veneto Region. She/He will show all the information and people to contact.			Attached dossier with info

5.	15 min.	Feedback	In the last 15 min the trainer collects the feedback about the usefulness of the activity undertaken and the information provided.			Satisfaction questionnaire
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ADAPTATION POSSIBILITIES

The legal authorities to contact in the 4th phase are mainly local and already established in Veneto Region.

ANNEXES

- **Dossier with all the information, sites and places to contact in case of racial discrimination**

Tool 36 : Be prepared for a pre-employment test

DEVELOPED BY	JÖVŐKERÉK
TYPE OF ACTION	training/counselling/mentoring/
GENERAL OBJECTIVES	<ul style="list-style-type: none"> • preparing job seeking immigrant women for pre-employment testing • educate immigrant women about what the tests are for and even how they can help them to better challenge themselves
EXPECTED RESULTS	<ul style="list-style-type: none"> • immigrant women will have the necessary knowledge how to prepare and perform confidently during pre-employment tests • improved self awareness - make them aware their own strengths and weaknesses based on the results of the test
FORM OF TOOL	face to face/ online
DURATION	<ul style="list-style-type: none"> - single - 1 hours/days
TARGET GROUP	migrant women applying for white collar job
SIZE OF THE GROUP	4-5 or personal counselling
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate local or English language level (from A.2) – Speaker
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - child care if necessary - internet connection, 2-3 laptop or computer/training group
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers Workshop / Office (if individual meeting) / Workshop classes - Computer, internet connection - Have a calm place for the meetings (in group or individually) without external interruption
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer - group version/ consultant, or coach - personal counselling who is capable to help migrant women to understand how they can rely on their strengths and
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - 1 trainer / 1 social volunteer/ 1 mentor/ etc. - The helper should try out the pre-employment tests with the provided links, websites, to have an experience and be able to better guide the jobseeker. - preparing the tools - computer, internet - preparing the links
BACKGROUND INFORMATION	<ul style="list-style-type: none"> - Many companies use pre-employment tests as part of the assessment process. It is an advantage for migrant women if they can have the necessary knowledge, confidence and tips on how to ace online assessment tests.

		<i>strengths and weaknesses</i>	strengths, weaknesses. The “Career Paths” and “Workplace Habits” part of the reports will give an overview about best fitting jobs to that specific profile.			
3.	10 min.	<i>Tips for test-taking</i>	<i>What to do during the pre-employment test?</i> <i>Short presentation: tips and tricks during taking pre-employment tests</i>		<i>presentation</i>	

IX. JOB SEARCHING LANGUAGE



Tool 37 : Job advert analysis

DEVELOPED BY	FISPE
TYPE OF ACTION	Counseling/Mentoring/ practicing
GENERAL OBJECTIVES	<p>Ability to understand employment advertisements.</p> <p>One of the main difficulties being learning the host country's language before/when looking for a job (see the project's needs analysis), the tool's objective is also for immigrant women to learn new words in said language that are often present in job adverts.</p>
EXPECTED RESULTS	National impact. immigrant women will be able to identify and analyse job adverts. Thus, they will be equipped to research and answer job adverts in the national labour market.
FORM OF TOOL	Online activity
DURATION	<ul style="list-style-type: none"> - Punctual - 2-3 hours - 1 occasion
TARGET GROUP	immigrant women
CRITERIA (who can be involved)	<ul style="list-style-type: none"> - Intermediate language level (from A.2) - People with basic digital skills: able to use a laptop and join an online classroom, write on a keyboard, etc.
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<ul style="list-style-type: none"> - Provide participants with laptops if they don't have access to one
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Jobseekers workshop/ workshop classes
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer/ 1 social worker/ 1 mentor/ etc. : preferably a woman trainer or facilitator which could make immigrant women participants more comfortable and open to talk about themselves. - The person should have experience or in professional support or in host country language teaching. And basic knowledge about target group (immigrant women)
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - If some activities are complicated to answer and the person blocks, the trainer can give him some examples and encourage the trainee. - Make sure to take into account the background story of participating immigrant women who might have issues expressing themselves and talking about their experiences, or feel shy.

