



Module 3: Citizenship and Social Skills

IO3: Training package for reinforcing migrants and refugees' competences and promoting their social and labor integration



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Table of Contents

Session 1: Citizenship, Active Citizenship and the Labour Market	6
Activity 1: Welcome, Introduction to the Module and Getting to Know Each Other	6
Activity 2: Introducing Citizenship and Active Citizenship	8
Activity 3: Applying Active Citizenship	10
Activity 4: Active Citizenship and the Labour Market	12
Session 2: Social Skills	14
Activity 1: Welcome and Introduction for Social Skills Session	14
Activity 2: Introduction to Social Skills	15
Activity 3: Training on Social Skills (Interpersonal Skills)	17
Activity 4: Training on Social Skills (Team Building Skills)	20
Activity 5: Training on Social Skills (Problem Solving Skills)	22
Session 3: Labour Access and Successful Application of Social Skills	25
Activity 1: Mapping Skills and Qualifications	25
Activity 2: Practical Skills	27
Activity 3: Alternative Forms of Accessing the Labour Market and Further Education Opportunities	30

MODULE 3: Citizenship and Social Skills

Trainer

The trainer should demonstrate a good level of knowledge on active citizenship education. The trainer should have:

- good interpersonal skills
- a fair understanding of local and national culture and identity
- the ability to be flexible when managing the group and the agenda of the module

Participants

Participants are migrants or other status third country nationals that are legally registered to work in the country they reside in.

Short description of the content

The "Citizenship and Social Skills" module aims to present basic knowledge to the target audience regarding active citizenship skills, social skills and social integration. This knowledge is directed to help the socio-professional integration of refugees / migrants.

The participants develop new knowledge on citizenship, social skills, and active participation in communities. It supports attitudes that enable them to respond to challenges. The learning process generates increased confidence, increased value for difference, improved understanding among local and broader communities, improved skills to promote opportunities for employability. The participants re-examine the term of social skills and how these skills can be applied in their future employment. The module covers leadership skills, team building and collaboration skills. Participants are informed on labour rights and relevant laws, and are able to practically create a CV and successfully complete a job interview.

The participants will develop new skills, relationships and innovative social actions for the benefit of the community, and attitudes, which will enable them to respond to challenges. The learning process will generate increased confidence, increased value for difference, improved understanding among local and broader communities, improved strategic thinking and more opportunities for employability.

Work plan for the Module

The module is divided into three sessions of four hours each and addresses different themes. The first session covers the theme of active citizenship and basic legal labour rights, the second session focuses on social skill development and skill mapping, and the third session is based on the practical application of these skills in job seeking.

- Each session has a theme as described above
- The module is divided into 3 sessions of 4 hours each for a total of 12 hours of training
- The theoretical explanations are directly applied by the trainees
- Each session includes non-formal education methodology and exercises
- A 15-minute break every two hours is recommended

Learning outcomes (goals)

After completing this module participants will:

Know (Knowledge):

- Definitions of citizenship and active citizenship
- Making the link between active citizenship and access to the labour market
- What are social skills and how to use them when accessing the labour market
- Acquire basic knowledge on labour rights and labour law

Understand (Skills):

- How active citizenship can help them access the labour market
- The importance of social skills in accessing the labour market
- Understand labour access in forms of mentor programmes, internships, volunteerism, networking, community involvement
- Understand the need for further education opportunities in relation to the labour market

Be able to (Competences):

- Apply the values of active citizenship in their potential workplace
- Engage in future social activities at the community level
- Practically apply social skills in relation to accessing the labour market
- Use social skills that are relevant to the labour

market (communication skills, team building, problem solving, collaboration and group work, delivering presentations)

- Effectively map their skills and qualifications
- Effectively seek jobs on different platforms, according to their qualifications
- Obtain practical skills relating to the labour market: (i.e. completing a job application, creating a CV, preparation for job interviews)

Session 1: Citizenship, Active Citizenship and the Labour Market

Activity 1: Welcome, Introduction to the Module and Getting to Know Each Other

Title	Welcome and Globingo
Overview	The participants are welcomed to the group, and are introduced to the module. The Globingo exercise aids in getting the group to get to know each other better.
Learning Outcomes	Participants get to know each other better and understand the contents of the module.
Type of activity	Quiz Game
Time required	40 minutes
Size of the group	up to a group of 10 or 2 smaller groups of 5
Materials needed	Flipcharts, Markers, Annex 3/1 Globingo Worksheets

Procedure

1. Preparation

Prepare the agenda of the workshop beforehand. Ensure that the participants are informed that the agenda can be altered according to their own needs and requirements. Prepare the room having the chairs in the circle for the welcoming part and when introducing the agenda. For the getting to know each other exercise (globingo) request that the chairs will be moved further back and allow enough space in the room for the participants to freely move around. Print one Globingo Worksheet proposed in this module for each of the participants. Have available pens and provide them to the participants to complete their Globingo Worksheet.

