

Workplace Basic Skills



Guidelines for Trainers



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Introduction: In what context was the concept developed?

Literacy, numeracy and social skills are fundamental to master typical situations in everyday working life. Competence deficits in these areas can prove to be an obstacle to permanent and successful integration into the labour market especially for migrants, refugees and locals.

The materials of the ERASMUS+ project “Workplace Basic Skills” were developed by eight different project partners from eight different countries and focuses on four learning scenarios in the areas of construction, cleaning, care and tourism. Using four protagonists, learners can experience how typical professional situations can be managed competently through the application of basic skills particularly required in these professions. Due to the action orientation of the concept, competences are trained and reflected in numerous situations.

The aims of this guideline are:

- to give an overview of current facts and figures about people with low literacy, numeracy and social skills;
- to raise awareness among institutions and decision-makers of the importance of basic and social competences as an instrument for integrating low-skilled people into the labour market;
- to motivate adult education providers, social partners and employers in the use of Workplace Basic Skills products and to include them in their training policies;
- to give tips on how to integrate these learning materials into mainstream learning practice;
- to increase the motivation of education policy decision-makers to promote such educational concepts.

The guide is aimed at trainers who support the integration of adult immigrants and locals into the labour market. The materials are applicable in the following situations:

- job placement of adult refugees, asylum seekers, immigrants & locals who are not able to read, write and calculate well or have a lack of social competence;
- Language training for adult refugees, asylum seekers & immigrants;
- Integration programmes for adult immigrants;
- Vocational education and training.

1. Our target group: Who are the learners?

The target group of Workplace Basic Skills are people with poor literacy, numeracy and social skills. The people with these deficits are mainly migrants and refugees, but also local, mostly low-skilled people.

The reasons for problems in literacy and numeracy are diverse. Deficits arise either because the target group has received little or no school education in their home country, because the target group comes from a migrant family in which education was rather neglected or because the target group has no deficits in its own mother tongue but does not understand the language of the new home country.

In addition to the competences in reading and calculating that are necessary for the performance of a profession, social competences are no less important skills that are required in the workplace and expected by the employer. According to Dennis Snower, economist and former president of the Institute of World Economics, social skills have the same status as literacy had it a few hundred years ago.¹

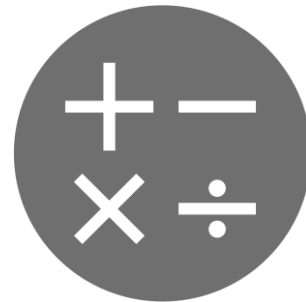
“For successful interpersonal relations and social participation, it is essential to understand the codes of conduct and rules of communication generally accepted in different societies and environments. [...] Skills include the ability to identify one’s capacities, focus, deal with complexity, critically reflect and make decisions. This includes the ability to learn and work both collaboratively and autonomously and to organise and persevere with one’s learning, evaluate and share it, seek support when appropriate and effectively manage one’s career and social interactions.”²

For this reason, the Workplace Basic Skills approach aims to improve basic education and social skills as a basis for long-term integration into the labour market.

¹ <https://www.zeit.de/hamburg/2018-01/elbvertiefung-15-01-2018>

² <https://op.europa.eu/fr/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en/format-PDF>

1.1 Europeans



The European Union is home to around 513 million people...

...one in five of whom cannot read, write³...

and one in four of whom cannot calculate correctly.⁴

Studies show (see diagram 1) that unemployed Europeans have far lower literacy skills than Europeans working full-time.⁵ While full and part-time employees have an average score of over 270 (this corresponds to a medium literacy level), the unemployed have an average score of 255.4 (this corresponds to a basic literacy level). There is a correlation between unemployment and poor literacy, but it is unclear in which direction this correlation is working. Does unemployment have a negative impact on literacy, does poor literacy cause unemployment, or do both factors affect each other?

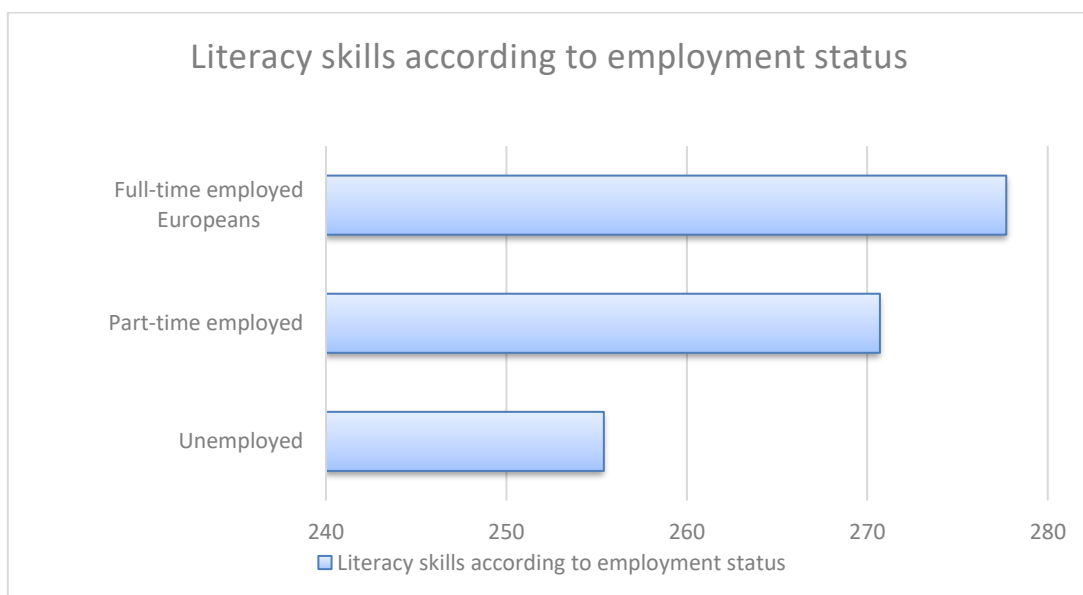


Diagram 1: Literacy skills according to employment status

³ <https://ec.europa.eu/social/main.jsp?catId=1146&langId=en>

⁴ http://www.eli-net.eu/fileadmin/ELINET/Redaktion/Factsheet-Literacy_in_Europe-A4.pdf

⁵ http://www.eli-net.eu/fileadmin/ELINET/Redaktion/Factsheet-Literacy_in_Europe-A4.pdf

For people who cannot read, write or calculate it is not only difficult to find or keep a job, there are also other effects noticeable:⁴

- higher risk of poverty,
- higher risk of social exclusion,
- limited opportunities for cultural and political participation,
- limited opportunities for lifelong learning and personal growth,
- suffering from poor health which is connected to a higher risk for numerous illnesses, being hospitalised and depression. It means also a 1.5 to two times higher death rate due to the lack of possibility to understand medicine leaflets or to read prescriptions correctly,
- higher probability of committing crimes. Studies show that 60-80% of prisoners have reading and writing skills below basic levels. Amongst juvenile delinquents, up to 85% are not able to read and write well.



The effects do not only affect individuals, but also society as a whole:⁴

- Lost earnings and limited employability,
- Lost business productivity,
- Higher spending related to health problems,
- Higher spending on the justice system due to more crime,
- Higher probability of " inheriting " unemployment,
- Lost wealth creation opportunities for individuals and business,
- Lower technology skills capacity in future,
- Higher spending on social services and benefits,
- Higher spending on education due to students falling behind...



1.2 Migrants

Europe and Central Asia are among the most important regions in terms of migratory flows. A migrant is “a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons”.⁶ Especially migrants with poor language skills in the host country are at high risk of unemployment, poverty and social exclusion.



Self-reflexion:

- How many migrants do you think live in the European Union?



