

# TRAINING PROGRAMME

## “Counsellor for difficult-to-employ (DTE) people”

**Project COM-IN**

**Training programmes for counsellors for implementing community integration  
of difficult-to-employ people (COM-IN)**

**Programme:** Erasmus +

**Project number:** 2021-1-SI01-KA2020-VET-000033194

## Content

INTRODUCTION .....	3
CONTENT .....	4
TRAINERS .....	4
ASSESSMENT METHOD/TRAINING METHOD .....	4
SELECTION OF THE LEARNERS .....	5
PURPOSE.....	6
PROGRESSION.....	6
DETAILED DESCRIPTION OF THE MODULES.....	7
MODULE 1: Technical competences for DTE counsellor .....	7
MODULE 2: Know - how competences for DTE counsellor .....	15
MODULE 3: Know – being competences for DTE counsellor .....	18
Annex 1: EVALUATION OF WORKSHOP .....	22
Annex 2: TRAINING TEMPLATE.....	25

## INTRODUCTION

This document contains information on the qualification for working with difficult to employ adults. The training program was prepared based on the COM IN competence model for counsellors of difficult-to-employ (DTE) people. The development of the program was coordinated by Šentprima in collaboration with partners: Fakulteta za uporabne družbene študije v Novi Gorici (SI), Ustanova Fundacija BiT Planota so.p. (SI), Zavod Republike Slovenije za zaposlovanje (SI), Istituto regionale per l'educazione e gli studi cooperativi IRECOOP Veneto (I), Veneto Lavoro (I), SOFORM SCARL (I), Pôle emploi Auvergne-Rhône-Alpes (F) and Association EDIAS (F).

Pilot training took place in Lyon (17th to 19th of January 2023). The programme is designed for continuous education in the field of employment counselling for the most difficult people in the labour market. The qualification offered by this education programme includes the knowledge and skills for complex work with difficult-to-employ persons. It focuses on proven successful methods and on examples of good practices from partner organisations. It enables the competent provision of employment advice services for which workers are trained in higher education. Training programme is intended for candidates who have some experience in career counselling, for those who already work with DTE people or for those who want to become DTE counsellor.

All candidates shall obtain a certificate of qualification. Most hours in the educational process are devoted to workshops, the exchange of good practices and individual work on the final project, which is mandatory for a certificate of qualification. The final range of hours learner needs to devote, can vary and depends on hers/his prior knowledge and special needs.

## CONTENT

Education is divided into **3 modules**.

Number	MODULE
1	Technical skills and knowledge for DTE counsellor
2	Know - how skills and knowledge for DTE counsellor
3	Know – being skills and knowledge for DTE counsellor

## TRAINERS

Programme trainers are experienced professionals in the field of employment counselling, social work, psychology and other fields. Mentors for the preparation of the final assignments are trainers with competences in the field of selected themes of the project.

## ASSESSMENT METHOD/TRAINING METHOD

For the certificate DTE COM-IN COUNSELLOR completion of all 3 modules are mandatory. Successful completion of the programme requires minimum 40 hours of study work:

- **Attendance** at 3 day training (face-to-face/online) - each day 6 hours;
- **Reading material** from online units (12 hours) – each unit 4 hours;

- **Submission of the final project** (final project assignment can be selected from the content of the 3 modules) (10 hours individual work).

The final project assignment shall be reviewed by the practitioners who will participate in the implementation of the programme.

#### **USED LEARNING METHODS:**

**Face to face sessions** where learners can:

- exchange good practices,
- practice skills through role play,
- get knowledge on the spot, from the experts.

**Online units** where learners can:

- read pre-prepared training material,
- explore mandatory reading,
- explore additional reading.

**Preparation of the final project** can be done:

- individually,
- as a teamwork project,
- under the supervision of the mentor.

## **SELECTION OF THE LEARNERS**

This training programme is intended for candidates who have some experience in career counselling, for those who want to become DTE counsellor or for those who already work with DTE persons in order to learn new skills or to improve certain skills. It is appropriate for counsellors, working in employment offices, vocational and training organisations, NGOs, municipalities, and other organisations.

## PURPOSE

Purpose of this module is to empower counsellors in employment offices, vocational and training organisations, NGOs and local communities for better use of methods and approaches for work integration of DTE persons.