BACKGROUND INFORMATION	- This type of activity is often used in French Foreign professional-aimed language teaching.
WORKING ONLINE	Platforms for online classes: https://us02web.zoom.us/ , https://meet.google.com/

STEP BY STEP SCENARIO

	Timeframe / 2h	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
	10 min	Presentation of tool	<ul style="list-style-type: none"> - Trainer creates an online meeting/classroom :they can use tools like Google classroom-https://classroom.google.com/ - for instance, to create a space where they will upload all material from this tool and input from participants of each session. <p>Otherwise they can just have the workshop online (via zoom for instance) with different interactive tools like red menta (https://redmenta.com/en) or miroboard (https://miro.com/app/board/uXiVMaRnYCO=/) which are easy to use. The inputs can also stay available there.</p> <p>In all cases they send links to participants before the workshop.</p> <ul style="list-style-type: none"> - Trainer starts with presentations: they ask everyone to of each other. - Engage in informal discussion about job advert. Did they already use them, do they know about different types of work contracts, what is the minimum salary etc. - Each woman presents themselves and can check other presentations to get to know other women. - The trainer gives participants the link to a miroboard or jamboard to have an online brainstorming session to evaluate their knowledge (job advert, different types of work contracts, the minimum salary ...). 	<p>Avoid correcting their speech while women are speaking, even if they make mistakes, as they might be shy or uncomfortable at first. Indeed, if the women have been through very difficult times in their lives due to migration or other issues, or simply have never worked before and mostly took care of their house and children, they could have difficulties expressing themselves or talking about their experience (especially if they have never looked at a job advert before)</p>	Ice breaker	https://app.wooclap.com/NYOKJX?from=instruction-slide
<ul style="list-style-type: none"> ● 30min 		Step 1: Discover the different parts of an advert and the related vocabulary	<ol style="list-style-type: none"> 1. The trainer presents an example of a job advert, displays it on the classroom screen. 2. Participants should identify the different parts of a job advert: give out the template (Support document 3: Job advert analysis) on the screen and ask participants to fill it in altogether. 3. Presentation of abbreviations and acronyms, explanations 4. Terms related to searching for a job, enterprise, description of job, professional qualification, type of work contracts 	It's important before looking for a job to present the most important information about a job / training contract and how they are presented in host country job adverts:	Individual or group session	Support document 1 : Types of contract Support document

		Discover different types of contracts, minimum salary and legal number of the work per week	(short term, long term, vacations...), competencies, experience...	<ul style="list-style-type: none"> - Type of existing contracts - Legal number of work hours per week - Minimum salary 		<p>https://emploi.paris.fr/query?what=&where=Paris&where_type=citoy&perimeter=50</p> <p>https://slideplayer.fr/slide/5580666/</p>
	<ul style="list-style-type: none"> ● 20 min 	Step 2 : Exercises	<p>5. Present the exercises: Analysis of different kinds of job offers and their particularities.</p> <p>The participant(s) should identify in each proposed example the different parts of the advert and the differences. They will have to answer questions on the given job advert examples (questions from annexes, created on wooclap by the trainer)</p> <p>→ participants will have to click on the link and use the code to be able to answer the questions and write whatever they want and the whole group including the assistant can check them out.</p>	<p>The trainer gives a list of parts to look for in an advert :</p> <ul style="list-style-type: none"> - Types of contract - Number of work hours per week - Salary - Qualifications - Description of the job etc. 	<i>Individual or group session</i>	<p><i>Support document 2 : Real job adverts</i></p> <p>(different levels of qualifications and labour market sectors easily accessible to immigrant women with low qualifications)</p> <p>https://app.wooclap.com/events/NYOKIX/questions/641d79a606721bc9e8dfec07</p> <p>(code: NYOKIX)</p>

	<ul style="list-style-type: none"> • 30 min 	<p>Step 3 : Discovering the different jobs</p>	<p>1. Participants discover different kinds of jobs (different domains, those most accessible to immigrant women and those maybe less accessible). They should take examples in job descriptions of the proposed adverts.</p>	<p>It's preferable that the trainer already knows approximately in which domain students would want to work and try to give them an advert example for those types of job.</p>	<p><i>Individual or group session</i></p>	<p><i>Support document 2 : Real job adverts</i></p>
	<p>20 min</p>	<p>Step 4: Exercises</p>	<p>1. Each participant should define, regarding her own situation, what kind of job she wants to look for, which conditions she would accept, etc. Each participant should present it orally without others interrupting (they should keep their microphones turned off). The others can write down their questions and remarks in the chat or on a jamboard so that they can ask them once each person is finished. Everyone gives feedback on everyone's participation at the end and the trainer concludes the session with a discussion for evaluation.</p>	<p>Each woman can take notes and present it in oral form with their notes. If the participant is not sure what job she's looking for, she can just rely on the conditions she would prefer etc.</p>	<p><i>Individual or group session</i></p>	<p><i>Support document 3: Job advert analysis</i></p>