2. Instructions

Step 1: Welcome and Round of introduction

Do a round of introductions within the group. The introductions should include name, country of origin, and why they participate in this training module. Ensure to identify and note any further needs that are addressed by the participants, and inform the group which needs will be taken on and which are not going to be covered by the specific module.

Step 2: Do the following exercise to get to know each other:

Get to know each other exercise: Globingo

Description: Participants will need to find the answers to all the questions to win the game. Each question needs to be answered by a different person within the group. The participants are not allowed to answer the questions themselves.

- Each participant receives a Globingo Worksheet that has the questions on.
- The participants move around in the room asking other participants the questions listed on the worksheet. When they find someone that answers the question they write down the name of the person and their country.
- Participants should try and not get the same person on the globingo worksheet twice
- The first person who completes the worksheet shouts “Bingo!” and the game ends.
- Go through the answers of the winner and make sure they are correct.
- Congratulate the winner

3. Debriefing and Reflection

Discuss with the group that the getting to know each other exercise shows that we can learn a lot of things about each other by working together and each of us has many attributes that we are not familiar with. Follow up on the content of the module and the agenda, by asking the participants whether the information is clear and whether they have any questions.

Annexes and Handouts

Annex 3/1Citizenship and Social Skills Session 1, activity 1:
Globingo Worksheet

Activity 2: Introducing Citizenship and Active Citizenship

Title	Introducing Citizenship and Active Citizenship
Overview	Introducing definition and meaning of citizenship and active citizenship to the group. Differentiation between a citizen, an active citizen, a national and nationality.
Learning Outcomes	Participants get more familiar with citizenship, active citizenship
Type of activity	PowerPoint and group discussion
Time required	60 minutes
Size of the group	A group of 5 or more participants (maximum 20 participants)
Materials needed	Laptop, Projector, flipcharts, post -its, pens, Annex 3/2

Procedure

1. Preparation

Read through the PowerPoint “Citizenship and Active Citizenship Definitions” provided that covers the issues of citizenship and active citizenship. Prepare a flipchart, post-it notes and pens for the final part of this activity.

2. Instructions

Step 1: Deliver the presentation provided.

Step 2:

After the presentation, divide the participants into small groups of 3-4 people, depending on the size of the group. Ask the groups to discuss citizenship and active citizenship with each other. Inform them that they will need to choose one person, who will present the words to the whole group later on.

Step 3:

Provide the smaller groups with a post-it note and tell them to write 3 words for citizenship on one post-it note and 3 words of active citizenship in another post-it note. Ask the group to think about examples of one of the terms i.e. either citizenship or active citizenship and write it on a post-it note. Provide 20 minutes for the smaller group discussion.

Step 4:

Bring the smaller groups back together in a circle.

Step 5:

Prepare a flipchart with two columns. One must be “Citizenship” and the other “Active Citizenship”. Ask the groups to choose a representative to present to the rest of the participants their words and also to present the example that the group thought of. Each representative puts their post-it notes, both the words chosen and the examples, on the flipchart under the respective column.

Ask the group to think and state which actions should be taken by citizens to become active citizens.

3. Debriefing and reflection

Ask the participants if they have any further questions regarding this topic. Ask the following reflective questions:

- What new aspects of being a citizen have you learned today?
- Was the difference of citizenship and active citizenship something familiar?
- How do you consider yourselves at this moment? An active citizen or a citizen?

Annexes and Handouts

Annex 3/2 Citizenship and Social Skills Session 1, activity 2
PowerPoint “Citizenship and Active Citizenship
Definitions”

Activity 3: Applying Active Citizenship

Title	Applying Active Citizenship
Overview	Participants share examples of active citizenship in their own countries and how they believe it can be applied in their current situation and how it will help them accessing the labour market
Learning Outcomes	Participants will have a better understanding and a practical feel on how active citizenship is applied and how it can help them in accessing the labour market.
Type of activity	Exercise – World Café
Time required	100 minutes
Size of the group	10 participants up to maximum of 20
Materials needed	Flipcharts, markers

Procedure

1. Preparation

Prepare three stations for the world café. Each station should have a note taker that will be the person responsible on taking notes on the flipchart and reporting to the participants. Each station will deal with a different question and all participants will have to go through all stations before the end of the exercise.

