

# PROGRAMME FOR INTEGRATION OF PREPARED TRAINING PROGRAMMES INTO THE CURRICULUM ORGANISATIONS FOR WORKING AND SOCIAL INTEGRATION

**Project COM-IN**

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

**Programme: Erasmus +**

## **Content**

INTRODUCTION .....	3
COUNTRY-SPECIFICS IN THE FIELD OF EDUCATION.....	5
AND TRAINING.....	5
INTEGRATION OF TRAINING PROGRAMMES INTO THE CURRICULUM OF PROJECT PARTNER ORGANISATIONS.....	8
INTEGRATION OF TRAINING PROGRAMMES INTO THE CURRICULUM OF OTHER ORGANISATIONS DEALING WITH EDUCATION AND TRAINING .....	12
INTEGRATION OF TRAINING PROGRAMMES INTO THE CURRICULUM OF OTHER ORGANISATIONS DEALING WITH WORKING AND SOCIAL INTEGRATION OF DTE .....	15
OTHER SUGGESTIONS, FINDINGS, AND IDEAS .....	17
Annex 1: Curriculum for a new elective course .....	18

## INTRODUCTION

The COM-IN project (Training programmes for counsellors for implementing community integration of difficult-to-employ people) starts by recognising that coordinators who work in employment offices, vocational and training organisations, NGOs, municipalities, and other organisations, and who deal with working and social integration, have a lack of competences in the working integration of difficult to-employ people (DTE\*). The project also focuses on the identification of competences for community coordinators, to provide better support to counsellors for a better social and professional integration of DTE people.

COM-IN project developed several documents that can serve as a base for building strong competencies for DTE counsellors and community coordinators for DTE. To reach this goal the partnership prepared the following documents:

- Competence model for counsellors for difficult-to-employ (DTE) people (Result 1),
- Training programme for counsellors for difficult-to-employ (DTE) people (Result 2),
- Competence model for community coordinator for difficult-to-employ (DTE) people (Result 3),
- Training programme for community coordinators for difficult-to-employ (DTE) people (Result 4).

Based on the documents mentioned above, the partnership identified possibilities for certification (Result 6) of informally acquired knowledge for professional profiles of “Counsellor for DTE people”. We identified at least one certification possibility in all participating countries, Italy, Slovenia, and France.

This document presents the findings of the COM-IN partnership on the possibility of preparing a programme to integrate the aforementioned training programmes into the curriculum of Vocational Education and Training (VET) organisations and other entities involved in the occupational and social integration of difficult-to-employ people (DTE). This presents the Result 5 of the COM-IN project.

The project's working method involved the development of comprehensive programmes, along with detailed instructions and practical measures tailored to facilitate the seamless integration of training initiatives into organisational curricula. Each project partner has contributed their expertise and local insights to customise the utilisation of the prepared training programmes (R2 and R4) according to specific organisational and regional requirements.

The primary outcomes of this endeavour include:

- Instructions for integrating prepared training programmes into the educational and training curricula of participating countries' organisations that implement programmes for DTE individuals.

- Guidelines for integrating these programmes into the curricula of other organisations engaged in the employment, social integration, and support of DTE individuals, such as employment offices, NGOs, and cooperatives.

This document serves as a comprehensive guide for stakeholders interested in adopting and implementing these training programmes, ensuring they are effectively integrated to maximise educational and vocational outcomes for DTE individuals across diverse organisational contexts.

The expected impacts of the present project result are targeting the following fields:

- **Sustainability:** Participating organisations (9 partners) will determine how to sustain and utilise the prepared programmes beyond the project's duration.
- **Transferability:** instructions on how to integrate the training programmes will facilitate the integration of these programmes into the practices of various organisations, including Vocational Education and Training (VET) institutions and NGOs.
- **Feasibility across countries:** Consideration of country-specific laws, regulations, and instructions ensures that implementation (R5) is feasible in all participating countries.
- **Knowledge accumulation:** The activity will consolidate partnership knowledge for integrating programmes into VET curricula and other relevant organisations dealing with DTE, promoting high levels of transferability across participating countries and potentially throughout the EU.
- **Stakeholder engagement:** With the development of the “Common mission statement” and the thorough analysis of networks, project partners aim to mobilise and engage stakeholders. Partners will capitalise on their extensive networks with national and EU stakeholders to present options for integrating these training programmes, thereby expanding the programme's potential use across organisations involved in the working and social integration of DTE.