## PROGRESSION

This module can support learners to progress to higher level opportunities within the field of counselling (i.e. field of employment and difficult to employ persons).

## DETAILED DESCRIPTION OF THE MODULES

### MODULE 1: Technical competences for DTE counsellor

#### DESCRIPTION OF THE MODULE

This module has been designed to equip learners with technical knowledge about labour market, local community programmes, needs and challenges and opportunities of the local and global economic sector in the near future. Learners will get knowledge about issues and special needs of difficult to employ persons (DTE\*).

*\*long-term job seekers, people with disabilities, NEET persons, Seniors (+50), migrants and workers from foreign countries (first timers, newcomers, paperless people), LGTBIQ+, women, seniors, persons with long term illness, persons with care burdens, persons with various addictions, homeless persons, precarious workers - working poor persons, self-employed with low incomes, ex-prisoners, people supported by Social Services, etc.*

#### SUMMARY AIMS

Learners will have opportunity to develop **key technical competences** and **basic skills** in the field:

1. Labour market and territory
2. Job supply and demand
3. Support employers
4. Support DTE persons

## MODULE CONTENT

Module Content		
LABOUR MARKET AND TERRITORY		
LEARNING OUTCOME TITLE	LEARNING OUTCOMES	PROPOSED TOPICS
<b>NEEDS AND CHALLENGES OF LOCAL AND GLOBAL ECONOMIC SECTOR</b>	Participants will: <ul style="list-style-type: none"> <li>- get reliable information on employment and on the local and global labour market;</li> <li>- learn about employment opportunities and how to involve DTE persons;</li> <li>- labour market and demand trends, with focus on specific professions (data);</li> <li>- get knowledge on existing online digital tools about labour market information, employment observatory.</li> </ul>	<ul style="list-style-type: none"> <li>- Needs and challenges of local economic sector in near future</li> <li>- Future opportunities for green jobs</li> <li>- Information on existing sector associations, SME association, chambers of commerce, managers associations, mentorship schemes and their programmes and opportunities for employment</li> <li>- Employment opportunities in the social economy sector</li> <li>- Employment opportunities in the entrepreneurship</li> <li>- Sources of information on the labour market and the tools available</li> <li>- Data from the main statistical sources</li> <li>- Elements of vocabulary and statistics</li> <li>- Prospective observatories of jobs and qualifications</li> <li>- Regional centres dedicated to the labour market</li> <li>- Role of employment intermediaries</li> </ul>
<b>UNDERSTANDING THE NEEDS AND POSITION OF DTE PERSONS</b>	Participants will know how to: <ul style="list-style-type: none"> <li>- map local community labour market, needs of different vulnerable groups;</li> <li>- support and promote community programmes (public, NGO, ...) and existing employment programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Local status and needs of DTE persons</li> <li>- How to carry out territorial and local plans according to DTE people (analysis by territory, sector or profession, information on professional training, apprenticeship schemes or other schemes)</li> <li>- Method "Local community mapping"</li> </ul>



	and practice skills: <ul style="list-style-type: none"> <li>- for need analysis for different DTE groups;</li> <li>- for resources analysis for different DTE groups;</li> <li>- for monitoring labour situation in the local and global community (future skills, green workplaces, opportunities for redesign of the workplaces, etc.).</li> </ul>	
<b>INCLUSION COMMUNITY PROGRAMMES</b>	Participants will get actual information on: <ul style="list-style-type: none"> <li>- possibilities and opportunities in the (local, national, EU environment);</li> <li>- available services offered by counsellors' organisation and partner organisations.</li> </ul>	<ul style="list-style-type: none"> <li>- Existing community support/service (NGOs, public employment programmes, financial aids, etc.) for DTE persons</li> <li>- Best practices "support programmes" presentation</li> </ul>
<b>BUILDING BRIDGES BETWEEN JOB SEEKERS AND EMPLOYERS</b>	Participants will get knowledge about: <ul style="list-style-type: none"> <li>- job search platforms;</li> <li>- databases of jobseekers for employers – job fairs;</li> <li>- financial incentives in the employment process;</li> <li>- opportunities on vocational training, aid and measures;</li> <li>- career orientation centres;</li> <li>- employment agencies;</li> <li>- different work contracts;</li> <li>- examples of benefits and salaries in the specific sector;</li> </ul>	<ul style="list-style-type: none"> <li>- System of internship in companies (presentation of good practices and opportunities)</li> <li>- Recruitment forums (presentation of good practices)</li> <li>- Financial support for diverse future employees (local financial substitutions for people with disabilities, migrants, young people...)</li> <li>- Opportunities on vocational training, aid and measures</li> <li>- National Career Development Association career planning links</li> <li>- Platforms for job search</li> <li>- Role of public Employment centre (career orientation centre...)</li> <li>- Role of NGO's</li> <li>- Role of social enterprises</li> <li>- Job search websites</li> <li>- Employment agencies</li> </ul>