2. Instructions

Step 1:

Divide the room into three stations, each station is assigned one question for the group to discuss.

Questions for the stations:

- What examples of active citizenship did you participate in before?
- How can you apply active citizenship now?
- How can active citizenship help with landing a job?

Each station will need a note taker, a flipchart and markers.

Step 2:

Ask the participants to spend 20 minutes in each station, sharing their ideas, thoughts and experiences for each of the above questions. The note taker is responsible of noting these down on the assigned flipchart.

Step 3:

After the 20 minutes passed, signal the end of the exercise. Ask each of the note takers to stand up and share the outcomes of the station to the group. Follow up with a discussion with the group on what are their thoughts on these three issues. Allow an extra of 15 minutes for the presentation of the note takers.

3. Debriefing and reflection

Ask the participants the following questions:

- Was this exercise useful for you? In which ways?
- Did you had similar ideas in the group or were the ideas completely contrary?
- Is the application of active citizenship something new to the group? Are you prepared to apply it or explore the notion of it even further?
- What did you like and what did you want to be improved about this session?

Activity 4: Active Citizenship and the Labour Market

Title	Active citizenship and Labour market
Overview	Participants make the connection on active citizenship and the labour market through the forms of volunteering, community organizing and support.
Learning Outcomes	Participants gain the skills needed to apply the values of active citizenship in their potential workplace
Type of activity	Case study discussion, examples, group discussion
Time required	60 minutes
Size of the group	10 participants up to maximum of 20
Materials needed	Flipcharts, markers, pen, Citizenship and Labour Market_Case Studies Training material , Annex 3/3

Procedure

1. Preparation

Print out the case studies provided in the annex named “Citizenship and Labour Market Case Studies”. Prepare flipcharts for the group.

2. Instructions

Step 1:

Divide the participants into groups (optional) and hand in each the handout of the case studies (the case studies could be also projected as well).

Step 2:

Ask each group to read through the case studies and mark down on a flipchart the opportunities and obstacles the case study shows in terms of active citizenship and accessing the labour market. Ask the group to highlight the main outcomes of the case studies, and also note them on the flipchart. Ask the group if these specific situations could be applied in their country of residence.

Step 3:

Ask the groups to present their group flipchart to the rest of the participants and discuss them. Ask the participants their thoughts on obstacles and opportunities mentioned. Ask the participants to add on their personal experiences to these obstacles and opportunities.

3. Debriefing and evaluation

Ask the participants the following questions:

- Was this exercise useful for you? In which ways?
- Is the connection of active citizenship and accessing the labour market clear?
- What did you like and what did you want to be improved about this session?

Annexes and Handouts

Annex 3/3: Citizenship and Social Skills Session 1, activity 3: Citizenship and Labour Market Case Studies

Session 2: Social Skills

Activity 1: Welcome and Introduction for Social Skills Session

Title	Welcome and Agenda Presentation
Overview	Introducing the agenda to the group, getting in touch with the group and explaining the concepts of the session.
Learning Outcomes	Participants learn and understand the content and the agenda of the session
Type of activity	Group Discussion
Time required	20 minutes
Size of the group	10 persons or more
Materials needed	Flipcharts, Markers, post-it notes to prepare a colourful agenda

Procedure

1. Preparation

Prepare the agenda of the workshop using post-it notes beforehand. Ensure that the participants are informed that the agenda can be altered according to their own needs and requirements. Prepare the room having the chairs in the circle for the welcoming part and when introducing the agenda.

2. Instructions

Step 1: Welcome and Round of introduction

Do a round of introduction within the group, ensure to include people that are new to the group. The introductions should include name, country of origin, and what do they think this session will cover.

Step 2:

Introduce the agenda of the session. Explain which topics are going to be covered in the session and ask participants what their expectations are, what they hope to learn and how this session will help them in accessing the labour market. The trainer should note these on a flipchart and review these notes during and at the end of the session.

3. Debriefing and Reflection

Ask participants whether the information is clear and whether they have any questions regarding this session.