# COUNTRY-SPECIFICS IN THE FIELD OF EDUCATION AND TRAINING

In the field of education and training, several country-specific factors, laws, and regulations need careful consideration to ensure compliance and effective implementation of training programmes. Understanding the specific laws, regulations, and educational frameworks of each participating country is crucial for developing effective recommendations within the COM-IN project. This approach ensures that any programme designed to integrate training initiatives into Vocational Education and Training (VET) organisations aligns with the diverse national contexts represented by our partners. By tailoring our recommendations to accommodate country-specific nuances, we aim to facilitate the universal applicability of this programme.

The COM-IN partnership analysed the country-specifics based on the country of provenience and sector of operation as follows. Findings are presented based on the field of operation.

## 1. Training programme integration into public employment services:

- **Slovenia** (Zavod Republike Slovenije za zaposlovanje, Employment Service of Slovenia):
  - For the operation of the public services in Slovenia (which also includes ESS), the rule applies that an institution, that is part of the public sector, may only carry out what it has the basis/authority for in the law. Public institutions are primarily created to provide a public service in a particular field. Payable (market) activity is allowed to a public institution only under certain (strict) conditions, and the distinction between payable and public service must be clearly and transparently shown in the financial statements.
  - ESS, based on law, is responsible for conducting professional exams for lifelong career orientation services and job brokerage. The professional examination programme and the method of its implementation are determined by the ESS in a general legal act on the proposal of the Expert Council.
- **Italy** (Veneto Lavoro, Academy):
  - At the national level, all Public Bodies must follow the National Directive signed by Public Administration Minister Paolo Zangrillo dated 23/03/2023 “Planning of training and development of functional skills for the digital, ecological and administrative transition promoted by the National Recovery and Resilience Plan”. The Directive provides, in particular, methodological and operational indications for the planning, management, and evaluation of training activities - considered one of the main tools for improving the quality of services to citizens and businesses, and entrusted to managers, for whom they represent a performance objective - also to fully implement

the Integrated Activity and Organisation Plan. The Directive promotes the development of transversal skills of public employees functional to the digital, ecological, and administrative transition by providing methodological and operational indications to administrations for the planning, management, and evaluation of training activities.

- At the national level, it is also compulsory for the staff of Public Bodies to complete periodic training courses on privacy, health and security, transparency, and anti-money laundering.
- PES also plan and organises, through their Academies or HR Departments, internal training paths for the PES personnel. The training courses are designed based on a needs analysis, carried out through consultation with management staff, or through employee questionnaires.

- **France**

- The HR department at the regional or national level validates the training programmes which will be integrated into the training service offer for advisors and managers. Once integrated into the training catalogue, advisors/managers can choose the training that interests them. A certificate of participation in the training is provided at the end of the training. The training catalogue is intended for all France Travail employees (advisors or managers). With the new France Travail Academy, the training offer will be extended to all partners with whom France Travail works regularly.

## **2. Training programme integration into private companies (social cooperatives):**

- **Slovenia:**

- Organisations must have registered education and training activities in their acts of establishment.

- **Italy**

- The only regulations that private bodies have to be careful of are those related to the regional accreditation of the organisation for concrete public services. For example, the regional accreditation of training organisations, the regional accreditation of the job inclusion services, and others. Many private bodies additionally are careful about the regulations of the different quality certifications necessary for public procurements, to demonstrate their transparency and quality. In Friuli Venezia Giulia Region the vocational training bodies should be accredited by the Region to propose and develop financed training programmes.

