Trainers Manual

FWSS – Foreign Workers in the Social Sector

Erasmus+ KA2 Cooperation Partnerships

Foreign Workers in the Social Sector

FWSS

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Document Identity

Deliverable Form	
Project Reference No.	2021-1-CZ01-KA220-VET-000025630
Document Title	Trainers Manual
Project Result	3
Task	A3
Status	Draft
Document version:	1.0
Date:	3/06/2024
Document description:	This document is part of Training Programme for managers, HR managers and agencies in the social sector in order to get trained on the successful identification of specific needs foreign workers have and to know how to approach those needs.
Key words	Training, face-to-face, foreign workers
Provided by	AKMI

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1. Introduction

1.1 The FWSS project

The social care sector relies in most of the European countries more and more on foreign workers (from within EU and also outside EU from third countries). Social services are one of the biggest job creators in Europe today, and play a key role in empowering all people to play an active role in society. There is an increasing demand for social care service professionals in most EU Member States related to the demographic changes and the evolving family patterns and needs, among other factors. All these elements are leading to increased pressure on social care services. At the same time, there is more interest in the role of foreign workers in the social care sectors, who make up a growing proportion of the workforce.

FWSS project focuses on the vocational education of employer representatives, such as managers and HR managers of social care providers employing foreign workers to be able to understand specific needs foreign workers have and to know how to approach those needs. An online training program for VET providers will be designed in 5 language mutations and placed on the website of the project to be easily accessible to all who are interested across Europe. It will include video tutorials, examples of good and bad practices, etc. to be as helpful as possible.

The project focuses on educating employer representatives, such as manager and HR managers of social care providers employing foreign workers to be able to understand specific need foreign workers have and to know how to approach those needs. The training program will be developed in two ways. First will be an online version. This version will be more basic to be suitable for an online environment, but will contain an online testing and if successfully passed, it will generate a certificate. An online training program will be designed in 5 language mutations and placed on the web site of the project to be easily accessible to all who are interested across Europe. Second will be a vocational curriculum for a full-time teaching.

The project activities entail:

- Conduction of Analysis in partner countries based on online questionnaire, delivered to partners and on legislation norms and standards tackling the employment of foreign workers.
- Creation of guidelines and recommendations on how to approach and work with specific needs of foreign workers in social services area.
- Design of the vocational curriculum and training program for managers, HR managers and agencies in the social sector. Pilot verification of the full-time vocational training program in all partner countries and finalization of the vocational training program based on the feedback received on the pilot verification.

1.2 The scope of the "Trainers' Manual"

A key resource is the tutors teaching manual. *Trainers Manual* belongs to Project Result 3 of the Foreign Workers in the Social Sector Project and Task 3 ": Pilot verification of the full-time vocational training program".

This document is a trainers' manual for tutors participating on FWSS training course. It will introduce tutors to the **blended learning methodology** of a curriculum and will provide

guidance on how to manage the face-to-face lessons, how to manage theoretical virtual classes, how to monitor online individual learning, how to monitor and evaluate work-based learning and other learning practices.

***In particular, the Trainers' guide has been designed in order to provide guidance on:***

➲ What is the structure of the FWSS Curriculum?

➲ What are the expected learning outcomes after the completion of the FWSS Training programme?

➲ Which occupational profiles are being targeted through this course?

➲ How to organize a flipped and face-to-face classroom?

➲ How to monitor online individual learning?

2   The FWSS Curriculum

2.1   The Modularity

The FWSS Training Programme uses the modular approach (modularity). That means that the training course is made for online learning environments and it is structured in larger modules and smaller units, while at the same time it utilizes various educational resources and training types in order to approach the different learning styles.