	<ul style="list-style-type: none"> <li>- system of Internship;</li> <li>- legislation for the recruitment of DTE persons.</li> </ul>	<ul style="list-style-type: none"> <li>- Different kind of work contracts</li> <li>- Salary and benefit information</li> </ul>
<b>CHOOSING THE RIGHT PERSON FOR THE RIGHT JOB</b>	<p>Participants will get knowledge and practice skills for/to:</p> <ul style="list-style-type: none"> <li>- job analysis;</li> <li>- evaluation of workplace, job and client needs simultaneously;</li> <li>- ask the company about the expected skills to better understand its needs;</li> <li>- evaluation of workplace, job and client needs simultaneously;</li> <li>- support the DTE people to identify and enhance their skills;</li> <li>- propose candidates to companies based on their skills and professional qualities and thus increase their employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Technique: Job analysis</li> <li>- Negotiate with the company the profile of the candidates on the basis of the skills available</li> <li>- Evaluation of workplace, job and client needs simultaneously</li> <li>- Orientation interview, skills assessment</li> </ul>
<b>SUPPORTING UNEMPLOYED BACK TO WORK</b>	<p>Participants will get knowledge on:</p> <ul style="list-style-type: none"> <li>- how to refine the pre-selection of candidates (how to correlate the skills of the candidate with job offers);</li> <li>- how to support the candidate in preparing for an interview with a recruiter.</li> </ul> <p>and practice skills for:</p> <ul style="list-style-type: none"> <li>- interview techniques (questioning,</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare and conduct an interview with a candidate</li> <li>- Identify the motivation of candidates in connection with a recruitment need</li> <li>- Validate with the candidate the presentation of his application which will be made to the recruiters (skills, arguments, assets, strengths, points of vigilance, etc.)</li> <li>- Adopt the appropriate professional posture (dialogue, relational distance, empathy, and assertiveness)</li> </ul>

<p><b>SUPPORTING EMPLOYERS IN THE RECRUITMENT PROCESS</b></p>	<p>reformulation, active listening).</p> <p>Participants will get knowledge on:</p> <ul style="list-style-type: none"> <li>- how to prepare employer for the interview for DTE (using inclusive communication techniques, methods);</li> <li>- how to implement job analysis in order to help employer to specify their needs and conduct their recruitment;</li> <li>- how to negotiate with employers;</li> <li>- how to build relationship with the employer organizations;</li> <li>- opportunities from the internal mentorship programmes for more inclusion.</li> </ul> <p>Participants will get understanding and knowledge on:</p> <ul style="list-style-type: none"> <li>- what is inclusive organizational culture;</li> <li>- psychological contracts;</li> <li>- influence the relationship between employer and employee;</li> <li>- risk management in the work environment;</li> <li>- opportunities from the internal mentorship programmes for more inclusion;</li> <li>- job tailoring.</li> </ul> <p>Participants will practice skills to:</p> <ul style="list-style-type: none"> <li>- manage graduated return to work for DTE;</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare and conduct the interview with employer</li> <li>- Excellent communication with employer</li> <li>- Mobilization of the supporting services adapted to the needs of the company</li> <li>- Analyse the data collected to objectify them into usable criteria and characteristics</li> <li>- Propose the result of the analysis to the employer and finalize the definition of the target profile</li> <li>- Lead a negotiation with an employer within the framework of service commitments; define the negotiation strategy with an employer and the most suitable arguments</li> <li>- Influencing and motivating of employers (Steps to influencing Building rapport – relations, Influencing styles)</li> <li>- Key aspects of psychological contract</li> <li>- Graduated return to work of DTE</li> <li>- Risk management</li> <li>- Different methods: Job tailoring, Job shadowing</li> <li>- Good practices of collaboration with employers in employment</li> </ul>
---	---	--