ADAPTATION POSSIBILITIES

It can be adapted to each host country situation. Some exercises can be adapted, by using for example, pictograms exercises, with less vocabulary and easier to understand by immigrants with low language level.

The supporting documentation is specific to the French national context. Some of them translated into English but several remain in French. Search for job advert platforms in the host country's language to adapt the exercises.

The trainer can choose to use only a part of the tool or divide the activity in multiple sessions if they consider it to be too difficult for their group's/participant's language level, and adapt it to a simpler language as well.

Trainers can use other online platforms or tools they are more comfortable with than the ones listed if needed.

ANNEXES

Document 1: Types of contract

Document 2: Real job adverts

Document 3: Job advert analysis exercise (Riddle quiz maker - Create unlimited content | Engage your audience | Collect leads)

Tool 38 : Dictionary app

DEVELOPED BY	Giuseppe Olivotti scs (using Centro Zaffiria's app)
TYPE OF ACTION	Learning by doing
GENERAL OBJECTIVES	<p>Promote the active citizenship of immigrant newcomers women.</p> <p>Promote an autonomous learning of the language.</p> <p>Increasing language skills by using a specific app, and in particular deepening the knowledge of the working sector.</p>
EXPECTED RESULTS	Immigrant women will have a better understanding of the country's language and to develop autonomous learning. Moreover, at the same time, they will improve their digital skills.
FORM OF TOOL	Online/digital
DURATION	<ul style="list-style-type: none"> - 2 h of training - 1 h of testing the app
TARGET GROUP	Immigrant women with low language level and basic digital skills
SIZE OF THE GROUP	10
CRITERIA (who can be involved)	Low language level immigrant women
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<p>Interpretation/mediation to support the activity</p> <p>Consider to offer a babysitting service for the specific needs of the target group</p>
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Smartphone needed - Room with a projector and a pc
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Verify the basic digital skills of the people involved - Selection of people that can benefit from the use of the app (they need an improvement of their language dictionary) <p>RISKS:</p> <ul style="list-style-type: none"> - Low digital skill, no smartphone and internet - Low involvement in the use of the app <p>Assessment:</p> <ul style="list-style-type: none"> - Basic digital introduction, cooperative learning, wi-fi - Gamification and challenge

BACKGROUND INFORMATION	The app is fully usable in any country and with any language

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	15 min.	Introduction	Greeting the participant(s), Introduction of the trainers, pre-needed tools	Language mediation if needed		
2.	45 min.	Base line setup, introduction of the app, how it works	Steps to be taken 1. The trainer introduces the thematic of the personal dictionary 2. Using the projector and a pc, the trainer shows the peculiar features of the app 3. The trainer shows all the step to create a new dictionary entry, how to associate it with photos and audio registration		Direct training	Pc/smartphones, projector
3.	45 min.	Download the app, examples and testing	1. How to download the app 2. The trainer helps the participants to interact with the app and their functionalities 3. The trainer shows to the recipients some examples and asks them to replicate 4. The recipients are free to try on their own in order to familiarise with the app	Internet connection needed. Smartphones needed, if necessary, recipients can work in small groups to overcome the lack of device	Learning by doing	
4.	60 min.	Structural way of using the app and feedback	1. The trainer proposes to create specific dictionaries, linked to a theme or topic 2. The trainer teach how to use all the specific features of the app (labels)			

			<p>3. The trainer help the participants to create a specific dictionary for job (see annex)</p> <p>4. The participants work individually or in small groups to fulfill the instructions given by the trainer and then try on their own</p>			
5.	15 min.	Feedback	In the last 15 min the trainer collects the feedback on the app by the recipients (app working well? Is it useful? Can it be improved?)			Satisfaction questionnaire