In this context, the material will be organized as following:
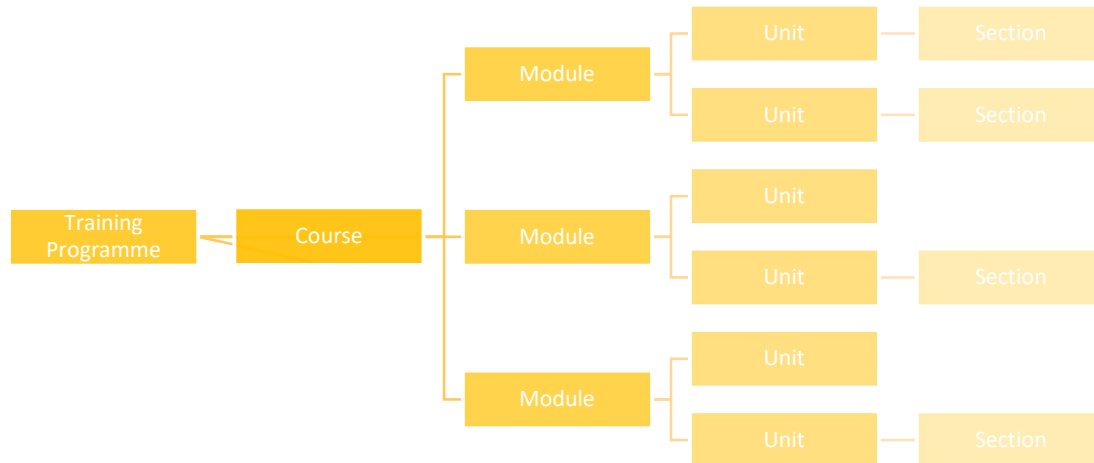
Graph 1. The Modularity of FWSS Programme

- **Capacity Building Programme:** it contains the course content
- **Course:** it contains the modules of the courses
- **Module:** it contains the units
- **Unit:** each unit consists of different sections and multiple training materials, such as video lecture, ppt presentation, manuals, extra reading, videos, etc.
- **Section:** the sub-units (if applicable)

2.2   Description of the Training Programme

In particular, the FWSS Training Programme addresses ***the need of training for managers, HR managers and agencies in the social sector in order to effectively and successfully understand specific need foreign workers have and to know how to approach those needs.***

The Training Programme provides **a Core Course for** ***managers, HR managers and agencies in the social sector*** supporting, flexibility and a personalized learning experience.

| FWSS Course | Modules | Online Training through the platform |
| | | Face-to-face training |
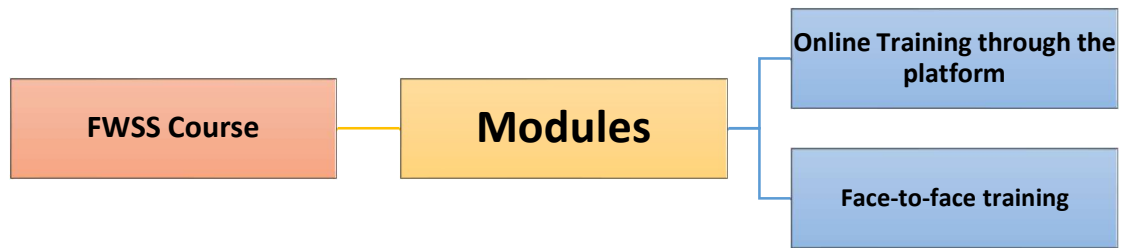
Graph 2. Core & Specialization Courses

The **FWSS Course consists of 5 Core Modules and 1 Introductory Module.**

The *MOOC (Massive Open Online Course)* course will last ***4 hours*** and consists of 5 core lessons and 1 introductory lesson.

The total length of whole MOOC course includes also 2 hours for assessment activities/quiz (approx.). The learner could add an amount of additional educational materials into his/her learning path (extra links and online resources) provided by FWSS project in order to increase the course length.

Total course length	6 hours (approx)
Theory	4 h
Assessment activities	2 h

Table 1. Duration of the FWSS MOOC course

Every lesson consists of 3-5 Units (topics) (theory part) and 8-10 assessment activities/ quiz (evaluation part).

The learning outcomes are designed based on several factors:

i.   The roles, duties and tasks of people working in the social sector;
ii. The main needs of the managers, HR managers and agencies in the social sector in order to effectively involve foreign workers in their organizations;
iii. The current trends and the new drivers the labor market;
iv. The skills and competences needed in most organizations active in the social sector;
v.   The Occupational Profile of the Learners: managers, HR managers and agencies in the social sector;
vi. The Qualification Level of the Learners: EQF 3-4.