Solution:

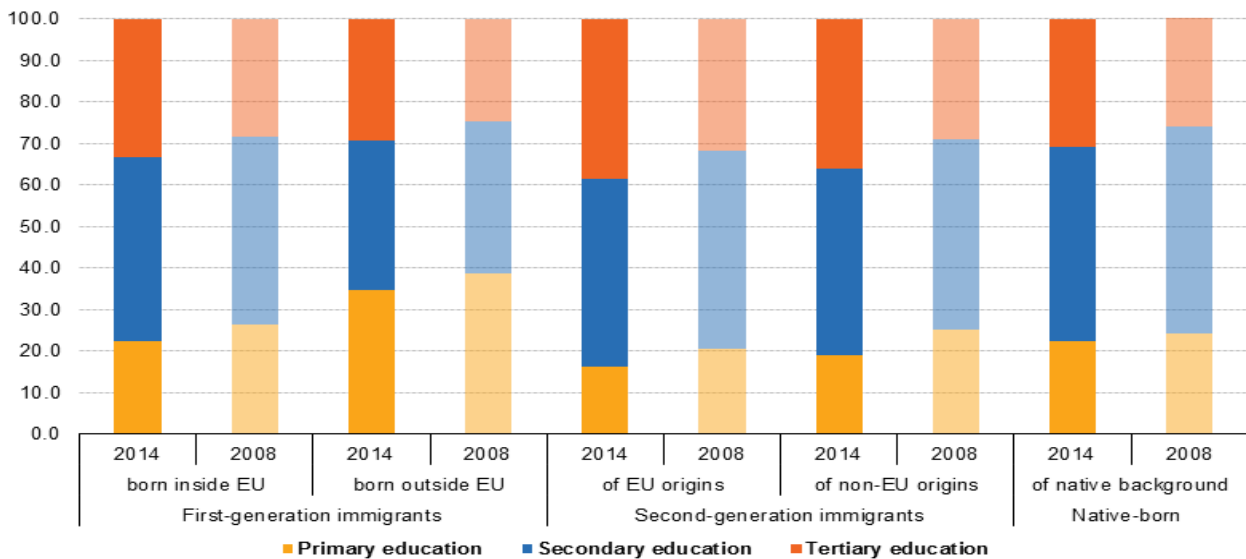
Nowadays 31.9 million migrants live in the European Union.¹



That is three times as much as the population of Greece¹.

⁶ <https://www.iom.int/who-is-a-migrant>

The following graph provides information on the education that first and second generation (born inside and born outside the EU) migrants have received compared to native-born.



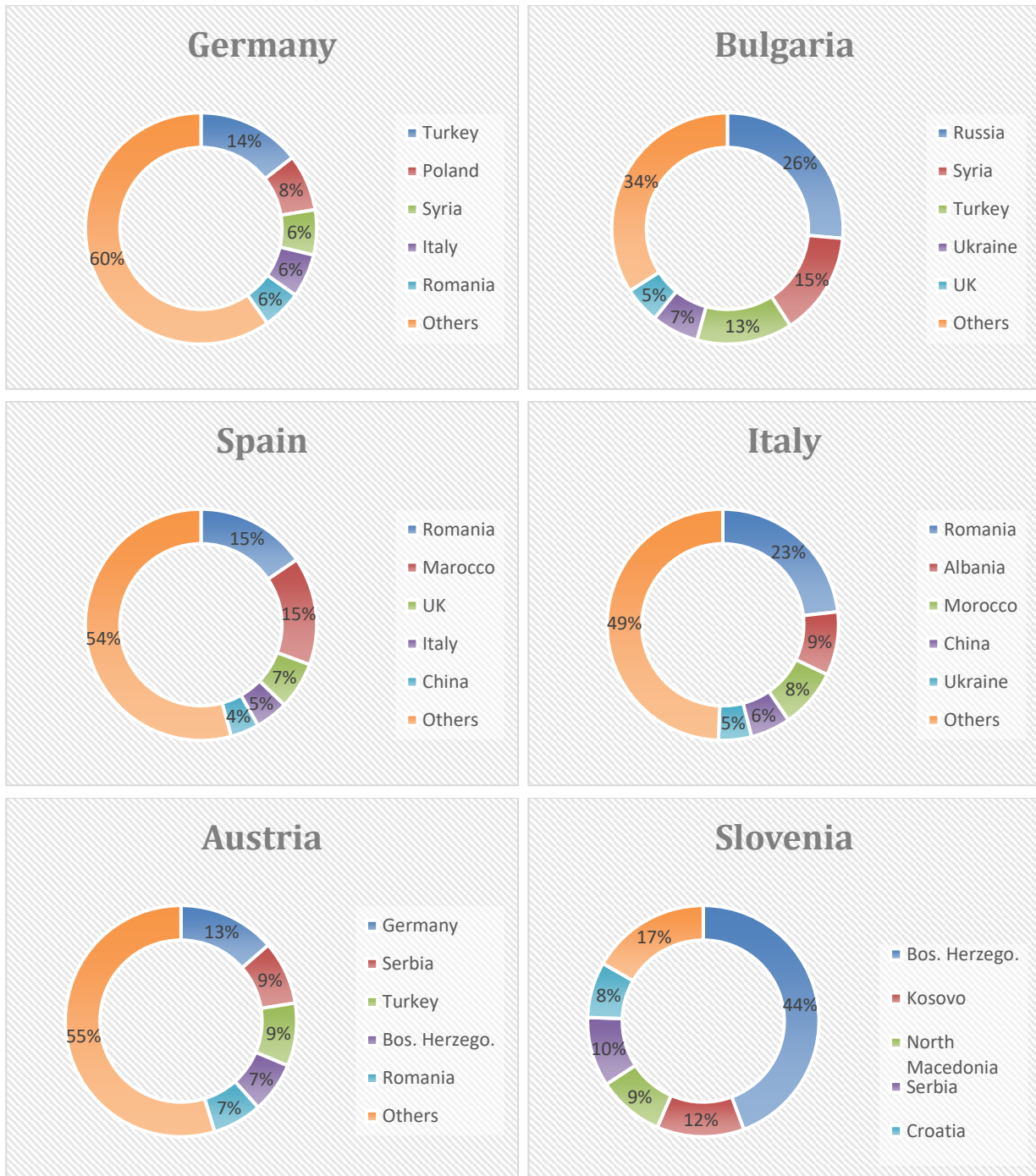
Source: Eurostat, LFS 2014 ad hoc module

Diagram 2: Educational attainment of first and second generation immigrants⁷

As can be seen, the group "first generation immigrants - born outside EU" with 34% have the highest rate of primary education followed by 37% secondary and 29% tertiary education, while the group "second-generation - of non EU origins" with only 19% already has a lower rate of primary education and a higher secondary 44% and 37% tertiary education. "First generation - born inside EU" do not perform so badly only 21% have a primary education but the most have secondary (46%) and tertiary (33%) education. Compared to all groups the "Second-generation - of EU origins" perform best in terms of primary and tertiary education: only 17% have primary education, followed by 39% tertiary and 44% secondary education. While "native-born" with 21% have a slightly higher rate of primary education, a lower rate of tertiary education (31%) and the highest rate of secondary education (48%). The group " first generation immigrants - born outside EU " has the most difficulties to get through the first educational path and therefore needs more support in their professional career.