Activity 2: Introduction to Social Skills

Title	Introduction to Social Skills
Overview	Participants share what they believe social skills are and how they are applied in society. The trainer follows up on the outcome and delivers a presentation.
Learning Outcomes	In this session participants will: <ul style="list-style-type: none"> • Gain basic knowledge on social skills • Be able to explain the importance of social skills in regular life
Type of activity	Presentation and Concept mapping
Time required	40 minutes (10 minute presentation, followed by a 30 minute group work)
Size of the group	10 persons and a maximum of 20 persons.
Materials needed	Flipcharts, markers, laptop, projector, Annex 3/4

Procedure

1. Preparation

Read through the presentation provided that provides basic definition on social skills and why they are important. The presentation is short and simple in order to provide the initial basis for the mind mapping exercise.

2. Instructions

Step 1:

Deliver the short presentation “Introduction to Social Skills” to the group.

Step 2:

Ask the participants to provide examples of social skills, following the presentation of “Introduction to Social Skills”. Note down the different examples of social skills that the participants mention on a flipchart. If possible try and group negative social skills mentioned and positive social skills mentioned.

Step 3:

Ask the participants which of those social skills written on the flipchart are examples from their country of origin. Ask participants which social skills written on the flipchart are examples from their country of residence. Discuss with the group on the notion that social skills can be similar in different cultures and are used in similar ways.

3. Debriefing and evaluation

Ask the participants the following questions:

- Was this exercise useful for you? In which ways?
- Is the definition of social skill clear to you? Did you learn anything new during this session?
- What did you like and what did you want to be improved about this session?

Annexes and Handouts

Annex 3/4: Citizenship and Social Skills Session 2, activity 2 PowerPoint Presentation Introduction to Social Skills

Info box

- Steven G. L. et al., (2011), Defining Social Skills, Springer International Publishing AG 2017 9 J.L. Matson (ed.), Handbook of Social Behavior and Skills in Children, Autism and Child Psychopathology Series, DOI 10.1007/978-3-319-64592-6_2
- https://en.wikipedia.org/wiki/Social_skills

Activity 3: Training on Social Skills (Interpersonal Skills)

Title	Training on Social Skills (Interpersonal Skill)
Overview	The interpersonal skills workshop will focus on the issues of clear interaction, body language and active listening skills as the core interpersonal training.
Learning Outcomes	Participants gain practical skills on the following social skills <ul style="list-style-type: none"> - interpersonal skills (including non-verbal)
Type of activity	PowerPoint, exercises and group discussion
Time required	60 minutes
Size of the group	10 persons or more up to a maximum of 20 persons.
Materials needed	Laptop, papers, handouts, projection, flipcharts, markers. Annexes 3/5 and 3/6

Procedure

1. Preparation

Read through the presentation on the “Importance of interpersonal Skills”, that provides a brief introduction on interpersonal skills touching on verbal and non-verbal communication. Go through the exercises listed below. Print out copies of the Handout “A Brief Manual on Active Listening” for all participants that indicates the concept of active listening and how to apply it.

2. Instructions

Step 1:

Deliver the presentation on the “Importance of interpersonal Skills”. Ask the group of participants if they have questions or there is something they would like to discuss further.

Step 2: Do the following exercises with the participants:

Paper Boat exercise

Time / 20 minutes

This is a fast and easy exercise to show how similar instructions are understood and followed in a different way by different people. The exercise focuses on the importance of clear and effective interaction. Clear interaction is key in any team work and therefore it is important to ask

questions and confirm our understanding of a situation to avoid misunderstandings and misinterpretations of tasks.

Directions:

Provide a piece of A4 paper to the participants.

Tell the group that they will follow given instructions on how to fold the paper into a boat shape, while keeping their eyes closed and that they cannot ask any questions.

Start giving the following instructions:

1. Fold the paper in half
2. Fold the paper in half again then unfold the paper
3. Fold the upper left and right corners to the middle crest
4. Fold the bottom strip up
5. Do the same to the strip on the other side.
6. Open up the paper all the way to collapse it into a diamond shaped figure.
7. Fold the bottom corner up to the top corner.
8. Turn the figure over and fold this side's bottom corner to the top corner
9. Open the paper all the way until it collapses into a diamond shaped figure
10. Grab the top two corners and gently pull it apart, then flatten well.

Debrief and discussion:

Compare the paper boats between the participants. Point out that even though the instructions were the same, the boats turned out to be different. Ask the following questions:

- What does this mean?
- Do you think the paper boats would have been the same if the group kept their eyes open?
- Do you think the paper boats would have been the same if the group was allowed to ask questions?

