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VICTORUPESI

Unity in diversity

Vocational Innovation using Creative new
Technologies in Upskilling Pathways for Social
Integration

VICTORUPESI Training

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This VICTORUPESI training represents the intellectual output of the Erasmus+ project partnership VICTORUPESI – VOCATIONAL INNOVATION USING CREATIVE NEW TECHNOLOGIES RESULTING IN UPSKILLING PATHWAYS FOR EMPLOYABILITY AND SOCIAL INTEGRATION and was coordinated by *Intenrationella Kvinnoföreningen i Malmö* from Sweden.

Internationella Kvinnoföreningen i Malmö was the lead organisation within the scope of work of this intellectual output with aggregated efforts of the partnership consortium:

- BES Cooperativa Sociale from Italy
- Edufons from Serbia
- Fetico from Spain
- IKF Malmö - Internationella Kvinnoföreningen
- "Panait Istrati" Brăila County Library from Romania.



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1. Introduction to the VICTORUPESI training

During the 3 years of implementation of the VICTORUPESI project the consortium developed training materials tailored to the needs of the target groups of each of the partner organisations. During these 3 years, the training was piloted in 2 rounds, giving the opportunity to the partners to adapt the training and make it even better, to support the social integration and employability of foreign-born women, women long long-term unemployed, people in prison, women with Asperger condition and women at the rural area.

It was a self-development process for the partners as well and one of the most important inputs is the one reflected by our Italian partner BES Cooperative Social Milano, related to the concept of ableism.

Ableism is discrimination towards PwD (people with disabilities)

In a broader sense, Ableism is a power system assuming that certain abilities are more valuable than others ones. If society thinks that moving by foot is extremely valuable, it’s possible that spaces with plenty of architectural barriers will be built, so that people who move with a wheelchair cannot access it.

Ableism means different things: minimising discrimination suffered by people with disabilities, making jokes, using a pietistic approach, thinking that disability is a tragedy, segregation, and violence. Ableism means thinking that the problem is the person with a disability, instead of society disabling and discriminating against people just because of their specific traits.

As a result, all the materials developed do not support the discrimination of vulnerable groups under any form and are just presenting different perspectives for intervention in the process of increasing the employability of those at risk of social exclusion. (<https://www.accessliving.org/newsroom/blog/ableism-101/>)

2. Soft Skills

The importance of soft skills is high in working with the target groups of this project, and in general soft skills represent the base for a balanced development of human beings.

2.1. Coaching Circles

The consortium under the coordination of IKF Malmö developed the part of the coaching circles, based on the long experience of more than 50 years of working with the social and economic integration of foreign-born women.

2.1.0. Introduction

What are the Coaching Circles?

The objective of the VICTORUPESI project is to provide holistic training to develop vocational skills, increase empowerment and employers' rights awareness to a wide range of vulnerable groups such as migrant women, people with disabilities, people in prison, women from rural areas, women with Asperger, and long-term unemployed people.

The coaching circles accompany the training modules with the objective of helping the participants shift from the mentality of being unemployed to the mentality of an employed person.

WHAT we want to achieve with the Coaching Circles:

1. Understanding own value (taking the responsibility of communicating one own needs, in order to accept the authority of a leader and accommodate to a working programme)
2. Understanding how to manage your stress to feel integrated at the workplace. (Increasing confidence in long-term processes)
3. Understanding how to be a team player.

WHY?

1. To increase the employability potential.
2. To search for the job that fits each individual personality, besides skills and knowledge.
3. To have an overview of different roles in a team and their importance for maintaining work balance.

HOW?

Circle 1

- Mapping of the skills and needs identification.
- Choosing personal objectives

Circle 2

- Finding internal resources to increase self-esteem.
- Overcoming emotional barriers to reach your goals.

Circle 3

- Setting healthy boundaries
- Challenges management
- Development of a personal action plan.

2.1.1 Workbook for Participants

Coaching Circle I

Introduction

Objectives

These are the learning objectives of the module, objectives that trainees will have learned by the end of the module:

- At the end of this unit, you will be able to understand and map your own personal skills.
- At the end of this unit, you will be able to learn SMART objectives.
- At the end of this unit, you will have a chance to set your own SMART objectives.

Introduction to Circle 1: Mapping Personal Skills

In this module, participants will learn how to identify their own skills and map them out into their own skill set.

Energiser Exercise

Participants write 15 things they usually do during the week (e.g. brushing teeth, going to the cinema, etc.) and put a “+” (plus) if it gives them energy, a “-“ (minus) if it takes away energy or an “X” if neutral. Participants can then discuss it in pairs or groups of 3 or 4.

1. Topic 1: Mapping Personal Skills

Introduction to the Subject

The trainer introduces the subject by underlining the unicity of each human bean and encouraging each one to talk about their talents and gifts.

We all have something we are good at. It can be anything, starting from riding a bike to talking in several languages. As each one is unique, the things each one is good at can vary so much that it would be impossible to define exactly but we create some categories which we will present to you today. Today we will explore each one's talents, under the set of skills represented in the list of skills, the paper that was distributed to all of you.

1.1. Skills Exercise

The trainer distributes the exercise to the participants and gives the following instructions:

1. Read the set of skills from the paper in front of you.
2. On the wheel of skills paper place the skills you have, on a scale from 0 to 5, with being very basic to 5 where it is totally developed. Also, place the skills you would like to develop.
3. Take 10 minutes to complete this task.

1.2. Peer-to-Peer Feedback

After the participants finish filling in the wheel of skills, the trainer is invited to choose a partner and give feedback to each other.

1. Choose a partner.
2. Sit whenever you like in the room.
3. Share your wheel of skills.
4. Present to your colleague for 2 minutes your wheel of skills.
5. Give feedback to your colleague for 2 minutes on her/his wheel of skills.

2. Topic 2: Choosing Personal Objectives

2.1. Your Objectives

- What are SMART objectives?
 - SMART is an acronym that you can use to guide your goal-setting.¹
- To make sure your goals are clear and reachable, each one should be:

Specific	<input type="checkbox"/> simple, sensible, significant
Measurable	<input type="checkbox"/> meaningful, motivating.
Achievable	<input type="checkbox"/> agreed, attainable.
Relevant	<input type="checkbox"/> reasonable, realistic, resourced, results-based
Time bound	<input type="checkbox"/> time-based, time limited, time/cost limited, timely, time sensitive.

Specific: Your goal should be clear and specific, otherwise you won't be able to focus your efforts or feel truly motivated to achieve it. When drafting your goal, try to answer the five "W" questions:

1. What do I want to accomplish?
2. Why is this goal important?
3. Who is involved?
4. Where is it located?
5. Which resources or limits are involved?

Measurable: It is important to have measurable goals so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal. A measurable goal should address questions such as:

- How much?
- How many?
- How will I know when it is accomplished?

Achievable: Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it. An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as financial factors?

Relevant: This step is about ensuring that your goal matters to you and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it is important to retain control over them. So, make sure that your plans drive everyone forward, but that you are still responsible for achieving your own goal.

A relevant goal can answer "yes" to these questions:

¹ Peter F Drucker and Joseph A Maciariello, *Management* (Rev ed, Collins 2008).

- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

Time-bound: Every goal needs a target date, so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

A time-bound goal will usually answer these questions:

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

Energiser Exercise After Lunch

Orchestra Divide the group into two and ask half to slap their knees and the other half to clap their hands. The facilitator acts as the conductor of the orchestra, controlling the volume by raising or lowering their arms. The game can continue with different members of the group taking the role of conductor.

2.2. Choosing Individual Objectives

The trainer is showing as an example the list of skills that are most wanted by companies to inspire the participants on which set of skills they would like to develop and presents the skills an entrepreneur should have. To widen the perspectives, the trainer is also using the exercise of multiplier images, to make the participants understand there are always more perspectives and points of view.

After all these activities are done, the trainers invite the participants to choose their objectives and to make them SMART.

Wrap-up Activity!

Learners answer the following questions and discuss their answers in small groups.

Connect	How do the tools you discovered today connect with your day-to-day professional/personal life? -
Extend	What new tools extended your ideas/possibilities? E.g. “Now I know how to use ____, I can ____” “Now I know how to use ____, I want to ____” -
Challenge	What tools are still challenging or confusing? Which tool(s) do you want to further explore? -

CIRCLE II

Introduction

Objectives

These are the learning objectives of the module, objectives that trainees will have learned by the end of the module:

- At the end of this unit, you will be able to think about your own internal resources.
- At the end of this unit, you will be able to embrace your qualities which will increase your self-esteem.
- At the end of this unit, you will have a chance to think about emotional barriers that prevent you from reaching your targets and you will be provided with the tools to equip yourself to overcome such barriers.

Introduction to Circle 2:

Finding internal resources to increase self-esteem and overcoming emotional barriers to reach your goal.

In this module, participants will learn how to identify their own internal resources so that they can overcome emotional barriers preventing them from reaching their goals. The activity will boost participants' self-confidence.

Energiser Exercise

“Prrr” and “Pukutu”: Ask everyone to imagine two birds. One is called ‘prrr’ and the other is called ‘pukutu’. If you call out ‘prrr’, all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out ‘pukutu’, everyone has to stay still and not move a feather.

1. Topic 1: Finding internal resources to increase self-esteem.

- 1.1. Introduction to the Subject
- 1.2. Presenting the Circle of Excellence
- 1.3. Individual Circles of Excellence

2. Topic 2: Overcoming emotional barriers to reach your goal.

- 2.1. Sharing Feelings
- 2.2. Moves and Sounds
- 2.3. Relaxing Time
- 2.4. Mind Shifting Activity

Wrap-up Activity!

Learners answer the following questions and discuss their answers in small groups

Connect	How do the tools you discovered today connect with your day-to-day professional/personal life? -
Extend	What new tools extended your ideas/possibilities? E.g. “Now I know how to use ____, I can ____” “Now I know how to use ____, I want to ____” -
Challenge	What tools are still challenging or confusing? Which tool(s) do you want to further explore?

2.5. Feedback and Conclusion

Circle III

Introduction

Objectives

These are the learning objectives of the module, objectives that trainees will have learned by the end of the module:

- At the end of this unit, you will learn about healthy and unhealthy boundaries.
- At the end of this unit, you will be able to learn how to set healthy boundaries.
- At the end of this unit, you will have a chance to think about how you respond to failures, how to manage failures and how to address your failures with your own SMART objectives.

Introduction to Circle 3: Setting healthy boundaries and success management.

In this module, participants will delve into the concept of healthy boundaries and develop strategies to turn failures into positive progress.

1. Topic 1: Setting Healthy Boundaries

- 1.1. Role Play
- 1.2. Feedback Session

2. Topic 2: Success Management

- 2.1. Watching a video about obstacle management
- 2.2. Exercise (How do we act when we have an obstacle?)
- 2.3. Building Action Plan with SMART objectives.

Wrap-up Activity!

Learners answer the following questions and discuss their answers in small groups.

Connect	How the tools you discovered today connect with your day-to-day professional/personal life? -
Extend	What new tools extended your ideas/possibilities? E.g. “Now I know how to use ____, I can ____” “Now I know how to use ____, I want to ____” -
Challenge	What tools are still challenging or confusing? Which tool(s) do you want to further explore? -

2.1.2 Materials for Trainers.

To be able to work with the soft skills of our participants we have used several tools that include:

- Lesson plans
- Presentations
- Evaluation pack

These presentations can be found on the project website at the following link:

<https://www.victorupesi.eu/resources/victorupesi-training>

The lesson plans and the evaluation pack can be found in Annex I and at this link:

https://drive.google.com/drive/folders/1ZjfC0FGRXzb-HpI6Z97fhDUR960pK1Fg?usp=drive_link

The evaluation pack can be found at this link:

https://drive.google.com/drive/folders/1vNETOD8PHrv9tbSjGeaL3aUeSA4BkJ5?usp=drive_link

Conclusions of the trainers and participants after piloting sessions.

- Ensure greater tailoring of coaching circles to the specific needs of the target groups in all countries.
- Simplify evaluation procedures for smoother implementation.
- Address the limitations and considerations related to NLP methodology in Serbia.
- Maintain flexibility and adaptability of the training program to cater to diverse target groups.
- Provide resources and materials in the local language to enhance accessibility.
- Continue addressing the different levels of understanding among participants from prison.
- Emphasize practical and relevant topics in coaching circles.

These recommendations aim to improve the effectiveness and suitability of the VICTORUPESI training program for various target groups in different countries.

By implementing these recommendations, the VICTORUPESI project can further enhance its impact and reach, making the training resources more widely accessible and applicable. The formal recognition of the training, simplification of evaluation procedures, and tailored coaching circles will contribute to the effectiveness and relevance of the program while ensuring that the specific needs of the target group are addressed. Additionally, incorporating the training resources in CVET programs and ensuring accessibility in the local language will promote inclusivity and enable a broader range of individuals to benefit from the valuable knowledge and skills offered by the VICTORUPESI project.

3. Hard Skills

3.1. Modul I (VOCATIONAL SKILLS)

The VICTORUPESI training consists of three modules and three Coaching Circles.

The first modules provide tools within the digital sphere and a big emphasis was on the way to prepare and realise a video CV. Because we covered such a wide variety of vulnerable groups, we had to adapt it to their needs and each partner chose those instruments that best served their beneficiaries. More details about these particularities can be found in the other two results of this project, namely in The Digital Toolkit where you can find the details to adapt the training to the needs of people with disabilities, contribution made to our expert partner in the field, OZARA organization, from Slovenia, and in the Diversity Management Toolkit you will find the particularities for adaptation to women with Asperger condition, contribution of B.E.S Cooperative Sociale from Milano, Italy. The particularities for people in prison can be found in the national report of the piloting sessions made by our partner from Romania, from Panait Istrati Braila Library. Regarding the adaptations for women at the rural level, our partner from Serbia, EDUFONS, mentions the required conditions in their national report, which can be found on our website at the following link www.victorupesi.eu The same for the needs of long-term unemployed, contribution of our partner FETICO from Spain, in Madrid, and foreign-born women.

