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# VICTORUPESI

## Unity in diversity

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

## The Digital Toolkit

WHY AND HOW TO DELIVER AN EFFECTIVE  
TRAINING PROGRAMME ON THE BASIS OF THE  
VICTORUPESI EXPERIENCE

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## Introduction to the Digital Toolkit

The VICTORUPESI Training Programme is an innovative digital skills training programme for unemployed and/or disadvantaged people.

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, that are 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.

At last, we can find the Appendix and the Annexes sections.

## 1. Digital Skills for the Job Market

In order to face current job market challenges (digital transformation, skills mismatch) at the present time digital skills are increasingly important, not only for specific tasks and roles, but also in general for common daily activities in most jobs. Moreover, they are also important for the job search itself, or for taking part in a job interview.

Some examples of needed digital skills are the following: use of email (for example Gmail or Outlook), use of videoconference tools (for example Zoom, Skype, Google Meet or Microsoft Teams), use of online collaboration tools, such as Slack (which is a team/internal communication tool), document sharing with tools like Dropbox, Google Drive and WeTransfer.

These hard skills are closely related to a range of soft skills such as communication and interpersonal skills, self-confidence (in communicating and managing relations within a team), and proactivity in the workplace. In fact, it's possible that having hard skills (for example, being able to use a specific digital tool in a proper way) enables the worker to develop some soft skills, and conversely the worker who has a complete package of soft skills can quickly learn new hard skills.

In the VICTORUPESI training programme are included two Units which imply a tight link between hard skills (in the digital field) and soft skills, jointly aimed at the job search. The first one is the use of social media for personal branding, and consequently for finding job opportunities. The second one is the ability to realise a video CV, which implies above all a good amount of self-awareness and confidence.

### 1.1. Focus on: How to use social media for personal branding.

For making a good job search, especially if you intend to use social networks in addition to other methods such as the use of national job search portals, you need a range of hard skills. A couple of these are effective command of social networks and management of online identity. However, it's also essential to have soft skills like self-reflection and self-awareness. In addition, on social media channels, there is a further requested communication skill, which is self-presentation.

Therefore, this Unit is designed to empower participants and give them a stronger awareness of their own personal brand by guiding them in discovering their digital identity and the most common job-search channels and tools.

After having conducted a personal path of self-reflection, the step is to create and manage an online image, which basically means building your own personal brand. This implies a solid grasp of effective communication on social channels, the development of a personal communication style, and the use of a set of methods, such as the digital storytelling approach.

### 1.2. Focus on: How to realise video CVs

Video CVs are a fairly recent phenomenon in the job market. Nowadays, some companies accept both the written CV and the video CV, while there are a few that explicitly request the latter.



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 an innovative 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. Consequently, it raises interest and sparks curiosity. It's direct, it's effective, and it draws the attention of the recruiters.

It doesn't simply mean to present your CV or experiences, but above all to communicate who you are through your standing and your voice. This is much more effective in communicating your personality and giving a quick answer to the recruiter to questions like: Are you creative? Are you self-confident? Are you able to speak in public?

## 2. General Overview

### 2.1. Purpose & Objectives

#### 2.1.1. Objectives of the Training Programme

The VICTORUPESI training programme is dedicated to empowering participants with concrete tools allowing them to discover their value and engage with their local and national communities in a constructive dialogue aimed to promote their skills and competencies in today's society and job market.

The full name of the project can give an insight into the specific path which has been chosen for empowering people: VOCATIONAL INNOVATION USING CREATIVE NEW TECHNOLOGIES RESULTING IN UPSKILLING PATHWAYS FOR EMPLOYABILITY AND SOCIAL INTEGRATION. It tells us that we are focusing on digital skills, as complementary to soft skills in accessing the job market, and consequently integrating into society. Another key point is the target of the training programme, which is unemployed and/or disadvantaged people.

