



ASPECTS TO BEAR IN MIND IN RELATION TO TRAINING



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ASPECTS TO BEAR IN MIND IN RELATION TO TRAINING

Local public administrations should define projects with a stronger connection between the training available and the needs of the job market, and should adjust training activities to suit both real professional profiles and the needs and situation of the unemployed in their cities.

This can be made possible thanks to a threefold effort:

- To base training proposals on activities which guarantee students a job at the end of the programme, due to the high number of offers.
- To improve the quality of the training offer aimed at new profiles linked to new ICTs, thereby responding to a demand that coincides with the needs and situation of companies in the sector.
- To adapt training proposals to the needs and situation of groups for whom it is particularly difficult to find a job, as well as to the needs and characteristics of the local business environment.

1. PRIORITY GROUPS IN TRAINING PLANS

Priority groups of unemployed people that are the target of specific training programmes include those for whom finding a job is particularly difficult, and who are at risk from social exclusion. The following are just a few examples:

- Women over the age of X who want to enter or re-enter the job market.
- The long-term unemployed who wish to re-enter the job market.
- Unemployed people looking for their first job.

2. SELECTING TRAINING CENTRES

2.1. CAPACITY FOR TEACHING

Training centres, self-employed teachers and organisations are all viable candidates for imparting the seminars and modules which make up the training plan.

2.2. CRITERIA FOR ADJUDICATING TRAINING PROGRAMMES

Individuals, rather than whole organisations, will be selected as teaching staff. Therefore, during the running of the programme modules, selected entities may not change the teaching staff that was initially proposed without the prior approval of the Local Administration.

The **following criteria will be taken into account** during the selection process:

- 1: Professional experience of the teacher in relation to the subject to be taught.
- 2: Teaching experience.
- 3: Suitability and quality of the technical proposal presented.
- 4: Economic proposal.
- 5: Premises available.

Based on the aforementioned criteria, the Local Administration will arrange all candidates selected for each programme in order of preference. This order will be used for proposing the carrying out of the various actions as and when the need arises and a large enough group of participants is formed. Those proposals which do not meet the quality standards set will be rated as Not Selected.

In the event of the Teacher selected for a particular programme not being available to run it under the specified conditions, the job will be offered to the next person on the list.

During the development of the plan, the assessment made by the participants will be taken into account. In this way, if any possible improvements are detected, the relevant modifications will be proposed to the teacher.

2.3. PRICE

A maximum price per hour and type of activity will be established. This sum will include the material to be handed out to the participants and may be undercut in the proposals presented.

2.4. METHOD OF PAYMENT

Payment will be made once the service has been rendered satisfactorily, including the execution report. Payment is dependent on the presentation by the contracted entity of an invoice specifying the concepts for which payment is required.

2.5. COMMITMENTS ACCEPTED BY THE ENTITY

- a) To develop and redefine, before the start of the course, those aspects of the technical



proposal that were not developed in sufficient depth or detail or are not suited to the group to whom the action is targeted.

- b) To carry out all activities derived from the programme.
- c) To propose the contents and participant assessment criteria during the course.
- d) To monitor attendance.
- e) To communicate any important incident that may occur.
- f) To provide the teaching staff required for the carrying out of the proposed activities.
- g) To provide the equipment necessary for the carrying out of the proposed activities.
- h) To include the logo of the Local Administration in the teaching material.
- i) On the last day of the course, to present students with a course assessment questionnaire.
- j) At the end of the training programme, to compile and present a report.

3. SELECTING PARTICIPANTS

The **participant selection process** will be as follows:

3.1. PROFILE REQUIRED FOR ACCESSING THE PROGRAMME

A series of requisites will be established which potential candidates must fulfil in order to be accepted onto the course. Candidates that fail to comply with these requisites will not be permitted to participate in the selection process.

The acceptance profile will be established by the programme co-ordinator and the technician responsible for training, and will be expressed in writing in the tool called the '**profile form**'. [APPENDIX FOI](#)

3.2. CANDIDATE RECRUITMENT CHANNELS

The channels used for recruiting potential candidates will be as follows:

- Local administration employment agency.
- Adverts in the press and on the radio.
- Self-presentations by candidates through e-mail and in person.