## **3. Training programme integration into NGOs:**

- **Slovenia:**

- Organisations must have registered education and training activities in their acts of establishment.

- **Italy**
  - In **Friuli Venezia Giulia Region**, the vocational training bodies should be accredited by the Region to propose and develop financed training programmes. Furthermore, in Italy the law that regulates NGOs also dealing with education and training is the “Codice terzo settore”, DECRETO LEGISLATIVO 3 Luglio 2017, n. 117, which establishes the different kinds of organisations and related activities.

#### **4. Training programme integration into Higher Education Institutions:**

- **Slovenia:**
  - NAKVIS - Slovenian Quality Assurance Agency for Higher Education needs to approve any curriculum changes.
  
- **Italy:**
  - Italian partners do not have direct experience in this field.
  
- **France:**
  - There is a general agency, France Competences that can be asked to certify competences, training models, and modules. It can be a time-consuming procedure and the criteria are challenging.
  - Universities developed a free system of certification, using current training courses that have been approved generally for decades by the education ministry.
  - The contents from COM-IN will be added to the current contents and will be parts integrally to the whole training process. COM-IN will be integrated into the training and used by teachers for the whole process.
  - The COM-IN programmes will be presented to an already certified Master's degree, and the programme will be presented directly to the university teachers (MA in psychology, economy, sociology).

# INTEGRATION OF TRAINING PROGRAMMES INTO THE CURRICULUM OF PROJECT PARTNER ORGANISATIONS

In this section, we focused on the possibilities of integrating COM-IN training programmes into the existing curriculum of COM-IN project partner organisations. By embedding these programmes into established curricula, the partnership aims to foster better integration of proposed training programmes and their future use.

The COM-IN partnership analysed the possibilities of integration of the training programmes into the curriculum of their organisations as follows in the following section. Findings are presented based on country.

## 1. Slovenia:

- **ESS (Employment Services of Slovenia), public sector**
  - Option 1 (External): ESS has in the Statutes (Article 8) an appropriate basis for carrying out an economic activity, which also provides for the organisation and implementation of training and education for the needs of the market according to the purpose of the client or the organisation and implementation of training and education for employed adults. Correspondingly, it also has a registered activity from the standard classification of activities, namely P 85.590 (Other education, further education, and training not classified) and P 85.600 (Ancillary activities for education). In compliance with Article 11 of the Statutes, the Employment Service Council, upon the proposal of the Director of the Employment Service, annually adopts a catalogue of payable services provided by the ESS and approves the basis for drawing up their price list. In the latest catalogue of payable services, which is valid from 1.2.2023 onwards, the organisation and implementation of training and education are not provided (with the exception of preparation for the professional exams mentioned above). To carry out training for persons who are not employees of the ESS, the Employment Service Council should first include the organisation and implementation of training and education in the catalogue of payable services based on a preliminary proposal of the Director of the Employment Service.
  - Option 2 (External): Some individual content of training programmes developed under Result 2 or Result 4 could be included or added to the existing professional examination programme. In the event of major changes or the inclusion of more modules from R2 and R4 in the professional examination programme, an amendment of the general legal act would be required on the proposal of the Expert Council.



- Option 3: (Internal): Some individual content or training programme as a whole could be offered to employees. The ESS already carries out in-house training with similar content. It is possible to expand with modules from R2 and R4.
- **ŠENTPRIMA - NGO**
  - Option 1: Organisation of training for external participants based on the certified training programme. ŠENTPRIMA with the collaboration of other Slovenian partners will offer training based on R2 and R4 training programmes for external users. The training will be proposed for certification to The Social Chamber of Slovenia and will offer additional points to participants in their career improvement.
  - Option 2: ŠENTPRIMA will implement only individual contents from the R2 and R4 training programme for external users.
- **FUDŠ, HEI**
  - Option 1: Curriculum for a new elective course (the curriculum will be an annex to the R5 programme). FUDŠ will create a proposal for a new elective course to be offered to students on the study programme Psychosocial Counselling (BA) and Social Management (BA), the course will be verified and offered in the academic year 2025/2026. The proposed curriculum is enclosed in Annex 1.
  - Option 2: Organised training for external participants based on the certified training programme. FUDŠ with the collaboration of other Slovenian partners will offer training based on R2 and R4 training programmes for external users. The training will be proposed for certification to the Social Chamber of Slovenia and will offer additional points to participants in their career improvement.
- **BiT Planota – NGO, social enterprise (SE)**
  - Option 1: Institution Foundation BiT Planota will implement individual content from the R2 and R4 training programme for internal training of employees, dealing also with target groups of difficult-to-employ persons (elderly people, persons with various disabilities, impairments...). Institution Foundation BiT Planota – according to its work programme and statute – also works with disadvantaged people; with this respect, employees should be properly trained to work with target groups that have various limitations (sensory, motoric, psychological).