	<ul style="list-style-type: none"> <li>- influence and motivate employers to employ DTE;</li> <li>- design personalised solutions for the companies;</li> <li>- analyse needs of the employer and opportunities to re-design workplaces.</li> </ul>	
<b>GETTING TO KNOW DTE PERSON</b>	<p>Participants will get knowledge on how to:</p> <ul style="list-style-type: none"> <li>- carry out a diagnosis/evaluation of DTE person;</li> <li>- carry out a diagnosis/evaluation of obstacles.</li> </ul> <p>and practice skills to:</p> <ul style="list-style-type: none"> <li>- prepare an individual employment plan</li> </ul>	<ul style="list-style-type: none"> <li>- The active ingredients in ‘employability’</li> <li>- Diagnosis of a jobseeker (FYI diagnostic tool, OASES-VRES-WORK readiness checklist...)</li> <li>- Method: Individual Employment Plan</li> </ul>
<b>BUILDING A PROFESSIONAL PATH OF A DTE PERSON</b>	<p>Participants will get knowledge and practice technical skills to:</p> <ul style="list-style-type: none"> <li>- interview a DTE person: the main steps;</li> <li>- reinforce the revitalization of the DTE person’s career;</li> <li>- advise on job search strategy and techniques.</li> </ul> <p>Participants will practice skills for/to:</p> <ul style="list-style-type: none"> <li>- conflict resolution;</li> <li>- reinforce motivation of DTE;</li> <li>- support client in making changes;</li> <li>- support DTE in career decision making;</li> </ul>	<ul style="list-style-type: none"> <li>- Concept of vulnerability, self-efficacy, the power of beliefs, model of change, empowerment, resilience</li> <li>- Soft skills for counsellor (motivational interview, helping approach, assertiveness, identifying and solving challenges)</li> <li>- Prepare and conduct an interview</li> <li>- Promotion of a working alliance in order to produce in co-production with the DTE person the employment plan relating to his professional project</li> <li>- Carry out and re-examine a diagnosis shared with the DTE person throughout his career/ Implement an employment plan by promoting the autonomy of the DTE person</li> <li>- Understanding the risks associated with job loss/</li> <li>- Identify, during interviews with a DTE person, the elements of disengagement in his search dynamics, and offer him actions and services</li> </ul>

	<ul style="list-style-type: none"> <li>- support DTE develop skills;</li> <li>- set goals for the change of behaviour.</li> </ul> <p>Participants will understand:</p> <ul style="list-style-type: none"> <li>- concept of vulnerability and key where it comes from;</li> <li>- concept of resilience and how to re-build it;</li> <li>- concept of self -efficacy and how to rebuild it;</li> <li>- what is a helping approach in work counselling;</li> <li>- concept of empowerment;</li> <li>- the power of believes in the career planning.</li> </ul>	<p>promoting revitalization.</p> <ul style="list-style-type: none"> <li>- Different strategies with regard to the labour market</li> <li>- Job search techniques and tools</li> </ul> <p>Special topics for people with mental health problems:</p> <ul style="list-style-type: none"> <li>- Bio-psycho-social model of disability</li> <li>- IPS method (Individual Placement and Support) = key method for supported employment used in the field of employment of people with mental health problems</li> <li>- Wellness Recovery Action Plan (<i>WRAP</i>)</li> </ul>
<p><b>POST-EMPLOYMENT SUPPORT FOR THE DTE PERSON AND THE EMPLOYER</b></p>	<p>Participants will get knowledge on:</p> <ul style="list-style-type: none"> <li>- monitoring and evaluating job placement;</li> <li>- how to set up multidisciplinary supporting team;</li> <li>- assisting person with the support of the team (mentor, occupational therapist, cultural mediator...);</li> <li>- individual case management and its ingredients;</li> <li>- evaluation of the work efficacy,</li> </ul> <p>and practice skills to:</p> <ul style="list-style-type: none"> <li>- prepare and monitor/support DTE person in</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and evaluating job placement</li> <li>- Multidisciplinary team for DTE</li> <li>- Key elements of successful onboarding</li> <li>- How to measure work efficacy</li> <li>- Evaluation of job placement</li> </ul>

	cooperation with a multidisciplinary team; - to evaluate and monitor job placement.	
<b>HOW TO REDUCE SKILL GAPS</b>	Participants will get knowledge on: <ul style="list-style-type: none"> <li>- skills development actions or schemes;</li> <li>- validation of acquired skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Long-life learning and its opportunities</li> <li>- Validation of acquired skills (certificates...) in formal, non-formal and informal fields</li> <li>- Mentorship programmes as an opportunity for informal learning and networking</li> <li>- Online courses</li> <li>- Low cost/no cost educational programmes</li> <li>- Language courses for foreign people</li> <li>- Career transition</li> </ul>

