



TRAINING PROGRAMME

**“COMMUNITY COORDINATOR 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 +

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INTRODUCTION

This document contains information, educational and training materials, as well as a training framework, on the qualification of coordinators for working with difficult to employ adults/DTE people. The training program was prepared based on the COM-IN competence model for COMMUNITY COORDINATOR FOR DIFFICULT-TO-EMPLOY (DTE) PEOPLE. The development of the program was coordinated by Irecoop Veneto 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).

The contents of this document were all thoroughly verified and validated in the testing phase of the project. Pilot training took place in Padua (29th - 31st January, 2024). Some additional local pilots, involving stakeholders and staff members, took place in all countries involved in the project. Those occasions gave detailed and additional feedbacks and meaningful insight to integrate and complete this programme.

The training programme is designed for coordinators working in the field of employment counselling for the most disadvantaged people in the labour market and in charge of its management, but it is also intended for candidates who have some experience in coordination activities, for those who already work in similar fields or for those who want to become coordinators in the next future. The structure of the training should be carefully adapted to the context and to the people in the group, taking into consideration the local context: what we offer in this guide is a complete structure of what topics need to be covered to ensure comprehensive preparation. It is the responsibility of the training coordinator to distribute the learning modules in the way that best meets the characteristics and needs of the group. Most hours in the training process are devoted to workshops, exchange of good practices and participatory activities. The training coordinator can decide to foresee individual work, to realise a proper final project work. These hours are intended to be additional to the estimated number of hours. The final range of hours a learner needs to devote, can vary and depends on hers/his prior knowledge and special needs.

The qualification offered by this training programme includes the knowledge and skills for complex work with teams of counsellors and networks of stakeholders. It focuses on proven successful methods and on examples of good practices from partner organisations.

CONTENT

Training programme is divided into **3 modules**.

Number	MODULE
1	Managerial competences
2	Technical competences
3	Soft skills and know - being competences

BENEFICIARIES: COORDINATOR

The training is aimed at people with an advanced personal profile who are experts in the field of employment inclusion and management of services for DTE people. For this reason, the training content is developed from an intermediate or in-depth level of depth. Therefore, the training foresees possessing basic knowledge for each of the sessions.

The project starts by recognizing 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 in order to better support counsellors for a better social and professional integration of DTE people.

The coordinator for DTE people is not the general manager of the organisation, nor a counsellor, but an existing managing position in between (i.e. area manager, manager of one local office...) or a new professional hired specifically for this purpose. He/She coordinates a team of counsellors who may come from different organisations, and creates the networks needed in order to carry out projects or other services to help their counsellors to work at their best in order for them to help the DTE people.

The coordinator is someone who doesn't work directly with DTE people, but with the network, the counsellors and the partners dealing with DTE people, and so he/she has to have specific

abilities related to coordinating a team and to creating networks, and possibly to project writing (with specific concerns in projects related to DTE people) and management.

For the certificate, the completion of all 3 modules is mandatory. Successful completion of the programme requires minimum 40 hours:

- Attendance at 3 to 5 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).

Training coordinators can divide the hours differently to match the training and content to the class.

The final project assignment shall be reviewed by the practitioners who will participate in the implementation of the programme. Individual or group project work can also be planned as possible support for the final evaluation. These hours are intended as additional to the estimated number of hours.

All candidates shall obtain a certificate of successful completion, after completing a test which is mandatory for a certificate of qualification.

The pilot tests conducted highlighted how content is important, useful, and crucial for every coordinator. The time available to carry out the training is limited: it is therefore of fundamental importance to carry out a precise and detailed program, dropped on the needs and characteristics of the group and the local context.

In addition, the use of progress monitoring systems is encouraged to highlight any gaps, delays, strengths and weaknesses and adjust the program if necessary. In fact, monitoring system makes it possible not only to gather information on the final result obtained from the training, but also to intervene during the course of the training to modify or improve any elements of difficulty.

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.

The use of practical examples and case studies from the real context of the participants is recommended to take the training as closely as possible to the real training needs.

SELECTION OF THE LEARNERS

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

Prior knowledge on the part of the participant is necessary, since this program is not suitable for junior positions. At the same time, it is the coordinator's responsibility to take stock of these skills, identifying participants' strengths and needs for further study: this allows the training to be tailored as closely as possible to the needs of the group.