3.1.0 Introduction

Module I gathers information from the digital world to help in promoting, preparing, and presenting yourself to recruiters and companies, alongside basic communication tools social media management, and video editing, adapted to the needs of foreign-born women, women with Asperger condition, women from the rural area, long term unemployed, women, people from prison that are there between 3 to 5 months to prepare their job market integration after they finish their sentence, and people with disabilities.

The Digital Toolkit has been conceived to support organisations that intend to implement this kind of programme and to adapt it to different targets, contexts, and situations. The Toolkit provides useful training guidelines and concrete examples from the project's pilot experiences.

The first section, Digital Skills for the Job Market, is intended to get an insight into the role of digital skills for people looking for a job. In particular, we will focus on a couple of topics that are an integral part of the Training Programme personal branding through social media and use of the video CVs.

Then the General Overview of the Training Programme enlists some basic information needed for designing an effective programme.

It's followed by the Training Guidelines section, which is the key chapter of this Toolkit. It includes theoretical instructions for implementing each phase of the Training Programme (Recruitment, Planning, Delivery, Monitoring & Evaluation) and above all examples taken from the piloting experiences of the project partners.

Chapter number five, Conclusions and Recommendations, draws the conclusions and synthesises the main takeaways useful for further implementation of the Training Programme.

3.1.1 Workbook for participants and the trainer's materials.

Content Template

Module 1: VOCATIONAL SKILLS – DIGITAL TOOLS
Objectives of the Module
<p>The Module is divided in 3 different units of 4 hours each:</p> <ol style="list-style-type: none">1. Use of social media and Communication/Collaboration Tools: The result achieved by the Unit will be to provide the basic tools to use social networks in a conscious way, especially those concerning Job search. In this module it will also explain the use of the main collaboration tools and communication styles used in a work environment.2. Personal Branding: The aim of this unit is to continue the lessons learnt in the first unit through mastering effective communication on social media channels. The phenomenon of building an on-line personal brand brings together at least three different aspects:<ul style="list-style-type: none">● Understanding the threats of on-line appearance and critical communication/use of social media.● Communication styles to be used in different contexts and media.● Self-reflection process about personal strengths and skills <p>The learning objectives of Unit 2 are aimed at increasing awareness of personal strengths/skills/competencies and from this point on gradually building on own personal on-line brand/image; responsible and targeted sharing of personal information, improving social and interpersonal skills and to empower learners to benefit from digital world for their own advantage in job-seeking (transversal digital skills).</p>

3. Video CV recording: The learners will get an overview of different kinds of video resumes. After that, they will learn how to present themselves in it, how to film it correctly, and will then use this new knowledge to film their very own Video CV. At the end of the unit, every participant should be aware of the pros and cons of Video CVs, the basic do's and don'ts of making one, and know about different kinds of Video CVs.

UNIT 1: USE OF SOCIAL MEDIA and COLLABORATION TOOLS

UNIT 1: Social Media and Collaboration Tools

Topic	Learning outcomes	Duration	Training activities
I. Social media, Facebook, Instagram	Learn how to use your account on these socials	2 hours	1 st Activity: Introduction to social media 2 nd Activity The past: Facebook 3 rd Activity The present: Instagram
II. Online Collaboration Tools pt.1: communication – Gmail; Zoom/Skype; Slack	Learn how to use these collaboration tools for communication purpose	1.30 hour	1 st Activity: Email communication: Gmail + communication tips 2 nd Activity: Online Video Calling: Zoom/Skype: options, video sharing, tips for online communication 3 rd Activity: Team/Internal Communication: slack, how to set up account; chats, reminders
III. Online Collaboration Tools pt.2 – Document Sharing: Drive, Dropbox and WeTransfer	Learn how to use these collaboration tools for document sharing purpose	1 hour	1 st Activity: Hosting services or “cloud”: Google Drive, Dropbox 2 nd Activity: Transferring/saving larger files: WeTransfer
TOTAL SESSION		4h	

UNIT 1 - Topic 1: Facebook, Instagram

Theoretical introduction:

A social network is undoubtedly a tool that has broadened the horizon of individuals, extending social life, human relationships (even if online) and offering new opportunities in all fields.

The social media architecture not only stimulates people's motivation and interest but also increases equality among them, since it is an environment where everyone can control, create and use content.

It is necessary to offer social media education, that is, the ability to understand its functioning, opportunities and threats.

ACTIVITY 1: Introduction to social media

DURATION: Around 30 minutes

PURPOSE: Establish the degree of knowledge of the social world

N. PARTICIPANTS: Up to 15 participants

MATERIALS: A classroom, large and spacious enough, a pc, paper and pen for each participant, a projector connected to the teacher's pc (valid for the la Unit).

INSTRUCTIONS:

Common points for the whole Unit:

- Distribute students uniformly in the classroom respecting the distances provided by the anti COVID-19 regulations. Pay particular attention to those who have any focus difficulties with the aim of stimulating their involvement.
- Clarify that it is very important to create a collaborative atmosphere among all in order to achieve greater mastery of the tool.
- Set up the presentation by alternating explanations with some questions to evaluate understanding and at the same time keep a high attention.
- Project a slide sequence to reaffirm and synthesize the verbally expressed concepts.
- Have each participant write on a piece of paper:
 - if they use any socials
 - which social media they know and use
 - why they signed up for that /those social network(s)
 - if they're satisfied with what they get
 - how often they check their accounts
 - if they have different behaviors on different socials
- Start a constructive discussion among all participants on the previous points
- Depending on the results and received information, the conductor will decide whether to bring the participants together in groups of maximum 3 or 4 people.

ACTIVITY 2: The past: Facebook

DURATION: Around 45 minutes

PURPOSE: Using Facebook

INSTRUCTIONS:

- Facebook presentation will be articulated on the following points:
 1. Characteristics and purposes.
 2. Creating an account
 3. Preparation
 4. Privacy setting:

ADDITIONAL RESOURCES

- Possible co-teacher present in the classroom (valid for the Unit).
- Basic guide of FB: <https://www.navigaweb.net/2012/07/guida-base-su-come-usare-facebook.html>
- For privacy set up: <https://www.navigaweb.net/2011/01/cosa-vedono-di-me-su-facebook-amici-ed.html>
- Why is Facebook free of charge: <https://tecnologia360.it/facebook-sa-di-te/>
- More info on use: <https://tecnologia360.it/come-funziona-facebook-guida/>

ACTIVITY 3: The present: Instagram

DURATION: Around 45 minutes

PURPOSE: Using Instagram

INSTRUCTIONS:

- Instagram presentation will be articulated on the following points:
 1. Characteristics and purposes.
 2. Creation of one (or more) account
 3. Profile editing and privacy setting
 4. Adding friends and becoming follower
 5. Publish a photo, comment, like or send a Private Message
 6. Hashtag on Instagram.
 7. Stories on Instagram

ADDITIONAL RESOURCES

- Full Instagram guide: <https://italianeography.com/guida-completa-allutilizzo-di-instagram/>
- Another Instagram guide: <https://www.tecnicovincente.it/come-usare-instagram-guida-completa/>
- For the stories: <https://www.andreapostiglione.com/storie-instagram/>

UNIT 1 – Topic 2: Online collaboration tools pt. 1 (Communication)

ACTIVITY 1: Email Communication, Gmail

DURATION: Around 30 minutes

PURPOSE: Learning how to correctly communicate through email

N. PARTICIPANTS: Up to 15 participants

MATERIALS: A classroom, large and spacious enough, a pc, paper and pen for each participant, a projector connected to teacher's pc (valid for the la Unit).

Presentation:

- Email communication: Gmail
 - Tips when creating an email address
 - Tips for written communication

Practical Activity:?

ACTIVITY 2: Online Communication and Video Calling tools

DURATION: Around 30 minutes

PURPOSE: Learning how to correctly communicate through video and use the most common video calling tools

N. PARTICIPANTS: Up to 15 participants

MATERIALS: A classroom, large and spacious enough, 4+ pc, paper and pen for each participant, a projector connected to teacher's pc

Presentation:

- Online communication and video calling: Skype & Zoom
 - Explore options such as group conversation, screen sharing
 - tips for good online communication (posture, light etc.)

Practical Activity:?

ACTIVITY 3: Internal/Office Communication tools

DURATION: Around 30 minutes

PURPOSE:

N. PARTICIPANTS: Up to 15 participants

MATERIALS: A classroom, large and spacious enough, a pc for participant, paper and pen for each participant, a projector connected to teacher's pc

Presentation:

- Internal/ Office Communication: Slack
- Creating a Slack account; options; chat management etc.

Practical Activity: ?

UNIT 1- Topic 3: Online collaboration tool pt.2 (Document Sharing-Drive)

ACTIVITY 1: Document Sharing: Drive & Dropbox

DURATION: Around 30 minutes

PURPOSE:

N. PARTICIPANTS: Up to 15 participants

MATERIALS: A classroom, large and spacious enough, a pc for participant, paper and pen for each participant, a projector connected to teacher's pc

Presentation:

- Hosting services or "cloud": Google Drive and Dropbox
 - Explore Google Drive options

Practical Activity? Create a shared Google Drive where you can upload documents (photos, activity suggestions for after the training, etc.) and invite other learners

ACTIVITY 2: Transferring Files: WeTransfer

DURATION: Around 30 minutes

PURPOSE:

N. PARTICIPANTS: Up to 15 participants


MATERIALS: A classroom, large and spacious enough, a pc for participant, paper and pen for each participant, a projector connected to teacher's pc

Presentation:

Practical Activity: ??

UNIT 2: PERSONAL BRANDING

UNIT 2: PERSONAL BRANDING

Topic	Learning outcomes	 Duration	Training activities
I. About self-branding	- the learner will be able to define basic online concepts - the learner will be able to look up for his/her current online personal social image	2 hours	1 st Activity: Short question round – intro to group exchange 2 nd Activity Exploring basic on-line terminology and expressions of self-branding



II. Creating on-line image	<ul style="list-style-type: none"> the learner will be able to recognize personal strengths and skills the learner will gain inspiration to create and/or improve an on-line profile for professional use. 	2 hours	<p>1st Activity: Exploring national job-search portals</p> <p>2nd Activity: Finding personal strengths and setting personal profile</p>
TOTAL SESSION		4h	

Unit 2 – Topic 1: About Self Branding

This unit is designed to empower participants and give them a stronger awareness of their own personal brand by guiding them on discovering their digital identity and the most common job-search channels and tools.

Furthermore, the main difficulties related to the use of social media will be tackled and effective strategies will be developed together to deal with some complex situations, including the increasingly widespread cyberbullying.

After completing this unit, participants should be able to:

- Communicate effectively on social channels
- Build own personal brand
- Manage online professional profiles
- Create a video curriculum
- Improve the use of LinkedIn
- Deal with online job interviews

ACTIVITY 1: Short question round – intro to group exchange

DURATION: 30 minutes

Use the time as a short warm up for the participants to get slowly into the topic.

PURPOSE: The introductory activity is meant to slowly open the questions that arise within the context of social media use and the perception/public image of self. It is not so much about technicalities around policy use/terms of different social media rather than thinking about what our actions and everyday use may bring along.

N. PARTICIPANTS: Up to 15 participants

MATERIALS: No specific materials are foreseen for this activity, although if it seems appropriate or necessary, provide A4 blank paper and pens if the participants feel more comfortable to write things down and later share in the group.

INSTRUCTIONS:

This is an introduction activity for the topic. The mentor operates as a catalyst for a first round communication circle with asking questions to raise thinking about personal information on web and social media:

- Are you aware of the concept of leaving a so-called digital footprint while browsing the web/using social media?
- Have you ever wondered about what kind of pictures you upload and share via different social media you use? How do you think they are perceived by others (potential employers, complete strangers, friends, family...?)
- Do you know how clicking the button “like” in any kind of social media affects your on-line profile?
- Can you name a few on-line job search engines for recruitment processes?

VARIATIONS: It is important to foster exchange of thoughts and information exchange, so no variations are foreseen within this activity, rather than offering a possibility to write down answers to the questions and foster group conversation.

ACTIVITY 2: Exploring basic terminology and expressions of self-branding

DURATION: 1,5 hours

PURPOSE: The exercises in this activity are interconnected and are aimed at gradual build up on the awareness about basic terminology in the self-branding process and potential threats to personal on-line image.

N. PARTICIPANTS: Up to 15 participants

MATERIALS: 2 separate lists: 1 with basic terms (cut the terms from A4 paper – each term separately); 1 with short explanation/description connected to terms (also cut each explanation separately) (see the attached proposal of terms and definition at the resources section of this unit); wall, duct tape or board with magnets. If possible, allow the use of smartphones or PC's if available but not in the 1st phase. If possible, the use of personal smart phones is most welcome, or at least availability of PC's for both groups.

INSTRUCTIONS:

1st phase exercise: matching terms

- Divide participants into 2 groups, offering enough space so they can work separately without disturbing each other.
- Make sure each group has the same set of terms/explanations – you can use a box or a bag, to put inside the terms and explanations all mixed up.
- Explain to the participants that they will search for adequate match between cut outs of both lists – they can use a wall or a board with magnets to match the cut outs.
- Encourage them to read through the provided text, offer help whenever needed without proposing the correct match.
- After both groups finish the exercise - gather participants and check the matches done from their side - continue with short feedback and group conversation, depending on results (do check whether something is missing, if not then perfect):
 - What was already familiar to them? How much are they aware of these concepts? Where do they usually post, what kind of social media or web pages do they use? Ask if they can list any job search oriented pages/if they use them already? If terms are somewhat familiar to participants, lead the conversation into the direction of reflecting about awareness of our actions on-line (a simple “like” may affect many things for example on FB or twitter).

Assess if and/or which terms need to be explored more and discuss these terms in more depth – resources provide further information on this topic. If participants come up with other terms, write them down and communicate about their importance.