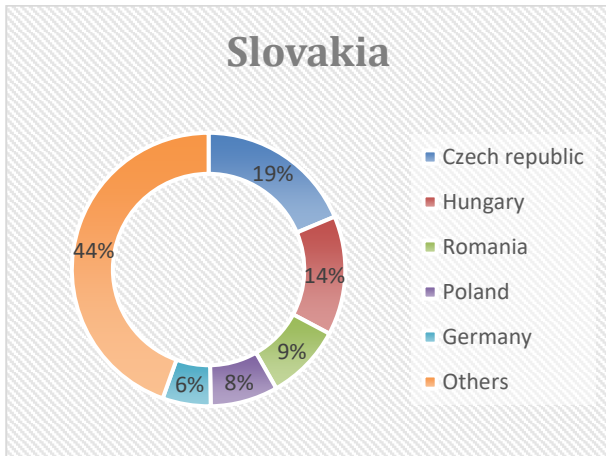
⁷ https://ec.europa.eu/eurostat/statistics-explained/images/d/d2/Educational_attainment_level_distribution_by_migration_status_and_background%2C_25-55_age_group%2C_2014_and_2008.png

8 different project partners from 8 different European countries are working together on the Workplace Basic Skills project. The following graphs are intended to illustrate where the migrants from the individual countries come from.⁸ Unfortunately, there are no current data for Greece. But it can be said that in 2011 most migrants came from Albania, Bulgaria, Romania and Pakistan.⁹



⁸<https://bit.ly/2XO0DAR>

⁹<https://bit.ly/2QUISxJ>



1.3 Refugees

We now come to the last target group of the course - refugees. A refugee is “a person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country”.¹⁰

Self-reflexion:

How many refugees do you think applied for asylum in the European Union in the year 2018?

How many refugees live in the European Union at the end of 2017?

¹⁰ <https://www.who.int/migrants/about/definitions/en/>

 **Resolution**

In 2018, 580.800 refugees applied for asylum in Europe.¹¹

At the end of 2017 there were more than 6 million refugees living in Europe.



This corresponds to a quarter of Slovenia's population.



Which corresponds to the population of Slovakia.

Despite the high number of asylum seekers in Europe, little is known about this group. According to Eurostat, the largest groups come from:¹²



Syria (29%),



Afghanistan (14%)



and Iraq (10%).

There is no systematic data on their level of education or professional experience. However, it is estimated that up to 15% of new asylum seekers have a university degree, 50% have secondary education and 30- 40% are either illiterate or have only primary education.

¹¹ <http://www.europarl.europa.eu/news/de/headlines/society/20170629STO78630/asyl-und-migration-zahlen-und-fakten>

¹² https://www.bertelsmann-stiftung.de/fileadmin/files/user_upload/Studie_NW_From_Refugees_to_Workers_Vol1.pdf

2. Working with the target group

2.1 Motivation and incentives



Looking at human behaviour as a whole, it is often not rationally directed to any purpose: The motivation for a behaviour does not have to lie outside of a behaviour, but can lie in the behaviour itself. Therefore, there are many things that are completely unreasonable from an economic point of view, such as volunteering or engaging in risky sports. In psychology, this joy in an activity itself is called intrinsic motivation.¹³

There are two different types of what motives drive people: extrinsic and intrinsic motives. Extrinsic motivation comes from the results of a behaviour (praise and recognition from others) and external consequences for example incentives such as money. It is particularly effective in structured activities that require little autonomy. Intrinsic motivation originates from the experience of the behaviour itself or the expectation of this experience. It is particularly effective in complex activities that require a lot of personal responsibility, creativity and autonomy.

As the different courses of Workplace Basic Skills are mainly self-learning courses, it is especially important to promote the intrinsic motivation of the learners. In the following some approaches are mentioned which you, as a trainer, can use in the online or in the blended learning course:

- Communicate meaningfulness by explaining the job prospects (if necessary show field reports) or how the course helps participants to become more independent in their daily lives.
- Make them feel responsible for something.

¹³ <https://wpgs.de/fachtexte/motivation/intrinsische-motivation-und-extrinsische-motivation/>

- Give them the feeling of being independent by letting the participants decide for themselves when they want to learn.
- Give them the feeling of a challenge but don't overstrain them.
- Create a positive atmosphere: Establish rules, timetables etc.
- Avoid fears: That could be for example exam anxiety or the fear of embarrassment, by not putting too much pressure on them.
- Mediate mother tongue contacts: Point out language cafés and other similar places that they can apply their new language skills directly.
- Value the native language of your participants: Praise multilingualism.
- Formulating learning objectives: Not everyone has the same goal! Not everyone has to master the language to be learned at C2 level and be able to conjugate and decode everything up and down!

Motivation can be encouraged through incentives. The three most important incentives are:

- **Feedback:** Give regularly and prompt feedback. Celebrate small successes and praise much,¹⁴ give feedback on their learning progress.
- The **trainer as a companion** in the learning process: Be at equal level with the course participants, clarify their individual development needs, define joint competence development goals, select suitable challenges for competence development, reflect together on the development process, etc.¹⁵
- **Scoring:** Think about how many points you would give for the learning materials. Hand out the table to each participant and ask them to enter their points and names. If the participants repeat the learning materials, they have to enter the points again. When comparing, they will most likely find that they have improved.

¹⁴ <https://sprache-ist-integration.de/frage-6-motivation/>

¹⁵ <https://blendedsolutions.wordpress.com/2017/09/18/vom-trainer-zum-lernbegleiter-ein-grundlegender-rollewechsel/>

2.2 Learning within a social process: Focus on teamwork

Knowing about special psychological characteristics and social behavioural patterns being shown by this specific target group (low self-esteem, fear, feeling of shame, tendency to isolate oneself etc.), workplace basic skills training should permanently be based on motivating learners to actively interact and work as a team in numerous ways in order to fight respective problems in a most efficient and constructive way. But learning in groups is a big challenge, as different characters have to interact and work together on a task. Without suitable framework conditions, this can quickly lead to conflicts.

Preconditions for successful group work are, among other things, that the group members experience support within the group,¹⁶ meet with mutual interest and feel recognised in the group. However, the motivation potential can only be fully exploited if the participants not only enjoy working together but also work together efficiently.



Self-reflexion:

- What do you think are the factors that promote motivation within a group?



Solution:

Studies highlight two factors that promote motivation within groups: a **clear work structure** on the one hand and insight into the **meaning of cooperation** on the other.

Therefore, make sure that you have clearly communicated both points and set clear rules at the beginning of the seminar.¹⁷

Tips:

- Make clear decisions (topic, processing time, etc.).
- Involve all participants.
- Appreciate the strengths of the participants.
- Do not evaluate the participants.
- Formulate the learning goals clearly.
- Explain work assignments until they are clear to all.
- Evaluate the work results of small groups and value them.
- Be aware of the fact that unknown methods can be irritating,
- especially at the beginning.

¹⁶ <https://wb-web.de/wissen/methoden/gruppenarbeit.html>

¹⁷ <https://wb-web.de/material/methoden/gruppenarbeit-souveranes-leiten-in-der-ersten-gruppenphase-1.html>

Example: Procedure for the introduction of group work¹⁸

1. Group work must first be learned:	<ul style="list-style-type: none"> • Initiate the cooperation with simple cooperation. • Set tasks with complex division of labour later.
2. Group work and learning in general require rules:	<ul style="list-style-type: none"> • Use rules as conflict prophylaxis. • The less motivated the participants are, the more important rules are.
3. Evaluate the group work:	<ul style="list-style-type: none"> • Appreciate group performance instead of individual performance. • The compulsion to cooperate increases when the result has to be jointly decided upon. • Encourage reflection on the cooperation process.
4. Group work requires a distribution of functions:	<ul style="list-style-type: none"> • Arrange roles to be assigned for reporting. • Implement a time control - this promotes efficiency. • If necessary, appoint "topic guards" to ensure that the group does not drift away from the actual topic.

2.3 Family and community learning

Family and community learning are both examples of a simple but radical concept – that learning should be delivered where people are, rather than forcing or inviting people to come to a location, such as a college, that is outside their everyday way of life.