PURPOSE

Purpose of this module is to empower a “community coordinator” to coordinate community activities – measures for the social and working integration of DTE people. The community coordinator will better coordinate the activities of counsellors in the process of working integration of DTE people in the local community.

At the same time, the coordinator can pass on their knowledge to the entire work team who will be able to respond more adequately to the needs of the beneficiaries of the services where they work.

PROGRESSION

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

It also enables participants to improve their inclusion skills, making them able to pass these skills on to their work teams.

DETAILED DESCRIPTION OF THE MODULES

MODULE 1: Managerial competences

DESCRIPTION OF THE MODULE

This module has been designed to equip learners with knowledge about basic and advanced managerial competencies and about issues related on the coordination of services for DTE*.

The coordinator must be able to follow the project as a whole and take care of all the network, internal and external, that revolves around it, and all the individuals involved. In particular, the coordinator must be able to take better advantage of all human resources and make the most of all the resources, human and otherwise, that are involved in the project. He or she must therefore have communication and mediation skills to encourage dialogue and exchange, protect everyone's identities, and propose effective tools and working contexts that are suitable for the working group. In addition, he/she must know how to manage conflicts where they exist. All these actions must, of course, be carried out keeping in mind the phases and deadlines of the project, and its financial dimension.

**long-term job seekers, people with disabilities, NEET persons, Seniors (+50), migrants and workers from foreign countries (first timers, newcomers, paperless people), LGTBIQ+, women, 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 managerial skills** in the field:

1. RECRUITMENT AND EVALUATION
2. CONDITIONS FOR COOPERATION
3. STRATEGIES AND COMMON VISION
4. SOCIAL AND OPERATIONAL PERFORMANCE
5. EMPOWERMENT
6. NETWORKING
7. PROJECT MANAGEMENT
8. COMMUNICATION

9. NEGOTIATION

10. DEMOCRATIC PROCESSES AND SHARED GOVERNANCE

11. FINANCE

MODULE CONTENT

Module Content		
MANAGERIAL COMPETENCES		
LEARNING OUTCOME TITLE	LEARNING OUTCOMES	PROPOSED TOPICS
RECRUITMENT AND EVALUATION	Participants will: <ul style="list-style-type: none"> learn recruitment methods to find the most suitable staff be aware of the main characteristics and needs of public and private organisations enforce their ability to support professional growth and competences development of the team members 	Definitions: <ul style="list-style-type: none"> job profile, public and private organisations, competences, and talents Methods on how to: <ul style="list-style-type: none"> do a recruitment to create strategies for professional and competences development Techniques and tools: <ul style="list-style-type: none"> facilitation activities for competences evaluation
CONDITIONS FOR COOPERATION	Participants will enforce their ability to: <ul style="list-style-type: none"> cooperate promote teamwork and a positive work environment promote internal/external synergies define and reach common goals organise effective meetings create safe spaces 	Definitions: <ul style="list-style-type: none"> “Safe spaces” positive environment, teamwork Methods on how to: <ul style="list-style-type: none"> increase collaboration create a positive environment and good relationships create synergies, shared process Techniques and tools: <ul style="list-style-type: none"> to organise the team work

		<ul style="list-style-type: none"> to run and organise effective meetings
STRATEGIES AND COMMON VISION	<p>Participants will:</p> <ul style="list-style-type: none"> enforce their capacity to motivate the network be able to create a collective dynamic and a common vision in the team be able to create and share the strategic orientations have a strategic, long-term and global vision enforce their ability to share relevant information and strategic objectives with staff 	<p>Definitions:</p> <ul style="list-style-type: none"> motivation, collective dynamics, strategic orientation and vision <p>Methods on how to:</p> <ul style="list-style-type: none"> define strategies, common visions and goals create a collective dynamic engage and motivate the staff develop global and long-term vision <p>Techniques and tools:</p> <ul style="list-style-type: none"> to share information for planning actions
SOCIAL AND OPERATIONAL PERFORMANCE	<p>Participants will:</p> <ul style="list-style-type: none"> be able to see synergies between operational and social performances enforce their capacity to co-construct a management system be able to monitor result be able to organise, manage and optimise the human, material and financial resources 	<p>Definitions:</p> <ul style="list-style-type: none"> operational and social performances and their indicator <p>Methods on how to:</p> <ul style="list-style-type: none"> co-construct a management system impact and result assessment define best synergies between actors to increase performance <p>Techniques and tools:</p> <ul style="list-style-type: none"> evaluation and monitoring activities
EMPOWERMENT	<p>Participants will:</p> <ul style="list-style-type: none"> be able to promote autonomy (decision making level) 	<p>Definitions:</p> <ul style="list-style-type: none"> Emotional intelligence, feedbacks culture <p>Methods on how to:</p>