## 2. Italy

- **Veneto Lavoro (Academy), public sector**
  - Conduct a needs assessment: Evaluate the current curriculum and identify areas where the prepared programmes could enhance learning outcomes and align with organisational goals;
  - Develop an implementation plan: Create a detailed plan that outlines the specific steps, timeline, and resources required to integrate the prepared programmes into the curriculum;
  - Develop the training unit: detail of training contents and modules;

- Public institutions need to publish a call for educators: Selection of the professional following the public evidence procedures and ensuring that educators and trainers are equipped with the necessary knowledge and skills to effectively deliver the prepared programmes;
  - Management of the organisational secretariat for the selection of participants who will participate in the course among all PES staff;
  - Schedule the training courses: courses in person or remotely, duration and timeline;
  - Pilot the programmes: Start with a small-scale implementation to test the effectiveness of the prepared programmes and make any necessary adjustments before a full-scale rollout;
  - Continuously evaluate and refine: Regularly monitor the implementation process, gather feedback, and make iterative improvements to ensure the prepared programmes are effectively meeting the organisation's educational and training objectives.
- **Irecoop Veneto, Social cooperative**
    - Option 1: The training curriculum is understood as the training catalogue available for external clients, and partners:
      - Presentation of the training concept to the Committee of Governance to be approved
      - Develop an implementation plan: Create a detailed plan that outlines the specific steps, timeline, and resources required to integrate the prepared programmes into the curriculum;
      - Develop the training unit: detail of training contents and modules;
      - Insertion of the training in the catalogue;
      - Marketing and promotion of the training course also through the Confcooperative;
      - Selection of the professional trainers: contacting and contracting educators and trainers that are equipped with the necessary knowledge and skills to effectively deliver the prepared programmes;
      - Management of the enrolment of the interested participants;
      - Normal logistic and practical organisation of the training (contracting trainers, booking rooms, etc).
    - Option 2: The training curriculum is understood as the internal training of the staff and collaborators:
      - Presentation of the training concept to the Committee of Governance to be approved;
      - Normal logistic and practical organisation of the training (contracting trainers, booking rooms, etc).
  - **SOFORM, non-profit enterprise**
    - Regarding the training curriculum, understood as the training catalogue available for external clients, and partners:
      - Proposal of a training course prototype to the Board of Soform;

- Develop an implementation plan: Create a detailed plan that outlines the specific steps, timeline, and resources required;
- Develop the training unit: detail of training contents and modules;
- Insertion of the training in the catalogue;
- Marketing and promotion of the training course (complete or partial) also through our partners: Confcooperative (association of cooperatives) and public bodies (e.g. social services);
- Selection of the professional trainers: contacting and contracting educators, trainers, coordinators of services, and other professionals that are equipped with the necessary knowledge and skills to effectively deliver the prepared programmes;
- Logistic and practical organisation of the training (contracting trainers and participants, booking rooms, etc).

