

**SAMIN Supporting VET by
approaching ethnic minorities**

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saminvet.eu



Capacity Building Manual

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1. Introduction to the SaminVet capacity building framework

SaminVet is a transfer of innovation project of the FIBA project which was piloted in Germany. SaminVet's goal is to empower organisations and policy makers working on migrants' vocational, education and training. The question the project aims to answer is "how to meet migrants' needs in vocational, education and training".

The project, therefore, develops management approaches for organisations, a website containing pedagogical material for organisations, two handbooks for policy makers and interested stakeholders.

As such the SAMINVET capacity building model aims to support practitioners to develop skills and competencies which underpin these strategies. The manual identifies key activities which should be carried out as part of best practice under each of the tactics listed in the Methodological Handbook. These activities have then been matched against skills and competences which will be developed by carrying out the activities.

The guide then suggests where these identified skills fit in with EU key competency framework as well as other common key competencies, and makes suggestions about activity which can support the practitioner to develop the skills and competences further.

2. Saminvet Competency Framework Tool

This framework is a simple tool to help you think about the competencies – skills, abilities, behaviours and attitudes - that you have gained during your work as practitioner with migrant communities and how the methodological handbook and Saminvet training can support you to develop them further, with a view to becoming a more effective practitioner working with migrants. The framework uses the key competencies of the European Life Long Learning Programme (shown in blue), plus a number of others. There are some generic work-based competencies and a section for specific competencies associated with supporting migrants into the labour market as detailed in the Methodological handbook.

For each broad competency area, there are some suggested tasks which you may have carried out as part of your work with migrants. Think of these as the kind of skills, abilities or tasks that you might carry out or develop working with different groups or to meet different learning outcomes or aspects of the methods for example working with employers, working with family members etc. You might want to add some more to your list. Also for each of these, there are some suggestions for the kind of evidence that you might use to demonstrate your competence.

To use the tool, you might want to work with a peer or manager to discuss each competency area in turn. Consider which areas are most important to you and your organisation and then for each of them consider what evidence you have and what evidence you need to create. It is very likely that one or two pieces of evidence can be used to prove your competence in several areas – so you might not have to collect too much.

When assessing your evidence, you can use the right-hand column to give your own view of the level you have achieved in each competency area. You might choose to give a level for the main area or for each subdivision. The following are examples of the levels you might choose to use. It is important to use the set of levels consistently throughout.

1. Not-demonstrated 2. Developing 3. Capable 4. Outstanding

1. Basic skills and knowledge 2. Requires supervision 3. Can work alone 4. Expert, can supervise others in this area

Red = Not competent: Orange = needs development: Green = competent/expert

The next section of this Capacity Building tool describes each competency manual in more detail and makes suggestions as to how using the methodology and resources can help you develop under each area. It is written in order to stimulate discussion and your own ideas about your practice and therefore should only be used as a guide on how to develop your capacity through use of the method.

Key SAMINVET Themes	European Key Competencies	Activities that demonstrate competence within SAMINVET method.	SAMIN Example Activities	Current level On dd.mm.yyyy
Working with other Community Sector organisations, policy makers, schools and colleges, working with migrants.	1. Communication (Communication in native language) Communication in another language) 2. Digital competence	<ul style="list-style-type: none"> • Electronic Communication (eg phone, skype) • Public speaking • Communication in another language • Listening skills • Describing effectively the aims and objectives of a project • Explaining complex ideas in simple terms in order to meet project and participant needs more effectively • Use of common computer software (MS office, outlook, search engines) • Ability to present data graphically • Ability to use social media • Ability to use media (photo, audio, video) software • Ability to create web pages and other web based presentations 	<ul style="list-style-type: none"> • Recruiting participants • Raising awareness about activities • Forming strategic partnerships for complementary service-offering (e.g. referrals); • Improving sign-posting of target group to other organisations • Supporting -organisations with skill-upgrading and capacity building. • Digital Communication with other community organisation through a variety of different digital mediums and formats 	