2nd phase exercise: personal research/digital footprint

- Based on technical possibilities (of either organisation or participants) divide participants into pairs.
- Explain to participants that they will now search for information about each other (entering name and surname in google) (via smartphones or PC's) – if technically this is not possible, make sure to work in 2 groups with at least 2 devices available to them.
- Invite the participants to evaluate the information found on-line from about their peers from different angles and promote discussion about digital image:
 - What kind of data appeared? How much information and what kind of information was revealed? Discuss what kind of footprint we leave on the internet/social media? Evaluate what is good and bad personal information?

- To adapt this exercise to different target public and possibilities/circumstances and if the mentor is willing, the participants can search for information about the mentor on the internet if this feels safer.
- As many participants might use Facebook and Instagram – invite to check each other’s profiles and promote the group to exchange information about:
 - What kind of images have been shared (formal, funny, informal, inappropriate, serious, other...)? What kind of language has been used in their posts (formal, funny, informal, inappropriate, serious, other...)? What kind of information has been shared? What else can be found about the other person and his/her profile (age, gender, status update, hobbies, contacts)?

Round up and gather all ideas and opinions about the importance of on-line image and foster idea exchange, how this affects the future job search, what kind of opinion would others have if they would base their knowledge only from on-line available information. Talk about real and online identity: Is this one and the same thing, do we use small white lies when we are on-line/if so – why? Do we behave differently on different platforms and why?

VARIATIONS: It is important to prepare this session in a way that is most suitable to participants to fully explore the issue of personal appearance on the internet and social media and possible dangers connected to this.

ADDITIONAL RESOURCES:

- Bourquin, T. (n.d.) The Do’s and Don’ts of Reputation Management. Retrieved from: <https://www.onlinereputation.com/the-dos-and-donts-of-reputation-management/> (15.07.2020)
- Digital Job Identities (2017) Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for vocational education and training. Retrieved from: <http://www.digijobid.eu/digijobid/>
- Digit - Boost competences for a responsible use of online identity (2019) Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for adult education. Retrieved from: <https://digitproject.eu/wp/>
- Etiquette in technology (n.d.) Wikipedia. Retrieved from: https://en.wikipedia.org/wiki/Etiquette_in_technology#Netiquette
- Information Society (n.d.) Wikipedia. Retrieved from: https://en.wikipedia.org/wiki/Information_society
- Online Identity (n.d.) Wikipedia. Retrieved from: https://en.wikipedia.org/wiki/Online_identity
- Personal Reputation Management (n.d.). Retrieved from: <https://www.igniyte.com/personal-reputation-management/>
- Tag (metadata): [https://en.wikipedia.org/wiki/Tag_\(metadata\)](https://en.wikipedia.org/wiki/Tag_(metadata))

Unit 2- Topic 2: Creating on-line image/online identity management

Theoretical introduction:

The On-line Identity management as a set of methods for creating a unique personal on-line profile is an important element within job search and self-presentation processes. It opens up the process of understanding the connection between self-awareness and on-line presence whereby it is all about finding and exploring our strengths, skills and making use of the existing tools for self-presentation / self-branding. As in the previous topic different on-line concepts and profile research was done, this topic is much more connected to working towards recognizing personal potential and thus making use of this for personal branding process. Person centred approach, empowerment and solution focused coaching elements are important in this phase in order for a participant to internalize the notion of strengths he/she already has. Apart from the already mentioned and in order to explore all options for an inclusive/adaptive learning process for creating an on-line image, the digital storytelling approach is becoming a useful set of tools for self-expression and communication also for people with different types of disabilities or other impairment.

ACTIVITY 1: Exploring national job-search portals

DURATION: 0,5 hours

Use the 0,5 hours as a short warm up for the participants to get into the topic.

PURPOSE: The introductory activity is meant to check, what kind of social media is particularly used between participants and explore other national/international webpages or social media channels to be used for self-presentation (each country explores their national options and on-line portals connected to job search and profiling).

N. PARTICIPANTS: Up to 15 participants

MATERIALS: At least one PC for the mentor to showcase and search for on-line portals, if possible, also personal smartphones.

INSTRUCTIONS:

This is an introduction activity for the topic. The mentor operates as a catalyst for a first round communication circle with exploring the topic on existing national channels for self-presentation. The focus of this intro activity can finish with one or two portals to be explored (what kind of data is inserted and necessary, what are these channels looking for in terms of personal data, etc.). Work towards fostering group communication about the found data and portals. Based on the previous topic, once again emphasize the focus of profiling engines/companies (as they might explore habits, preferences, aspirations, intentions, behaviour etc. based on data you insert) and explore with the group the elements or data chunks that these portals showcase as vital for setting up a personal profile.

VARIATIONS: None in particular for this exercise.

ACTIVITY 2: Finding personal strengths and setting personal profile

DURATION: 1,5 hours

PURPOSE: The main aim of these interconnected exercises is connecting self-reflection processes with on-line possibilities for creating or improving a personal profile on the most used national portal for job search or personal profile on social media.

N. PARTICIPANTS: Up to 15 participants

MATERIALS: At least one PC for the mentor, if possible, also personal smartphones. Worksheets for each participant, transferable skills table to showcase (see resources section).

INSTRUCTIONS:

1st phase exercise: intro

- Present shortly the “family” of transferable skills, to foster thinking about personal strengths and preferences/wishes.
- After this and before handing out the worksheets to participants, create a circle – each participant has couple of minutes for thinking/writing down at least one thing that he/she is proud of about himself; also one thing he/she remembers to have managed it/done/achieved (the topic or field is not important, it is important that all share something they feel as proud of accomplishing it).
- Continue with discussion – be alert on any discomfort that might appear in the group/in case someone has troubles to make positive affirmations, feels like there is nothing to be proud of or similar, help yourself with solution focused questions i.e.: If tomorrow you wake up, and all of a sudden you realise that you already are/achieved “this...” “are that kind of persons”...”manage to handle this...”, “repair this...”

- After this – individual work continues with worksheets to write down the top skills participants can identify.

2nd phase: setting up a profile/improving profile

- Participants decide about one on-line portal or any other social media where they would like to set up their personal account and try to insert data about them.
- If already having an account, they can also work on improving the existing profile.
- If setting up an account is not vital/or makes sense, try to work on preparing the data in a manner that match the portal requests in writing.

VARIATIONS: Depending on the target group, you can advance the 1st phase with the so-called Holland code to match personal interests to occupation (see resources).

ADDITIONAL RESOURCES:

- Digital Job Identities (2017) Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for vocational education and training. Recognising & validating their own skills/ competences. Retrieved from: <http://www.digijobid.eu/digijobid/>
- Digit - Boost competences for a responsible use of online identity (2019) Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for adult education. Retrieved from: <https://digitproject.eu/wp/>
- Khan, S. (n.d.) Personal Branding and Social Media. Retrieved from: <http://breakingitdown.neads.ca/for-students/marketing-yourself-in-a-changing-economy/personal-branding-and-social-media/> (15.07.2020)
- Liu, R.; Suh, A. (2017) Self-Branding on Social Media: An Analysis of Style Bloggers on Instagram. 4th Information Systems International Conference 2017, ISICO 2017, 6-8 November 2017, Bali, Indonesia. Retrieved from: <https://reader.elsevier.com/reader/sd/pii/S1877050917328922?token=BDDCFDCDDC55FE61F85B1A55D04C43D70B0E694256716BA07B68A2BB5EC633E9340B0D741ECC875391572C7335041EA02>
- T&D Stories - Theatre and Digital Storytelling for Teaching and Training Development (2017) Erasmus+ project, Key Action: Cooperation for innovation and the exchange of good practices; Action type: Strategic Partnerships for adult education. Retrieved from: <https://artescommunity.eu/storytelling/this-is-my-story-these-are-my-tools/>
- The Definitive Guide to Personal Branding (n.d.) Retrieved from: <https://brandyourself.com/definitive-guide-to-personal-branding>
- University of Missouri. MU Career Center (2010). Guide to Holland Code. Retrieved from: http://www.wiu.edu/advising/docs/Holland_Code.pdf
- SAMHSA Substance Abuse and Mental Health Services Administration (n.d.). Retrieved from: https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tac/samhsa-storytelling-guide.pdf

UNIT 3: VIDEO CV RECORDING

Theoretical introduction:

Video CVs are a fairly recent phenomenon in the job market. A Video CV consists of a short video of around 90 seconds that allows the job applicants to present themselves in an authentic and more personal way, compared to a written CV. It is a tool that has the advantage of being more personal than a paper CV, as it allows the applicants to express themselves more freely and make social skills shine through more easily. For disabled people, the Video CV is also a first chance to reveal their disability to their potential employer, while focusing on his/her strengths and possibilities. In the video, said disability can be easier to understand for the employer. However, the video CV might make the applicants more vulnerable to be discriminated against; we need to make the participants aware of those risks.

Before filming such a video, the participants need to know how to present themselves: They should dress somewhat professionally for the video (like they would for a job interview) and think thoroughly about what they want to convey in the video, from their motivations to their qualifications, skills and interests.

These four points should be covered in such a video:

- introduction: personal details
- experience / duties
- skills / achievements
- education / languages, other special interests.

A Video CV should last between 1 and 2 minutes. It should be filmed in front of a neutral background in a quiet surrounding, with a high-resolution camera and a good microphone.

The applicant should wear professional clothes and articulate well.

Resources:

<https://www.wyzowl.com/how-to-make-a-video-resume/>

<https://www.theguardian.com/careers/careers-blog/how-to-make-video-cv>

UNIT 3: RECORDING YOUR OWN VIDEO CV

Topic	Learning outcomes	Duration	Training activities
I. Introduction: visual input: what is a video CV?	- the learner should be familiar with the basic rules for a Video CV	45 min	watching some video CVs and learning the ground rules
II. First experience in front of the camera	- the learner should be able to talk clearly in front of a camera and see himself afterwards	45 min	Film yourself in front of a camera and watch yourself
III. Let's get ethical	- the learner should be aware about the discrimination risk of Video CVs - the learner should think about how to address disability in the Video CV	30-45 min	- Some thoughts about disability, discrimination and how to sell yourself - Brainstorming positive characteristics
IV. 4 steps to success	- the learner will have a clear idea of how they want to present themselves.	1 hour	scripting your video: present yourself.
IV. test-run, off-camera	- the learner should have recorded one Video CV covering all of the 4 areas.	30 min -1 hour	Presenting yourself to others to check your script

TOTAL SESSION DURATION	4h
UNIT 3 – Topic 1: Introduction	
<p><u>DURATION:</u> 45 min</p> <p><u>PURPOSE:</u> understanding what a Video CV looks like and what the appeal of it is.</p> <p><u>N. PARTICIPANTS:</u> Up to 15 participants</p> <p><u>MATERIALS:</u> Projector, Computer</p> <p><u>INSTRUCTIONS:</u></p> <ul style="list-style-type: none">- Play the following videos, while always leaving some time in between for feedback rounds: show some really good examples of a video CV, and a bad one for comparison. Highlight the important criteria for a good video CV. <p>https://www.youtube.com/watch?v=HKg9m3yBqrI (a video CV example from the movie “The Intern”)</p> <p>https://www.youtube.com/watch?v=joXWQNVYvgE (really bad (parody) of a video CV)</p> <p>https://www.youtube.com/watch?v=pS-DCcVXG2M (a funny video about the do’s and don’ts in video CVs, actually quite helpful)</p> <p>https://www.youtube.com/watch?v=XV8m9GYcc_Q (another list of the don’ts in Video CVs)</p> <p>To conclude, make clear that the following points are important :</p> <ul style="list-style-type: none">- steady camera, neutral background- clean appearance- clear articulation- a personal touch.- keep it short: anywhere between a minute or two <p>Creativity is a bonus of course.</p> <p>After this, highlight that there are several kinds of Video CVs:</p> <ul style="list-style-type: none">- the ones where you look at the camera and film yourself (as seen before)- a more slide-show-like video where you provide the voice only (if you’re shy in front of the camera)- if you opt for a slideshow, think well about the pictures you put in, or use stock images for more neutral backgrounds; however, Video CVs are very personal. <p>- video with voiceover: https://www.youtube.com/watch?time_continue=81&v=c_PZTAW5piQ&feature=emb_title</p> <p>- animated video without voice at all: https://vimeo.com/246827885</p>	
Unit 3 – Topic 2: First time in front of the camera	

DURATION: 45 min

PURPOSE: getting filmed can be quite an awkward situation, and watching yourself on video can be even worse.

In this small activity, the participants team up in duos and film each other while pulling funny faces in front of the camera, then switching to a serious tone and reading a sentence, to hear their voice as well.

N. PARTICIPANTS: Up to 15 participants, divided in trios

MATERIALS: 1 camera phone per duo of participants, with camera function. No special app required. Foresee a lot of space to reduce noise levels.

INSTRUCTIONS:

- team up with your neighbour: one of you films, the other one acts: pull some funny faces in front of the camera to let yourself go, then try and present yourself with your normal voice. Afterwards, watch the video together and verify:

Do you feel comfortable? Are you articulating right?

Switch the roles, and try again.

Unit 3 – Topic 3: Let's get Ethical (for Disability, can be adapted to other challenges)

Theoretical introduction:

Just like we mentioned before, disclosing your disability is a matter of personal choice. During an interview, however, non-disclosure may not be possible in certain situations:

For example, if you are deaf, you may need to request an interpreter for the interview. Or if you're in a wheelchair, you may need to notify the employer beforehand to ensure they have the right accommodation (wheelchair ramps).

In short, there are circumstances in which you are obligated to disclose the disability so that the interview accommodates you.

Having said that, it's left to your judgment to do whatever feels more comfortable. If you do decide to talk about it, it's at your discretion how much you declare.

Whatever you do, avoid connecting a disability with a weakness.