## **MODULE 2: Know - how competences for DTE counsellor**

### **DESCRIPTION OF THE MODULE**

This module has been designed to give learners understanding, knowledge and skills regarding:

- communication with different interlocutors,
- negotiation skills,
- development of the digital competences for counsellors and DTE people,
- counsellors' professionalism,
- problem analysis technique.

### **SUMMARY AIMS**

Learners will understand what skills are needed to support DTE persons in their career path and on the other hand how to support and motivate employers in work inclusion of DTE persons.

## MODULE CONTENT

Module Content		
LEARNING OUTCOME TITLE	LEARNING OUTCOMES	PROPOSED TOPICS
<b>COMMUNICATION, NEGOTIATION AND MEDIATION</b>	<p>Participants will understand and get the knowledge on:</p> <ul style="list-style-type: none"> <li>- the effects of communication for the benefit of mediation;</li> <li>- non-violent communication: learning to dialogue with openness and kindness;</li> <li>- the keys to successful negotiation.</li> </ul> <p>Participants will practice skills for/to:</p> <ul style="list-style-type: none"> <li>- non-violent communication;</li> <li>- recognize, understand and manage emotions (emotional intelligence);</li> <li>- successful negotiation.</li> </ul>	<ul style="list-style-type: none"> <li>- Conflict resolution technique</li> <li>- Mediation in the workplace</li> <li>- Non-violent communication in the workplace</li> <li>- Negotiation</li> </ul>
<b>DIGITALIZATION AND ITS IMPACT ON WORKPLACES</b>	<p>Participants will get knowledge on:</p> <ul style="list-style-type: none"> <li>- existing digital tools in work environment;</li> <li>- social media and its opportunities/risks for DTE persons;</li> <li>- examples of applications for job seekers or companies.</li> </ul>	<ul style="list-style-type: none"> <li>- Social media and opportunities/risks for job seekers (Facebook, LinkedIn, ...)</li> <li>- Digital tools in the work environment (Zoom, Microsoft Teams, Google Meet...)</li> <li>- Digital ID system</li> <li>- Platforms for job seekers (online job application, EUROPASS...)</li> </ul>



<b>PROFESSIONALISM</b>	Participants will get knowledge: <ul style="list-style-type: none"> <li>- on labour law/security law;</li> <li>- how employing DTE people can fulfil EDI policy in the organization;</li> <li>- regarding particular professional environment and its rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Labour law/security law</li> <li>- Equality, Diversity and Inclusion action plans in the organizations</li> <li>- Equal opportunity policy in the organization</li> <li>- Platforms for labour/security law changes</li> <li>- Rules of the profession</li> </ul>
<b>IDENTIFYING AND SOLVING CHALLENGES</b>	Participants will get knowledge and practice skills for: <ul style="list-style-type: none"> <li>- communication to identify job opportunities;</li> <li>- identifications of job opportunities;</li> <li>- communication and management of the challenges that the candidate will encounter in the future;</li> <li>- Prevention and management of difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Communication to identify job opportunities</li> <li>- Identification of job opportunities</li> <li>- Identify the signs to anticipate potential incidents.</li> <li>- Appropriate behaviours and techniques to deal with a situation perceived as difficult</li> <li>- Communication techniques</li> </ul>

## **MODULE 3: Know – being competences for DTE counsellor**

### **DESCRIPTION OF THE MODULE**

This module has been designed to give learners an understanding of the key elements of:

- Commitment, reliability, persistence
- Client orientation
- Personal development / orientation and flexibility
- Accepting and respecting diversity
- Cooperation and multidisciplinary

### **SUMMARY AIMS**

Learners will understand that being skills, such as presence, awareness, resiliency, patience, discernment, vulnerability and authenticity are crucial for a good DTE counsellor. Know being skills are a deeper layer of noncognitive or soft skills.