3.3. SELECTION PROCESS

The selection process will consist of the following phases:

- ◆ Information sessions.

All interested parties will be invited to attend information sessions, which will have a twofold objective:

- To inform candidates about the Employment Service (employment agency, training activities, etc.), in order to ensure that those who do not fulfil the requirements for participating in the programme are nevertheless offered a service.
- To tell candidates about the characteristics of the programme, the essential and valued requirements and the selection process itself.

Participants will be expected to provide the following information:

- Expectations and interests regarding their participation in the programme.
- Formal request to participate in the programme.

This information will be collected in the '[information session form](#)': [APPENDIX FOII](#)

◆ Assessing the curricula.

The curricula received from those interested in participating in the programme will be assessed after the information sessions.

The criteria for acceptance will be established in accordance with the objectives of the programme.

- Verification of the initial requisites.
- Training – experience profile: training required initially and other training/experience related to any of the tasks to be carried out.
- Execution criteria: indicative of candidates' ability to carry out the tasks inherent to the job.

The assessment of the curricula will be given in [APPENDIX FOIII](#): '[CV assessment form](#)'.

◆ Individual interviews.

The interview will be attended by the programme co-ordinator and the technician responsible for training and will be judged in accordance with criteria of suitability and adaptation to the programme itself. Examples of these criteria include:

- Coherence of the training / experience-based itinerary.
- Knowledge of the sector.
- Fluency and coherence during conversation.
- Communication skills, etc.

One example of a guideline for a selection interview is as follows:

- Introduction of the interviewer.
- Presentation of the curriculum by the candidate.



- Knowledge acquired during training.
- Knowledge acquired and tasks carried out during past experience.
- Reasons why the candidate wants to participate in the programme, what he/she thinks he/she will get out of it.
- Projects and tasks to be completed during the programme.
- Availability as regards working hours and salary.
- Knowledge of the programme requirements.
- Computer skills.
- Others.

After each interview, an analysis will be carried out using the information gathering form presented below: [APPENDIX FOIV](#) : '**selection interview indicator form**'.

◆ Information, guidance and motivation module.

This module has a twofold objective:

- To inform, guide and motivate candidates with regard to their participation in the specific programme.
- To select those people who are best suited to the programme itself.

The aspects which will be valued in participants during this module are as follows:

- Involvement, interest, real availability and availability for the programme.
- Acceptance of the commitments inherent to the programme.
- Individual determination of the roles played within the group.
- Determination of the possible complementary nature of the roles.
- Level of involvement in their work.
- Assessment of skills required for teamwork.

In order to check participants' fulfilment of these criteria, the module will include a range of group, sub-group and individual activities during which each person's development and results will be assessed.

Finally, pre-selected candidates will compile and present an individual piece of work with the aim of focusing the selection on a series of basic criteria related to technical execution: organisation of the information, presentation, logical development of ideas, etc.

The following form can be used as a support tool during this process: [APPENDIX FOV](#) '**information, guidance and motivation**'.