### 3. France

- **France Travail ARA, public sector**

- Option 1: The HR department at a regional or national level validates the training programmes which will be integrated into the training service offer for advisors and managers. Once integrated into the training catalogue, advisors/managers can choose the training that interests them. A certificate of participation in the training is provided at the end of the training. The training catalogue is intended for all France Travail employees (advisers or managers). With the new France Travail Academy, the training offer will be extended to all partners with whom France Travail works regularly. For example, CAP Emploi which is the PES network specialised for people with disabilities, or the network of Missions Locales which is the PES specialised for young people, with a dedicated counsellor, trained to support this public with specific needs.

# INTEGRATION OF TRAINING PROGRAMMES INTO THE CURRICULUM OF OTHER ORGANISATIONS DEALING WITH EDUCATION AND TRAINING

In this section, we focused on the possibilities of integrating COM-IN training programmes into the curriculum of other organisations dealing with education and training. By embedding these programmes into the established curricula of organisations operating in the field of training, the partnership aims to foster better integration of the proposed training programmes and their future use.

## 1. Slovenia

- **ESS (Employment Services of Slovenia), possibilities in the public sector:**
  - Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia: Article 6 of the Founding Act states that the Fund shall also carry out education and training of employees to enhance the competitiveness of enterprises and education and training of adults. With the help of (mostly) European funds, the Fund carries out various programmes which provide for the development of individuals from schooling to the end of their career path. Employees of all generations can acquire new knowledge and develop their competences. In the case of a perceived need for training of counsellors who work with difficult-to-employ (DTE) people, an appropriate project (training for counsellors for DTE under the R2 and/or R4 programmes) could be prepared, applied for and, if successful, implemented.
  
- **ŠENTPRIMA - NGO, possibilities in the private sector**
  - Presentation of the R2 and R4 training programme to the professional council of the organisation and inclusion of the training programme in the program/catalogue of the training centre.
  
- **FUDŠ, HEI, possibilities in HEI and the private sector**
  - HEI: students can complete a certain proportion of their study obligations at other higher education institutions in Slovenia and abroad. FUDŠ can offer a new elective course to students from other HEI or abroad.
  
- **BiT Planota – NGO, social enterprise (SE), possibilities in the private sector**
  - Presentation of the R2 and R4 programmes to members of the “Joint Information Office in the field of social and health care” in the Municipality of Nova Gorica. The

joint information office works as a consortium, which has 24 members, coming from the public and NGO sectors.

## **2. Italy**

In general, the steps are the same for any private organisation, NGO, or company. Much depends on the internal rules, procedures, and policies, as well as on the basic activities that each NGO is involved in. The steps are decision-making, defining, marketing, practical organisation, and evaluation.

To organise and deliver training courses funded by the Region Friuli Venezia Giulia the education and training organisations are obliged to be accredited in the regional system. They also, usually, need to participate in a vocational training centre's formal network.

When the VET organisation network is constituted the training bodies need to prototype the course and insert it in the regional training catalogue.

The catalogue is public and shared with the other VET organisations participating in the network. Therefore, any of the organisations can propose the training.

- **Veneto Lavoro (Academy), public sector**

- Establish partnerships and collaboration: Reach out to other educational and training organisations in your country to explore opportunities for collaboration and knowledge-sharing around the implementation of the prepared programmes.
- Develop a standardised implementation framework: Create a comprehensive framework that outlines the key steps, best practices, and resources required to integrate the prepared programmes into the curriculum of different organisations. This can help ensure consistency and efficiency in the implementation process.
- Provide training and support: Offer training sessions, workshops, and ongoing support to help other organisations' educators and trainers understand the prepared programmes, develop the necessary skills, and effectively implement them in their curricula.
- Communicate and promote the programmes: Develop a communication strategy to inform the broader organisation and stakeholders about the implementation of the prepared programmes and their benefits.

- **Soform (non-profit enterprise) and Irecoop Veneto, social cooperatives, private sector:**

- In general, the steps are the same for any private organisation, NGO, or company. Much depends on the internal rules, procedures, and policies, as well as on the basic activities that each NGO is involved in. The steps are decision-making, defining, marketing, practical organisation, and evaluation.
- To organise and deliver training courses funded by the Region Friuli Venezia Giulia the education and training organisations are obliged to be accredited in the regional system. They usually also need to participate in a vocational training centre's formal network.
- When the VET organisation network is constituted, the training bodies need to prototype the course and insert it in the regional training catalogue.
- The catalogue is public and shared with the other VET organisations participating in the network. Therefore, any of the organisations can propose the training.