For example, let's say, the interviewer asks about your greatest flaw. If you have a hearing impairment, avoid answers such as "I have trouble communicating with clients on the phone if they speak in a low voice". You don't want your disability to be a job-related weakness.

A good, alternative weakness could be something unrelated to your disability. For example: "I tend to get nervous when I have to give a public speech to a large group of people."

The interviewer, on the other hand, doesn't have the right to ask about your disability.

If you decide to open up about the disability, remember that your rights remain the same as any other candidate. Your interview is not allowed to stop cold or involve discriminating questions.

DURATION: 10-15 min for speech, 10 min discussion with neighbour, 10-15 min gathering on whiteboard

PURPOSE: making the participants aware of the ethical implications of revealing their disability in their Video CV;

warning against the risk of discrimination, but also highlighting that it is an opportunity to overcome prejudice and highlight strengths, but also address their needs.

N. PARTICIPANTS: Up to 15 participants

MATERIALS: A4 paper, pens (or a digital device for people that can't write on paper), blackboard/flipchart

INSTRUCTIONS:

- read the text in the theoretical introduction, and highlight:

- revealing your disability is your choice,
- it comes with risks of discrimination
- but is also a perfect opportunity to help the employer to learn how to react to it; it puts you in control of how you are perceived; it could prevent prejudice!!
- it is also your chance to highlight if the workplace needs any special adaptations for you.
- Therefore, we need to figure out how to focus on our positive characteristics in the Video CV, and show confidence!

- NEVER link your disability to a weakness

If you do decide to mention your disability within a CV, the main thing to remember is to ensure you remain positive and showcase how you've demonstrated self-motivation to overcome any hurdles.

- Brainstorming: discuss with your neighbour what positive characteristics can we mention to make sure that our disability is not stopping us?

Write down all of your positive abilities! Write them on this A4 paper.

Together: what are the positive abilities that you can highlight?

- Write suggestions on a whiteboard, around the keyword 'positive characteristics'.

For the Video CV filming later in the programme, think well about it: do you want/need to reveal your disability? If yes, make sure that you mention all the things you can do, and not only the things that you can't do. We stay positive!

Resources:

- why you should reveal it:

- <https://www.themuse.com/advice/if-when-how-disclose-invisible-disability-at-work>

- how to talk about your disability

<https://www.themuse.com/advice/real-talk-heres-how-you-should-actually-interview-when-you-have-a-disability>

Unit 3, topic 4 - 4 Steps to Success

DURATION: up to 1 hour

PURPOSE: in this section, the participants will learn what topics they need to address in a video CV, and get some assistance to write down key words (or ideally even full sentences) for their Video CV.

The four topics that they need to address are:

- introduction: personal details
- experience / duties
- skills / achievements
- education / languages, other special interests.

N. PARTICIPANTS: Up to 15 participants

MATERIALS: A4 paper, pens (or a digital device for people that can't write on paper), blackboard/flipchart

INSTRUCTIONS:

Write the 4 topics on a blackboard /flipchart and ask the group: what do those 4 points mean? What should you include where?

Introduction: talk about yourself, your age, and the motivations why you're filming the video
Experiences: where did you work so far and what did you do there?

Experience / skills: what can you do extra well? What are your strengths?

Education: what did you learn, what are some interesting details or interests of yours?

What makes you stand out?

Afterwards, every participant writes the script for his very own Video CV, on the basis of the 4 points discussed earlier.

Meanwhile, the instructor is available to give advice and feedback.

Unit 3 - topic 5: Test Run Off Camera

DURATION: 1 hour

PURPOSE: After writing the script for the video resume, it is now time to get it reviewed by peers and the instructor

N. PARTICIPANTS: up to 15, divided into trios. One person talks, the second one can hold up notes, and the third one observes to assess. Foresee a lot of space to reduce noise levels.

MATERIALS: One laptop or camera phone per trio; ideally some feet for the camera phones.

INSTRUCTIONS:

Take your notes and a feedback sheet, and read both carefully. With your partners, get ready to make a first attempt to film.

Each participant should make one attempt and then evaluate it with the feedback sheet, then discuss the performance with the two other group members.

Help each other: hold up notes, give cues, perhaps in the shape of questions.

The instructor tries to take a look at each script and give feedback as well.

Variations: /

3.2. Modul II (EMPOWERMENT)

The second module of the VICTORUPESI training reflects on the diversity at the workplace but not only. When the project was conceived the idea behind was to create tools that can support the beneficiaries throughout their journey from the mindset of being unemployed to a person that has good skills in communication, and cooperation, develop an inclusive mindset, and dive into the culture of the workplace.

3.2.0. Introduction

The second module of the training is very much connected with the fourth result of the project, the Diversity Management Tool. More than that, the entire manual of the Victorupesi training is very interconnected with the Diversity management tool, the reason for which in the following section we will make the distinction between the 2 results.

VICTORUPESI Training is focused on developing and delivering a training program to promote the socio-labor inclusion of vulnerable groups through the access of these groups to training and employment. This program would be addressed to the project TGs (direct users and beneficiaries of the program) practitioners, and specialists who work with these groups.

The Diversity Management tool is focused on the development of a management of diversity program or toolkit. The management of diversity is considered a new approach to understanding the management of human resources in companies and organizations based on respect for diversity.

This IO4 should be addressed not to direct beneficiaries (project TGs) but to organizations, companies, employers, and HH.RR managers' social partners (to encourage them to implement diversity policies in the workplaces) workers in general (to involve them in the implementation of these policies and initiatives and overcome stereotypes) and practitioners, specialists, and professionals who work with projects, vulnerable groups, (to engage, motivate and prepare them for working environments). Here will be included the topics proposed in IO2 and developed in the IO4 proposal: psychosocial support, job coaching, problem-solving, and conflict resolution. This means that the project's TG won't be direct users of this program but indirect beneficiaries.

According to our understanding, both outputs IO2 and IO4 are connected and have a common goal (a better inclusion of TGs) but they are two different programs with different users:

VICTORUPESI training - Social inclusion program which must cover among other aspects the working/professional life inclusion (and here can be useful the diversity management approach developed on IO4)

Diversity Management toolkit - Management of diversity program - to promote work inclusion of vulnerable project TGs among organizations, companies, workers, and professionals of social inclusion.

The Objectives:

At the end of the unit, the learner will acquire module-specific learning objectives. After completing this Module, the learner will be able to:

(Topic 1)

- Understand the complexity of community/social environment with all connections between different entities.
- Understand how to position oneself within this community (support seeking, personal values and commonalities shared with the community).

(Topic 2)

- Understand and explain empathic listening and behaviour.
- Understand and explain perspective taking (influence) mechanisms.

(Topic 3)

- Understand dominant narratives (personal life and society) and their influence on ourselves.
- Understand and explain conflict, handle a conflict effectively.

(Topic 4):

- Understand the basic structure of a personal intervention plan & setting goals.
- Identify & describe personal and job-related skills.

For further consultation about the theoretical background within this module, the use of different practical tools, exercises and other practical activities and its planning & implementation, you can refer to Intellectual output 4: Diversity management toolkit.

Module II is strongly connected to elements of personal, emotional and physical challenges. Working on from findings in the project's IO1 – European report, the vulnerable societal groups of the project still face several barriers when striving for full participation in economic, social and civic life. Successful inclusion is therefore strongly connected to empowerment elements together with understanding of the current state of the art of diversity management approaches in different European countries. Within this module, the aim of the activities is set down in a way that enables learners to learn, practice and reflect on internal and external elements of an inclusive environment, self-empowerment and understanding the social concept of empowerment and diversity management by 2 main approaches:

- Personal self-empowering elements / working in group settings and individual planning
- Concept of an inclusive environment and national approaches to diversity management to better understand and relate to general societal environment in their respective country

Each topic is more thoroughly presented in the chapters below.

Empowerment is the main topic in this Module and addressed in the forefront. However, the topics of the Module are connected to diversity management elements (from organisational to personal point of view) and empowerment & resilience to be showcased to learners in order for them to connect personal resilience and empowerment for a better social inclusion. In more details, module is aimed at “Creating inclusive environments and widening the dimension of the support actions” through the following 4 topics:

- Inclusive environments – understanding inclusion, building on personal resilience and empowerment, understanding and coping with prejudices and stereotypes, etc.)
- Perspectives and points of view
- Conflict resolution
- Structure of an individualised intervention plan

Diversity management, in general, includes intervention on organisational and personal levels so it is important for the learners to:

- Understand the social surroundings/community they are living in.
- Cope with current situations in order to overcome obstacles and prevailing beliefs through gaining knowledge on how to empower themselves in order to become more resilient and successfully deal with everyday challenging situations (internal/external) alongside personal planning of concrete actions to be taken in professional/personal life to become more empowered and resilient.

For a comprehensive overview and approaches to constellate activities for each topic according to the needs of the target groups (learners coming from different vulnerable societal groups), the contents of this Module can and should be used alongside the IO4 – Diversity management toolkit with more information of supporting documentation/action taking/additional tools that can be used in practical implementation of the VICTORUPESI training and used from the side of mentors to facilitate the process/exercises presented in each topic.

Energiser Exercise

1. Topic 1: Inclusive environments

THE MAIN AIM OF THIS TOPIC IS TO KICK-START THE UNDERSTANDING OF ENTITIES AND ELEMENTS SURROUNDING THE EMPOWERMENT CONCEPT. WHEN ADDRESSING DIVERSITY MANAGEMENT, IT IS IMPORTANT FOR THE LEARNERS TO UNDERSTAND AND IN A WAY MAP THE COMMUNITY THEY CURRENTLY LIVE IN.

1.1. Presentation

The main idea of this topic is to tackle the element of a participatory environment. Our communities are a complex system of organisations, individuals, and other entities and persons. To understand the complexity of a community is to understand several aspects of it (Wikipedia, Community):

- Commonalities (norms, religious views, values, customs, identity)
- Shared (geographical) space or area
- Relations beyond the close family ties
- Social institutions (family, home, work, government, society)

Welfare or better to say social welfare is not limited to the geographical understanding of a community and such a broader understanding of community can have a social connotation; the latter means that community carries in itself also a societal connotation including interpersonal relations and the quality of these relations especially in terms of cohesion as an opposite of social exclusion (Mandič & Hlevec, 2018). Concepts of welfare are connected to quality of life (QoL). One of the concepts of the QoL, presented by Eric Alerdt, exposes 3 basic needs groups for a person to avoid the potential estrangement of an individual (in a community), to establish quality relations with others, to feel connected to society (ibidem, 2018):

- To have
- To love
- To be

Being a part of a community, understanding it, and trying to find or better to say position yourself within it - one needs to understand approaches to understand and accept diversities, remaining in our societies and a complex network of different relations between aspects of the community. Understanding and accepting diversity is connected to many benefits (Reynolds, 2018):

- Inspire creativity and innovation drive
- Understanding the local “market”
- Cultural sensitivity
- Opportunity for personal/professional growth

The very core of the above mentioned is strongly connected to understanding the community we live and work in. There are many methods that can be used to work with groups to understand our social surroundings– one of them is the participatory learning and action plan (PLA).

PLA offers the opportunity for learning and engaging with the communities. The approach can be applied through various methods and techniques, one of them being Participatory community mapping (Frühmann et. al, 2016, p. 66).

Presentation as an introduction to the topic includes general information on those aspects of diversity that are close to situations your learners are currently experiencing but forward looking and future oriented. Cultural sensitivity, understanding of one's own environment as well as inspiring creative potential are yet to be learned and understood through implementing such practical exercises that enable learners to see the interconnectedness between them and to diversity management. It is important to distinguish between elements of diversity when talking about inclusive environments from the following perspectives:

- How can I/We better understand the social surroundings/community I/we currently live in?
- How can the latter help Me/Us to utilize personal strengths to position myself/ourselves in this community?
- How to operate as a catalyst of positive change, where I /we can contribute to an inclusive society in the future?

Within the presentation part of this topic, check the contents of the IO4 – Diversity management toolkit and include general/national data to present the state-of-the-art approaches in different countries (e.g. diversity charters and signatories...)

1.2. Activity 1

The activity of mapping is one of the PLA methods, usually used for introductory activities – maps of any kind enable you to showcase and talk about the community from the perspective of your current position/area/environment you live or work in (Frühmann et. Al, 2016, p. 66).

By implementing this activity and with respect to the specifics of your learning group, different things can be mapped down e.g.:

- Informal groups,
- Leaders, connectors, and gathering places
- Third places
- Polarisation in communities / marginalized population
- Potential helpers (future trainers, facilitators) ...

When preparing the 5-color context to be used within this exercise, first you need to research what might be most important for the group of learners you are working with. Maps generate and build an effective portrait of how a community looks from the point of view of a learner. It reveals formal and non-formal networks, our personal connection to these networks.

Nazaj

Naprej

IV.3.3 When to map a community

The purpose of Participatory Community Mapping is to understand the community context. Maps build an effective portrait of how the community sees itself and where it locates its values. Ganley (2011) advises to map at an early stage with as many people as possible. Mapping the community with as much detail as possible at the project's outset will build a powerful view of a community's formal and informal networks and their individuals' connection to them. Early mapping also reveals gaps in the initiators' assumptions concerning the community (and its issues) as well as groups and individuals underrepresented in the planned project formation.

"Maps are more than pieces of paper. They are the stories, conversations, lives and songs lived out in a place and are inseparable from the political and cultural contexts in which they are used"

Warren, 2004 qtd. in <http://www.publicengagement.ac.uk/how/guides/participatory-mapping>

As a mentor, you know your target group and the environment you are currently working in therefore prepare five different colours of sticky notes for learners whereby you decide what each colour represents, depending on the target group you work with, e.g.:

- Colour 1 (Formal institutions: Employment centre, Schools, Municipality, Governmental institutions, public bodies, etc.)
- Colour 2 (NGO's, Associations, Foundations, Volunteer organisations: Red Cross, Caritas, Youth centres, etc.)
- Colour 3 (Organised community groups like: book clubs, inclusion groups, Self-help groups, sports clubs, etc.)
- Colour 4 (Informal groups: people you meet every day at the coffee shop you stop by, volunteers, parents from your children's schools, others, etc.)
- Colour 5 (Interests e.g: reading, walking, hiking, riding a bike, gardening, etc.)