In some cases, people are unable to leave their localities – for example, because of caring responsibilities, geographical isolation and poor transport links, physical limitations, psychosomatic suffering or mental illness. There can be other difficulties with locating learning in a college, such as unfamiliarity with or fear of such institutions. In other words, the situational, dispositional and institutional barriers that affect the take-up of learning by adults may work even more strongly when they are expected to leave their family or area in order to undergo a course of learning that in itself is frightening for some people.

Through family and community learning, learning is made possible in a barrier-free, quiet and familiar environment.¹⁹ There are no long journeys, which means less organizational effort and stress for the learners. And although learning is done at home, it is important that the course participants are not alone. It is important that you as a teacher make it clear to your course participants that they can come to you with questions and problems at any time. This can be ensured by e-mail, chat or telephone. In addition, it is also important to clarify the technical requirements before the start of the course to ensure a smooth process.

¹⁸ <https://wb-web.de/material/methoden/vier-regeln-fur-die-gruppenarbeit.html>

¹⁹ <https://www.hallokarriere.com/lernen-von-zu-hause-aus/>

There are several ways in which learning can be delivered locally. These include:

- The holding of classes in places such as community centres (of churches/mosques etc.), community flats, village halls, traveller camps, prisons and hospitals.
- E-learning, where learners access learning principally or entirely via the Internet. Self-directed learning, however, cannot be assumed, so a certain amount of real and virtual supervision is necessary. The instructors are responsible for the joint teaching-learning process.²⁰ They can therefore combine different tutoring concepts – for example the moderation of the group process with professional support.
- Workplace learning:²¹ This includes the learning of adults in the workplace, with reference to the workplace, as preparation for a re-entry or a professional change. The concept is inclusive because it does not only appeal to target groups who are currently in an employment relationship.
- Mixed-mode delivery, with e-learning supported by the opportunity to attend classes locally or in the workplace.

2.4 Respecting diversity and democracy

„The world is a colorfully diverse place and so are our workplaces“.²²

In the workplace we meet people of different heterogeneity factors. They can vary by:

- age and gender;
- the existing knowledge base;
- interests;
- types of learning/learning styles;
- motivation to learn;
- cultural and social background...

Diversity is often seen as an obstacle to achieving a learning goal, but can also be seen as a great opportunity and enrichment. Not only will the participants of your course differ in their heterogeneity factors, but because of the story based learning the learners can accompany four different learners on their first day of work (see chapter 4.2: story based learning). In this way the course participants learn on the one hand how to deal directly with diversity and on the other hand they learn to put themselves in different roles.

The WBS approach gives learners a picture of diversity through different characters from different countries of origin. In addition, gender-typical role clichés are questioned and challenged. In this way, learners are offered identification figures that at the same time break through typical cultural patterns.

²⁰ <https://wb-web.de/material/medien/e-learning.html>

²¹ <https://erwachsenenbildung.at/aktuell/nachrichten/10076-workplace-learning-ist-mehr-als-lernen-am-arbeitsplatz.php>

²² <https://www.trainingabc.com/10-Ways-to-Respect-Diversity-in-the-Workplace/>

Further tips on dealing with diversity:²³

- Let the participants work together in small groups/tandems.
- Make sure they are constructive with each other.
- Create an atmosphere in which every perspective is respected.
- Solve problems together.
- Overcome conflicts together.
- Establish rules for dealing with each other.

You as a teacher/ trainer also need to develop diversity competencies:

Be self-aware	<ul style="list-style-type: none"> • Identify factors in your upbringing that might create difficulties; • Recognise times when your own biases are affecting your judgment or behaviour.
Treat everyone with respect and as unique individuals	<ul style="list-style-type: none"> • Pronounce personal names correctly; • Learn which words are offensive and which are acceptable to describe diverse groups; • Learn what kind of behaviour might be – unintentionally - offensive.
Carry on learning, for example	<ul style="list-style-type: none"> • Ask for feedback from colleagues; • Explore diverse viewpoints; • Study other cultures and views; • Learn from mistakes.
Develop good communication	<ul style="list-style-type: none"> • Understand cultural difference in communication; • Adapt speech for non-native speakers of their language; • Listen carefully; • Check that their messages have been understood.
Be inclusive	<ul style="list-style-type: none"> • Make sure no-one is being left out; • Create an atmosphere in which learners feel safe to speak freely; • Welcome new points of view.
Be assertive	<ul style="list-style-type: none"> • Challenge discrimination in others; • Encourage victims of harassment or discrimination to speak out.
Extend your networks	<ul style="list-style-type: none"> • Develop personal and professional contacts with people from diverse backgrounds.

²³ <https://wb-web.de/wissen/lehren-lernen/heterogenitat.html>

2.5 Democracy

Not all adults have equal access to political education. Political education has the function of accompanying people's democratic learning. Political education aims to create the conditions for the human rights idea of equal social and political participation.²⁴

Tips for teaching democracy education:²¹

Develop a sense of belonging	The participants should be encouraged to feel a sense of belonging to the society or the local community. They should be invited to see themselves as an equal part of society.
Understanding politics as a matter for the community	Participants should understand that they are also concerned with social and political issues. They should perceive where their own everyday life has points of contact with political issues.
Political empowerment	Participants should be invited to take part in political decisions and help shape society.
Getting to know ways of participation	The participants are to be taught various possibilities of how they can participate socially and politically.
Testing participation opportunities	The participants should not only get to know simple forms of participation in theory, but should also try them out in practice (e.g. by voting, influence on course content or design, simulation games/ role plays).
Representation of interests	The participants should be enabled to recognise their interests and to stand up for them.
Develop and formulate commitment	Encourage participants to develop a sense of community, discover common interests and show solidarity with others.
Opinion formation	Ask the participants for their own opinion. Encourage them to develop their own position on a topic, to question it and to represent it in front of others.

²⁴ <https://alphabuendnis-mitte.de/2018/03/22/politische-bildung-in-der-grundbildung-eine-materialsammlung-fuer-die-praxis/>

Democratic handling of other opinions

The participants practice how to tolerate opposing opinions, how to weigh different positions against each other and how to let other opinions stand and accept them.

2.6 Gender mainstreaming aspects



As most refugees come from Syria, Afghanistan and Iraq and these countries are dominated by the Patriarchate, it is important to bring the prevailing attitude of Europe, gender equality and justice prevail, closer to the target group.

Gender mainstreaming means that the interests of both men and women are taken into account in all social and political projects. Gender stands for the consideration of the realities of both sexes, since certain regulations can have different effects on them. This applies not only to regulations with a gender equality objective, but to all regulations, which is why the term "mainstreaming" is used.

Essentially, instead of the 'male model' (for example, men as main breadwinners with careers uninterrupted by caring responsibilities) being assumed to be the norm into which women, whatever their circumstances, are required to fit, it is recognised that there are many models, of equal value.

Gender mainstreaming concerns both sexes: There are men who do not fit into the 'male model' (for example, the long-term unemployed) and there are women who do.



Task: He throws like a girl...

Think together with your course what typical clichés are for men and women and what typical sayings there are. Write it down.

You can use the following possibilities in your course to include gender mainstreaming aspects:

1. Involve men and women in decision-making.
2. Consider if the impact of your decisions impacts differently on women and men in the particular sector for which the course is aimed.
3. Think about stereotyped notions of 'women's work' and 'men's work'. Men and women often base their career choices on traditional patterns and thus severely restrict their range of career choices.²⁵ Gender stereotypes restrict the free development of the personality and lead to women not being able to secure their existence independently. Widen your recruitment policies and refocus your publicity to attract both sexes.