Step 3: Do the following exercises with the participants:

Power of Body Language exercise

Instructions and set up :

1. Explain to the group that you are going to give them a series of

instructions, which you would like them to copy as fast as they can

2. State the following actions as YOU do them:

- Put your hand to your nose
- Clap your hands
- Stand up
- Sit down
- Put your hand to your mouth – BUT WHILE SAYING THIS PUT YOUR HAND TO YOUR NOSE INSTEAD

3. Observe the number of group members who copy what you did rather than what you said.

Debriefing

Discuss how body language can reinforce verbal communication, however it can also be stronger than verbal communication – it is important that we are aware of our body language in order to ensure we are projecting the right message.

Step 4:

Go through the handout of “A Brief Manual on Active Listening”, that indicates the concept of active listening and how to apply it. Ask questions the following questions to the group:

- Is there anything on the handout that is not clear?
- According to your experience, is there anything else that can be added to this handout?
- What is the most important attribute listed on the handout?
- What is the least important attribute listed on the handout?
- In your opinion, are the attributes listed effective and are they implemented in teams?

3. Debriefing and Reflection

Ask the participants how they feel about this workshop. Did they realise from before the strength and the importance of interpersonal skills? Is there anything they would change to improve this workshop?

Annexes and Handouts

Annex 3/5: Citizenship and Social Skills Session 2, activity 3: Presentation “Importance of interpersonal Skills”
 Annex 3/6: Citizenship and Social Skills Session 2, activity 3: Handout “A Brief Manual on Active Listening”

Activity 4: Training on Social Skills (Team Building Skills)

Title	Training on Social Skills - Team Building
Overview	The communication skills workshop will focus on the issues of clear communication, body language and active listening skills as the core communication training.
Learning Outcomes	Participants gain practical skills on the following social skills <ul style="list-style-type: none"> - Team Building (Cooperation skills and Leadership)
Type of activity	Exercises and group work
Time required	60 minutes
Size of the group	10 persons or more up to a maximum of 20 persons.
Materials needed	Laptop, papers, handouts, projection, flipcharts, markers, Annex 3/7

Procedure

1. Preparation

Print out copies of the handout “What makes a good and efficient team” for all participants.

2. Instructions

Step 1:

Start with a brainstorming session posing the question “what do you believe are the characteristics of an effective team?” to the group.

Step 2:

Provide the participants with the handout “What makes a good and efficient team” to the group, that contains a diagram of several aspects of an efficient team. Ask questions the following questions to the group:

- Is there anything on the handout that is not clear?
- According to your experience, is there anything else that can be added to this handout?
- What is the most important attribute listed on the handout?
- What is the least important attribute listed on the handout?
- In your opinion, are the attributes listed effective and are they implemented in teams?

Step 3: Do the following exercise:

Sheep and Shepherd Exercise

This is a team building exercise where a participant takes up the role of a shepherd, who guides a group of blind sheep into the pen using only a whistle. This activity strengthens team collaboration and planning, and highlights the importance of non-verbal communication.

Time : 25 Minutes

Tools/Items required: Blindfolds for the 'Sheep' , Whistle for the 'Shepherd'

Set up :

- One person is selected as a shepherd. The shepherd will indicate different whistling signals to the rest of the group that will need to follow instructions.
- The remainder of the group will be sheep and will be blindfolded.
- The sheep will be individually led (already blindfolded) to various points in the immediate area and left there.
- A 'pen' area will be marked out (not necessarily near the shepherd).
- Brief the whole group away from the area
- Take the whole group to the edge of the area. Blindfold the 'sheep' and lead them to various points around the pen area. Disorientate the sheep.
- Stand the shepherd away from the pen. The shepherd will guide each sheep individually towards the pen.
- Begin the time and re-iterate 'No verbal communication'.
- The exercise finishes when all the sheep are safe inside the pen.

Debriefing of the exercise:

Discuss with the group on the difficulty on non-communicating verbally and how the pre-planning process was helpful in completing the task.

3. Debriefing and Reflection

At the end of this activity, ask your participants whether they have any questions. Ask them the following questions:

- Did they find the information, exercises and discussions useful?
- Have they learnt anything important?
- Is the information relevant?