Values e.g.: Family, Freedom, Security, Loyalty, Intelligence, Connection, Creativity, Humanity, Philanthropy etc.

When working on preparation of a list that covers different colours and symbolizes the community of your target groups, you need to reflect about all institutions (formal and informal), associations, individuals and groups that are or could be important to your target group. Only by the latter you will be able to sample examples for each colour and present it to learners.

Alternative variation of this exercise, or better to say an exercise before exercise, is to use the same approach as above and sample different values under different colours (so the learners can then do a personal map on values – reflecting about them, what is more or less important to them...). Continue with the exercise by using the external environment elements to achieve the effect of going from personal to community. Both Activity 1 and Activity 3 are to be implemented as per learners' needs (maybe starting with “values” and “closest societal groups”).

1.3. Activity 2

This is a creative exercise exploring the images people are having about other cultures, and societal groups and to strengthen awareness of how these images affect personal expectations of people who belong to other groups.

For this activity, the mentor /facilitator should have a volunteer, who acts in a role of observing the whole situation by taking down notes. It is important that the activity is initially presented simply as the creation of a cooperative story. The name of the game already includes personal names (Antonio, Ali) but the names can be changed/adapted according to the topic /vulnerable social groups (i.e. if you work with immigrants you can choose names traditionally associated with the majority and immigrants. If you want to deal with images of men and women, choose male and female names, and so on.

The activity as such can be adapted to any situation where there is discrimination, by setting the scene of the game and starting the game with an intro sentence e.g.:

“This is the story of Frank, a young homosexual...” or

“This is the story of Maria who is physically disabled...”

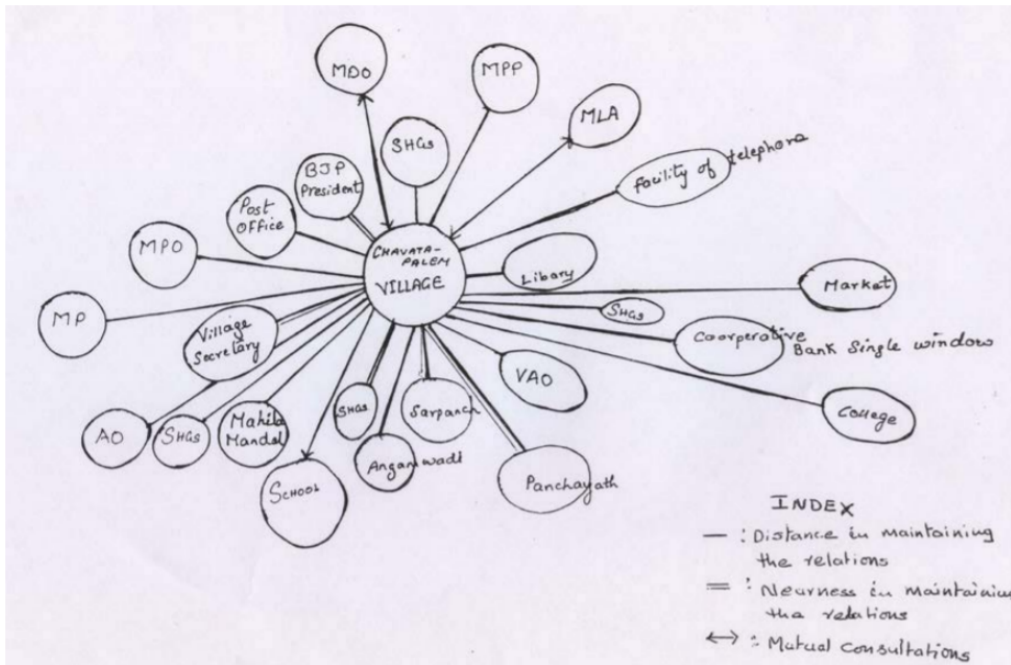
and compare it to the story of somebody from the mainstream in society.

1.4. Activity 3

The activity “Mapping the community” is set as an example of an exercise/activity that can be done either in the group or explained to learners in order to do it individually (as an individual assignment at home) for further exploration of how different groups/individuals are related to each other).

In order to foster this activity ... make sure learners receive the explanation of Chapati diagram (as a starter to Topic 2) and prepare an example for them to understand how to do the exercise.

If using this activity as a homework session, offer an additional explanation about the Venn diagram / Chapati Diagram - it is useful as an example of a simple participatory visual method and can include a number of items to be studied (institutions, individuals, diseases, social groups, natural resources, etc. and any combinations) in relation to a few variables (preferably two) which could include importance, prevalence and perceived proximity:



Source: Ferguson & Heinz (2014).



Source: www.creativecitizens.co.uk

Source: www.creativecitizens.co.uk

Both pictures showcase the ease of use of such diagrams, whilst the “Index” on the first picture represents almost the same idea as in the 2nd picture, named “link”.

If using this Activity as an alternative for homework, make sure that within Activity 1, the social surroundings and community of learners are well presented, and homework might include only the finalisation of one and the same diagram by adding links between them.

2. TOPIC 2: PERSPECTIVES AND POINTS OF VIEW

Taking perspective is very much connected to the “act of perceiving a situation or understanding a concept from an alternative point of view, such as that of another individual” (Wikipedia, Perspective taking). Perspective taking is connected to other theories and concepts such as “theory of mind” and “empathy” (ibidem).

Within this topic the learners will benefit from practical exercises that will enable them to explore the differences within the learning group (another person's point of view) and try to understand thoughts, motives and feelings of other learners to boost empathic concern about the other.

2.1. Presentation

Perspective-taking abilities of a person are strongly connected with other behaviours. It is to differentiate between visual and conceptual perspective-taki.

Visual perspective taking is one part of the perspective taking ability. Visual perspective taking studies have focused on collecting functional magnetic resonance imaging while learners have done perspective taking tasks (observing a picture of another person with objects around this person and taking on the viewpoint of this person, indicating a number of objects) – the latter represents the Level 1 visual perspective – taking (VPT1). Answering the question of whether these objects are located right or left of the other person represents Level 2 visual perspective taking (VPT2) (Wikipedia, Perspective taking). When working with persons suffering from autism spectrum disorders, the exercises are to be adapted accordingly, some studies are showcasing that whilst VPT1 may be intact, the VPT2 can be impaired. The impetus of exploring this topic is therefore on Conceptual perspective taking (CPT) with exercises on encouragement of telling your own personal story (see below the 2.2. Activity 1 – The story crafting method) (Pearson et al, 2013).

Conceptual perspective taking can be defined “as the ability to comprehend and take on the viewpoint of another person's psychological experience (i.e. thoughts, feelings and attitudes). For instance, one can visualize the viewpoint of a taller individual (perceptual/visual) or reflect upon another's point of view on a particular concept (conceptual).” (Wikipedia, Perspective taking).

Showcase the difference between both perspectives and add information about the most important related terms:

- Perception taking mechanisms (Empathy - what it is, why do we need it, evolution of empathy after de Wall “Russian doll”)
- Perspective taking (the Actant Model of story crafting – to emphasize the opportunity to tell a story from a different actor's perspective: “walking in the shoes of another”; 4–ear model)
- Theory of mind (connection to brain on data vs. brain on story)

Whenever in doubt on how to organise the theoretical and practical part of this topic, you can always consult and find inspiration in IO4 – Diversity management toolkit within the related contents of the approaches that can be used within the scope of training (Solution focused brief therapy, Storytelling, Person centered approach).

2.2. Activity 1

The main emphasis of this activity is aimed at the following major factors (after Ginko – Humphries et. al, 2012):

- Hearing your story read out loud can feel empowering and can deepen your understanding of yourself.
- Increase in understanding of others' experiences.
- Everyone's own experience is special knowledge that others do not have.
- The game should not include any anticipation, direction of the course of conversation, no evaluation of the story.

In case you decide for this Activity, the time necessary to perform it and leave room for discussion will take the estimated time for the topic. It however enables more discussion on Empathy, Listening competencies, etc.

Below, you can find alternative activities to be done if this activity is not the most suitable for your learners' group.

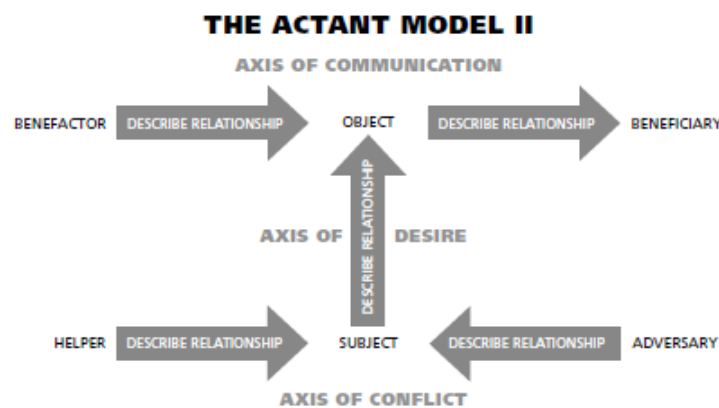
You can also modify this exercise by using the Actant Model and involve all learners in one predefined / pre-chosen story (of hardship and overcoming) and invite learners to create a whole new story around it (Frühman et al, 2016, p. 189):

ACTIVITY: Actant Model revisited

Purpose

When you look at your story you can also try and diversify it by telling it from different perspectives, like we already explained in the Actant model. It can be an interesting exercise when you think of implementing or disseminating the story to different audiences via different (social) media. Think of telling it from the perspective of policy makers, children, immigrants etc...

As we pointed out earlier, the Actant Model includes 6 actants: subject, object, sender, receiver, helper and opponent. Actants are distributed across three axes: the axis of desire, the axis of communication and the axis of conflict.



Guidelines

Start with filling in the desire axis: Who or what should be involved, and with what goal?
 After that, complete the communication axis: How does the subject access the object? Who or what should receive the object?
 Finally, the conflict axis: What opposition might the subject be confronted by? And what type of help is necessary to win over the opponent?
 Craft the (new) story.

Source: Frühman et. al, 2016, p. 189

2.3. Activity 2

Within this activity, make sure to have enough space in order to constellate please as follows (Pro-skills.EU, 2008):

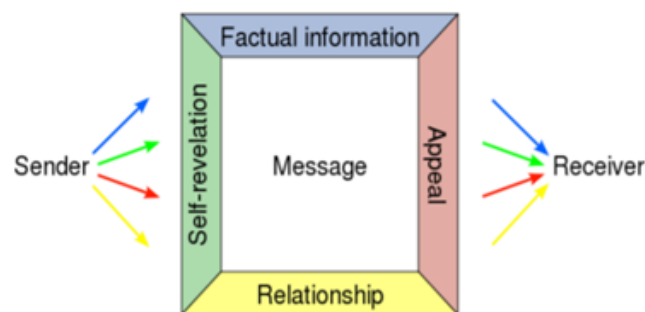
- in each corner of the room, there is one pinboard/table - one on the ear for “facts”, one on the ear for “self-revelation”, one on the ear for “relationship” and one on the ear for “appeal”.

A Twice-Told Story (10' + 10' + 10' exchange)

Pairs; Each one tells a story about a person, who had impact on him/her, a situation, where this person impressed you and showed his/her qualities.

After telling the story, the partner must repeat it with his/her own words. What was heard? What was meant?

The Four Ears Model - POWERPOINT + handout (10' walk through and short conversation)



The Four Ears Model - POWERPOINT + handout

Source: after Schulz von Tun, Wikipedia, 4-sides model

- Additionally emphasize the model with a short description to remember the meaning of all channels:



Source: Pro-skills.eu

- The learners are divided into groups of 3 – 6 persons, max. four groups.
- If the learners are able, they can discuss and do the exercise on their own, if not They need either a “guide” who leads the group from one board to the next or there is a guide at each board;
- The group can discuss the examples and think of further examples from their own lives – use discussion questions & sample ox concrete situations at each board/ear: <http://www.pro-skills.eu/tools/social-skills/Four%20ears.pdf> cards are there to summarize answers...
- Variation A) Each group comes to each of the 4 pinboards, discusses the topic, and pins cards on the pinboard with their impressions; after 10 minutes, the groups change pin boards and go to the next topic;
- Variation B) Each group only works with one topic; the group discusses the example on the pin board, think of more examples from their own lives, and choose one own examples and prepare a short role-play; after 30 minutes, the groups assemble and present their “particular ear” by acting in the role play and giving some sort of comments

The Goal/purpose of this exercise is to (Pro-skills. EU, 2008):

- Gain experience and practice different aspects of understanding and interpreting the message
- Gaining the filling of what is their own “preferred” or usual way of interpreting a message
- Becoming more sensitive to the usual way of communication with others (the prevailing ear)

2.4. Activity 3

Potential video to showcase the difference between Empathy & Sympathy:

https://www.youtube.com/watch?v=1Evwgu369Jw&list=RDLV1Evwgu369Jw&start_radio=1&rv=1Evwgu369Jw&t=0

3. Topic 3: Conflict resolution

The topic of conflict resolution is strongly connected to elements of power relations, stereotypes and perception of the world as we see it. Within this Module II-specific topic, the learners will get to know more about the origin of conflicts, perception of conflict and how to handle it and build trust within the group.

3.1. Presentation

Conflicts are very often perceived as an expression of parties who all draw upon different but dominant discourses (e.g. gender, work ethics, friendship, etc.). The utter most basic assumption on the rise of a conflict situation lies in the so-called “fighting about the truth” – or what happened in reality. The latter is basically quite tricky as we need to understand the “dominant narratives” and “dominant discourses” (Frühmann et.al, 2016). Dominating discourses define boundaries between what is perceived as “normal” and desired and what is “not normal” and undesired (Storybag et.al, 2019).