	<ul style="list-style-type: none"> • be able to support and promote involvement and innovation • be able to give constructive feedback and positive reinforcement comments • balance individual and team successes and needs 	<ul style="list-style-type: none"> • share decision making capacity with the team • collect individual and collective needs, aspiration, and level of autonomy and self-confidence on job • create involvement, innovation strategies and positive reinforcement • develop and increase the “Culture of feedbacks” <p>Techniques and tools:</p> <ul style="list-style-type: none"> • to give feedbacks
NETWORKING	<p>Participants will:</p> <ul style="list-style-type: none"> • enforce their capacity to create and maintain solid network of different and relevant stakeholders • be willing and able to learn from good and best practices of others • encourage exchange of information and meetings • practice diplomacy and negotiation • be able to establish links with companies and institutions in the work environment • enforce their ability to build and promote external relations • have a technical approach to networking, to favour opportunities to implement meeting 	<p>Definitions:</p> <ul style="list-style-type: none"> • diplomacy and negotiating skills, good practices <p>Methods on how to:</p> <ul style="list-style-type: none"> • set a positive environment and organise round tables, networks meetings, debriefings and informal discussion/sharing • create and manage the network • select and analyse practices and promote exchanges to get familiar with them • detect need, aspiration and expectation of the network <p>Techniques and tools:</p> <ul style="list-style-type: none"> • diplomacy and mediation
PROJECT MANAGEMENT	<p>Participants will:</p> <ul style="list-style-type: none"> • be able to identify problems and possible consequences 	<p>Definitions:</p> <ul style="list-style-type: none"> • creative thinking <p>Methods on how to:</p>

	<ul style="list-style-type: none"> • enforce their capacity to identify and manage challenges and to plan effective actions • be able to define a list of possible solutions and choose the most appropriate • be aware of specific issues concerning the target group and labour market • be capable to consider the decisions/ideas/tasks of the interlocutor and support the teamwork to do the same • be able to “think outside the box” 	<ul style="list-style-type: none"> • project management with a focus on labour market and inclusion issues • identify obstacles and possible solutions • support creative thinking • stress and emergency management <p>Techniques and tools:</p> <ul style="list-style-type: none"> • problem analysis • GANTT • proposal writing, financial opportunity for projects, understanding of the technical language of the call
COMMUNICATION	<p>Participants will:</p> <ul style="list-style-type: none"> • adapt diverse communication styles to diverse interlocutors, both written and oral • be able to use the appropriate channel at any specific level • enforce their ability in public speaking and their confidence in speaking with media • be able to communicate with effectiveness • be able to communicate in a supportive and motivational way 	<p>Definitions:</p> <ul style="list-style-type: none"> • registers, channels and styles, active listening <p>Methods on how to:</p> <ul style="list-style-type: none"> • enforce verbal and non-verbal communication, active listening, patience, persuasion, adaptability • succeed in public speaking • support and speak with others in a effective and supportive way • speak to public bodies, private organisations, companies, partners, individuals and to specific groups of relevant stakeholders <p>Techniques and tools:</p> <ul style="list-style-type: none"> • for an effective, clear communication to different channels and publics • to create and exchange clear and concise messages