- **SOFORM, non-profit enterprise, private sector:**
  - Regarding the training curriculum, understood as the training catalogue available for external clients, and partners:
    - Proposal of a training course prototype to the Board of Soform;
    - Develop an implementation plan: Create a detailed plan that outlines the specific steps, timeline, and resources required;
    - Develop the training unit: detail of training contents and modules;
    - Insertion of the training in the catalogue;
    - Marketing and promotion of the training course (complete or partial) also through our partners: Confcooperative (association of cooperatives) and public bodies (e.g. social services);
    - Selection of the professional trainers: contacting and contracting educators, trainers, coordinators of services, and other professionals that are equipped with the necessary knowledge and skills to effectively deliver the prepared programmes;
    - Logistic and practical organisation of the training (contracting trainers and participants, booking rooms, etc).

### 3. France

- **France Travail ARA, possibilities in the public sector**

For the whole country: ask for an agreement with the agency France Compétences.

# INTEGRATION OF TRAINING PROGRAMMES INTO THE CURRICULUM OF OTHER ORGANISATIONS DEALING WITH WORKING AND SOCIAL INTEGRATION OF DTE

In this section, we focused on the possibilities of integrating COM-IN training programmes into the curricula of other organisations dealing with the working and social integration of DTE. By embedding these programmes into the established curricula of such organisations, the partnership aims to foster better integration of the proposed training programmes and ensure their future use.

## 1. Slovenia

- **ESS (Employment Service of Slovenia), possibilities in the public sector:**
  - Social work centre: Each regional social work centre is established by the Founding Act, which also lists activities according to standard classification. It does not specify an appropriate activity for the implementation of training.
  
- **ŠENTPRIMA – NGO, private sector**
  - Presentation of the R2 and R4 training programme to the professional council of the organisation and inclusion of the training programme in the programme/catalogue of the training centre.
  
- **BiT Planota – NGO, social enterprise (SE), private sector**
  - organisation of the workshop for members of the joint information office in the field of social and health care.
  - Mentoring the members to use the methodologies, which they learned in the workshops.

## 2. Italy

In general, the steps are the same for any private organisation, NGO, or company. Much depends on the internal rules, procedures, and policies, as well as on the basic activities that each NGO is involved in.

Non-profit organisations, unless they are large and have a diverse range of professionals, typically rely on training organisations to implement their training plans. Therefore, for those organisations that, after internal training and a needs analysis, require a training programme related to job inclusion, we proceed with the design of the specific training plan with the corresponding resources used, the definition of the trainees and timetable, and the organisation.

As a vocational training centre, we can deliver specific training to NGOs or private organisations using regional development funding and/or interprofessional funding dedicated to training.

- **Veneto Lavoro (Academy), public sector**
  - The steps taken are similar to the ones described in the previous section.
  - Veneto Lavoro usually provides training for internal staff only, but it experienced one training for external beneficiaries on Disability Management. Implemented in 2022, the training programme aimed at enhancing the integration of people with disabilities in the workplace. It offered targeted modules covering employment inclusion, supportive policies, and matching job seekers with disabilities to suitable positions. The programme also included webinars on best practices and the role of Disability Managers, alongside practical workshops to analyse integration processes and tools. Funded by the Regional Fund for the Employment of People with Disability, the training was intended for HR managers, social partners, consultants, and professionals involved in employment integration.
  - In addition to in-house training, organisations can make use of external organisations that offer courses (including certified courses) to train on issues related to job inclusion. They can therefore draw on specific regional programmes that allow them to benefit from training – or, alternatively, they can design ad hoc training courses also using external bodies.
  - They can also develop specific projects on the subject.
  - Workers of public bodies, moreover, can carry out teaching activities given their high competence related to the topic and functioning of the processes.
  