Discourse is defined as the results of the repetitive ways people talk about the social world, norms, and taken for granted understandings within a given social group. Examples can be statements such as it is important to be healthy, eat vegetables and exercise regularly; unconditional love and loyalty in a family are important; a child needs a mother and a father to grow up as a healthy human being; a man should be the head of the household etc.« (Frühmann et.al, 2016, p. 50 -53). The latter can lead to unwelcomed causes and effects:

Individual	Society
My Story / Personal Story (ies)	Your Story / Story (ies) about you
IDENTITY CAUSES: Poverty Sexual preference (LGBT) Upbringing Traumas (family, war, rape, bullying etc) Ethnicity Religion (also potentially traumatic) Literacy (low / illiterate) Age...	IMAGE CAUSES: Economy Migration Sexual preference (taboos) Xenophobia Nationalism ‘Culture’ Political agendas General knowledge of public Media / politics: selective information...
EFFECTS → DOMINANT NARRATIVES: Success Failure Winner Loser Misfit Beliefs Hopes Desires Shame Blame Pride Feeling of exclusion FACTS (interpreted by teller) → FICTIONS	EFFECTS → DOMINANT DISCOURSES: Opinions Success Failure Winner Loser Misfit Beliefs Hate Fear Shame Blame Exclusion FICTIONS (‘alternative facts’ based on (invented) traditions and norms)

Source: Storybag et. al, 2019

“It is vital to take the opponent’s story. One of the narrative principles we teach is to say unless we have the ‘others’ story out of which they’re acting, then we don’t have the full story.” (Paul Costello)

The main idea of conflict understanding and resolving it (also mediation) is to understand dominant narratives and not position oneself in a more favourable position than the other.

For the learners/presentation include at least the following:

- Conflict definition
- Types of Conflict
- Origin of conflicts with an explanation of power position / dominant discourse
- Escalation reasons and resolution options

The practical activities described below serve to showcase the possibilities to handle and resolve a conflict situation in practice through social learning. Again, depending on the type and features of the learners you are working with, you can use/work with alternative exercises presented below or use the Resources section and IO4 Diversity management toolkit to adapt your training.

3.2. Activity 1

This activity is aimed at rechecking all the previously gained knowledge in the first 2 topics and gradually built for addressing the conflict as such (perception of it, considering different perspectives, to be equipped for handling conflict, building trust). The activity serves the function of “knowing better” when in a situation to be drawn into a conflict.

This activity helps towards become more comfortable with conflict, be able to consider the positive aspects of conflict, and understand the possible benefits to themselves and the team (Scanell, 2010, p.24 – 25):

- Learners are to be divided into pairs
- Each learner receives a handout – For example handout has many questions; you can shorten or extend it.



Conflict—How Do You See It?

1. How do you define conflict?

2. What is your typical response to conflict?

3. What is your greatest strength when dealing with conflict?

4. If you could change one thing about the way you handle conflict, what would it be? Why?

5. What is the most important outcome of conflict?

6. In what ways have you seen your team benefit from conflict?

7. How can conflict be detrimental to a team?

8. What do you do when someone avoids conflict with you?

9. What are some reasons you choose to avoid conflict?

10. What can you do to promote a healthy attitude toward conflict within your team?

Source: Scanell, 2010, p.25

- Pairs of learners now interview each other within the settings of the handouts
- Getting back together and discussing (optional):
 - Were your partner's perspectives different from your perspective?
 - What were some things you learned by considering another's perspective?
 - Does discussing conflict like this make it "less scary"? In what ways?
 - Is conflict good or bad?

- What are some ways in which conflict is detrimental to the team?
- What are some ways in which conflict enriches the team?

3.3. Activity 2

This activity is aimed at gaining an understanding of how to deal with conflicts in practice and practice effective conflict resolution.

Firstly, you need to prepare/draw a large target (big enough so use bigger paper size) that contains three circles:



The innermost circle represents the team members themselves (learners group), the middle circle represents the group as a whole, and the outer circle represents the company (can be any vital institution currently important and suiting the specifics of the societal group you are working with your training setting (Scanell, 2010)

First start discussion: How would/ does effectively resolving conflict affect you/your peers and your organisation? Record / write down answers and pin them to the target in the appropriate place on the target. Before starting this conversation, you can invite learners into groups (3 – 4 or bigger) to work on their own targets together and contemplate this topic and maybe fill in the target's circles on their own before group discussion.

As a variation of this activity, you can prepare 2 targets using both in ways that:

- In the first target, you discuss the benefits of effective conflict resolutions
- In the second you discuss ineffective conflict management skills

3.4. Activity 3

This exercise is a soft approach that simulates the potential of experiencing a conflict and to work in a team. You will need a lightweight hula hoop.



Source: <https://www.right-impact.com/indoor-activities/helium-hoop-team-behaviours-transformation.html>

Explain to the learners the necessary position of elbows, hands and standing in the circle in order to perform the exercise (consult the picture above, learners start however in a standing position. Once the smaller groups (depending on the size of the group you are working with) are formed in the respective positions, place a hoop on them. They now have the task to firstly, lift the hoop together and later on put the hoop on the floor with one simple rule – the hoop should not fall down/all learners always touch the hoop.

Conflict “might” or “should” occur due to different facts:

- The leaders in the circle are not defined
- Comments might arise (e.g. “do not drop the hoop”...” carefully, we need to put it down”...)
- If a hoop falls, the exercise starts over.

Discussion can follow optionally:

- Thoughts about this activity
- Your perception of your role and effects of the activity?
- Did the team experience conflict? If so, how did you manage to resolve it?
- How did you balance between your precepted role and the goal of the whole team within this exercise?

4. Topic 4: Structure of an individualised intervention plan

Individualised planning (IP) and inclusion in (social) services as a method, derive from 1980s' when the need for coordinated work of different expert/social service providers and to accordingly coordinate different social services in the communities, deriving from the so called case management method that in abroad sense relates to “coordination of services on behalf of an individual person who may be considered a case in different settings such as health care, nursing, rehabilitation, social work, disability insurance, employment, and law” (Wikipedia, Case management).

Individualised intervention plan is an important part of conducting social services for most vulnerable target groups (e.g. People with mental health problems, people with behavioural difficulties, etc.). In the scope of VICTORUPESI project, the IP general approach for specific target groups (PwD's in scope of mental health and intellectual impairments) is more detailed in IO4 – Diversity management Toolkit.

However, the topic does not focus on intervention planning in terms of improvement of behaviour but rather on exploring personal traits, competencies and skills assessment in order to prepare a plan for a desired outcome of the training and better inclusion in social/employment/vocational life.

In the scope of training sessions, this topic benefits from the above-mentioned method along with elements of addressing challenging behaviours, personal “threats” and future oriented planning on interventions, from which learners can benefit within the scope of training for better inclusion and direction of personal actions in the future.

4.1. Presentation

Individualised planning within this topic is aimed at the following:

- Checking motivation for involvement in training / planning personalized paths for better inclusion.
- Keeping up personal motivation.
- Activation of personal potentials.

Explain the logic of IP methods in general from the resources and turn to a generalised approach suitable for all target groups.

Individualised plan (IP) includes several steps:

- Awareness of personality, personal skills, interests, and values.
- Evaluating skills for specific areas (inclusion in VET, CVET, Employment).
- Preparation of a personal plan.

Looking for jobs and making a career can be increasingly challenging. Transitioning to the life of an “employee” can be challenging and also life changing. The person who tries to find his/her own position in the working world is required to have some sort of control; the latter means also some planning and research on personal traits, planning and other know-how.

The structure of individual intervention is not so much about the form as it is about “knowing yourself first before planning”. You can present to learners a template of an individual plan from IO4. However, it is important to boost discussion within the presentation itself – to work on a personal plan that looks completely different as already from the template you can elicit some questions/statements from the learners when observing/checking the template:

- What do you think is required to fill out such a plan?
- What interventions might be needed for you to prepare such a plan?
- Which areas are those in which you would need more help?

The need for self-assessment is so to say a lifelong intervention and in order to make a good plan, one needs to be able to realistically assess oneself in the process of making a plan (DigiJobID, 2017).

4.2. Activity 1

Invite participants to any online version of a personality test to reflect on personality/character traits.

This is an individual assignment, so everybody will need at least a smartphone with a stable connection (better a PC) to take a test.

Showcase one such example and invite to take the test: <https://www.16personalities.com/personality-types>
After completion, invite participants to share their results in plenary.

4.3. Activity 2

This activity is aimed at understanding and evaluating personal skills and competencies and it gives learners the opportunity to do a thorough self-assessment.

- Provide the learners with working sheets on skills in order for them to reflect and assess whether and which one they need.

Working sheet:

Common Transferable Skills

Read over these skills and think if you have or need to gain any them.

SKILL SET	DESCRIPTION	EXAMPLES
Basic Skills	These are skills needed by almost all workers. These skills are very important to have. Writing, for example, is a basic skill that gets you into a good job. Not having it can keep you out of a good job.	<ul style="list-style-type: none"> • Learn new things • Listening • Math • Reading • Science • Speaking • Think critically
People Skills	These are some of the most needed and wanted skills. They're sometimes called "soft skills." These skills help people to work well with others.	<ul style="list-style-type: none"> • Be aware of others • Coordinate with others • Help others • Negotiate • Persuade • Teach others
Management Skills	All workers need these skills, not just managers. Employers hire people who can keep track of projects, money, and their time.	<ul style="list-style-type: none"> • Manage money • Manage people • Manage things • Manage time
Systems Skills	Can you understand how parts and wholes work together? For example, could you see what would happen to your company if a certain employee left? Or how a new tax law might change prices at the grocery store? Then you have systems skills.	<ul style="list-style-type: none"> • Evaluate a system • Evaluate an organization • Understand a system • Make good decisions
Technical Skills	Technology includes computers and equipment. Computers are common in most workplaces. People in all occupations should know how to work with technology.	<ul style="list-style-type: none"> • Choose tools • Control quality • Install equipment • Install programs • Maintain equipment • Check equipment • Operate equipment • Repair • Troubleshooting

Source: DigiJobId: <http://www.digijobid.eu/digijobid/>

- Provide the learners with a working sheet about work values and help them to read the statements and rate each one of them on a scale of 1 (High) to 5 (Low) on how well these statements match their personal values (you can always return to topic 1 of this Module and remind students about the mapping exercises and exploring their values). Each learner can add additional values to the table which might not be listed here.

Work Value	Description	Rating
ACHIEVEMENT	Chance to use your strongest skills and feel good about your work Being challenged and doing interesting work Learning and gaining new skills	
INDEPENDENCE	Able to decide what work you do Supervising your own work Being creative and finding new ways to do things	
RECOGNITION	Chance to move up and be a leader Being able to direct and influence others Having an important or prestigious job	
RELATIONSHIPS	Getting along with your boss, coworkers, and customers Working with diverse people of many cultures and Backgrounds Helping and caring for other people	
SUPPORT	Having a boss that stands behind their employees Access to the right tools, training, and resources needed to do your job	
WORKING CONDITIONS	Having good work conditions Being well paid and having good benefits Having a job with low risk of a change in pay or work duties Having a variety of things to do on the job	

Source: DigiJobId: <http://www.digijobid.eu/digijobid/>

- Showcase the Individual plan template from IO4 and invite learners to prepare their own plan - this can be done as homework and checked at the coaching circles part of the training.

Wrap up Activity

Feedback and Conclusion

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3.3. MODULE III (AWARENESS)

The third module of the training is the contribution of our Spanish partner FETICO, reflecting their expertise in workers' rights and opportunities.

3.3.0. Introduction

The main topic of this Module is the right to work, the essential aspects that define this right, and the main difficulties and barriers that prevent some groups from fully participating in economic life through employment.

The right to work is recognized as a fundamental human right in the main international human rights conventions and treaties such as the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights as well as the European Social Charter and in Constitutions from many countries. The article 23 of the Universal Declaration of Human Rights establishes “everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work”.

International treaties, European conventions and laws and national legal frameworks recognise every individual should have equal opportunities to access the labour market and prevent any discrimination at the workplace based on any ground such as race, sex, age, ethnic or social origin, disability, religion, belief, or sexual orientation. However, the right to work can not always be fully exercised and not all people have equal opportunities to participate in the labour market. Certain groups face special difficulties in accessing the world of work and

developing a productive activity since they are at an unequal starting point with respect to their peers, which causes situations of vulnerability and risk of social exclusion, with different levels of complexity.

Legislation, policies and supporting measures to ensure the participation of all people in the labour market are fundamental to guide toward strong, fair, and inclusive societies. In this module, we will analyse the main labour legislation and protective measures developed in each partner country to support participation of vulnerable groups in the labour market.

3.3.1. Workbook for participants and the trainer's manual.

Learning objectives

After completing this Module learners will be able to:

- Understand the main difficulties and barriers that prevent some vulnerable groups from fully participating in economic life.
- Identify the main laws existing at a national level to regulate the work and the labor relations.
- List and briefly explain the measures that promote the participation of vulnerable groups in employment.
- Outline the rights and responsibilities of employees and employers in the workplace.
- Know some business management models and strategies that can support inclusive work environments as the SCR, management of diversity, etc.

Energiser Exercise

Icebreaker Questions:

- If there was an extra day in the week, what would you do with it?
- If you could live anywhere in the world for a year, where would it be?
- If you had to deliver a masterclass on one skill needed to succeed in your personal life, what would you teach?
- If you had to deliver a masterclass on one skill needed to succeed at work, what would you teach?

1. Topic 1: The work as a key factor of social integration

The work is one of the most effective mechanisms for inclusion, especially for groups who have a high risk of social exclusion. Employment is the main access to an autonomous, dignified, and stable life.

In addition to its economic dimension, employment has an important social dimension as a key factor of integration and socialization. Employment provides people the opportunity to be part of the society in which they live and to participate in economic, social, political, and cultural processes, contributing with their work to social development.