ANNEXES

- **Job dictionary**

X. DIGITALISATION

Tool 39 : SPID – Digital identity

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Learning by doing
GENERAL OBJECTIVES	<p>Promote the active citizenship of immigrant newcomers women.</p> <p>Acknowledgment of the digital identity to access in the national online job searching system.</p> <p>Learning to use the SPID system efficiently and being completely autonomous in its use.</p>
EXPECTED RESULTS	<p>How to use SPID and what you need (documentents) to activate it.</p> <p>Knowledge of which services you can access to with SPID, correct use of the SPID and resolution of basic related problems</p>
FORM OF TOOL	Online/digital
DURATION	- 3 hours
TARGET GROUP	Immigrant women with some digital skills
SIZE OF THE GROUP	3 or 4 (more could be difficult for the trainer to properly teach them)
CRITERIA (who can be involved)	Immigrant women who need to have access to major public administration services
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	<p>Interpretation/mediation to support the activity.</p> <p>Consider to offer a babysitting service for the specific needs of the target group</p>
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - Smartphones or pcs needed - Room with a projector and a pc
NEEDED HUMAN CAPACITY	- 1 trainer + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Verify the basic digital skills of the immigrant women involved - Verify that all the immigrant women involved own a valid ID document and health insurance card - Verify the all the immigrant women involved have an e-mail address - Remind to immigrant women to have a smartphone or a pc <p>RISKS:</p>

	<ul style="list-style-type: none"> - Low digital skill, no smartphone and internet - No valid documents <p>Assessment:</p> <ul style="list-style-type: none"> - Basic digital introduction, cooperative learning, wi-fi - Understand the reasons for no valid documents and try to help the recipients to overcome the problem
BACKGROUND INFORMATION	<p>SPID system is more and more a <i>conditio sine qua non</i> in Italy, the tool however is not sustainable in other countries</p>

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	10 min.	Introduction	Greeting the participant(s), Introduction of the trainers, pre-needed tools	Language mediation if needed		
2.	20 min.	Basic knowledge of SPID service	The trainer introduces the SPID system, what is and what is meant for, it's cost or if it is free, which authority can deliver it, which documents are needed to get it	The trainer has to inform the people about the needed documents and tools precisely, because they are mandatory for SPID creation	Direct training	Pc, projector
3.	60 min.	How to get it	The trainer explains the best and easy way to get the SPID choosing a specific authority service (PosteID) <ol style="list-style-type: none"> 1. enter your personal data 2. create your SPID credentials; 3. carry out the recognition, choosing the closest identity provider office 	Internet connection needed. Smartphones needed. Email account needed.	Learning by doing/Direct training	Pptx attached
4.	60 min.	How and for what you use it	The trainer shows how to use the SPID system (the QR code method or the double code method), making some examples that the recipients can emulate (since October 2022 SPID it's also used to have access to Europass). The trainer also gives a basic explanation about the PosteID app.	Consider to undertake this activity after all the recipients got the SPID (that could take more than a week)	Learning by doing	
5.	30/60 min.	Testing and feedback	The trainer collects feedbacks and asks to the recipients if they have used it and what difficulties they encounter	Consider to undertake this action after a good amount of time (a month)	Round table/feedback	Satisfaction questionnaire

ANNEXES

- **pptx PosteID (The pptx in italian could be provided on request)**



Tool 40 : Digital storytelling for empowerment and learning ICT

DEVELOPED BY	Folkuniversitetet
TYPE OF ACTION	Training/workshop
GENERAL OBJECTIVES	Expressing one's experiences, hopes and dreams in a creative way by making a short digital movie as a creative way to engage immigrant women in choice of career path, to learn and to exchange experiences.
EXPECTED RESULTS	Increased knowledge in ICT, empowerment, short film that contains the women's dreams and hopes regarding work
FORM OF TOOL	Online or face to face
DURATION	- Two workshops, one on zoom and one practical using youtube
TARGET GROUP	Immigrant women
SIZE OF THE GROUP	2 people
CRITERIA (who can be involved)	- Basic language skills
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	-
DESCRIPTION OF GENERAL CIRCUMSTANCE	- Access to computer
NEEDED HUMAN CAPACITY	- One trainer that has some basic experience with making a You Tube film
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	- Remember that the end result does not need to be a perfect film. It is simply a means that contributes to a certain purpose within your own program!
BACKGROUND INFORMATION	- Digital storytelling in its most simple form is used in many different training programs. It is a creative way of expressing one's personality or for starting a discussion. - More background information can be found in annex 1.

