



Qualitative Services at local level for Emigrants and Refugees

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Deliverable IO3

The Impact Circular Model: Step 3

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Q-SER Consortium

The Q-SER Consortium consists of:

MUNICIPALITY OF EGALEO	Greece
IOM Mezinárodní organizace pro migraci v Praze	Czech Republic
INTRACOM GMBH	Germany
MEDIA CREATIVA 2020, S.L.	Spain
SOCIAL COOPERATIVE ENTERPRISE DROSOSTALIDA	Greece
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3.0	D.IO3 – Minor modifications	Drosostalida	28/02/2020

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1. TRAINING NEEDS ANALYSIS AND SKILLS GAP IDENTIFICATION

Training need analysis and skill gap identification is imperative in any organisation as it focuses on lifelong learning opportunities and motivation for the employees to up-skill themselves. The trainer at hand has the responsibility to identify record, create training material and if possible, teach the target groups. During a workshop where specific scenarios and topics /skill are discussed and analysed, a trainer has the opportunity to identify and record specific training needs related to the topic at hand. Should this be the aim, the trainer needs to record the a) skills gap in working with a set skill and b) the training need associated with it in order to locate the related training material or activity to cater for it. The preparation involves:

1. **Analysis of step 2 results** with in-house trainers: all results collected through the workshop or scenario discussion can be analysed using specific templates by an adult trainer provider. Observation techniques, role-playing, assessment and other methods can be used to identify the training need gaps. Following the identification, the trainer records the skill gap and / or topic gap together with learning objectives and possible assessment methods.
2. **Design of OER** (Open Educational Resource) template: OERs are widely used and can easily be transferred to any interested group or individual interested. In order to comply to international standards, the template to be used by the trainer can include the following metadata information:
 - Title of the OER
 - Topic and subject (if part of a larger course or if autonomous resource)
 - Duration and language of OER, keywords
 - Learning objectives
 - Content of training – complete with video link, photographs, text and other media. Pictures can be used which are copyright free. The trainer can use free online resources such as Pixabay.
 - Assessment / evaluation of the unit. This should link back to the learning objectives and should be measurable and concrete
 - Additional resources and links for extra reading
 - Bibliography / reference section
3. **Design a skills and competence matrix and possible training implementation framework.** The skills and competence matrix might prove to be a very helpful tool for any organisation to have since it will allow pinpointing skill sets of new employees that enter the organisation. Moreover, it will help trainers create a library of themes and learning resources equivalent and relevant to the skills framework. If the skill set is designed as a table, it will also serve as a tool for management to set long term strategic goals for training and education in-house. If a trainer wishes, they can also design an implementation framework as template that will allow other department managers use the model to create respective training sessions for their employees.

The training implementation framework should contain practical examples and suggested learning paths for employees. Since the working theory is communication strategies with the use of scenarios, the implementation framework can use the scenarios as a starting point to create the learning paths.

4. **Design of short curriculum** for future in-house training or reference. The final stage in this step is to create a short curriculum stating all modules and units designed during the process. The curriculum can be in the form of a table containing information such as course, module and unit title (in case of a course), course duration in hours, assessment methods proposed. The curriculum can be further utilised and updated as the organisation grows or as need permits. The trainer can also design a template curriculum to be used as a generic file by their peers.

2. SUGGESTED USEFUL TOOLS

Go through the two ppt that accompanied the specific Step:

1. Training and mentoring in Q-SER project
2. The intercultural approach in public management