



Theory of Change for the Inclusion of Women Migrants in VET

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Useful online tools for fostering the inclusion of under-privileged groups such as migrant women in VET education

Cluster	Tool	Description	Link
<p>Support in vocational services (institution's offer of vocational courses and trainings)</p>	<p>An interactive free Holland test</p>	<p>The Holland Occupational Themes is a personality theory focused on career and career choices. Group people according to their suitability for six different job categories. The six types make up the acronym RIASEC, by which the theory is also commonly known. The typology has dominated the field of career counselling and has been included in the most common assessments used in this field.</p> <p>Thanks to the use of the test, participants (migrant women) and VET institutions will be able to better match the vocational training offer to the individual situation of the migrant, her personality, needs and professional expectations.</p> <p>Test guide: The test takes five to ten minutes.</p> <p>The test consists of 48 items that participant (migrant women) has to rate on a scale according to how much she enjoy doing them:</p> <ul style="list-style-type: none"> (1) dislike (2) slightly dislike (3) neither like not dislike (4) slightly enjoy (5) enjoy. <p>Participation: The test is for educational purposes. Test should not be used as psychological advice. In addition, responses may be recorded and used anonymously for research or otherwise disclosed.</p>	<p>https://openpsychometrics.org/tests/RIASEC/</p>

<p>Support in vocational services (institution's offer of vocational courses and trainings)</p>	<p>Career Aptitude free online Test</p>	<p>Thanks to the use of the test, migrant women as participants and VET institutions will be able test and discover the careers that are best for migrant women.</p> <p>The test allows participants and VET institutions to determine what jobs are best suited to women's skills and interests.</p> <p>The test is composed of four brief sections covering participant's:</p> <ul style="list-style-type: none"> · SKILLS: What are migrant women's personal strengths and weakness? · INTERESTS: What sorts of activities and subjects does she find interesting? · STYLE: What style of work environment is she looking for? · VALUES: What values are important to her in her ideal career? 	<p>https://www.whatcareerisrightforme.com/</p>
<p>Cultural support and support in combating discrimination and violence (institution's offer of: cultural courses, activities for migrants in the local community psychological support, law services)</p>	<p>Logic Model</p>	<p>A logic model is a visual representation that outlines the resources, activities, outputs, outcomes, and impacts of a program or intervention. When creating a logic model, it is important to involve stakeholders in the process to ensure that the model reflects their perspectives and priorities.</p> <p>The purpose of a logic model is to provide a clear and concise overview of a program, and to help stakeholders understand how the program is expected to work, what resources are required, and what outcomes are expected. Logic models can be used to support program planning, implementation, evaluation, and communication with stakeholders.</p> <p>In terms of its use in relation to cultural support and support in combating discrimination and violence, a logic model can be used to identify the key resources and</p>	<p>To create a logic model, you can use a variety of tools, including online templates. The most popular such tool is the Logic Model Builder by the W.K. Kellogg Foundation (https://wkkf.issuelab.org/resource/logic-model-development-guide.html). You can also simply draw a diagram by hand.</p>

		<p>activities required to support migrant women, such as cultural courses, psychological support, and legal services. The model can also help to identify the expected outcomes and impacts of these activities, such as increased social inclusion and reduced experiences of discrimination and violence. By involving stakeholders in the creation of the logic model, it can also help to promote collaboration and ensure that the program is responsive to the needs of migrant women.</p>	
<p>Cultural support and support in combating discrimination and violence (institution's offer of: cultural courses, activities for migrants in the local community psychological support, law services)</p>	<p>Social Network Analysis (SNA)</p>	<p>SNA is a method that allows us to visualize and analyze the relationships between people, groups, and organizations. It can be used to identify key actors and their roles in a social network, as well as to map patterns of collaboration and communication.</p> <p>The purpose of SNA is to provide insights into the dynamics of social networks and to help stakeholders identify opportunities to strengthen relationships and increase collaboration. It can be used to support program planning, implementation, and evaluation, and can be particularly useful in identifying strategies to promote inclusion and combat discrimination and violence.</p> <p>In terms of its use in relation to cultural support and support in combating discrimination and violence, SNA can be used to identify key actors and organizations in the network that provide services to migrant women, such as cultural courses, psychological support, and legal services. It can also be used to identify opportunities to strengthen relationships and increase collaboration between these</p>	<p>To conduct an SNA, there are a variety of tools available, including software programs such as Gephi (https://gephi.org/), which is available without a fee.</p> <p>These programs allow users to visualize and analyze social networks, including identifying key actors and their relationships, and can generate visualizations such as network maps and graphs.</p>

		<p>actors, as well as to identify any gaps or barriers in the network. By promoting collaboration and increasing the accessibility of services, SNA can help to promote inclusion and combat discrimination and violence towards migrant women.</p>	
<p>Multilingual support (institution's staff competences)</p>	<p>Culturally Responsive Unit Planning Template</p>	<p>Planning documents allow for the preparation of teachers and trainers in order to develop the materials of their students better according to their multilingual context. Organisation of the lesson is extremely important in both an online or physical setting. This document allows the instructor to make links in the lesson within a multilingual context, organise tasks and assessments based on the nature and needs of the students, utilise various strategies in the lesson, combine the different levels of fluency of students within the lesson. As a result, this document provides a multiple elements in how to approach and include the multilingual nature of the students within the lesson.</p>	<p>https://resources.corwin.com/sites/default/files/appendix_c_3.pdf</p>
<p>Support in employment (institution's offer of: job-placement, internships, apprenticeships, job offers on open market)</p>	<p>Use online tools to explore careers possibility and translate and adapt them to the local context of the VET organization</p>	<p>New jobs keeps on appearing on our job market and institutions are often backwards. Having a smoother curriculum designing procedure and including people with different backgrounds, VET organizations, in order to promote inclusion and stay up-to-date, should include career explorer tools online and adapt them to the context. To ensure a correct job-placement procedure and collect tailored job offers in the open market for students, VET organizations should develop a road map on how to provide students with the possibilities to enter the job market according to their specific skills, the knowledge they have acquired and their willings in terms of positioning. The planning and co-design of such tools will be fundamental for students to analyse and discuss job and internships possibilities, having their skills and willingness</p>	

		<p>confirmed by the online tool. This path will allow not only students to be more included into the job-market by the possibility to take tests to confirm their voluntee, but also administrative staff and teachers to be mediators between the job market and the providers of knowledge, building a long-term structured partnership helping the well-being of national and TCNs students.</p>	
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