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	2 hours	<i>Preparation</i>	<p>Step 1: Send out a link for workshop 1 on zoom to participants.</p> <p>Step 2. Conduct the online workshop on zoom where the purpose is to explain how to make a youtube video. The theme for the digital storytelling in this workshop will be related to work/dream job. It can be a personal presentation related to one's life or one's culture etc.</p> <p>Step 2. Show YouTube films as examples, demonstrate how to proceed.</p> <p>.</p>	<p>Make sure that the participating women learn how to operate, how they can see the results of their work, how they can delete material.</p> <p>https://www.uscreen.tv/blog/how-to-make-youtube-video/</p>	<i>Group session</i>	<i>youtube, mobile phone</i>
2.	2 hours	Producing of a short film	The women creates a film on youtube		Digital storytelling with focus on labour market integration	<i>Mobile phone or handy cam</i>

			<p>Annex 2 will be sent before to the women with elementary steps the women need to make in order to be able to produce a short film.</p> <p>Be flexible if the women need more time.</p>			
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Annex

- **Information Digital storytelling**
- **Steps Digital storytelling**

Tool 41 : Digital instrument for immigrant women to promote themselves : Cover letter

DEVELOPED BY	Giuseppe Olivotti scs
TYPE OF ACTION	Learning by doing
GENERAL OBJECTIVES	Deepening the digital/informatic knowledge of immigrant women. Strengthening their capability of promoting themselves and their professional skills.
EXPECTED RESULTS	Increasing the competences of office package Autonomous elaboration and edit capability to support their own self-application
FORM OF TOOL	Digital
DURATION	<ul style="list-style-type: none"> - 3 hours of explanation about office package - 1 hour explanation about how to write a letter cover - 2 hours of writing a cover letter attached to the curriculum
TARGET GROUP	immigrant women with medium language level and basic digital skills
SIZE OF THE GROUP	5
CRITERIA (who can be involved)	Immigrant women who need to develop useful skills to support the job searching activity
SERVICES MUST/SHOULD BE OFFERED FOR PARTICIPANTS	Interpretation/mediation to support the activity Consider to offer a babysitting service for the specific needs of the target group
DESCRIPTION OF GENERAL CIRCUMSTANCE	<ul style="list-style-type: none"> - A projector and a pc for the trainer, 5 computer stations for users
NEEDED HUMAN CAPACITY	<ul style="list-style-type: none"> - 1 trainer + 1 mediator
INSTRUCTION FOR THE TRAINER/CONSULTANT/MENTOR etc.	<ul style="list-style-type: none"> - Verify the basic digital skills of the people involved - Selection of people motivated to look for a job - Verify that women involved have a medium linguistic competence <p>RISKS:</p> <ul style="list-style-type: none"> - Low computer confidence - Low involvement in the use of the Office package - Low language skills <p>Assessment:</p> <ul style="list-style-type: none"> - Basic Windows 10/11 introduction - Presence of a mediator, wi-fi to use the translator

BACKGROUND INFORMATION	The Office package is fully usable in any European country and with any European language

STEP BY STEP SCENARIO

	Time-frame	Aim	Description of the activity	Instruction for the helper including risks/possible resistance and its management	Method	Tools
1.	15 min.	Introduction to Microsoft Office utility in the workplace	Greeting the participant(s), Introduction of the trainers, pre-needed tools	Language mediation if needed		
2.	3 h	Illustration of the main elements about M. Word	Steps to be taken 1. The trainer introduces the different features M. word program 2. The trainer gives to the Immigrant women some exercises to better know the program	Language mediation if needed. Be sure that the participants proceed simultaneously and that they know the basic components of windows 10/11	Direct training, learning by doing	Pc, projector and computers
3.	60 min.	Explanation of what a cover letter is and why it is useful when contacting an employer	1. The trainer shows the usefulness of a cover letter and how should it be bond with the curriculum 2. The trainer shows some examples of cover letters made with Word 3. The trainer shows how to write a cover letter: - Purpose - 3 Paragraphs (Why you are writing, What you can bring, follow up) - Make it clear – refer to the vacancy, where you found it - Identify with your CV	Language mediation if needed. Be sure that participants know the basic rules to join the labour market (writing a curriculum, formal attitude, etc)	Direct training	Pc and projector

4.	2h	Each participant writes a cover letter using the learned elements of Office	<p>1. The trainer asks to write a cover letter to each participants using Word</p> <p>2. The language mediator supports each women during the writing activity</p>	Language mediation if needed	Learning by doing	Computers
5.	15 min.	Testing and feedback	The trainer collects feedbacks and asks to the immigrant women if they have used it and what difficulties they encounter	It is recommended a test to verify content learned		Satisfaction questionnaire

ADAPTATION POSSIBILITIES

The use of M. Office is completely sustainable in any European countries and with any European language. If needed it's possible to change the languages of M.O. to make it easier for the participants.