4. TYPES OF TRAINING

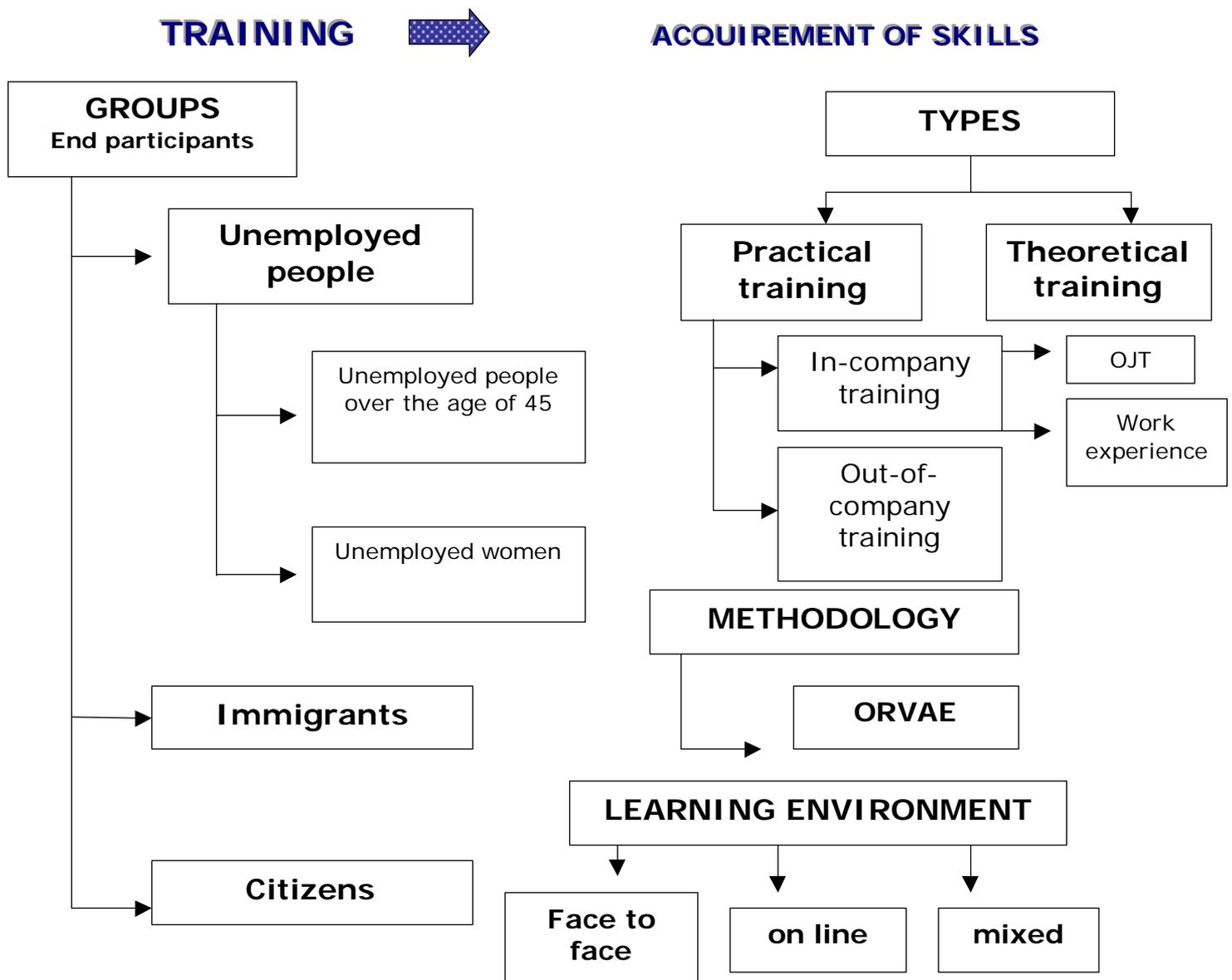
4.1. DEFINITION OF TRAINING COURSES

The first thing to do when preparing a training programme is to define the **target group**.

The second task is to decide the **type** of training to be given. The two different types are practical training or theoretical training.

The third step is to determine the **methodology** to be used.

Finally, the **learning environment** needs to be specified: face to face learning, on-line learning or a mixture of both, i.e. mixed training.



The training activities to be carried out will be the result of the combination of the following parameters:

- Target group
- Type of training
- Methodology
- Learning environment

Thus, for example, we can establish the following types of training activity:

- Training for employment: aimed at unemployed people, with one theoretical part and one practical part, carried out either in or outside the company.
- On-the-job training: aimed at unemployed people, consisting of practical training in the company, using the ORVAE methodology. This training activity is backed by a job offer, and the employment contract is signed after the end of the training period established.
- Etc.

Some training activities may be based on a contract commitment, and will guarantee participants a job upon completion.

4.2. ACTIONS / PROCESS PHASES

(for training activities which incorporate a commitment by companies)

1. Business surveys, 2 types:

- 1: surveys to detect contract opportunities in companies.
- 2: surveys to identify training opportunities in order to arrange programmes for those needing to develop basic employment skills as part of their professional itinerary.

2. Interviews with the company after identifying an opportunity.

After identifying a contract opportunity in a company, an interview is held with the Personnel Manager in order to inform him/her of the characteristics of the training programme.