Questions you could ask the course participants:

- Could you imagine that Arman or Nedjad is also a woman?
 - What do you think about Nedjad working in nursing?
 - Question to male participants: Could you imagine working in nursing?
 - Question to female participants: Could you imagine working on a construction site?
4. If the timetable is inflexible, can men fit classes into their existing timetable more easily than women?
 5. Is there any provision for childcare, where women are more likely than men to care for children?
 6. Do prevailing norms and values inhibit the participation of men or women in the educational programme being evaluated?
 7. Consider carefully the language to be used: is it gender-neutral or does it imply that one sex is inferior to the other or is allegedly innately more suited to the occupation or the learning task than the other?
 8. When the course is in progress, ensure that: Women and men receive equal treatment and equal amounts of the tutor's attention.
 9. Generalisations about men and women are challenged and sexist jokes are not accepted.

²⁵ https://www.klischee-frei.de/de/klischeefrei_53000.php

2.7 Working in Europe

In Europe, employers must be aware of certain rules on working hours and comply with the minimum standards laid down in EU directives. The rules on the minimum duration of daily and weekly rest periods, breaks, night work, annual leave and maximum weekly working time must be respected.²⁶

Discuss with your students the following table, which contains the most important working conditions in Europe. Since the students are mainly migrants or refugees, many aspects are probably going to be new to them. But also for locals it is important to refresh their knowledge about these regulations. More detailed information on the individual countries can be found under:

<https://ec.europa.eu/eures/main.jsp?countryId=DE&acro=living&lang=de&parentId=0>

Job search	<ul style="list-style-type: none"> • Job vacancies are usually published via online job portals, on company websites or in print media. <p>Tip: Show your course participants the most important job portals on the Internet and explain how to use them. Give them time to look for interesting jobs themselves.</p> <ul style="list-style-type: none"> • Once a suitable position has been found, it is time to apply. The applicant has to write a CV and a cover letter and send it to the right contact person. <p>Tip: The course participants should write their applications. Give them feedback.</p> <ul style="list-style-type: none"> • If the company also classifies the applicant as a potential candidate, you will be invited to either a telephone interview or a personal interview. <p>Tip: Practice the interview situation in the course.</p>
Contract of employment	<ul style="list-style-type: none"> • If the applicant receives a commitment, he or she receives an employment contract from his or her new employer containing the most important framework regulations. The employment contract must be signed by both sides. • The employment contract must contain the following information:²⁷

²⁶ https://europa.eu/youreurope/business/human-resources/working-hours-holiday-leave/working-hours/index_de.htm

²⁷ https://europa.eu/youreurope/business/human-resources/employment-contracts/employment-terms/index_de.htm

	<ul style="list-style-type: none"> - Contracting parties (employers and employees); - Place of work - if the place of work is not fixed, it should indicate that the employee will work in different places and indicate the headquarters of the company; - title, grade, type of work, job description or brief job description; - inception; - in the case of fixed-term contracts: the expected duration of the employment relationship; - Number of paid annual leave days; - Periods of notice for employers and employees; - Initial basic salary, payment frequency and other remuneration components; - Length of normal working day or weekly working time; - the provisions of any collective agreements applicable to the conditions of employment in question.
<p>Fixed-term-, open-ended employment contracts, temporary work</p>	<ul style="list-style-type: none"> • An employment contract is regarded as fixed-term if the employment relationship ends on a certain date. • An employment contract is regarded as indefinite if the employment relationship does not end on a specific date. • Temporary Work: Work in which someone works for a limited period in the company of another employer without terminating the employment relationship with the previous employer.
<p>Maximum weekly working time Working time = the time during which an employee is at the employer's disposal and has to obey his instructions</p>	<ul style="list-style-type: none"> • The average working time per seven-day period does not exceed 48 hours, including overtime. • The weekly working time shall be determined by national laws, regulations or administrative provisions or by collective agreements or agreements concluded between the social partners.
<p>Daily rest</p>	<ul style="list-style-type: none"> • A minimum rest period of eleven consecutive hours per 24-hour period.
<p>Weekly rest period</p>	<ul style="list-style-type: none"> • A minimum continuous rest period of 24 hours per seven-day period, plus the 11-hour daily rest period. • A minimum rest period of 24 hours may be chosen where justified by objective, technical or organisational circumstances.

Breaks	<ul style="list-style-type: none"> • Every worker who has a daily working time of more than six hours must be entitled to a break; the duration and conditions for such a break must be laid down in collective agreements or agreements between the social partners or, in the absence of such agreements, in national legislation.
Vacation	<ul style="list-style-type: none"> • At least four weeks of paid leave per year. These leave days cannot be paid unless the employment contract ends before the annual leave has been taken in full.
Night work = Employment between 23 p.m. and 6 a.m.	<ul style="list-style-type: none"> • On average, night workers may not work more than eight hours per 24-hour period. • Workers should be entitled to free health assessments at regular intervals before and after night work. If workers have health problems due to night work, they should be transferred to day work whenever possible.
Monetary bonuses	<ul style="list-style-type: none"> • In certain positions, employees have to work on weekends or public holidays. In return, employees receive monetary bonuses.
Sick leave	<ul style="list-style-type: none"> • In the case of illness, the employer must be informed immediately of how long the employee is unable to work. • It is regulated differently from company to company from when the employee needs a doctor's certificate.
End of employment	<ul style="list-style-type: none"> • Periods of notice for employers and employees are stipulated in the employment contract and normally require written notice.

3. Pedagogical principles

3.1 Literacy, numeracy and social skills

After getting to know our target group better, we will illustrate what literacy, numeracy and job-related social skills are and how they can be defined.

3.2 Literacy: Definition

Too low literacy skills are a key obstacle for potential workers to integrate into the labour market. But how can literacy be defined more clearly?

Literacy is central to all levels of education, especially basic education, through all delivery modes – formal, non-formal and informal. Literacy for all encompasses the educational needs of all human beings in all settings and contexts, in the North and the South, the urban and the rural, those in school and those out-of-school, adults and children, boys and girls, and men and women.

(UN 2002: 4)

The EU High Level Group of Experts on Literacy classifies reading, literacy and numeracy into three distinct categories: baseline, functional and multiple.²⁸ This categorisation means literacy and numeracy are part of a continuum which allows policy makers and practitioners to define the level ‘required by society’ or to ‘participate in society’.

The Workplace Basic Skills approach aims to strengthen the “ability to read and write at a level that enables someone to develop and function in society” and “apply basic mathematical principles and processes in everyday contexts”. Transitions to the next step of multiple literacy should be specifically considered and guided by the trainer.

²⁸ EU High Level Group of Experts on Literacy (2012), Final report

▼ Figure 1 – Categories of literacy and numeracy

<p>Multiple Literacy The ability to use reading and writing skills in order to produce, understand, interpret and critically evaluate written information. It is a basis for digital participation and making informed choices pertaining to finances, health, etc.</p>	<p>Multiple Numeracy The ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulae, models, graphs, charts) that enable a person to fully function in a modern society.</p>
<p>Functional Literacy The ability to read and write at a level that enables someone to develop and function in society, at home, at school and at work.</p>	<p>Functional Numeracy The ability to apply basic mathematical principles and processes in everyday contexts at home, school and work (as needed for banking, payments, reading timetables, etc.).</p>
<p>Baseline Literacy Having the knowledge of letters, words and text structures that is needed to read and write at a level that enables self-confidence and motivation to further development.</p>	<p>Baseline Numeracy Having a sound knowledge of numbers, measures and structures, basic operations, basic mathematical presentations and the ability to use appropriate aids that enable further development.</p>

Source: EU High Level Group of Experts on Literacy (2012).

According to PIAAC²⁹ there are four types of interactions with texts:

To understand	Addresses such things as understanding vocabulary, identifying the main idea, grasping the author’s purpose and how ideas are organized, including knowing how these are affected by social function. Many understanding tasks can be quite complex, requiring high-level inferencing and analysis.
To evaluate	Addresses whether a particular text is relevant for the task—and reliable as a source. It can also involve making judgments about the accuracy of a particular statement or the quality of an overall text. The ability to evaluate text has emerged as an important skill in the new digital age, where adults are inundated with information from sometimes questionable sources.
To use	Addresses ability to apply information in a text to a specific goal. Adults don’t read menus to define words or answer questions. They

²⁹ Trawick, A. (2019): The PIAAC Literacy Framework and Adult Reading Instruction. Page 43.