Activity 5: Training on Social Skills (Problem Solving Skills)

Title	Training on Social Skills - Problem Solving
Overview	The communication skills workshop will focus on the issues of clear communication, body language and active listening skills as the core communication training. The Problem Solving Skills workshop will focus on conflict resolution, problem solving and reaching group agreements
Learning Outcomes	Participants gain practical skills on the following social skills <ul style="list-style-type: none"> - Problem Solving Skills (Reaching group Consensus)
Type of activity	Exercises and group work
Time required	60 minutes
Size of the group	10 persons or more up to a maximum of 20 persons.
Materials needed	Laptop, papers, handouts, projection, flipcharts, markers, Annex 3/8

Procedure

1. Preparation

Discuss with the participants about the importance of problem solving skills.

2. Instructions

Step 1: Do the following exercise:

“Final Four” Exercise

Time : 20 minutes

This exercise focuses on conflict resolution and common agreement within a group. It helps in conveying out that differences can be found in social and working environments, and that they should be used in constructing a shared agreed final result. The exercise provides a perception into how the decision making process takes place within a group or a team.

Instructions:

- **Select an idea or concept that you want the group to explore (e.g.**

racism)

- Break out the participants into groups of 2, providing sticky notes and pens to all participants
- Request all participants to put down 4 words that first come up to mind once the idea/concept is stated
- The participants should not mention what they have written down with the others
- Highlight that they are no right or wrong choices in this exercise
- Each participant now holds 4 words and in a pair there are a total of 8 words.
- Ask them to discuss between them and reach an agreement on which 4 words should be removed from the total 8
- **Next join two different pairs and request they do the same task (remove 4 words from the total 8)**
- Join the pairs again, and every time ask them to reduce the 8 words down to 4.

Debriefing and Evaluation:

- Ask for any observations and insights on the decision making process in choosing the words.
- Ask how they felt about doing this exercise and what the learning outcomes were.
- Discuss any conflict that was present between the pairs, and the ways this conflict was resolved.

A vibrant discussion will start between the participants in terms of choosing the words during the exercise. This will help the group to realise how an agreement is reached and a conflict or disagreement is resolved.

Step 2: Do the following exercise:

Problem Solving Scenarios

Time: 20 minutes

There are times when getting a team of people to work together successfully on a job can be a challenge. There are occasions where the team can become less productive, interfering with the teams' success. Below there are two case studies for the group to discuss on problem solving.

Instructions

- Divide the group into smaller groups of 3-4 people.
- The participants can read the case study in their team or they can re-create the situation– providing both positive and negative alternatives for working through and solving each problem.
- Be flexible and willing to give something up to reach an agreement.
- Discuss the scenarios in plenary and find ways on how to handle

each of the scenarios provided

Scenarios

Scenario 1:

John works in a large warehouse and he always wears his safety equipment. His co-worker, Steven, always forgets his safety equipment. He often asks to borrow John's equipment when John isn't using it. Last week, Steven broke John's safety glasses, and yesterday he lost John's back belt. John doesn't want Steven to get hurt, but he doesn't want to loan Steven his equipment. What are some things he can say to Steven the next time Steven asks to borrow something?

Scenario 2:

Alex is very sensitive and emotional. This member gets upset when he doesn't feel listened to and is extremely offended if all of his ideas do not get used. To further complicate matters, most of the ideas of this team are not practical. Sylvia is on the same team with Alex. Sylvia enjoys hearing herself talk. She dominates discussions and expects everyone to listen to her, while she is not the assigned leader of the team.

Step 3:

Provide the group with the handout "Group Disagreements" that sums up how to handle group disagreement and reaching a consensus in a team. Ask the participants to read the handout and when they are finished, ask the following questions:

- Is there anything on the handout that is not clear?
- According to your experience, is there anything else that can be added to this handout?
- What is the most important attribute listed on the handout?
- What is the least important attribute listed on the handout?
- In your opinion, are the attributes listed effective and are they implemented?

3. Debriefing and reflection

At the end of this activity, ask your participants whether they have any questions. Ask them the following questions:

- Did they find the information, exercises and discussions useful?
- Have they learnt anything important?
- Is the information relevant?