ANNEXES

1. Cover letter example

ANNEXES

ACTION PLAN (filled in by the mentor)

Situational analysis			
Age:		Country of origin:	
Family status:		Education (elementary...):	
Work experience:	<i>Country of origin:</i> <i>Receiving country:</i>		
Other important issues:			
Needs that the client is aware of			
Needs detected by the mentor			

Activity plan
a) Other services where the client is channelled based on the Service Map created in IO1.
b) Chosen tool(s) of IO2
c) Further steps to be taken by the client after the activity

In-going questionnaire to be filled in by the client before the activity

Where are you located? Italy Sweden France Hungary

Age: between 20 and 30 years old between 30 and 40 years old 50 years old and more

Which tool did you use? _____

Where were you born? _____

1. To what degree do you rate your skills/knowledge in the following areas

here should be activities listed depending on the used tool

a. activity/skill (poor) 1 – 2 – 3 – 4 – 5 – 6 – 7 (excellent)

b. activity/skill (poor) 1 – 2 – 3 – 4 – 5 – 6 – 7 (excellent)

add lines if necessary

2. Do you think you will benefit from this activity? Yes No

3. What would you like to learn from this activity?

Out-going questionnaire to be filled in by the client after the activity

Where are you located? Italy Sweden France Hungary

Age: between 20 and 30 years old between 30 and 40 years old 50 years old and more

Which tool did you use? _____

Where were you born? _____

4. To what degree do you rate your skills/knowledge in the following areas after the activity?

here should be activities listed depending on the used tool, same as the ones in the ingoing questionnaire

a. activity/skill (poor) 1 – 2 – 3 – 4 – 5 – 6 – 7 (excellent)

b. activity/skill (poor) 1 – 2 – 3 – 4 – 5 – 6 – 7 (excellent)

add lines if necessary

5. Did you benefit from this activity? Yes No

6. To what extent did you learn what you were hoping for at the beginning of the activity?

(hardly) 1 – 2 – 3 – 4 – 5 – 6 – 7 (to a great extent)

7. Do you think you can reuse some of the key points and information from this activity? Yes No

8. What did you find

most usefull? _____

most useless? _____

9. Did this activity motivate you? Yes No

10. Did you become more self-confident in the given topic? Yes No

Satisfaction questionnaire

Where are you located? Italy Sweden France Hungary

Age: between 20 and 30 years old between 30 and 40 years old 50 years old and more

Which tool did you use? _____

Where were you born? _____

1. To what extent were you satisfied with this activity in general? (poor) 1 – 2 – 3 – 4 – 5 – 6 – 7 (excellent)

2. To what extent was the activity well-presented and conducted? (poor) 1 – 2 – 3 – 4 – 5 – 6 – 7 (excellent)

3. To what extent was the activity easy to understand? (difficult) 1 – 2 – 3 – 4 – 5 – 6 – 7 (easy)

4. What was hard to understand? _____

5. Do you think this activity can be given to all kind of migrant women? Yes No

If no, to whom would you suggest this activity? _____

6. Was the activity too long? Yes No

7. Was the activity too short? Yes No

8. What could be improved? _____

9. Should the activity be conducted in one session or several sessions?

10. Should the activity be done individually or collectively?

11. How difficult do you think the activity was? (difficult) 1 – 2 – 3 – 4 – 5 – 6 – 7 (easy)

12. Do you think that the activity helped you in your search for employment? Yes No

If no, please, explain. _____

13. To what extent do you think that the activity was customized to your needs

as a migrant (not customized) 1 – 2 – 3 – 4 – 5 – 6 – 7 (customised)

as a woman (not customized) 1 – 2 – 3 – 4 – 5 – 6 – 7 (customised)