	<p>read menus to order food. They read directions to get something done. They read websites to find information that they can act on.</p>
To engage	<p>Addresses the degree to which adults seek out reading to obtain information or for enjoyment; the amount and range of reading they do; the confidence they have in their own reading and their ability to direct their own reading; and how likely they are to share their reading with others.</p>

What needs to be considered when teaching low-skilled³⁰ people with little reading and writing skills?

- a. Distinct learner needs must be met or “one size doesn’t fit all”: The development of reading skills among locals may have been limited by cognitive or physical disabilities such as dyslexia or language disorders and by a lack of attention to individual learning needs. Furthermore, some refugees have only attended primary school or no school at all. For this reason, course leaders must develop a keen sense of the diversity of their learners. It is based on the recognition that “the” migrant does not exist, and that each person should be considered individually.
- b. “Life-baggage” must be managed:
 - o Learners could be limited by earlier experiences where reading was *not valued or encouraged*.
 - o Learners could be limited by *current life stresses* and concerns which take priority or distract the adult learner or by *poor self-esteem and confidence* which has left the adult-reading learner *terrified, frightened and powerless*.

For this reason, a socio-educational accompaniment could be an option. This contact person could, for example, analyse the living conditions of learners and provide support in childcare, finding accommodation or making applications and providing financial assistance.

- c. Get a taste for reading: In order to integrate reading and writing permanently into the life of the participants, it is important as a course instructor to convey fun and meaningfulness of literacy. The pleasure of reading must therefore be developed.
- d. Learning environments must meet physical, psychological and learning requirements:

³⁰ Chapman, E. & McHardy (2019): Adult Literacy Teachers’ Perspectives on Reading Difficulties and the Origins of These Perspectives. <https://www.proliteracy.org/LinkClick.aspx?fileticket=0TEMdLV6sCc%3d&portalid=0>

- Create an appropriate physical and psychological environment this means a comfortable, calm, relaxed, safe reading place.
- Be aware that less-skilled adult readers mostly have not been taught in an informed, planned, professional or needs-oriented way.
- Keep in mind that most adults have not been taught in an engaging way and "hooked-in" to learning! The teaching has not motivated learners to learn.

Teachers should therefore reflect on their own beliefs before teaching adults to read and write. Before starting the course, it might therefore be important for the course leader to reflect on the following questions:³¹

What personal experiences have I made learning to read?	What general teaching experience have I had so far?
What specific experiences have I had teaching reading in particular?	What knowledge do I have about formal reading theories and/or empirical research results?



Self-reflexion:



- It can be very difficult when you feel lost in written language. To find out what it feels like when reading and writing become a challenge, you can try translating the following Braille sentence here.
- Please write down a simple sentence in handwriting with your unfamiliar hand. Imagine you would have to cope with your daily work in this way.

³¹ <https://www.proliteracy.org/LinkClick.aspx?fileticket=0TEMdLV6sCc%3d&portalid=0>

3.3 Numeracy Definition

But not only letters cause problems for many people. Numeracy is also essential for people to fully develop their potential in their careers.

The ESCO defines numeracy as “ability to apply numerical and mathematical content, information, ideas and processes to meet the demands of the world of learning and work; this includes an understanding of numbers, patterns, shape and space; and the mathematical language, symbols, procedures, and ways of thinking used to achieve concrete goals”.³²

Numeracy can therefore be broken down into distinct competences to succeed at work.

At work, people need to be able to:³³

- carry out work-related calculations,
- use mathematical tools and equipment,
- carry out work-related measurements,
- manage quantitative data,
- work with shape and space,
- communicate mathematical information.

Here you can read more detailed definitions from PISA:

carry out work-related calculations	<p>Algebraic expressions: verbal interpretation of and manipulation with algebraic expressions, involving numbers, symbols, arithmetic operations, powers and simple roots.</p> <p>Arithmetic operations: the nature and properties of these operations and related notational conventions.</p>
use mathematical tools and equipment ³⁴	<p>The final mathematical capability that underpins mathematical literacy in practice is using mathematical tools. Mathematical tools encompass physical tools such as measuring instruments, as well as calculators and computer-based tools that are becoming more widely available. This ability involves knowing about and being able to make use of various tools that may assist mathematical activity, and knowing about the limitations of such tools. Mathe-</p>

³² ESCO <https://bit.ly/2Gn5TmM>

³³ ESCO <https://bit.ly/2Gn5TmM>

³⁴ PISA: <https://www.oecd-ilibrary.org/docserver/9789264305274-5-en.pdf?expires=1564749703&id=id&accname=ocid54016941&checksum=F7F38D85B863559F96369D5BC5DC19A4>

	<p>mathematical tools can also have an important role in communicating results.</p>
<p>carry out work-related measurements³⁵</p>	<p>Measurement: quantification of features of and among shapes and objects, such as angle measures, distance, length, perimeter, circumference, area, and volume.</p>
<p>manage quantitative data³⁶</p>	<p>The notion of quantity may be the most pervasive and essential mathematical aspect of engaging with, and functioning in, our world. It incorporates the quantification of attributes of objects, relationships, situations and entities in the world, understanding various representations of those quantifications, and judging interpretations and arguments based on quantity. To engage with the quantification of the world involves understanding measurements, counts, magnitudes, units, indicators, relative size, and numerical trends and patterns. Aspects of quantitative reasoning – such as number sense, multiple representations of numbers, elegance in computation, mental calculation, estimation and assessment of reasonableness of results – are the essence of mathematical literacy relative to quantity.</p> <p>Quantification is a primary method for describing and measuring a vast set of attributes of aspects of the world. It allows for the modelling of situations, for the examination of change and relationships, for the description and manipulation of space and shape, for organising and interpreting data, and for the measurement and assessment of uncertainty. Thus mathematical literacy in the area of quantity applies knowledge of number and number operations in a wide variety of settings.</p>
<p>work with shape and space³⁷</p>	<p>Space and shape encompasses a wide range of phenomena that are encountered everywhere in our visual and physical world: patterns, properties of objects, positions and orientations, representations of objects, decoding and encoding of visual information, and navigation and dynamic interaction with real shapes as well as with representations. Geometry serves as an essential foun-</p>

³⁵ PISA

³⁶ PISA for Development Mathematics Framework. <https://www.oecd-ilibrary.org/docserver/9789264305274-5-en.pdf?expires=1564749703&id=id&accname=ocid54016941&checksum=F7F38D85B863559F96369D5BC5DC19A4>

³⁷ PISA <https://www.oecd-ilibrary.org/docserver/9789264305274-5-en.pdf?expires=1564749703&id=id&accname=ocid54016941&checksum=F7F38D85B863559F96369D5BC5DC19A4>

	<p>ation for space and shape, but the category extends beyond traditional geometry in content, meaning, and method, drawing on elements of other mathematical areas such as spatial visualisation, measurement and algebra. For instance, shapes can change, and a point can move along a locus, thus requiring function concepts.</p> <p>Measurement formulae are central in this area. The manipulation and interpretation of shapes in settings that call for tools ranging from dynamic geometry software to global positioning system (GPS) software are included in this content category.</p> <p>PISA assumes that the understanding of a set of core concepts and skills is important to mathematical literacy relative to space and shape. Mathematical literacy in the area of space and shape involves a range of activities such as understanding perspective (for example in paintings), creating and reading maps, transforming shapes with and without technology, interpreting views of three-dimensional scenes from various perspectives and constructing representations of shapes.</p>
<p>communicate³⁸ mathematical information</p>	<p>Read, decode and make sense of statements, questions, tasks, objects or images, in order to form a mental model of the situation.</p>

³⁸ PISA



Self-reflexion:

- It is challenging/frustrating not to understand the mathematical information you need. Wouldn't it be good if you could understand this formula for "happiness"?

$$\text{Happiness}(t) = w_0 + w_1 \sum_{j=1}^t \gamma^{t-j} \text{CR}_j + w_2 \sum_{j=1}^t \gamma^{t-j} \text{EV}_j + w_3 \sum_{j=1}^t \gamma^{t-j} \text{RPE}_j$$

39

- *Numeracy is more than formulas – Numeracy is a human activity – Numeracy is functional and highly practical.* Where do these statements apply and where do you encounter numeracy in your everyday life? These examples can help as inspiration.