Annexes and Handouts

Annex 3/8: Citizenship and Social Skills Session 2, activity 5: Handout "Group Disagreements"

Session 3: Labour Access and Successful Application of Social Skills

Activity 1: Mapping Skills and Qualifications

Title	Mapping Skills and Qualifications
Overview	Participants map their skills and qualifications and consider possible employment profiles and different options regarding job positions or areas of employment
Learning Outcomes	Participants gain practical skills to <ul style="list-style-type: none"> - effectively map their skills and qualifications Participants understand that mapping their skills and qualifications helps them in concentrating in employment field that they are better qualified for.
Type of activity	Skill mapping and group presentation
Time required	70 minutes
Size of the group	10 persons or more (maximum 20 persons)
Materials needed	Flipcharts, markers, pens, papers

Procedure

1. Preparation

No preparation needed for this activity

2. Instructions

Step 1:

Divide the participants into groups of two. Inform their participants that this exercise is about mapping their skills and their qualifications and create their own “job profile”.

Step 2:

Tell the participants to list on a piece of A4 paper their academic qualification(s) and their previous work experience. Ask the participants if they believe other skills should also be added to their profile. If the answer is yes, then urge them to add whatever skill they think it should be relevant and appropriate to add it to their job profile.

Step 3:

When each participant finished making their own job profile, ask them to give it to their group partner. Ask the participants to think of possible job opportunities for the “job profile” they have in their hands at the moment. Ask the participants to think of at least three possible jobs that this person could have applied for, and write them down on the back of the A4 paper of the job profile.

Step 4:

Tell the participants to find their own “job profiles”. Ask them to sit in a circle in a room, and one by one reading their “job profiles” and what their group partner listed as possible job opportunities. Ask the participant if this list of opportunities is something that he did, considered before or is considering at the moment. Do the round of the circle and ask if anyone of the participants does not like at all their potential job opportunities. Ask them why do you think this happened? Did the group partner not realize your expertise? Did you not list your qualifications clearly enough? Did you list all the qualifications in a confusing order, so the person could not make up where your specialties lie?

Step 5:

Inform the participants that this is an exercise to see how our qualifications (academic and work) are perceived by other people, including employers, and Human Resource officers. This is also an exercise to see how to best profile ourselves and see in which domain of employment we should be aiming for.

3. Debriefing and reflection

At the end of this activity, ask your participants whether they have any questions. Ask them the following questions:

- Did they find this exercises useful?
- Have they learnt anything important?
- Is the information relevant?

Activity 2: Practical Skills

Title	Practical skills
Overview	Participants use their job profile to seek jobs on different platforms and to develop an efficient CV, complete a job application, and prepare for a job interview.
Learning Outcomes	<p>Participants get hands on experience in the following</p> <ul style="list-style-type: none"> ▪ effectively seek jobs on different platforms, according to their qualifications ▪ obtain practical skills relating to the labour market: (i.e. completing a job application, creating a CV, preparation for job interviews)
Type of activity	Practical exercises, workshops.
Time required	90 minutes
Size of the group	10 persons or more (maximum 20 persons).
Materials needed	Laptops, flipcharts, pens, projector, paper ,internet, Annexes 3/9, 3/10, 3/11, 3/12

Procedure

1. Preparation

Ensure the room has enough laptops for all the participants. Ensure the all laptops have internet connection. Inform the participants from beforehand that they need to bring their employment profile with them. Print out the “Europass CV template” handout, the “Europass CV Instructions”, the handout “Frequently Asked Questions on Developing Your CV”, and the Handout “A short guide on Job Interviews” for all the participants, which cover the main points and instructions on how to complete your CV.

2. Instructions

Step 1:

Instruct the participants to sit on one of the laptops available. Inform them of the contents of this session.

Step 2:

Use a job searching platform that is the most popular in your country and guide the participants through the job seeking process. Always ensure that the participants follow their mapped profiles and skills in job seeking.

Step 3:

When the participants find a job that is suited to their profile, ask them to click on it and read through all relevant specifications, job qualifications and requirements. Ask each participant to share with the rest of the group what the position is, what are the needed specifications and why do they think this job matches their job profile. Ask the participants what it is required as application documentation (e.g. CV, cover letter, Job application form). Inform the participants that different job position calls have a different mode of recruitment, and that today you are going to focus on creating a CV.

Step 4:

Provide the handouts “Europass CV template” handout and the “Europass CV Instructions” to the participants. The Europass CV template handout can also be provided online to the participants on the link listed in the information material box. Ask the participants to start completing their details step by step. As you go through the process, highlight how a CV should be structured and what you should be including in the content of the CV. Provide the handout “Frequently Asked Questions on Developing Your CV”, to the participants and tell reference this document in any future questions they have on CV development.