3. Compilation of the proposal for collaboration between the company and the Local Administration.

Following the said interview with the company, a written collaboration proposal will be presented which outlines the key aspects of the programme from this time onwards:

- Commitments that must be undertaken
- Explanation of the procedure to be used: actions and agents.
- Proposed timetable.



4. Detailed analysis of the job.

An analysis is carried out of the job in order to obtain all the information required.

This analysis enables the programme organisers to select the appropriate people to come to an agreement with the company regarding the tasks to be carried out during the on-the-job training, thereby closing any possible gaps between the professional profile of the trainee and the employee profile required by the company for the job.

5. Recruitment and selection of participants.

6. Information session with participants.

The aim is to inform candidates of the characteristics of the job, and to see which of them are interested and willing to move on to the next phase.

7. Interview to identify the candidates that most closely match the required profile.

An interview is held with the most suitable candidates, during which their CV is analysed along with a number of other relevant aspects for on-the-job training.

8. Professional test.

After analysing and defining a job, a Professional Test is carried out in order to define the skills possessed by the candidate for the specific job in question. The candidate's suitability for the job will be assessed in conjunction with a designated person from within the company.

9. Signing of the commitment with the company.

The company is informed that there are a number of candidates which fulfil the job requirements, and a contract commitment is gained for the end of the training period.

10. Pre-training session in group OJT (on-the-job training) programmes.

The aim of this session is to confirm the list of candidates who are to join the company and to maintain the high level of motivation shown from the beginning of the process.

A number of different aspects will be analysed, including: the job, the methodology of the training process, skill factors, psycho-social factors, the job market, structural factors and personal factors.

11. Compilation of reports on candidates selected for the company.

A curriculum report is compiled on the selected candidates, which is given to the company before the selection interviews held in the work centre itself.



12. Telling the company about the candidates.

In addition to the individual curriculum report, the person responsible for selecting the candidates within the company is informed of the most relevant characteristics of each of the candidates sent, as well as being provided with a justification of their selection.

13. Preparatory session for the company interview.

Before the candidates attend the company selection interview, the programme organisers work with them on their CV and help them practice techniques for making a good impression during the interview.

14. Gathering of information from the companies regarding the selected candidates.

Once the company interviews have been held, the company is contacted in order to discuss the degree to which participants coincided with the criteria used for the selection process, and to find out the result of that process.

15. Informing the candidates.

Candidates are informed of the result of their interviews in order to enable them to move forward to the next programme development phase.

In the event of a candidate not being selected, once the reasons for this have been analysed, this phase is used for establishing other job-finding strategies.

16. Training session on the on-the-job learning methodology (ORVAE), for both individuals and groups.

A session is held during which candidates are given detailed information regarding the ORVAE methodology. Candidates are also given all the material required at this time: observation and task registering forms.

17. Presentation of the student in the company, confirmation of the commitments undertaken, and signing of the agreement.

The technician responsible for the programme accompanies the student to the company in order to introduce him/her, review the agreement and agreed-upon tasks and find out who his/her instructor will be.

18. Observation of the tasks agreed-upon with ORVAE during the first day of training.

During the first day of training, the participant goes to the workplace with the technician responsible for the programme in order to observe the tasks he/she will be carrying out in situ and to enable both the participant and instructor to familiarise themselves with the application of the methodology and tools to be used throughout the training period.

19. Follow-up sessions with the student.



The first follow-up session will be held over the phone with the student two days after the start of the training period. Subsequently, a series of face to face meetings will be arranged in order to analyse the evolution of the training.

20. Follow-up sessions with the tutor.

The first follow-up session will be held over the phone with the instructor two days after the start of the training period. Subsequently, a series of face to face meetings will be arranged in order to analyse the evolution of the training.

Furthermore, the instructor will be informed of the assessment, satisfaction level and difficulties encountered by the student that the programme organiser considers to be of interest.

21. Follow-up of the completion of OJT and suitability of the student to be taken on.

When the student completes the OJT, a final follow-up session is held with the company in order to establish the final assessment and clarify its intentions as regards offering a formal contract.

22. Follow-up of the initial phase of the contract period.

After the end of the training period and once the person has been taken on by the company, the programme technician will monitor the student's progress in order to gather information regarding the working conditions of his/her new job.