## MODULE CONTENT

Module Content		
LEARNING OUTCOME TITLE	LEARNING OUTCOMES	PROPOSED TOPICS
<b>COMMITMENT, RELIABILITY, PERSISTENCE: FROM »EXPERT TO FACILITATOR OF FREE EXPRESSION«</b>	Learners will get knowledge and practices skills for: <ul style="list-style-type: none"> <li>- building trust with client and employer;</li> <li>- protection of employee rights;</li> <li>- promotion of responsibilities in the workplace;</li> <li>- building psychological flexibility;</li> <li>- facilitating participation;</li> <li>- mindfulness in counselling.</li> </ul>	Mindfulness in counselling Building trust community treatment (for promotion of mental health) Employee rights and obligations Psychological Flexibility in counselling Tools for Global Support Intensive Youth Support Tools for animation of creativity meetings
<b>CLIENT ORIENTATION/ PERSONAL DEVELOPMENT/ ORIENTATION AND FLEXIBILITY</b>	Participants will get knowledge on: <ul style="list-style-type: none"> <li>- well-being model;</li> <li>- work-life balance model.</li> </ul> Participants will practice skills to/for: <ul style="list-style-type: none"> <li>- build well-being strategy;</li> <li>- practice transparent communication with stakeholders (client, employer);</li> <li>- cope with work related stress;</li> <li>- basic coaching techniques in career</li> </ul>	Well-being model Knowing your limitations as counsellor Basic coaching techniques in career counselling Well-being model Work - life balance Coping with work stress Transparent communication Knowing your limitations as counsellor Basic coaching techniques in career counselling <ul style="list-style-type: none"> <li>- Self-care in counselling</li> </ul>

	<p>counselling;</p> <p>Participants will get knowledge on:</p> <ul style="list-style-type: none"> <li>- importance of self-care in counselling;</li> <li>- opportunities and need for lifelong learning;</li> <li>- self awareness in counselling process.</li> </ul> <p>And skills to:</p> <ul style="list-style-type: none"> <li>- evaluate the counselling process and client outcomes;</li> <li>- use basic coaching methods in career orientation.</li> </ul>	<ul style="list-style-type: none"> <li>- Lifelong learning</li> <li>- Self-awareness</li> <li>- Supervision</li> <li>- Evaluation of counselling process and client outcomes</li> <li>- Counselling code of ethics Confidentiality &amp; Privacy in counselling</li> </ul>
<p><b>SUPPORTING EDI AND ADDRESSING UNCONSCIOUS BIAS</b></p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>- gain better understanding of the relevance of unconscious bias to equality, diversity and inclusion;</li> <li>- gain a greater awareness of what unconscious bias is, where it comes from and how it impacts;</li> <li>- identify own biases;</li> <li>- gain an understanding of how bias can be counteracted;</li> <li>- gain better understanding and apprehend cultural differences;</li> <li>- gain better understanding of gender equality;</li> <li>- gain better understanding of stereotypes;</li> </ul>	<ul style="list-style-type: none"> <li>- Equality/equity/diversity/inclusion</li> <li>- Unconscious bias in the workplace (UB)</li> <li>- Concept/categories/impacts of stereotypes</li> <li>- Stereotyped representations of occupations</li> <li>- Cultural differences</li> <li>- Benefits of Equality, Diversity and Inclusion</li> <li>- Gender equality in the workplace</li> </ul>

	<ul style="list-style-type: none"> <li>- gain better understanding of the concepts and challenges of a policy of non-discrimination and promotion of diversity;</li> <li>- gain better understanding of the legal and legal framework for the fight against discrimination.</li> </ul> <p>Learners will practice skills to:</p> <ul style="list-style-type: none"> <li>- fight against discrimination and promote diversity;</li> <li>- identify signs of discrimination;</li> <li>- promote equality and professional diversity.</li> </ul>	
<b>COOPERATION AND MULTIDISCIPLINARY TEAM</b>	<p>Participants will get knowledge and practice skills for/to:</p> <ul style="list-style-type: none"> <li>- effective teamwork;</li> <li>- effective communication;</li> <li>- create a positive atmosphere;</li> <li>- promotion of collective leadership;</li> <li>- to learn from the experiences of other territories, including (and especially) European ones.</li> </ul>	<ul style="list-style-type: none"> <li>- Working in multidisciplinary team</li> <li>- Effectively present projects and action plans</li> <li>- Giving and receiving feedback</li> <li>- Assert yourself without imposing yourself</li> <li>- Ensure the achievement of common objectives</li> <li>- Teamwork and positive atmosphere</li> <li>- External relations and partnerships</li> <li>- Cross border/European/international cooperation</li> </ul>

## Annex 1: EVALUATION OF WORKSHOP

An important contribution to the quality of a workshop is the satisfaction of all participants. Please rate the statements below according to today's workshop/lecture. In this way you will help us improving our work.