	<p>3. Team Working</p> <p>4. Social and civic competence</p>	<ul style="list-style-type: none"> • Ability to establish and maintain computer security • Ability to send and receive email messages • Photographic skills • Respecting the opinions of others • Taking the lead • Giving and receiving feedback to and from other partners organisations • Working with external partners/clients • Listening to others • Ability to identify who your external stakeholders are. • An understanding of how external stakeholders are involved in your services delivery • Awareness of the impact they have and are able to make on service delivery • Understanding of why it is important to share good practice with external stakeholders • Ability to search for, establish and maintain project partnerships • Communication with groups • Volunteering • Ability to influence policy • Ability to work with authorities • Ability to raise funds 	<ul style="list-style-type: none"> • Involvement in partnership meetings and case conferences • Development of project application proposals. • Attending training courses • Stakeholder Analysis • Stakeholder Analysis • Project Implementation plan • Presentations to other Community Sector organisations • Testimonials 	
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Engagement with Target Group and working with families

Developing Curriculum

1. Communication (Communication in native language Communication in another language)

2 Digital competence

3. Learning to Learn

- Having knowledge of how to engage productively with target group.
- Ensuring that services are and remains person centred.
- The ways in which you ensure that your target group have ownership and take responsibility for their learning.
- Methods to ensure that the target group have influence to improve the services you deliver.
- Evidence of training workshops delivered and facilitated
- Evidence of personal learning plans of migrants
- Holding parent-student information sessions at school or community organisations
- Use of common computer software (MSoffice, outlook, search engines)
- Ability to use social media
- Ability to use media (photo, audio, video) software
- Ability to create web pages and other web based presentations
- Ability to establish and maintain computer security
- Ability to send and receive email messages
- Distributing leaflets and posters in several languages
- Genuinely listening to the needs and views of participants/family members and learning from their experience within practice
- Interest in learning – a lifelong learning attitude
- Learning in an intercultural context
- Learning in an intergenerational context
- Making project staff available for informal meetings with the parents.
- How do you communicate with target group through social media or design of marketing material, course manuals etc.

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| <p>4. Intercultural competence
Cultural awareness and expression</p> | <ul style="list-style-type: none"> • Learning from everyday life • Learning from others • Learning alone
 • Knowledge of different cultural expectations and norms • Interest and respect for other cultures, religions, languages • Ability to work and deliver training and support in a multicultural team | <ul style="list-style-type: none"> • How you involve target group and family in project design and delivery, and management. • How you involve target group in review and evaluation. • How do you ensure a cross section of the target group's views are heard and learned from? • How do you ensure the personal and professional development of you and the team that you may manage? |
| <p>5. Sharing experience/educating colleagues:
Developing Curriculum and learning</p> | <ul style="list-style-type: none"> • Be able to implement effective project/teaching delivery. • Be able to implement or facilitate the implementation of effective language learning in projects, • Developing empowering and person centred services. | <ul style="list-style-type: none"> • Understanding the target group you work with. • Ensuring that training and project implementation is culturally sensitive. • Lessons plans • Training session evaluations. |

Working with employers

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| <p>1. Communication (Communication in native language
Communication in another language)</p> | <ul style="list-style-type: none"> • Making personal contact with employers on behalf of participants. • Negotiation of placements, internships, apprenticeships and jobs. | <ul style="list-style-type: none"> • Letters to employers. • Testimonials. • Evidence of placements |
| <p>2. Intercultural competence
Cultural awareness and expression and Sharing experience/educating colleagues and employers</p> | <ul style="list-style-type: none"> • Ensuring that employers have knowledge of different cultural expectations and norms • Raising interest within employers and ensuring respect for other cultures, religions, languages within the workplace • Ensuring that workplaces are multicultural and culturally sensitive • Teaching skills • Creating learning or lesson plans • Using different methods and approaches | <ul style="list-style-type: none"> • Training sessions • Lesson Plans • Evaluations from employers |
| <p>3. Problem solving</p> | <ul style="list-style-type: none"> • Awareness of problems facing employers and also participants accessing employment opportunities • Proactive attitude to these problems • Generating ideas • Defining objectives or goals • Involving team members – keeping up to date • Logical approach • Following through | <ul style="list-style-type: none"> • Testimonials from employers from real life situations • Case studies requiring ideas generation; and hypothetical scenarios. |

4. Management and leadership competencies

- Organising meetings with employers and other labour market (setting agendas and writing minutes)
- Producing and presenting reports in relation to employment placements
- Delegating and dividing tasks
- Managing contracts with employers to ensure that participant's placements and jobs do not break down.
- Motivating participants and in some cases employers
- Being responsive to situations and needs
- Assessing skills and talents in participants and employers to create natural support in the workplace
- Getting the best out of people
- Being proactive
- Taking responsibility
- Coaching and mentoring
- Examples of agendas and minutes, reports (countersigned by participant and employer)
- Video, audio and photographic evidence
- Testimonials from participants and employers.