2.3 Outline of the Training Programme

Course Title	Training Programme for managers, HR managers and agencies in the social sector
About this course	*This comprehensive course is tailored for managers, HR professionals, and agencies in the social sector employing foreign workers. It focuses on understanding and addressing the unique needs of these employees. Participants will learn about cultural sensitivity, effective communication strategies, and legal considerations. The course offers practical tools and techniques to create an inclusive workplace, enhance employee well-being, and foster mutual respect. By the end, attendees will be equipped with the knowledge to support foreign workers, ensuring a harmonious and productive work environment. Join us to build a stronger, more inclusive team that thrives on diversity and collaboration.*
Who this course is for:	➲ *Managers* ➲ *HR Managers/ Specialists* ➲ *Agencies in the social sector*
Learners profile	*The learners they are holders of a Bachelor (EQF 6) or Master (EQF 7) with working experience in the educational settings. Alternatively, it addresses the needs also of people (holders of EQF 6 & 7) that would like to work in the social sector.*

Educational Problem

Managers and HR professionals in the social sector often lack the necessary skills and knowledge to effectively address the unique needs of foreign workers. This can lead to misunderstandings, decreased employee satisfaction, and lower productivity. The course aims to bridge this gap by providing essential training in cultural sensitivity and effective communication..

What will you achieve?

After this course learners will achieve the following learning outcomes (LOut):

LOut1 *learn how to develop communication strategies, including campaigns and partnerships with immigration associations and employment organizations, to promote the social services sector*

LOut2 *be able to establish relationships between service providers and educational institutions, immigration offices, and employment agencies to increase visibility of job opportunities*

LOut3 *be able to provide individual support to guide workers into the sector*

LOut4 *learn how to develop attractive job offers by incorporating benefits such as language courses, visa support, and cultural training for long-term engagement, make job offers and application processes more accessible, utilizing both online and traditional methods, and offering diverse alternatives for CV submission and interviews.*

LOut5 *be able to seek guidance from external entities, including national, regional, and local employment offices, to navigate administrative procedures, particularly for non-EU workers*

LOut6 *be able to explore support from intermediary associations for assisting with administrative issues, especially for smaller organizations or first-time employers of foreign workers*

LOut7	*be able to create internal manuals detailing procedures for employing foreign workers, including contact points, and share them within the social services sector to enhance accessibility.*
LOut8	*be able to Support language improvement at the workplace by providing courses, encouraging peer support, and emphasizing language as a means of inclusion at work and in the community*
LOut9	*be able to establish a strong collaboration between social services sector organizations and structures that support the inclusion of foreign workers, promoting shared learning and best practices.*
LOut10	*be able to recognize how to support the immigrants in the country*
LOut11	*be able to understand which practices for immigrants are available in the country*

Course Length:	*6 hours of study in total (Online)*
	    o *4 hours for theory (pptxs, articles, videos, etc.)*
	    o *2 hours for quiz*
	
	2 days of Face-to-face Training

Participation Prerequisites:	*No Prerequisites*
Special needs from the educational environment:	*The educational environment (LMS) is accessible through a personal computer or a tablet, both connected to the internet*
This course includes:	*16 downloadable resources (pptx)* *Free Access* *Certificate of completion*

Table 2. Course Outline

2.4 Learners' Profile

This programme targets **a specific group**, *managers, HR professionals, and agencies in the social sector* and will help learners acquire a great number of skills and competences needed the most (digital, soft/intercultural, other) in order to cover the skills gaps and thrive in their job positions.

3   Learning Outcomes of the FWSS Training Programme

3.1 The Bloom's Taxonomy

The FWSS project has developed the Curriculum using the **Learning Outcomes approach**. According to **Cedefop** the *learning outcomes approach shifts the emphasis from the duration of learning and the institution where it takes place to the actual learning and the knowledge, skills and competences that have been or should be acquired through the learning process*" (Cedefop 2013: USING LEARNING OUTCOMES. European Qualifications Framework Series)[1].

The learning outcomes approach is of significant importance in designing common curricula for different countries because it functions as a common tool for interlinking the VET relevant tools such as EQF.

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[1]Learning Opportunities and Qualifications in Europe, Available at:
https://ec.europa.eu/ploteus/content/descriptors-page

Appropriate assessment methods and procedures are used to check whether the learning outcomes have been achieved. The alignment between learning outcomes, teaching, learning and assessment helps to make the overall learning experience more coherent, transparent and meaningful for learners, and all other stakeholders.