- **Soform (non-profit enterprise) and Irecoop Veneto, social cooperatives, private sector:**
  - **Irecoop Veneto** and Soform are Vocational Training organisation that provides various kinds of training for clients, partners, companies, and organisations. Therefore, as described above, they can propose COM-IN training in a commercial way for any organisation.
  - Private organisations, unless they are large and include a diverse range of professionals, normally make use of training organisations for the implementation of their training plans.
  - Therefore, for those organisations that, after an internal training needs analysis, require a training programme related to job inclusion, we proceed with the design of the specific training plan with the corresponding resources used, the definition of the trainees and timetable, and the organisation.
  - As a vocational training centre, we can deliver specific training to NGOs or private organisations using regional development funding and/or interprofessional funding dedicated to training.



## OTHER SUGGESTIONS, FINDINGS, AND IDEAS

### **Italy:**

Please note that normally non-training/educational organisations do not have a curriculum of courses for their members. Hence, they are mostly organised with support from/by external bodies or through specific projects or to comply with particular laws/regulations/provisions.

### **France:**

As stated by French partners, the university route is the only option in France to have a certification for the training programme since French partners are not training organisations. Moreover, it wouldn't be efficient to undertake these steps when we want to benefit the dynamic and the energy of the project. The choice we made must guarantee the recognition of the training at the university after validation of the process by the administration.

## Annex 1: Curriculum for a new elective course

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
<b>Predmet:</b>	Delo s težje zaposljivimi osebami
<b>Course title:</b>	Working with difficult-to-employ people

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Psihosocialna pomoč (VS) / Psychosocial support (BA)	Program nima smeri		
Prva stopnja / First level	The programme has no fields		

**Vrsta predmeta / Course type**

**Univerzitetna koda predmeta / University course code:**

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20		40			120	6

**Nosilec predmeta / Lecturer:**

**Jeziki / Predavanja / Lectures:**   
**Languages: Vaje / Tutorial:**

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

**Vsebina:**

- spoznavanje osnov dela s težje zaposljivimi osebami;
- poznavanje trga dela, programov lokalne skupnosti ter potreb, izzivov in priložnosti lokalnega in globalnega gospodarskega sektorja (modul 1);
- specifične komunikacijske veščine za delo s težje zaposljivimi osebami in podpora za delodajalce pri vključevanju težje zaposljivih oseb v delovni proces (modul 2);
- socialne in mehke veščine pri delu s težje zaposljivimi osebami (modul 3).

**Prerequisites:**

**Content (Syllabus outline):**

- getting to know the basics of working with difficult-to-employ people;
- knowledge of the labor market, local community programs and the needs, challenges and opportunities of the local and global economic sector (module 1);
- specific communication skills for working with difficult-to-employ people and support for employers in including people who are difficult to employ in the work process (module 2);
- social and soft skills when working with difficult-to-employ people (module 3).

**Temeljni literatura in viri / Readings:**

BONACCIO, S., CONNELLY, C.E., GELLATLY, I.R. *et al.* The Participation of People with Disabilities in the Workplace Across the Employment Cycle: Employer Concerns and Research Evidence. *J Bus Psychol*, 2020, letn. 35, str. 135–15. <https://doi.org/10.1007/s10869-018-9602-5>.

COLQUITT, Jason A., JEFFREY, A. LePine, WESSON, Michael J. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw Hill, 2020.

EUROPEAN COMMISSION, Directorate-General for Employment, Social Affairs and Inclusion, *Union of equality – Strategy for the rights of persons with disabilities 2021-2030*, Publications Office, 2021, <https://data.europa.eu/doi/10.2767/31633>.

Program usposabljanja za svetovalce za težje zaposljive osebe: [https://www.fuds.si/wp-content/uploads/2023/07/TRAINING-PROGRAM-DTE-COUNSELLOR\\_si-1.pdf](https://www.fuds.si/wp-content/uploads/2023/07/TRAINING-PROGRAM-DTE-COUNSELLOR_si-1.pdf)

**Cilji in kompetence:**

Cilj predmeta je osvojitve kompetenc za delo s težje zaposljivimi osebami.