5. OJT METHOD

In order to ensure thorough learning of the agree-upon tasks during the training period, the **ORVAE method** will be applied. This method consists of 5 phases:

Phase 1. Observation: the participant observes the task being carried out by the instructor, who is responsible for explaining the process being performed.

Phase 2. Registering: the participant registers what he/she sees on the observation form.

Phase 3. Validation: the instructor analyses the participant's observation form and makes any necessary corrections.

Phase 4. Application: the participant carries out the process that he/she has observed and which has been validated by the instructor.

Phase 5. Evaluation: the instructor assesses the participant's performance of the tasks.

Another in-company learning method is '**Work experience**'.



Its aim is to improve participants' possibilities of finding a job by providing them with on-hands experience in a real company and improving their professional profiles and performance skills.



TRAINING APPENDIXES

APPENDIX FOI: 'profile form'

NAME OF TRAINING PROGRAMME		
CODE	HOURS	

TRAINING CENTRE	Address		
	Telephone num.		Contact

DATES	Training dates		Contract or work experience dates	
TIMETABLE				

TARGET GROUP	
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GENERAL AIMS OF THE TRAINING PROGRAMME	
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TRAINING PERIOD	
TRAINING MODULES	HOURS

CONTRACT OR WORK EXPERIENCE PERIOD	



NAME OF TRAINING PROGRAMME		
CODE	<u>HOURS</u>	

PREVIOUS REQUESTED PROFESSIONAL PROFILE		
Essential requirements	Training	
	Age	
	Availability	
	Working situation	
	Residence	
	Knowledge	-
	Skills	-
Valued requirements	Specific knowledge Languages Knowledge of the sector Others	-

SELECTION PROCESS
•

PROFESSIONAL DEVELOPMENT- PROFESSIONAL OPPORTUNITIES
•

APPENDIX FOII: 'information session'

GUIDELINES FOR HOLDING AN INFORMATION SESSION

1. IDENTIFICATION DETAILS

Technician:	Num. of information sessions: X	Dates:
Preparation time: X min. * session	Duration: X hours * session	Total hours: X h
Indicate the opportunities that will be offered:		

2. AIMS OF THE SESSION

- * To provide information regarding the services offered by the Local Administration.
- * To provide information regarding an opportunity: participation in an employment and training programme.
- * To gather information about the attendants.
- * To gather information about the expectations and general interests of those attending the session.
- * To update the personal details and CVs of those in attendance.

3. INFORMATION OFFERED

THEMES
Employment service
Information gathering
Expectations / interests
Updating of information



YOUR INTERESTS AND EXPECTATIONS REGARDING THE COURSE

....

NAME AND SURNAME(S):

DATE:

WHAT DO YOU EXPECT FROM ...

1.- THE INITIAL TRAINING?

2.- THE CONTRACT OR WORK EXPERIENCE PERIOD (ASSUMING THERE IS ONE)?

ONCE THE PROGRAMME HAS FINISHED

3.- IN WHAT TYPE OF COMPANY WOULD YOU LIKE TO WORK?

4.- WHAT TYPE OF TASK DO YOU THINK YOU WILL BE PERFORMING IN YOUR JOB?

5.- WHAT ARE THE LARGEST OBSTACLES YOU MAY COME UP AGAINST WHEN TRYING TO FIND A JOB IN THIS SECTOR?

IF YOU ARE **NOT** INTERESTED IN THIS PROGRAMME

1.- Indicate the main reasons why you are not interested in participating in this programme.



APPENDIX FOIII: ‘CV assessment form’

CANDIDATE		
E- MAIL		TELEPHONE NUM.
PROFESSIONAL PROFILE		
BASIC PROFILE	ACADEMIC TRAINING	
	AGE	
	UNEMPLOYED	
	UNRELATED COMPLEMENTARY TRAINING	
	AVAILABILITY	
	PROFESSIONAL AIMS	
VALUED ASPECTS	RELATED EXP.	
	UNRELATED EXPERIENCE	
	RELATED TRAINING	
	UNRELATED TRAINING	
	COHERENCE OF TRAINING	
	COHERENCE OF EXPERIENCE	
	LANGUAGES	
	COMPUTER SKILLS	
	SELF-EMPLOYMENT	
	SOCIAL SKILLS	
	OTHER SKILLS	
	CONCLUSIONS	