Learning outcomes are directly connected to learning assessment. They clearly define what and how is to be assessed. They enable harmonization in assessing the learner's performance therefore, the learning outcomes affect the process of teaching and learning through assessment.

In this understanding the purposes of integrating the learning outcomes in the **Curriculum Design** are:

- To define the expectations of each learning activity.
- To guide trainers in the teaching process, choice of methods, etc.
- To inform learners about what they are expected to be able to do/know after the learning activity.

Summarizing, the learning outcomes **explain what the learner is expected to know** and be **able to do**, after having completed the training program. They describe the learning process itself and clarify what to expect during assessment.

Throughout the teaching and learning process as well in assessment arrangements, well-written learning outcomes allow both teachers and learners to have a clear picture of the results of the courses or units.

→ **The methodology selected for the development of the FWSS learning outcomes is the Bloom's Taxonomy** broken into the six levels of objectives, as shown in the picture:

Figure 1. Bloom's Taxonomy

The Bloom's Taxonomy uses action verbs in a framework for understanding the different levels of learning, also inspired by the structure and vocabulary of the European Qualification Framework (EQF).

Each statement, after the common statement on audience ("A learner …"), should begin with a precise action (active) verb, followed by the object of the verb followed by a phrase that gives the context. It is generally benefit to use only one verb for one statement of learning outcomes, except in the cases when the complexity of specific learning outcomes additionally needs to be described.

Upon completion of this course, the learner will be able to:

- ✓ *define future developments in the postal sector*

Evaluation questions while developing learning outcomes are:

- ✓ *What knowledge was gained?*
- ✓ *What skills were developed?*
- ✓ *Did attitudes/tendencies change?*

3.2 The FWSS Curriculum

<u>Introductory Module</u>

Introduction	0.1	*Understanding the Social Sector's Challenges*	By the end of this module, the learner will learn how to recognize the challenges faced by the social services sector, with a focus on attracting and retaining staff, administrative complexities, and the need for diversity and inclusion

<u>Module 1</u>

1	Promoting the Attractiveness of the Social Sector	i.1.1	*Communication Strategies for Attractiveness*	By the end of this module, the learner will learn how to develop communication strategies, including campaigns and partnerships with immigration associations and employment organizations, to promote the social services sector
		i.1.2	*Relationship Building for Job Visibility*	By the end of this module, the learner will be able to establish relationships between service providers and educational institutions, immigration offices, and employment agencies to increase visibility of job opportunities
		i.1.3	*Inclusive Recruitment Practices*	By the end of this module, the learner will be able to provide individual support to guide workers into the sector
		i.1.4	*Enhancing Job Offers for Foreign Workers*	By the end of this module, the learner will learn how to develop attractive job offers by incorporating benefits such as language courses, visa support, and cultural training for long-term engagement, make job offers and application processes more accessible, utilizing both online and traditional methods, and offering diverse alternatives for CV submission and interviews.

<u>Module 2</u>

2	Administrative Procedures	i.2.1	Seeking Expertise for Administrative Procedures	By the end of this module, the learner will be able to seek guidance from external entities, including national, regional, and local employment offices, to navigate administrative procedures, particularly for non-EU workers
		i.2.2	Supporting through Intermediary Associations	By the end of this module, the learner will be able to to explore support from intermediary associations for assisting with administrative issues, especially for smaller organizations or first-time employers of foreign workers
		i.2.3	Training on Legal Aspects	By the end of this module, the learner will be able to train HR personnel and managers on the legal aspects, obligations, and processes related to employing foreign workers, with a focus on those from non-EU countries, to cooperate closely with various stakeholders, emplyers, and actors, involved in implementing policy measures related to legal migration in order to streamline processes
		i.2.4	Internal Manuals for Procedure Accessibility	By the end of this module, the learner will be able to create internal manuals detailing procedures for employing foreign workers, including contact points, and share them within the social services sector to enhance accessibility.