3.4 Social Skills: Definition

Last but not least, we would like to focus on social skills. They have only recently become part of basic education. Nevertheless, their presence or absence can mean success or failure in the workplace. What are social competences and why are they vital for success in the workplace?

*“Social and emotional skills” refer to the abilities to regulate **one’s thoughts, emotions and behaviour**. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people **manage their emotions, perceive themselves and engage with others**, rather than indicating their raw ability to process information. But, like literacy and numeracy, they are dependent on situational factors and responsive to change and development through formal and informal learning experiences.⁴⁰*

The OECD defines the so-called **Big Five** as the basic upper categories of social competences:

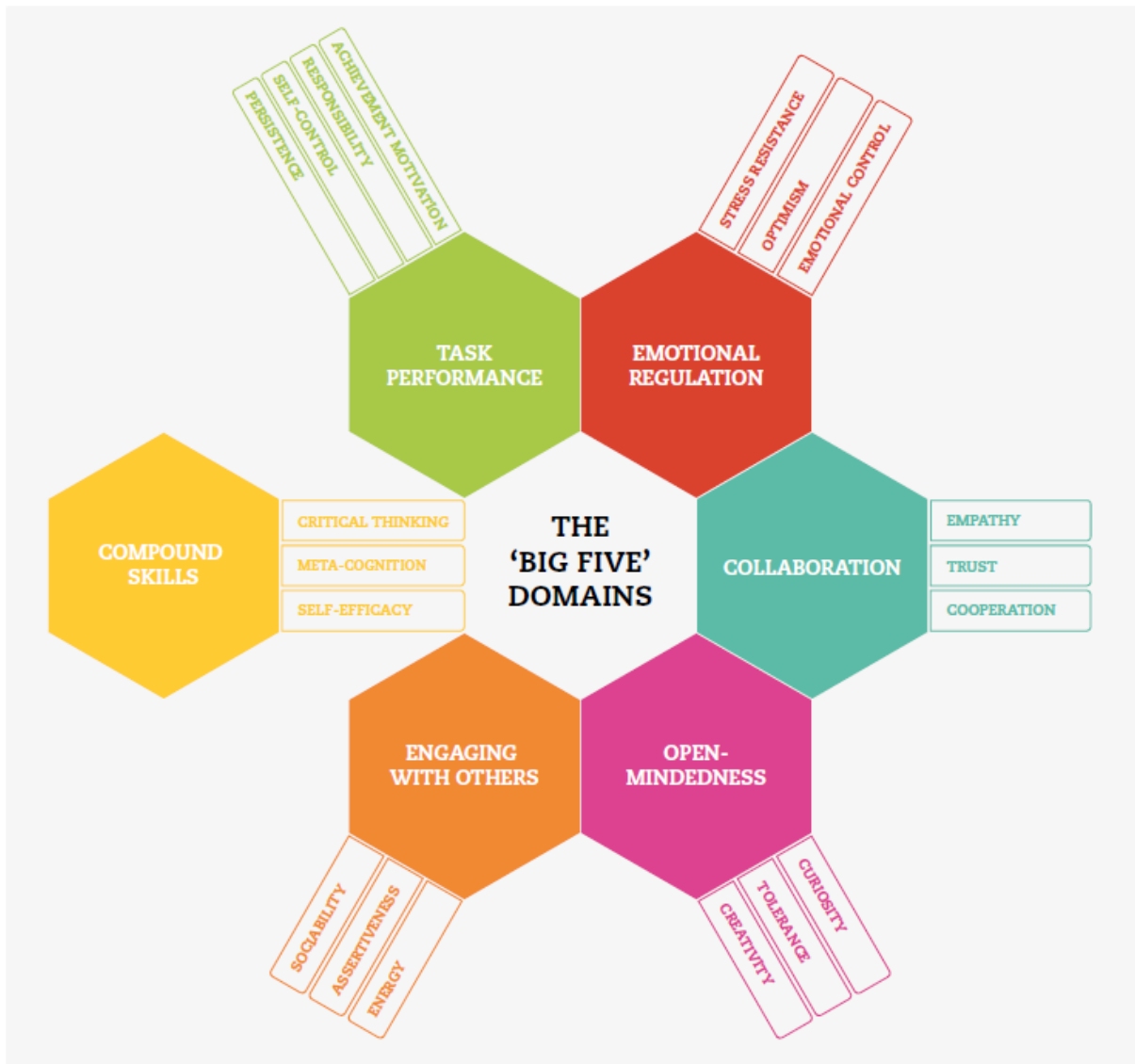
- openness to experience (open-mindedness)
- conscientiousness (task performance)
- emotional stability (emotional regulation)

³⁹ A computational and neural model of momentary subjective well-being. <https://www.pnas.org/content/111/33/12252.full>

⁴⁰ OECD: Social and Emotional Skills. Well-being, connectedness and success. Page 4. <https://bit.ly/2rsWTrG>

- extraversion (engaging with others)
- agreeableness (collaboration).

Each of the dimensions or categories encompasses a cluster of mutually related social and emotional skills. For example, task performance includes achievement orientation, reliability, self-control and persistence. Apart from demonstrating their mutual similarity, these groupings also ensure systematic, comprehensive and balanced consideration of individuals' social and emotional skills.



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You are interested in a description of the OECD social and emotional Skills? Then visit <https://bit.ly/2rsWTrG>!

⁴¹ OECD: Social and Emotional Skills. Well-being, connectedness and success. Page 6. <https://bit.ly/2rsWTrG>

Social skills are particularly important in the workplace. At work, people need to be able to:⁴²

- understand their rights and responsibilities;
- talk about work schedules;
- talk about job tasks;
- process and communicate information, spoken and written;
- deal with instructions, spoken and written;
- ability to work in a team, ability to cooperate;
- collaborate with others, including
 - offering suggestions,
 - offering help,
 - asking for help,
 - dealing with feedback,
 - interacting with customers,
 - reporting, orally and in writing.

3.5 Recognition of literacy & numeracy skills and deficits

Would you like to test the literacy, numeracy and social skills of your course participants before training? Here you can find several tests:

This literacy check helps you to assess your literacy skills. You will get an indication on what you are capable of and what you can improve.⁴³

➤ **Link:** <https://bit.ly/2pVMdSi>



This numeracy check helps you to assess your numeracy skills. You will get an indication on what you are capable of and what you can improve.⁴⁴

➤ **Link:** <https://bit.ly/2KaNiw7>



⁴² <https://languageforwork.ecml.at/Portals/48/documents/LFW-quick-guide-EN.pdf?timestamp=1554984122695>

⁴³ <http://vox-wp2.vox.no/selvsjekk/?check=leseskriveresjekk&lang=en>

⁴⁴ <http://vox-wp2.vox.no/selvsjekk/?check=regnesjekk&lang=en>

This is an example interpersonal skills questionnaire, similar to personality tests used in psychological research and practice. This questionnaire measures five key personality traits which predict levels of interpersonal skills and awareness.⁴⁵

➤ **Link:** <https://bit.ly/36YQxRm>

www.psychometrictest.org.uk

50 Item Interpersonal Skills Questionnaire

This is an example interpersonal skills questionnaire, similar to personality tests used in psychological research and practice. This questionnaire measures five key personality traits which predict levels of interpersonal skills and awareness.