APPENDIX FOIV: 'selection interview indicators'

SELECTION INTERVIEW INDICATORS

TECHNICIAN	CANDIDATE			DATE
JOB				DURATION
INDICATOR	YES	NO	OBSERVATIONS	
Aged between xx-xx				
Resides in the city				
Is currently unemployed			Specify how long they were unemployed for and what justification is offered	
Has completed the required official training			Specify	
Has engaged in complementary training related to the programme				
Has worked before				

INDICATOR	YES	NO	OBSERVATIONS
Knows how to define the functions he/she has performed during his/her experience or training			
Has professional experience in the field			Specify whether or not this was just work experience
Has experience of working as part of a team			
Has experience of working in multidisciplinary groups			
Coherent experience itinerary			
Coherent training – experience itinerary			
Answers questions coherently			
Is aware of the requirements of the programme			



INDICATOR	YES	NO	OBSERVATIONS
Is aware of the programme's focus and approach			
Accepts the availability conditions as regards timetables			
Accepts the availability conditions as regards geography			

TECHNICAL ASSESSMENT OF THE CANDIDATE – OBSERVATIONS



APPENDIX FOV: information, guidance and motivation module'

CONTENTS OF THE INFORMATION, GUIDANCE AND MOTIVATION MODULE.

GUIDELINES

- Introduction of attendants.
- Introduction of the programme.
- Selection process.
- Introduction of the Local Administration.
- Situation of the job market and most highly valued skills.
- Professional profile:
 - Self-analysis of participants' professional profile.
 - Conclusions.
- Individual work.

Materials

Indicate the list of materials to be given to the participants. For example:

1. SWOT analysis.
2. Exercise on the job market.
3. Self-analysis of professional profile.
4. Etc.

SWOT ANALYSIS

WEAKNESSES	THREATS
STRENGTHS	OPPORTUNITIES



EXERCISE ON THE JOB MARKET

The aim of this exercise is to encourage participants to think about how important a knowledge of the job market is during the search for a job and its results.

Firstly, participants work individually for 15-20 minutes, each thinking about each point so that, when the time comes to discuss the points, they feel they can contribute even if it is another group who is actually doing the presentation.

Being a group of x people, it is divided into x groups of x people. Each group responds to one of the following questions:

- How do you go about looking for a job?
- What are the major obstacles to finding a job?
- What are the characteristics of the Job Market?
- What do you think 'you lack' in order to enter the Job Market?

Each group has between 30 and 45 minutes to gather their ideas. Once this time is up, an answer should be formulated. The other participants contribute also to each question and each group answer, and the result is recorded by means of a SWOT analysis.

It is an exercise in thinking about the characteristics of the job market from the perspective of the notes taken by the participants. A number of aspects to which participants' unemployment is attributed can be detected, along with active-passive job search strategies and general knowledge of the characteristics of the job market, etc.



NAME AND SURNAME(S):

1.- AND YOU... WHAT DO YOU DO IN ORDER TO LOOK FOR A JOB?

STRATEGY	COST	RESULT



2.- IN ORDER OF IMPORTANCE, WHAT ARE THE GREATEST OBSTACLES TO BE OVERCOME WHEN LOOKING FOR A JOB?

1.-
2.-
3.-
4.-
5.-
6.-
7.-

3.- WHAT ARE THE CHARACTERISTICS WHICH, IN YOUR OPINION, BEST DEFINE THE JOB MARKET?

1.-
2.-
3.-
4.-
5.-
6.-
7.-



SELF-ANALYSIS OF PROFESSIONAL PROFILE

NAME, SURNAME(S)		PROFESSIONAL PROFILE		
		KNOWLEDGE	TASKS	ATTITUDES



INDIVIDUAL WORK

Indicate the nature of the work to be carried out

Compile a Job Plan for

- Individual work
- Maximum x hours. To be handed in by e-mail / in person: deadline ...
- Presentation : indicate day, time and place
- Indicate the maximum time allowed for the presentation
- Indicate the operational tools to be used during the presentation: computer, etc.