Module 3

3	Supporting Foreign Workers at Work	i.3.1	Recognition of Qualificartions and Training	By the end of this module, the learner will be able to Provide advice, information, and training for validating foreign workers' skills, emphasizing local culture and institutions, and actively enhancing access to training
		i.3.2	Language Skills Enhancement at the Workplace	By the end of this module, the learner will be able to Support language improvement at the workplace by providing courses, encouraging peer support, and emphasizing language as a means of inclusion at work and in the community
		i.3.3	Other support services	By the end of this module, the learner will know which support services are available

Module 4

4	Diversity and Inclusion at workplace	i.4.1	*Developing a Diversity Management Plan*	By the end of this module, the learner will be able to analyze effective ways to include foreign employees in organizational structures
		i.4.2	*Creation of a safe and inclusive work environment*	By the end of this module, the learner will be able to establish a safe work environment through individualized support, external mediation, and effective communication between employers and employees, Implement inclusive initiatives, such as team-building and cultural exchange activities, to foster understanding among employees from diverse cultural backgrounds.
		i.4.3	*Seeking External Expertise for Inclusion*	By the end of this module, the learner will be able to seek external expertise to moderate or mediate difficult situations, and design tailor-made collective training at different levels involving several foreign employees.
		i.4.4	*Collaboration for Inclusion Support*	By the end of this module, the learner will be able to establish a strong collaboration between social services sector organizations and structures that support the inclusion of foreign workers, promoting shared learning and best practices.

4 How to organize a flipped and face-to-face classroom

Face-to-face is delivered to the full group of enrolled learners in a classroom setting. Face-to-face is an opportunity to lay the foundations of the modules. It is crucial that face-to-face time is used for the most difficult elements of the module. Less demanding theory can be self-guided through online individual learning.

Learners should enter the room with some prior subject knowledge for the flipped classroom method to be successful. Learners will also be active throughout the class, with the tutor facilitating learning, rather than leading

Flipped classroom is a new teaching model, including learner-centered approaches. It has begun in USA and it has been expanded to all over world. Flipped classroom methodologies could be applied at all types of learners and thematic areas. The key concept of flipped classroom is that the theoretical part of the lesson is being conducted at home by the learners at their own pace, while the practical part of the lesson (including exercises, experiential activities, project-based learning, etc.) is taking place in the classroom with the guidance and the facilitation of the trainer. Thus, in the classroom there is more time for collaborative, experiential activities to apply the new acquired knowledge.

Here are some flipped classroom methods for delivery:

Group mini projects: Think-pair-share, team matrix, games and simulations, roleplay, self-help groups; discussions, debates. Networking an important skill to be addressed within FWSS, and such group mini projects will allow learners to network with other people in the industry while they are learning.

Practical workshops: Computer-based practical workshops will be key to some of the modules, particularly those involving software applications learning (for example: the topics of social media, email marketing, etc.)

Peer instruction: This method improves engagement and retention of knowledge by allowing learners to teach each other. Presentation skills are particularly important to the FWSS programme, so this is the ideal way to encourage post office staff to hone those skills.

Problem-based learning: Problem based learning is a good way to improve creativity, which is central to the FWSS project. It is useful not only in the classroom, but also in a workplace learning setting. The learning is structured around problems that the learners can solve together in groups. There is no right answer, but by becoming active investigators, learners will gain a deeper understanding of the topic. The trainer becomes a facilitator in this setting, encouraging inquiry and understanding.

Tutor presentations: Case-studies, mini-lectures, demonstrations, tutorials, and seminars.

Face-to-face Learning Considerations: Face to face is important for FWSS because of the consistency of the theoretical information and documentary materials presented (e.g. forms, templates, etc.), but also because of the practical side of working with relevant statistics, data and specific software programs (e.g. Microsoft, Zoom, etc.). This is an opportunity to get to know the learners and to understand their strengths and areas for development. Use these sessions to encourage peer support and networking. Generally, this is the ideal time to motivate the learners and to prepare them for the periods of distance learning. Face-to-face is also an opportunity for you to lay the foundations for other modes of delivery.

5   How to monitor online individual learning

Learners of the FWSS course will spend at least some days learning on their own through online individual learning. This learning can be carried out at home if the learner has the appropriate equipment, or in an open access computer suite at their organization.

There are a number of ways of creating the resources for online individual learning:

⇒ Provide learners with content material (FWSS modules)
⇒ Provide learners with open-access video materials
⇒ Provide learners with extra links and the e-portfolio of resources
⇒ Provide learners with assessment activities and quiz

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