	<ul style="list-style-type: none"> • be able to use communication to be proactive and confident • be able to facilitate and connect communicators • enforce their capacity to share communication skills 	
NEGOTIATION	<p>Participants will:</p> <ul style="list-style-type: none"> • enforce their negotiation and mediation in conflict capacities • use communicative, linguistic, and relational mediation techniques • support dialogue between interlocutors • be able to maintain a balanced and neutral position in the mediation between the stakeholders • feel confident using negotiation skills • enforce the capacity to cope with stressful and conflicting situations while maintaining self-control 	<p>Definitions:</p> <ul style="list-style-type: none"> • communicative, linguistic, and relational mediation • non-violent communication • mediation <p>Methods on how to:</p> <ul style="list-style-type: none"> • manage conflicts • run mediation and facilitation activities <p>Techniques and tools:</p> <ul style="list-style-type: none"> • active approach and "democratic dialogue" • stress management and self-control
DEMOCRATIC PROCESSES AND SHARED GOVERNANCE	<p>Participants will:</p> <ul style="list-style-type: none"> • know the basis of democratic processes and shared governance • enforce their capacity to involve relevant stakeholders in participatory processes • be open to diversity and raise awareness among all stakeholders 	<p>Definitions:</p> <ul style="list-style-type: none"> • democratic processes and shared governance in the field of labour inclusion • Diversity management <p>Methods on how to:</p> <ul style="list-style-type: none"> • manage diversity

	<ul style="list-style-type: none"> • know the importance to be aware of different cultural/social backgrounds of different groups • be able to manage and address representations, stereotypes, and discrimination in the most proper way. 	<ul style="list-style-type: none"> • contrast discriminations and stereotypes <p>Techniques and tools:</p> <ul style="list-style-type: none"> • to foster co-design and co-governance in this specific field
FINANCE	<p>Participants will:</p> <ul style="list-style-type: none"> • know how to manage the financial framework • manage human resources development • be able to manage and allocate and acquire all types of resources (human and material) • be able to propose a budget 	<p>Definitions:</p> <ul style="list-style-type: none"> • principles of financial management, fundraising <p>Methods on how to:</p> <ul style="list-style-type: none"> • manage human resources development in line with funding sources <p>Techniques and tools:</p> <ul style="list-style-type: none"> • to manage financial issues

MODULE 2: Technical competences

DESCRIPTION OF THE MODULE

The role of the coordinator needs to have up-to-date technical knowledge in order to do their job to the best of their ability. These differ from other skills because they are particularly related to the relevant work context.

Among them, the ability to read and dialogue with the territory and in particular with the actors in the world of work plays an important role.

A second crucial node lies in the need to have important familiarity and knowledge with respect to work-related services. Finally, the sphere of the administrative field and up-to-date knowledge of international, national and local regulations, laws and conventions with respect to the issue of employment and inclusion of disadvantaged people/DTE.

SUMMARY AIMS

The purpose of this module is to make the coordinator knowledgeable both about the current state of the technical skills he or she is required to have and, more importantly, with respect to the best means and methods for keeping up to date in the future and increasingly expanding his or her technical skills.

1. TERRITORY AND LABOUR MARKET
2. SERVICES FOR EMPLOYMENT
3. ADMINISTRATION AND REGULATIONS

MODULE CONTENT

Module Content		
LEARNING OUTCOME TITLE	LEARNING OUTCOMES	PROPOSED TOPICS
TERRITORY AND LABOUR MARKET	<p>Participants will:</p> <ul style="list-style-type: none"> • map local labour market and the stakeholders • be able to give advice on sustainability, employability, job placement, employment, skills, recruitment • know all recruitment process, measures and aid of the territory and the services offered • be able to monitor and foresee changes in the field • enforce their capacity to mobilise the resources of a territory and to contribute to collective actions • be updated and aware about the possibilities and opportunities in the local environment • act proactively 	<p>Definitions:</p> <ul style="list-style-type: none"> • sustainability, proactive behaviour <p>Methods on how to:</p> <ul style="list-style-type: none"> • map (local) labour market and the main stakeholders in the (local) environment and its development and to collect data and information • analyse trends <p>Techniques and tools:</p> <ul style="list-style-type: none"> • trend analysis • stakeholder and need analysis • data storage
	Participants will:	Definitions:

SERVICES FOR EMPLOYMENT	<ul style="list-style-type: none"> • be able to gather, analyse, interpret the needs and expectations of job seekers/clients/partners/collaborators • be able to define adapted and personalised proposals and to share it with counsellors • be able to support, advise and accompany all the interlocutors • enforce their capacity to promote and support actions that reduce skills gaps • be able to find the services offer and to guide the counsellors towards information 	<ul style="list-style-type: none"> • skills gaps <p>Methods on how to:</p> <ul style="list-style-type: none"> • co-construction approach with the beneficiaries and other services • organise specific trainings and actions • reduce skills gaps <p>Techniques and tools:</p> <ul style="list-style-type: none"> • to collect information on services, offer for jobseekers, employers, partners and employees • active monitoring of developments
ADMINISTRATION AND REGULATIONS	<p>Participants will:</p> <ul style="list-style-type: none"> • know where and how to find updated and relevant legislation and regulations and be able to interpret them • be aware of the limitations or prohibitions • enforce their capacity to apply the legislative and regulatory framework • enforce their ability to mobilise knowledge relating to the legal, conventional, and statutory rules and 	<p>Definitions:</p> <ul style="list-style-type: none"> • relevant legislation, regulations, conventional and statutory rules <p>Methods on how to:</p> <ul style="list-style-type: none"> • gather information on regulation and laws: state of art, framework • find and evaluate relevant sources <p>Techniques and tools:</p> <ul style="list-style-type: none"> • to be able to interpret relevant legislation and properly read a document • for searching, monitoring, selecting and capitalising information by mobilising different sources

	<p>of the organisation and internal processes</p> <ul style="list-style-type: none">• enforce their capacity to exercise an informative and prospective approach• enforce their ability to promote the organisation of dissemination events on the topic	
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MODULE 3: Soft skills and know - being competences

DESCRIPTION OF THE MODULE

This module aims to strengthen the soft skills of coordinators. Indeed, soft skills play a key role for the coordinator, who has to make decisions, coordinate processes and people, and handle technology.

SUMMARY AIMS

Thus, the key elements identified are:

1. COMMITMENT, RELIABILITY, PERSISTENCE
2. PERSONAL DEVELOPMENT/ORIENTATION AND FLEXIBILITY
3. LEADERSHIP
4. DECISION MAKING AND DECISION TAKING
5. DIGITAL COMPETENCES

MODULE CONTENT

Module Content		
LEARNING OUTCOME TITLE	LEARNING OUTCOMES	PROPOSED TOPICS
COMMITMENT, RELIABILITY, PERSISTENCE	<p>Participants will:</p> <ul style="list-style-type: none"> act respectfully and ethically and share ethical principles with co-workers have motivational skills use rationally all resources and means respect and be consistent adherence to agreements, rules and deadlines strictly respect data protection enforce their capacity to activate trust at all level enforce their capacity to propose compromises enforce their capacity to promote active citizenship 	<p>Definitions:</p> <ul style="list-style-type: none"> ethics, active citizenship, motivation, trust <p>Methods on how to:</p> <ul style="list-style-type: none"> support motivational skills development develop empathy and patience reach compromises <p>Techniques and tools:</p> <ul style="list-style-type: none"> Data protection regulation to control resources
PERSONAL DEVELOPMENT/ORIENTATION AND FLEXIBILITY	<p>Participants will:</p> <ul style="list-style-type: none"> enforce their capacity to act on the personal development be able to analyse their own practices to adapt their own actions be able to manage their own emotions 	<p>Definitions:</p> <ul style="list-style-type: none"> personal development, emotions <p>Methods on how to:</p> <ul style="list-style-type: none"> develop creativity and self-initiative, continuous (self)improvement and application of new skills, challenges oneself to adapt to new situations