Step 5:

After guiding the participants through the process of developing a CV, and successful job applications, follow to the next step which is job interviews. Provide and go through the hand out “Job Interview Guidelines” with the group. Ask the group if these guidelines are helpful, what can be added to this handout, what the most important aspect of the handout is and what the least important aspect of the handout is. Ask them if any of the questions in the handout appeared in any job interviews they have been and how they manage to answer these questions.

Step 6:

Introduce the EU skill profile tool introduction to the participants. Go to the following [website](http://ec.europa.eu/social/main.jsp?catId=1223&intPageId=5019&langId=en) [http://ec.europa.eu/social/main.jsp?catId=1223&intPageId=5019&langId=en] and inform the participants that this is a new tool introduced by the European Commission named “The EU Skills Profile tool for third Country nationals”, and it is meant to support early identification of the skills of refugees, migrants and other third country nationals and has been developed by the Commission. The focus of the tool is to help individuals produce a profile of their skills and to help an adviser identify any recommendations or next steps. The information collected can be used to:

- support further assessment,
- form a basis for offering guidance,
- identify up-skilling needs,
- support job-searching and job-matching.

3. Debriefing and reflection

At the end of this activity, ask your participants whether they have any questions. Ask them the following questions:

- Did they find these exercises useful?
- Have they learnt anything important?
- Is there something else that can be added to the agenda that will be useful to you?

Annexes and Handouts

Annex 3/9: Citizenship and Social Skills Session 3, activity 2: Handout “Europass CV template”

Annex 3/10: Citizenship and Social Skills Session 3, activity 2: Handout “Europass CV Instructions”

Annex 3/11: Citizenship and Social Skills Session 3, activity 2: Handout “Frequently Asked Questions on Developing Your CV”

Annex 3/12: Citizenship and Social Skills Session 3, activity 2: Handout “A short guide on Job Interviews”

Info box

- Europass CV template available and in other languages:
<https://europass.cedefop.europa.eu/documents/curriculum-vitae/templates-instructions/templates>
- The EU Skill Profile Tool
[<http://ec.europa.eu/social/main.jsp?catId=1223&intPageId=5019&langId=en>]

Activity 3: Alternative Forms of Accessing the Labour Market and Further Education Opportunities

Title	Accessing the labour market through alternative forms
Overview	Participants understand that access to labour through alternative forms [mentor programmes, internships, volunteerism, networking, community involvement] is helpful when the job seeking process is not successful. Participants understand that there is the possibility for further education opportunities to make them more eligible to the job market.
Learning Outcomes	Participants understand that: <ul style="list-style-type: none"> - access to labour can be difficult and it needs to be - need for further education opportunities in relation to the labour market
Type of activity	Group Discussion
Time required	60 minutes
Size of the group	10 persons or more, maximum 20 persons.
Materials needed	Laptop, Projector, Flipcharts

Procedure

1. Preparation

No Specific Preparation is required.

2. Instructions

Step 1:

Initiate a group discussion by asking the questions “what if I am job seeking for a long time and nothing works, what can I do?”, “Are there other possible opportunities I can seek?”, “Can you think of any other opportunities?”, “How can you improve your network and connections to land you a successful job?”

Step 2:

List on a flipchart all examples that come out of the group discussion. Try and guide the group to mention examples of internships, volunteerism, networking, community involvement and mentoring programs. Urge the group to discuss these

examples further with the group, and how will these examples will provide useful to the participants.

Step 3:

Use a new flipchart and divide it into two columns. Name the one column “Challenges” and the other column “possible solutions/actions”. Start the discussion with the statement “One thing that is holding me back in landing a job is...”, and note under the column “Challenges” what the group comes up with. Possible outcomes of this discussion can be Language skills, lack of contact, lack of computer skills, age, lack of support etc. Move to the next column of possible solutions/actions and ask the participants to list possible actions that they can take to face and overcome the challenges listed on the first column. Possible solutions or actions can include attending events, volunteerism, networking, internships etc.

Step 4:

Guide the group towards the option of further education opportunities in terms of getting a course certificate, language courses, attending seminars, getting an extra qualification. Ask the following questions:

Do you believe getting further education is for your own benefit?

How can further education help you in accessing the job market?

What are the benefits and the drawbacks of getting further education in the country of residence?

3. Debriefing and reflection:

At the end of this activity, ask your participants whether they have any questions. Ask them the following questions:

- Did they find these exercises useful?
- Have they learnt anything important?
- Is there something else that can be added to the agenda that will be useful to you?