Please describe yourself as you are at present, not how you wish to be in the future. Please answer as honestly as possible, in relation to other people of a similar demographic around you. You will be provided with a list of statements. Please indicate for each statement whether it is "Very Inaccurate", "Moderately Inaccurate", "Neither Accurate nor Inaccurate", "Moderately Accurate" or "Very Accurate".

Once you have completed this questionnaire, your results will be provided to you, along with feedback. Results are anonymous, however you may withdraw your results at any time; simply provide us with your username and we will remove your data from our database. This example test will not be used for selection decisions, it is solely for personal use.

Please answer **all** of the questions provided. Skipping questions will lower your overall score, making your results less accurate.

Please provide a username in the space provided:

When you are ready, press the start button to begin the test.

⁴⁵ <https://www.psychometrictest.org.uk/interpersonal-skills-test/>

4. Workplace Basic Skills Approach

Now that you know the learners and basic terms, the concept of Workplace Basic Skills will be introduced to you. The WBS approach teaches the above learning objectives of literacy, numeracy and social skills by linking three approaches:



4.1 ESCO (European Skills, Competences, Qualifications and Occupations): Elementary occupations

ESCO contains a skill and competence set for each occupation and information on relevant qualifications.

*ESCO (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of **Skills, Competences, Qualifications and Occupations**.*

*ESCO works as a **dictionary**, describing, identifying and classifying professional occupations, skills, and qualifications relevant for the EU labour market and education and training.⁴⁶*

The **ESCO** places a special focus on elementary occupations involving “the performance of simple and routine tasks which may require the use of hand-held-tools and considerable physical effort.”⁴⁷

In the Workplace Basic Skills approach, learners can get to know the competences described in the ESCO that are relevant for the respective occupational groups. In this way, an initial overview of one specific occupations in the fields of construction, cleaning, care and tourism can be obtained.

⁴⁶ <https://ec.europa.eu/esco/portal/howtouse/21da6a9a-02d1-4533-8057-dea0a824a17a>

⁴⁷ <https://ec.europa.eu/esco/portal/occupation?conceptLanguage=en&full=false#&uri=null>

4.2 Story Based Learning





It has long been known that learning theoretical concepts are insufficient to enable learners to apply their knowledge in practice. Instead of promote literacy, numeracy and social skills dryly, abstractly and separately from each other, our concept integrates all learning objectives in a story-based approach.

Stories provide an episodic structure that shapes our experience. By taking advantage of narrative's inherent structure, narrative-centred learning environments offer significant potential for creating story-based learning that is both **effective and engaging**. These environments offer rich interactions in which students actively participate in engaging story-based problem solving **tailored to their individual needs**.⁴⁸

Adults will learn when it comes to realistic and authentic content that has a real relation to their lives. Especially for low-skilled people, stories offer a low-threshold access to learning. By accompanying a protagonist at work, positive identification figures are created. In addition, the stories emphasise the importance and meaning of literacy, numeracy and social skills to succeed in everyday work. Due to the action orientation of the concept, competencies are trained and reflected in numerous situations. For the learner it is thus possible to see the overall picture and the relevance of basic skills in their life.

The story describes a sequence of action-oriented events that require the use of the competences clearly defined in the ESCO. The learner can accompany the following learners on their first day of work:

⁴⁸ Optimizing Story-Based Learning: An Investigation of Student Narrative Profiles.
[file:///C:/Users/JUS/Downloads/Optimizing_Story-Based_Learning_An_Investigation_o%20\(1\).pdf](file:///C:/Users/JUS/Downloads/Optimizing_Story-Based_Learning_An_Investigation_o%20(1).pdf)

Work sector	Character	
	<p>Construction</p>	<p>Arman: a construction labourer</p> 
	<p>Cleaning</p>	<p>Anna: an office cleaner</p> 



Health & Care

Nedjad: a personal care worker in Health Services



Tourism & Leisure

Karina: a waitress



The advantages of story-based learning:⁴⁹

- Emotionally connects with learners;
- Whets curiosity;
- Helps learners relate to content;
- Inspires to take action;
- Encourages reflection;
- Provides context and relevance;
- Makes information easier to remember;

⁴⁹ <https://www.shiftelearning.com/blog/how-storytelling-can-improve-your-elearning-courses>

- Makes complex and abstract concepts lucid;
- Breaks monotony;
- Links theory to practice.

What our stories don't want:

- give vocational training;
- create a sufficient basis to work permanently without any further training in the described job;
- be a one-time experience in the interrelation with the described occupation.

The stories are thus intended as an incentive and bridge into further formal education and training.

4.3 Plain language

All learning materials are designed according to Plain Language guidelines. The Plain Writing Act of 2010 defines plain language as “Writing that is **clear, concise, well-organized**, and follows other best practices appropriate to the subject or field and intended audience”.

Our local and migrant audience – Why we need to keep it clear

There are many techniques that can help to achieve this goal:

- Logical organization with the reader in mind;
- “You” and other pronouns;
- Active voice;
- Short sentences;
- Common, everyday words;
- no nominal style;
- Easy-to-read design features (Pictures/ Videos).

For more information on Plain Language and the design of learning materials please go to [The Elements of Plain Language](#).

4.4 How to use the WBS learning materials – Blended Learning

The learning needs and preferences of individual learners are usually different. Organizations need to use a mix of learning approaches in their strategies to deliver the right content in the right format to the right people at the right time. Positive effects of blended learning are based on the combination of virtual learning and traditional learning. This means to design different media in such a way that they complement each other in order to promote learning. In the case of low-qualified people,

face-to-face events are particularly important, as digital learning is an unusual environment for the target group.

The digital learning platform offers the possibility to get immediate feedback on completed tasks based on an automated evaluation. Learners can complete tasks when, where and as often as they want. The results they achieve in the test can be viewed by themselves, but also by the trainer if required.

The tasks are realized with the help of e-classroom. Here you will find a brief overview of the possibilities e-classroom offers learners:

Possibilities of competence testing on the e-Class platform:

Question type 1: Single Choice	The question type Single Choice stands for questions for which only one answer can be selected.
Question type 2: Multiple Choice	In a multiple choice question, the learner has to choose the answers from several possible answers that are listed.
Question type 3: True or False	The question type offers a series of statements each of which is to be judged as true or false.
Question type 4: Matching	A matching question is two adjacent lists of related words, phrases, pictures, or symbols. Each item in one list is paired with at least one item in the other list.
Question type 5: Sequence	Rank order scale is defined as question type, that allows learners to rearrange and rank different items in a specific order.
Question type: 6. Numeric	In numeric questions the learner has to calculate and insert the arithmetic value.

Question type 7: Fill the Blank	A Fill in the Blank question consists of a phrase, sentence, or paragraph with a blank space where learners provide the missing word or numbers.
Question type 8: Multiple choice text	Learners must choose the right word from a selection of several words to complete a sentence.
Question type 9: Word Bank	Word Bank is a question type that requires the learner to drag and drop the correct choice into an empty box. The learner must select the single correct choice from possible choices.
Question type 10: Hot Spot	In a Hot Spot question, users indicate the answer by clicking a specific area of an image.

The tasks can be carried out alone or with learning partners or in a learning group. In addition, action-oriented workshops and practical training can offer the opportunity to work on the learning content in greater depth, to clarify open questions, to practice and learn hands-on skills or to reflect on the learning process together.

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