		<ul style="list-style-type: none"> • identify strengths and limits and the possibilities of progression • welcome one's own and other emotions, act appropriately, <p>Techniques and tools:</p> <ul style="list-style-type: none"> • personal development, with a focus on continuous personal/professional improvement
LEADERSHIP	<p>Participants will:</p> <ul style="list-style-type: none"> • increase leadership skills • be able to delegate • enforce their capacity to create a collaborative and creative environment • promote proactive and positive behaviour on the workplace and an open-to-discussion culture • be able to set clear rules for collaboration 	<p>Definitions:</p> <ul style="list-style-type: none"> • leadership <p>Methods on how to:</p> <ul style="list-style-type: none"> • lead a team, participatory management, delegation • create a collaborative environment and stimulate participation • define collaboration and decision-making rules <p>Techniques and tools:</p> <ul style="list-style-type: none"> • decision making process • for welcome diversity
DECISION MAKING AND DECISION TAKING	<p>Participants will:</p> <ul style="list-style-type: none"> • develop their personal autonomy in decision making and decision taking • be able to make and take strategic decisions • be able to implement actions for the objectives to be achieved • enforce their capacity to predict and anticipate events 	<p>Definitions:</p> <ul style="list-style-type: none"> • strategic, tactical and operational choices, social and organisational innovation <p>Methods on how to:</p> <ul style="list-style-type: none"> • take care of decision-making process • anticipate and predict future changes • identify constraints / opportunities <p>Techniques and tools:</p>

	<ul style="list-style-type: none"> • be able to work and decide more effectively • enforce their adaptability facing emergencies and unforeseen events and their capacity to deal with uncertain context or difficult circumstances. • be able to create and propose, if necessary, innovative solutions • support continuous improvement • be able to discuss and explain their choices and decision 	<ul style="list-style-type: none"> • for the evaluation of strategies and decisions and impact measurement tools • time management and priorities scheduling • risk evaluation and management
DIGITAL COMPETENCES	<p>Participants will:</p> <ul style="list-style-type: none"> • be aware of the impact of digital technology on working methods • enforce their knowledge of digital challenges, digital tools, new online platforms • use internal collaborative tools to exchange and share information, best practices or feedback. • enforce their capacity to apply a collaborative mode and join digital communities • be able to animate an online community 	<p>Definitions:</p> <ul style="list-style-type: none"> • digital technology <p>Methods on how to:</p> <ul style="list-style-type: none"> • create ideas and methods to involve people in digital and online collaboration <p>Techniques and tools:</p> <ul style="list-style-type: none"> • to increase performance and effectiveness • Identification of the best tools to share information and work in team • identification and study of good tools to collaborate and cross-function online • Ideas and tools for the database for labour integration

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 the workshop presented. 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: _____

WORKSHOP/LECTURE CONTENT (Circle your response to each item.)	1	2	3	4	5
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.					
WORKSHOP/LECTURE DESIGN (Circle your response to each item.)	1	2	3	4	5
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 place of this workshop/lecture was appropriate.					
WORKSHOP/LECTURE INSTRUCTOR (FACILITATOR) (Circle your response to each item.)	1	2	3	4	5
9. The instructor/teacher was well prepared.					
10. The instructor/teacher was helpful.					
WORKSHOP/LECTURE RESULTS (Circle your response to each item.)	1	2	3	4	5
11. I accomplished the objectives of this workshop/lecture.					
12. I will be able to use what I learned in this Workshop/lecture.					
SELF-PACED DELIVERY (Circle your response to each item.)	1	2	3	4	5
13. The workshop was a good way for me to learn this content.					
14. How would you improve this workshop? (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.		
Allow more time for the workshop.		
Shorten the time for the workshop.		
Improve the tests used in the workshop.		
Add more video to the workshop.		
15. What other improvements would you recommend in this workshop/lecture?		
16. What is least valuable about this workshop/lecture?		
17. What is most valuable about this workshop/lecture?		

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.

MODULE: <i>1, 2, 3</i> TOPIC: LECTURER: <i>Mrs./Mr. X</i> COUNTRY: LENGTH OF THE TOPIC: <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

The 9 partners from 3 countries participating in the project are:

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

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

ŠENTPRIMA – Institute for Rehabilitation and Education (SLO),

Employment Service of Slovenia (SLO),

Istituto Regionale per l'Educatione e gli Studi Cooperative IRECOOP Veneto (I),

Veneto Lavoro (I),

SOFORM SCARL (I),

Pôle emploi Auvergne-Rhône-Alpes (F)

Association EDIAS (F).

and our associate partner is:

EUROPEAN NETWORK OF SOCIAL INTEGRATION ENTERPRISES – ENSIE (B).



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

Program: Erasmus +

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