Promoting an inclusive labour market is a priority objective of all European countries and to achieve this objective a wide range of resources are devoted at European, national, and regional level, such as active policies and support mechanisms that take into account the specific needs and interests of the most vulnerable groups in search of employment. The main activities carried out by countries included guidance and counselling, providing training and education, and offering employment support. A second category of interventions aims to remove societal barriers, by improving services or by changing attitudes and raising awareness.

But fostering active inclusion of disadvantaged groups into the labour market is not only achieved by laws and public measures which are obviously necessary, but also by the commitment and involvement of all the social agents, particularly the economic agents that must provide measures that support the labour inclusion, equal opportunities, and non-discrimination in the workplaces.

To achieve an effective integration of these groups into the dynamics of the companies, appropriate measures must be put in place. It is necessary to carry out a phase of accompaniment, training and adaptation to the characteristics and needs of the person to the job place in question.

The employment of disadvantaged groups cannot be understood as a concrete or specific act, which occurs with the simple hiring, but as a complex process that requires actions prior to, simultaneous and post-hiring, to ensure success, both for people entering the labour market for contracting companies and for society as a whole.

Activity Topic 1

“Questions to reflect”

Question: Have you ever felt discriminated against in the access to employment or at the workplace?

Question: Can you point out any case of discrimination you have known in your workplace?

2. Topic 2: Discrimination at Work

Specific mention requires discrimination in the access to employment and in the workplace.

According to the definition of the Council of Europe, the main European body to combat racism and intolerance, “discrimination” happens when a person is treated less favourably than other people in a comparable situation, only because of specific characteristics that are part of or are perceived as part of their identity as nationality, race, ethnic origin, gender, sex, age, disability or any other personal or social condition or circumstance.

Discrimination at work has multiple dimensions and forms of expression.

- Labour discriminatory practices can occur in any of the employment processes: application, recruitment, hiring, job assignments, job conditions, promotions, dismiss, referral, etc.
- Discrimination can happen between co-workers or between employees and employers.

Discrimination is often based or justified by prejudices and stereotypes, conscious or unconscious:

A stereotype is a generalised belief or opinion about a particular group of people. The main function of stereotypes is to simplify reality.

A prejudice is a judgment, usually negative, we make about another person or other people without really knowing them.

Both stereotypes and prejudices are learned as part of our socialisation process.

Structural discrimination is the result of perpetuated forms of prejudice.

Another important aspect to underline the different dimensions of discrimination at work is the intersectionality of “multiple discrimination”. This concept refers to the fact that people can be discriminated against in the workplace because of more than one ground or identity characteristics. For example, a young Roma woman who is discriminated against on the grounds of her ethnicity may be also discriminated against on the grounds of gender, sexual orientation, age, and so on.

Sometimes two or multiple grounds operate simultaneously and interact in an inseparable manner, producing distinct and specific forms of discrimination. The combination of these factors creates a negative synergy so that the discrimination cannot be fully understood as the addition of criteria alone.

<https://www.youtube.com/watch?v=beDfBYH2RxE>

Multiple discrimination is a relatively recent concept, which although now widely accepted, has not yet been fully reflected within the law and legal practices. Anti-discrimination laws have traditionally taken a single perspective, identifying, and addressing single grounds in cases of discrimination.

In the last years, national policies and strategies have taken the first steps aiming at the elimination of multiple discrimination, but in most of the cases, the focus is on double discrimination rather than on multiple one.

Public policies and practices need to address all dimensions of discrimination and their impact on the labour situation of vulnerable groups. This multiple dimension of discrimination leads to specific and individual needs and challenges for the labour integration of vulnerable groups.

In this context, the main challenge is to design, formulate and implement labour integration strategies with a comprehensive person-centred approach.

Activities Topic 2

Work on discrimination, unconscious biases, and hidden prejudices in the access to employment and the labor environment

2.1 Some videos about how prejudice works and what you can do about it:

<https://www.youtube.com/watch?v=IzEdSdvFLU0>

<https://www.youtube.com/watch?v=dloCJq8shZE>

2.2 List for each project target group 3 prejudices that our TGs face to access to employment or in the workplace and some proposals to overcome these prejudices.

2.3 Participants are invited to take the implicit-association test, which is totally anonymous and quickly completed

<https://implicit.harvard.edu/implicit/selectatest.html>

3. Topic 3: Barriers to employment for disadvantaged groups

People in vulnerable situations often face multiple and complex barriers to employment beyond those faced by other jobseekers.

But even if the obstacles to access to employment are diverse, given the heterogeneity of vulnerable groups, the diversity of profiles within each of these groups and the potential for multiple grounds of discrimination we can identify some employment barriers that are common to all vulnerable groups to realize their right to access to employment.

- **Cultural barriers**

- Vulnerable people face stigma and discrimination

The existence of negative social perception is unfavourable to the professional integration of vulnerable groups.

- Weak involvement of the affected groups in expressing their opinion in the public space and weak participation in the policy-making process.

- **Educational barriers**

People in vulnerable situations face more difficulties in accessing education and training or completing of already started educational or vocational studies due to situational, institutional, and dispositional barriers such as:

- The cost for those people with lower income.
- The family responsibilities and the lack of support with childcare.

- The lack of adaptation of training programs to the needs of some groups
- The lack of confidence about their skills to engage in education or training
- The lack of awareness, information, advice, and guidance about learning opportunities available.

These barriers lead to an outdated of the skills needed in the current job market that make people with low educational level skills more likely to engage in informal employment.

- **Economic barriers**

- Lack of financial resources is felt at the level of all social groups.
- Insufficient support from employment and social services due to the lack of tailored support that addresses the individual needs of each unemployed person/job seeker (personalization of services).
- Lack of incentives and benefits for companies to promote diversity and to be more open to hiring people from social categories who have difficulties accessing the labour market.
- Poor or lack of information, advice, or guidance about administrative issues, basic legal aspects of the economy, labour market.
- Lack of available jobs suited to their qualifications and professional experience.

These barriers lead to a chronification of many unemployment situations due to the longer people are out of employment, the less likely they are to find a job again.

- **Psychological barriers**

- Impaired self-esteem and self-perception
- Lack of confidence and motivation as well as a decline in social relations during extended unemployment spells.
- The risk of becoming discouraged and falling into inactivity because of an unsuccessful job search strongly affects the mental state of people at risk of social exclusion.
- The lack of networks and social/emotional support

Long-term unemployment situations can negatively affect people's physical, psychological, and emotional health and wellbeing leading to a vicious cycle.

How to remove these barriers?

Only a comprehensive approach ensures to address all aspects involved in the labour inclusion of disadvantaged social groups: legal, administrative, political, cultural issues and social awareness.

Activities Topic 3

“Mapping of existing obstacles to employment for vulnerable groups”

Each participant must write in a word or short sentence three barriers or difficulties that in their opinion the project disadvantaged groups face to access to employment.

All the words will be written on the board, and we will try to find, by consensus, at least three difficulties that are common to all the target groups.

“Awareness-raising actions”

Find on the Internet any awareness-raising campaigns launched in your country to combat labour discrimination in the workplace.

4. Topic 4: Employment regulation and protective measures to promote the employability of groups at risk of labour exclusion

Equality and non-discrimination at work are founding values of the European Union, as expressed in Article 2 of the Treaty on European Union.

Protection against discrimination in Europe can be found within European Conventions and EU Legislation. The document that assembles the fundamental rights and freedoms protected in the EU is the Charter of Fundamental Rights which prohibits discrimination in its art. 21.

In addition to the Charter, EU Directives as the Employment Equality Directive and the Racial Equality Directive, prohibit discrimination in certain contexts, such as employment.

European legal framework

We can find legislation against discrimination in the workplace in the following EU Directives:

- The Racial Equality Directive (Directive 2000/43/EC) implemented the principle of equal treatment between persons, irrespective of racial or ethnic origin.
- The Employment Equality Directive (Directive 2000/78/EC) in addition to the Racial Equality Directive, this Directive extended the protection against discrimination provided under EU law, which had previously been developed on gender matters. By explicitly obliging the Member States to prohibit discrimination in employment and occupation on the grounds of religion or belief, age, disability, and sexual orientation
- Gender equality in employment Directive (Recast Directive 2006/54/EC) equal treatment for men and women in matters of employment and occupation

The adoption of these Directives initiated a movement throughout Europe. In many Member States, this movement implied quite profound changes to the existing legislative framework, through the amendment of existing legislation or the adoption of unprecedented new laws and regulations to specifically regulate the prohibition of discrimination in accordance with the directives' requirements.

European Policy framework

The Employment priorities of the European Commission to reach by 2030 are reflect in the “European Pillar of Social Rights” in a joint effort by the Member States and the EU, with active participation from social partners and civil society.

The “European Pillar of Social Rights” headline targets for building a fairer and more inclusive European Union by 2030.

It sets out 20 key principles and rights to support fair and well-functioning labour markets, structured around three chapters:

- Equal opportunities and access to the labour market
- Fair working conditions
- Social protection and inclusion

Basic national laws in which is regulate the right to work and equal treatment and opportunities in employment and occupation.

The information in this section has been gathered from the template provided to partners in which they made a general review of the main laws that regulate the right to work and the labour relations in the national legal

frameworks of the participant countries as well as special laws and protective legislation and measures that may exist in these countries to promote the access of project target groups to the labour market and to protect them of discrimination in the workplace.

The results of this search of information in the different countries can be consulted in Annex 1 of this Workbook and can serve to support teaching/learning activities. We can extract some general conclusions from this legislation research:

- The right to work is recognized and protected as a fundamental right, normally at a constitutional level. Also, the principles of equality and non-discrimination are recognized at the same level.
- The rights and obligations concerning the employment relationship are regulated:
 1. In the National Labour Laws of the States.
 2. The collective agreements establish the specific work conditions in the different economic sectors as salary, holidays, working time, leaves, etc.
 3. In the work contracts. These are the documents that regulate the labour relationship between employer and employee. They include the job description, terms and conditions of the labour relation.
- The basic rights and obligations of employers and employees established in the National Labour Laws are very similar as we will see in the next section.

Protective legislation promoting access of vulnerable groups to employment

Considering the situation of vulnerability that some groups find and the difficulties they encounter in exercising their right to work most of the countries have adopted employment protection legislation and measures that try to protect specific vulnerable groups from discrimination in the access to employment and occupation.

Most of the countries involved in Victorupesi Project have adopted “positive measures” or “positive action measures” that provide advantages for certain disadvantaged groups to support them in overcoming the structural forms of discrimination that limit their opportunities to participate in labour market.

These measures include a wide variety of policies, programmes and initiatives in the different countries that can be consulted in Annex 1 of this Workbook.

Activity Topic 4 “Debate”

Can you find in your national legislation where and how is regulated the right to work?
Do you consider that structural discrimination can be prevented (rectified) with the enforcement of positive discrimination measures?
Can you mention three concrete measures that can help to prevent discrimination in access to employment?

5. Topic 5: Rights and responsibilities of workers and employers in the workplace

Workers must know their labour legal rights while being a part of an organization, but it is also important for them to know that with rights come responsibilities and duties to accomplish. Knowing their rights and responsibilities at the workplace enables workers to feel secure and confident.

Protection of workers’ rights is generally linked to the existence of an employment relationship between an employer and an employee. The work contract is the basis for establishing the bond between the two parties and the essential legal terms of this bond like payment, working hours, leave types, leaves yearly/monthly basis, etc., as have been mutually agreed upon between the worker and the employer.

But there are some implied terms not written on the contract between the employer and the employee. They are basic norms applied to all labour relations by default. Examples of implied terms by employees include not harming companies' resources or property, respecting everyone, not revealing confidential information, etc. Examples of implied terms by employers include committing to provide a comfortable as well as respectable work environment.

Apart from specific regulations at the national level depending on specific sectors, jobs, activities, categories of workers, etc., in general terms employees and employers have the following rights and responsibilities either by law or morally:



	RIGHS	RESPONSABILITIES
WORKERS	<ul style="list-style-type: none"> ▪ Receive a work contract. ▪ Receive the agreed remuneration, that must be at least the “minimum wage approved at national level” ▪ The effective occupation during the working day ▪ Promotion and training at work ▪ Not be discriminated to access a job. ▪ Physical integrity and privacy. ▪ Work in a safe and respectful atmosphere, free from danger, bullying or discrimination. ▪ Join a trade union. ▪ Others that are established in the employment contract. 	<ul style="list-style-type: none"> ▪ Perform their work carefully in accordance with the principles of good faith. ▪ Follow workplace rules, safety instructions and hygiene measures that are adopted. ▪ Follow the orders and instructions of the employer and other persons in the exercise of managerial function ▪ Be loyal to their employer and not disrupt business, not disclose confidential business information, not carry out the same activity as the company in competition with it. ▪ Contribute to improving productivity. ▪ Treat customers, co-workers and the employer with respect and ensure they don't bully or discriminate against other employees ▪ Carry out their duties as stated in their contract of employment.
EMPLOYERS	<p>Employers have the right to require the worker to comply with the agreed labor service. This generic right of the employer is materialized through the power of organization and direction and the disciplinary power that assists employer in the event of non-compliance of the worker.</p> <p>Other employers' rights:</p> <ul style="list-style-type: none"> ▪ Decide on the objectives of the business. ▪ Hire suitable staff for their business. ▪ Dismiss dishonest or unsuitable staff. ▪ Expect loyalty from their staff 	<p>If we assume that labor legislation is the regulation of the States to protect the situation of the “weakest part” of the labor relationship -the worker-, we can affirm that, in general, the main obligation of the employer is to comply with all the obligations imposed by law.</p> <p>Main obligations of the employer are:</p> <ul style="list-style-type: none"> ▪ To pay the salary agreed, at least the “National minimum wage” ▪ Give effective occupation to the worker. ▪ Facilitate the promotion and professional training of him. ▪ Not discriminate you for any reason; ensure all employees are treated equally in the business, including protection against all types of bullying/ harassment. ▪ Respect physical integrity of workers, privacy, and the consideration due to dignity ▪ Comply with safety and hygiene measures at work. ▪ Comply with the obligations imposed by the Social Security regulations; etc.