Rating 5 means that you agree with the statement, rating 1 means that you disagree with the statement.

Workshop/Lecture Name: \_\_\_\_\_

Training Location: \_\_\_\_\_

Date: \_\_\_\_\_

<b>WORKSHOP/LECTURE CONTENT</b> (Circle your response to each item.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I was well informed about the objectives of this workshop					
2. This workshop lived up to my expectations.					
3. The content is relevant to my job.					
<b>WORKSHOP/LECTURE DESIGN</b> (Circle your response to each item.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. The workshop/lecture objectives were clear to me.					
5. The workshop/lecture activities stimulated my learning.					
6. The activities in this workshop/lecture gave me sufficient practice and					

feedback.					
7. The difficulty level of this workshop/lecture was appropriate.					
8. The pace of this workshop/lecture was appropriate.					
<b>WORKSHOP/LECTURE INSTRUCTOR (FACILITATOR)</b> (Circle your response to each item.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. The instructor/teacher was well prepared.					
10. The instructor/teacher was helpful.					
<b>WORKSHOP/LECTURE RESULTS</b> (Circle your response to each item.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11. I accomplished the objectives of this workshop/lecture.					
12. I will be able to use what I learned in this Workshop/lecture.					
<b>SELF-PACED DELIVERY</b> (Circle your response to each item.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
13. The workshop was a good way for me to learn this content.					
<b>14. How would you improve this workshop?</b> (Check all that apply.)					
Provide better information before the workshop.					
Clarify the workshop/lecture objectives.					
Reduce the content covered in the workshop.					
Increase the content covered in the workshop.					
Update the content covered in the workshop.					
Improve the instructional					

methods.		
Make workshop activities more stimulating.		
Improve workshop organization.		
Make the workshop less difficult.		
Make the workshop more difficult.		
Slow down the pace of the workshop.		
Speed up the pace of the workshop.		
Allot more time for the workshop.		
Shorten the time for the workshop.		
Improve the tests used in the workshop.		
Add more video to the workshop.		
<b>15. What other improvements would you recommend in this workshop/lecture?</b>		
<b>16. What is least valuable about this workshop/lecture?</b>		
<b>17. What is most valuable about this workshop/lecture?</b>		



## Annex 2: TRAINING TEMPLATE

While planning the workshop, you should fill in the formular “Training template” in order to communicate expectations regarding learning outcomes with your expert trainer. Formular should be filled in for each planned workshop. This template will help you to prepare invitation for participants.

<b>MODULE:</b> <i>1, 2, 3</i> <b>TOPIC:</b> <i>Interview with a DTE person</i> <b>LECTURER:</b> <i>Mrs./Mr. X</i> <b>COUNTRY:</b> <b>LENGTH OF THE TOPIC:</b> <i>X hour</i>		
Learning outcome title	Learning outcomes	Learning method
LEARNING TITLE:  <i>INTERVIEW WITH A DTE PERSON</i>	Participants will: <i>get knowledge:</i> <i>better understand:</i> <i>practice skills on:</i>	<i>role play, testimonials, exchange of good practice</i>



## Project partners

In the project participate 9 partners from three countries:

SASS School of Advanced Social Studies (SLO) (coordinator),

Ustanova Fundacija BiT Planota so.p. (SLO),

ŠENTPRIMA – Institute for rehabilitation and education (SLO),

Institute of the Republic of Slovenia for Employment (SLO),

Istituto regionale per l'educazione e gli studi cooperative IRECOOP Veneto (I),

Veneto Lavoro (I),

SOFORM SCARL (I),

Pôle emploi Auvergne-Rhône-Alpes (F)

Association EDIAS (F).

As associate parnter ENSIE (B).

## Training programmes for counsellors for implementing community integration of difficult-to-employ people (COM-IN)

**Program:** Erasmus +

**Project number:** 2021-1-SI01-KA2020-VET-000033194