#### 2.1.2. Objectives of the Toolkit

This Digital Toolkit has a twofold purpose: to establish procedures to effectively plan, deliver and monitor the VICTORUPESI training programme in all its development phases, and just as importantly to offer concrete examples from the actual implementation of the Pilot, in order to put into evidence how to maximise the impact and to avoid problems.

In the Toolkit you will find specific instructions for each phase of the training, and hints coming from the Pilot training implemented during the VICTORUPESI project.

### 2.2. Innovation Potential

The VICTORUPESI training programme will be innovative with regard to a number of aspects.

First of all, the training methodology combines different innovative approaches, such as peer learning, and empowerment elements in both individual learning and group work. Furthermore, the reversal top-down approach enables active participation, loosening the formal approach to group work. These teaching strategies will enhance the development of positive self-attitude and sense of belonging to a community while tackling the issues of stigma against disadvantaged groups.

Another very innovative aspect of the project is the relevance given to personal branding and self-promotion on social networks. Nowadays, social networks are acquiring a more and more relevant role in interpersonal



relationships, both from private and public and working points of view. Knowing how to manage them and being able to self-brand and self-promotion are integral to success in the job market.

Lastly, another innovation related to personal branding and self-promotion is brought about by the creation of video curricula. They represent one of the last frontiers regarding job search, but due to the high professionalism requested are still not very common and spread. This project gives the participant the possibility to create this kind of business card, which they will be able to use in real life as well as in social networks.

## 2.3. Impact

The impact of VICTORUPESI training programme Pilot implementation has been estimated in both qualitative and quantitative terms. We can expect that further implementation could bring similar results.

### 2.3.1. Qualitative Impact

Both participants and trainers will have the opportunity to be an active part of an innovative type of training. In fact, this will be a non-formal training, different from those provided by mainstream support services.

For the participants, it's important to highlight that they will have the opportunity to access a tailored program to best support skills development and integration into the labour market and society.

For the trainers, they will have the opportunity to acquire new skills and awareness, needed for better understanding of their specific target group. They will also access ideas and tools for adapting their own training according to the characteristics of their target groups.

The training program developed in this project represents a valuable output that can be replicated towards other audiences or in different contexts.

As another relevant qualitative impact, encouraging people's awareness and commitment to tackling the issues of marginalisation and stigma for a more inclusive society will be addressed throughout the project.

### 2.3.2. Quantitative Impact

The VICTORUPESI piloting involved more than 10 trainers and about 100 people as participants. The program has delivered at least 20-30 hours of training per country, flexibly subdivided into an adequate number of sessions.

Relevant indicators of the potential impact of the implementation of a training programme are the following: number of trainers and participants involved, number of sessions and hours of training delivered, and number of people reached by communication actions.

## 2.4. Common Approach, Flexibility, Transferability

The project's outputs will be at the disposal of any organisation willing to replicate it (or parts of it) in another country, to apply it to another topic, or deliver it to a different target audience.

The training programme is based on a methodology that is transferable by definition, meaning that it is possible to apply it to the design of a different training program, related to fighting discrimination and promoting social inclusion.

The training programme can be replicated for different targets and contexts (social, economic, or geographical), wherever unemployment is considered a relevant issue and consequently, there is the need for developing employment potential for disadvantaged groups.

### 2.4.1. Constraints

The training curriculum is characterised by a high level of flexibility, in order to be adapted to different kinds of target groups. Partners are free to choose or give priority to content that they consider more suitable and useful in their respective contexts and in relation to their target groups.

However, well-defined restrictions need to be taken into consideration when delivering the programme for any specific group. This section identifies some of the limitations regarding the content and use of these guidelines.

**PARTICIPANTS:** The training programme is especially addressed to people with some kind of social disadvantage, in order to empower them to enter the job market. The curriculum is potentially adaptable to every kind of audience, due to the fact that personal empowerment and digital skills training are key for everyone to get a job, whether a better or a new one. The project partners have delivered the Pilot programme to different very specific target groups, and it has been successful.

**DELIVERY TIME FRAME (START AND END DATES):** The organisation of the course is very flexible in the set-up of the start and end date. However, it's important to implement the training during a time span of no more than 2-3 months. The ideal number of lessons and hours for a single implementation of the programme is at least 6-10 lessons of 2-3 hours each.