Učna enota prispeva k razvoju naslednjih splošnih kompetenc:

- sposobnost uporabe znanja v praksi in reševanja problemov;
- občutljivost za raznolikost in družbeno neenakost;
- etična refleksija in zavezanost profesionalni etiki.

Učna enota prispeva k razvoju naslednjih predmetno-specifičnih kompetenc:

- usposobljenost za različne oblike pomoči v procesu skupnostnega delovanja in za kreiranje družbenih sprememb;
- zmožnost učenja, strokovnega izpopolnjevanja z visoko stopnjo samostojnosti;
- zmožnost razumevanja kritičnega vrednotenja implikacij problemov kulture, rase, spola, seksualnih orientacij za svetovalno delo;
- sposobnost raziskovanja in refleksije svoje osebne vpletenosti v postopke svetovanja in psihosocialne pomoči, v katerih sodelujejo.

**Objectives and competences:**

The aim of the course is to acquire competences for working with difficult to employ people.

Learning unit contributes to the development of the following generic competences:

- the ability to apply knowledge in practice and to solve problems;
- Sensitivity to diversity and social inequality
- Ethical reflection and commitment to professional ethics

Learning unit contributes to the development of subject specific competences:

- capacity for various forms of assistance in the process of community care and for creating social change;
- the ability of learning and professional development with a high level of autonomy;
- the ability to understand the critical evaluation of implications of cultural problems, problems of race, gender, sexual orientation in one's counselling work;
- the ability to research and reflect upon one's personal involvement in the processes of counselling and psychosocial support, in which they participate.

**Predvideni študijski rezultati:**

- Znanje in razumevanje:  
Študent/ka:
- pozna specifikne posameznih skupin težje zaposljivih oseb;
  - zna nasloviti izzive in priložnosti lokalnega in globalnega gospodarskega sektorja;
  - zna uporabljati specifične komunikacijske veščine za delo s težje zaposljivimi osebami in z delodajalci;
  - zmore kritično reflektirati in ovrednotiti svoje delo.

**Intended learning outcomes:**

- Knowledge and understanding:  
Student:
- knows the specifics of different groups of difficult-to-employ people;
  - knows how to address the challenges and opportunities of the local and global economic sector;
  - knows how to use specific communication skills to work with difficult-to-employ people and with employers;
  - is able to critically reflect and evaluate his work.

**Metode poučevanja in učenja:**

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov)
- vaje, ki temeljijo na izkušenjskem, sodelovalnem in problemskem učenju (samostojno učenje, diskusija, razlaga, opazovanje, timsko delo, študija primera, metode kritičnega branja in pisanja, igra vlog, prikaz video-posnetkov, sodelovalno učenje)
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij
- individualne in skupinske konzultacije (diskusija, dodatna razlaga, obravnava specifičnih vprašanj)

**Learning and teaching methods:**

- lectures with students' active participation (lecture, discussion, questions, case studies, problem solving)
- exercises that are based on experiential, collaborative and problem-based learning (self-study, discussion, lecture, observation, teamwork, case study, methods of critical reading and writing, role play, displaying video clips, cooperative learning)
- use of online classroom or other contemporary ICT tools
- individual and group consultations (discussion, additional explanation, dealing with specific questions)

<b>Načini ocenjevanja:</b>	Delež (v %) / Weight (in %)	<b>Assessment:</b>
<ul style="list-style-type: none"> <li>- izvedba in predstavitev projekta</li> </ul> <p>Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	<ul style="list-style-type: none"> <li>- 100</li> </ul>	<ul style="list-style-type: none"> <li>- project implementation and presentation</li> </ul> <p>Grading scale - in accordance with the Rules of examination and evaluation of knowledge.</p>

**Reference nosilca / Lecturer's references:**

--