3. Capacity Building Additional Tools and Resources

In the next section of this Capacity Building Manual activities which support the exploration and development of the skills and competences under each Saminvet themes are discussed. It is written in order to stimulate discussion and your own ideas about your practice and you are encouraged to develop your own ideas which meet the needs of your own organisation, target group and of course the skills area you want to develop

- Working with other Community Sector organisations, policy makers, schools and colleges, working with migrants.

There are a variety of ways in which organisations can develop their capacity to work meaningfully with other Community Sector organisations, policy makers, schools and colleges in order to meet the needs of migrants.

First and foremost Managers and practitioners should look internally at what they can offer other stakeholders in terms of expertise in a particular area, values and key skills of the team. Then you should consider what expertise, and key skills you would look to gain through partnering with other organisations, or in other words *“what could you achieve together that you can’t do working on your own?”* Once you have established this you need to develop an engagement strategy, consider what resources you need, and how much time you can give to forming new partnerships. Methods used within this engagement strategy could include:

- Information workshops,
- Business brunch with organisations and/or companies,
- Mentoring,
- Networking activities,
- Newsletter or brochure
- Offering services such as support in human resources development.

When developing this stakeholder engagement strategy it is valuable for your team to participate in a role-playing game within a meeting with different types of actors from different stakeholder groups

The objectives of this game are:

- to dismantle beliefs that each group has about other groups
 - to make a certain group (e.g. policy makers) experience the difficulties that another group (e.g. families) might experience
 - to allow different participants to openly speak about a certain topic
 - to find out obstacles and difficulties about a certain issue
 - to identify topics and issues which matter to the different groups
- Information workshops, business brunch with organisations and/or companies, mentoring, networking activities, newsletter, support in human resources development, ability to create network for establishing a holistic system for empowering migrants
 - Engagement with Target Group

In order to engage with participants from different groups it is most effective to do so in their communities, it is of paramount importance to develop information which is culturally sensitive, accessible both in terms of language and disseminated directly where they are e.g. youth centres, schools, community centre etc.

Face to face engagement depends on the type of structure the educator works in and what is trying to be achieved by the engagement. However it is normally initiated through information sessions in schools, in training organisations, or during community events.

Events are most effective when you enable and empower your target group to co-produce, create, organise and facilitate activities which include activities and mediums from country of origin of the target group for example music, food etc. one). This allows each practitioner to gain a better understanding of the culture of the other in relation to certain topics. It also builds trust and rapport between the organisation and the target group

■ Developing Curriculum

When Developing a New Curriculum to support Migrants into employment it is important to think outside the box, it is important to identify key milestones that you want the learner to reach, for example: creating a CV in host country language. Therefore in development it is useful to develop virtual education journeys which participants will follow. These will then become real case studies which can be used to engage and inspire other people from the target group.

It is important to remember when developing a curriculum:

- To build in some taster sessions (many participants will not have the confidence to a full course within experiencing what is involved).
- Connect with the European Qualification Framework (EQF)
- Include host language courses; language skills are the basis for (labour market) integration and therefore language courses are a core item of most integration projects (delivered internally or by external language course providers).
- As part of the recruitment it is important to always assess language skills, too.
- Language courses should always have a job-related context. The combination of language courses with voluntary work makes a lot of sense because it supports integration and offers opportunities for socialising within a work environment. The newly gained knowledge can be tested in a protected and anxiety free environment.
- Group work and individual coaching sessions are equally important when developing a curriculum it is important that an organisation builds in both methods.

Resources

<http://www.cemea.asso.fr/IMG/pdf/Interculturel.pdf> (in French with an English chapter)

<http://www.bfi-ooe.at/bfiweb/internationale-projekte.html>