Activity Topic 5

“Working in groups”

Divide the class in two groups: one group must create a poster showing the rights/responsibilities of employees and the other group will create a poster showing the rights/ responsibilities of employers in the workplace. Put in common rights/responsibilities of both parts.

6. Topic 6: Corporate Social Responsibility-CSR as a means to support strategies for inclusive employment.

In the last years companies have long assumed a collaborative role with society, making commitments that contribute to generating a more fair, sustainable, and equitable society. This commitment of companies to society sometimes translates into Corporate Social Responsibility plans.

What is corporate social responsibility?

CSR can be defined according to different perspectives, we can give a rough definition of this concept as the ethical and voluntary commitment that a company adopts to manage its activity sustainably, contributing to social improvement

The European Commission in its Green Paper "Promoting a European framework for corporate social responsibility", which aims to stimulate reflection at European level on how the EU should promote corporate social responsibility, refers to the concept of CSR as "the voluntary integration by companies of social and environmental concerns in their business operations and their relations with their interlocutors or stakeholders."

A socially responsible company complies not only with the law but makes a commitment to grant a greater protection to the interests of workers, suppliers, customers, public authorities, or organizations advocating for local communities and the environment.

CSR cannot be a substitute for regulatory action by public authorities, however, it may contribute to the achievement of a number of public policy objectives, such as: the inclusion of disadvantaged groups in the labour market, permanent training, increase of the employability in the globalized knowledge economy, facing the ageing of the labour force or the respect towards the European values, as well as the human rights, the environment, and fair work conditions in developing countries and in the whole world.

That means Corporate Social Responsibility (CSR) encompasses the ethical decisions, measures, activities, and actions carried out by any company during the development of its economic activity.

What can do CSR for the employment of disadvantaged groups?

CSR affects different areas of company management. A company can perform different actions in the framework of its CSR Plans. There are companies that opt for a greater commitment to the social integration of people in situations at risk of exclusion, supporting the employment of the most vulnerable groups. This commitment to companies can be translated into the development of work diversity and inclusion programs.

In recent years have emerged approaches aimed at considering diversity in organizations from a more positive and integrative perspective. Some research shows that diversity in business fosters innovation and improves competitiveness.

What companies need to do to implement diversity and inclusion in the workplace:

- Managing workplace diversity as a process of creating and maintaining a favourable environment in which the differences between people, ideas and practices are recognized, understood, and value. Creating an environment where "outside the box" ideas are heard.

Diversity usually includes the three aspects that shape our identity or identities:

- Demographic diversity (our gender, age, ethnic origin, sexual orientation, etc.)
- Experiential diversity (our cultural background, education, skills, abilities, work experience, affinities, hobbies)
- Cognitive diversity (our personality, how we think about things, approach problems, etc.)

- Deal with obstacles facilitating an inclusive work culture in the organization, involving employees and encouraging them to understand the differences.

Activities Topic 6

Activity 6.1 Dynamic to promote inclusive work environments: GAME X-Y

Team building game based on the prisoner's dilemma to illustrate both the benefits and the difficulties in achieving cooperation and collaboration (working together)

Objective of the game:

Understand, through a simple activity in the form of a game, that it is often more practical to cooperate than to compete. Of the cooperation between us, we can get a lot of benefits.

Material:

Activity sheet for each participant

Development of the activity:

- Divide the group into subgroups of 5 pairs. Each pair must act, from the point of view of the decision, as a single player. People from different couples can't communicate.
- Distribute the activity sheets. Do not comment on the purpose of the game (without saying anything about cooperation or competitiveness) only that they will proceed to choose between X or Y in ten rounds with the intention of getting the highest score (according to the Points Sheet) which gives the victory. Talk only with your partner, except in rounds 5, 8, & 10.

There may be an observer (trainer) who will record the kind of relationship that occurs between the result of each lap and the cooperative or competitive attitude of the participants.



Points Sheet:

4 Xs (Each pair chooses "X")	Each "X" pair loses 1 point.
3 Xs (Three pairs choose "X")	Each "X" pair wins 1 point.
1 Y (One pair chooses "Y")	The "Y" pair loses 3 points.
2 Xs (Two pairs choose "X")	Each "X" pair wins 2 points.
2 Ys (Two pairs choose "X")	Each "Y" pair loses 2 points.
1 X (One pair chooses "X")	The "X" pair wins 3 points.
3 Ys (Three pairs choose "Y")	Each "Y" pair loses 1 point.
4 Ys (Each pair chooses "Y")	Each "Y" pair wins 1 point.

Score Sheet: (Fill this in at the end of each round)

Round	Time	Talk with	Choice (X or Y)	Points won	Points lost		
1	30 seconds	your partner					
2	30 seconds	your partner					
3	30 seconds	your partner					
4	30 seconds	your partner					
5	1 minute	the group				Multiply your score in this round by 2.	
	30 seconds	your partner					
6	30 seconds	your partner					
7	30 seconds	your partner					
8	1 minute	the group				Multiply your score in this round by 3.	
	30 seconds	your partner					
9	30 seconds	your partner					
10	1 minute	the group				Multiply your score in this round by 5.	
	30 seconds	your partner					
Total points							Final Total

Evaluation:

At the end of the game a discussion based will be open. Some possible questions:

How have you felt?

What have you experienced?

Which is more practical: cooperate or compete? Why? Who benefits from it?

What lesson can we draw from this activity?

Activity 6.2 Participants are invited to check the Innodiversity Index (IDI) which is an analysis and diagnosis tool to quantify how organizations manage diversity:

<https://www.indiceinnodiversidad.com/#/main>

This innovative index, created by Spanish researchers has been put into practice in the Spanish business environment thanks to the framework provided by the Diversity Lab, the IE Foundation and the Foundation for Diversity, with support from the Pzer and HP companies and the collaboration of AmChamSpain.

GLOSSARY

Right:

It is something you are entitled to receive.

Responsibility:

It is a duty or something you should do.

Labour market:

Labour market refers to all the people who are able to work and want jobs in a country or area, in relation to the number of jobs there are available in that country or area.

Labour law:

Labour law defines your rights and obligations as workers and employers.

Employee:

An 'employee' is a party to an employment relationship characterised as a contract of employment (or contract of service) between the employer and employee. However, this is only one of several different legal formulations of the concept of 'worker'. The scope of the labour laws of the Member States of the EU may start with the concept of the employee.

Being classified as a worker means having rights deriving from the status of an employee in terms of domestic labour law.

Every EU worker has certain minimum rights relating to: Labour law; Health and safety at work; Equal opportunities for women and men and equal treatment at work; and Protection against discrimination.

EU countries must make sure that their national laws protect these rights in their employment laws

Employer:

An 'employer' is a party to an employment relationship characterised as a contract of employment (or contract of service) between the employer and the employee. However, while the employee retains a human identity, the employer often has a corporate legal personality.

Employment contract:

Although different legal formulations of the concept of worker are possible, labour law in the EU starts with the employment relationship, which is characterised as a contract of employment. The essential defining element of the contract of employment is the criterion of submission or subordination of the employee to the employer's command or control in terms of the time, place and manner in which the work is to be done. Laws affecting workers usually focus on the contract of employment and subordination

Employment relationship:

Individual employment relations are the relationship between the individual worker and their employer. This relationship is shaped by legal regulation and by the outcomes of social partner negotiations over the terms and conditions governing the employment relationship. Regardless of the type and duration of the employment relationship, workers have the right to fair and equal treatment regarding working conditions, access to social protection and training.

Trade union:

They have the authority to promote and defend the workers' economic interests. They also represent workers in collective bargaining.

Collective bargaining:

Free and voluntary negotiations for regulating relations between employers and workers. Collective bargaining determines working conditions and terms of employment. Employers may bargain individually or as a group, and one or more employee organizations may bargain together as well. Bargaining can take place in a unit within an enterprise, at the enterprise level, across a sector, regionally, or nationally

Formal/Informal employment:

Informal employment: Work that lacks social and legal protections and employment benefits. These jobs may be found in the formal sector, the informal sector or in households

Temporary work agencies:

These agencies employ workers and provide them temporarily to client companies. The agency is responsible for paying workers and dealing with social security matters. During the assignment, the agency employee receives

the same rights and protections as any other worker. Some countries require government oversight of temporary work agencies.

Social rights:

Social rights are the rights of people to achieve their basic human needs. In domestic constitutional orders, common social rights include the right to healthcare (right to health), right to housing, right to food, right to education, right to social security, and right to work.

Social protection:

Consists of policies and programs designed to reduce poverty and vulnerability by promoting efficient labour markets, diminishing people's exposure to risks, and enhancing their capacity to manage economic and social risks, such as unemployment, exclusion, and disability.

Social security:

Social security protection is defined in ILO conventions, UN instruments and EU policies as a basic human right. It is the protection that society provides to individuals to ensure access to health care and to guarantee income security, particularly in cases of old age, unemployment, sickness, invalidity, work injury, maternity, or loss of a breadwinner.

It is a system of contribution-based health, pension, and unemployment protection, along with tax-financed social benefits.

Only 20 percent of the world's population has adequate social security coverage. In Europe each country has its own social security laws determining what benefits you're entitled to; how much you'll receive and for how long. The obligations and rights under these laws are the same for all workers in that country, whether local or
from
abroad.

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(17.02.2022)

The European Pillar of Social Rights

https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights_en

European Commission- Employment, Social Affairs & Inclusion- European employment strategy- Rights at work
<https://ec.europa.eu/social/main.jsp?catId=82&langId=en>

4. Conclusions and Recommendations

To provide the best use of the manual we gather the experiences, conclusions, and recommendations from the facilitators in the partner countries and feedback from the participants.

1. Sweden:

- Consider formal recognition of the training through the national vocational qualification process: Given the effectiveness and adaptability of the training resources in Sweden, exploring the possibility of formal recognition through the national vocational qualification process is recommended. This recognition would enhance the credibility and value of the training, making it more widely recognized and accepted.
- Simplify the evaluation procedures: While the evaluation process was comprehensive, it is recommended to simplify the evaluation procedures where possible. Streamlining the evaluation process will make it more efficient and user-friendly for both participants and evaluators, ensuring that the focus remains on assessing the desired outcomes and providing actionable feedback.
- Tailor the coaching circles to the specific needs of the target group: While participants in Sweden expressed a positive opinion of their participation in coaching activities, it is recommended to further tailor the coaching circles to the specific needs of the target group. This could involve incorporating additional topics or exercises that directly address the unique challenges and aspirations of the participants from vulnerable societal groups.
- Ensure accessibility of resources in the local language: To effectively cater to the target group, it is important to ensure that all activities and resources are accessible in the local language. This includes translating materials, instructions, and resources into the national language, making them more inclusive and enabling participants to fully engage with the training content.

2. Slovenia:

- The materials and training resources in Slovenia are well-prepared and adaptable to national realms and discipline/profession doctrine.
- The flexibility of time and richness of materials allow for customization and working with different societal groups.
- The CVET program within organizations that cater to vulnerable societal groups can benefit from incorporating the training resources.
- Recommendations: Consider formal recognition of the training through the national vocational qualification (NVQ) process, simplify the evaluation procedures, and tailor the coaching circles to the specific needs of the target group.

3. Spain:



- Participants in Spain expressed a positive opinion of participating in coaching activities, noting improvements in self-awareness and knowledge of their strengths and weaknesses.
- Some activities and resources needed adaptation for the target group, including translation into the national language.
- Recommendations: Tailor the coaching circles further to the specific needs of the target group, and ensure accessibility of resources in the local language.

4. Serbia:

- There are considerations regarding the inclusion of NLP methodology in coaching circles, including the qualifications of trainers and the suitability of the method for different disadvantaged target groups.
- The VICTORUPESI training program is recognized as suitable for vocational up-skilling and preparation for employment.
- The program's flexibility and adaptability make it applicable to a wide range of disadvantaged individuals.
- Recommendations: Address the limiting factors related to NLP methodology, and focus on the applicability and transferability of the training program.

5. Romania:

- Working with prisoners posed unique challenges due to different levels of understanding among participants.
- The initial assessment required individual explanation and oral recording of answers.
- Participants expressed positive feedback and reported increased self-esteem and motivation for finding employment.
- Recommendations: Continue addressing the different levels of understanding among participants and tailor assessments and activities accordingly.

6. Italy:

- Adaptations were made to the coaching circles in Italy to suit the target group, particularly focusing on conflict resolution, overcoming obstacles, setting boundaries, and self-esteem.
- Participants found value in the pilot program and experienced increased motivation and self-esteem.
- Recommendations: Continue adapting activities to the needs of the target group and maintain focus on practical and relevant topics.

Overall Recommendations:

- Ensure greater tailoring of coaching circles to the specific needs of the target groups in all countries.
- Simplify evaluation procedures for smoother implementation.
- Address the limitations and considerations related to NLP methodology in Serbia.
- Maintain flexibility and adaptability of the training program to cater to diverse target groups.
- Provide resources and materials in the local language to enhance accessibility.
- Continue addressing the different levels of understanding among participants in Romania.
- Emphasize practical and relevant topics in coaching circles.

These recommendations aim to improve the effectiveness and suitability of the VICTORUPESI training program for various target groups in different countries.

By implementing these recommendations, the VICTORUPESI project can further enhance its impact and reach, making the training resources more widely accessible and applicable. The formal recognition of the training, simplification of evaluation procedures, and tailored coaching circles will contribute to the effectiveness and relevance of the program, while ensuring that the specific needs of the target group are addressed. Additionally, incorporating the training resources in CVET programs and ensuring accessibility in the local language will promote inclusivity and enable a broader range of individuals to benefit from the valuable knowledge and skills offered by the VICTORUPESI project.



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