## 2.5. Requirements & Prerequisites

**TRAINING VENUE:** It's needed a suitable training environment, which can be a classroom or a simple room or space big enough to develop the exercises of each session.

**TRAINING RESOURCES & MATERIALS:** Each organisation needs to provide the VICTORUPESI curriculum (or part of it) translated into the national language. Each session may require additional material (listed in the training curriculum for each training session)

**DIGITAL EQUIPMENT:** In order to deliver the Digital Skills Module, it may be useful that the classroom is equipped with PCs or tablets, or that participants bring their own equipment.

## 2.6. Roles & Responsibilities

The suggested division of tasks in the design and implementation of the Training Programme is tailored for a medium-sized organisation, but it should be adapted to the context.

For example, it's likely that bigger organisations have many employees with different roles, thus counting on their different competencies and assigning tasks to specialists. On the other hand, small organisations are more likely to hire external professionals, and it's also possible that in a small organisation the Teacher/Trainer needs to carry out most of the tasks.

The *Teacher/Trainer* (ideally a specific teacher for each Module) should deliver the training. It's possible that she/he is also requested to build or edit the training curriculum, an activity generally assigned to the *Training Designer*. The *Teacher/Trainer* should have specific competencies and skills, related to the training topic and to the target group to be addressed. She/he is an internal professional working inside the service provider, or an external professional recruited by the organisation in order to hold the Module.

The *Course Coordinator* is a key role and should manage:

- General course coordination (including scheduling days and times, booking classrooms, and providing equipment and training materials)
- Effective internal communication (inside the organisation, with the trainers, with the participants)
- Effective external communication about the course (it's possible to involve a Communications, Marketing, or Social Media Specialist)

The *Project Manager* should:

- Have a supervision role in the whole process
- Manage recruitment and selection of potential participants (it's possible to involve the Teacher/Trainer itself or a professional in HR)
- Manage monitoring, assessment and evaluation of the training, by collecting feedback from both participants and trainers through questionnaires and interviews to trainers

## 3. Training Guidelines

### 3.1. Profile of the Participants and Recruitment

#### 3.1.1. Guidelines for Recruitment

These are the main steps you have to follow prior to recruiting and selecting participants:

1. Identify your context.  
Geography, social context, job market and job opportunities are peculiar elements that inform your training course.
2. Identify your specific target group.  
This will help you more accurately develop an effective training course.
3. Define the training curriculum.  
Remember that it needs to be adequate to the expected results but also to the participants and their competencies before starting the training.
4. Open the opportunity, advertise it, and give the information needed.  
You need to engage your network and expand it, in order to develop an effective communication campaign. Some useful ways are dissemination on the Internet (organisation's website, social network, agencies...), direct phone calls to project stakeholders, direct sending of information by mail or in meetings, direct contact by phone calls with target people who met the participant's profile, engagement of regional employment agencies and offices, associations and NGOs.
5. Choose the main criteria for the selection.  
It's important you choose people belonging to your target group, but above all, it's essential for their motivation to gain new skills and work on themselves. You have also to take into account that the homogeneity of the group can help make the training effective and successful.
6. Set a maximum number of participants.  
It's important that the participants are not too many, in order to give proper attention to everyone and to build concentration and confidence. If you receive a lot of applications, you can think about opening two classes.
7. Perform the selection process.  
You need to ask CVs in advance, in order to make the interviews potentially quicker and to consequently streamline the process.

### 3.1.2. International piloting experience implementation and results

You can find below the description of some of the project experiences, which can provide ideas for further development and implementation.

In Italy, it was fundamental to a careful phase of recruitment and selection, in order to have a proper class group: an adequate number of participants (not too many, not too few), a good level of motivation and interest (good match between contents and group), a proper balance between homogeneity and heterogeneity of the group. These levels can be influenced by a number of factors such as the characteristics of the target group, the number and profile of the trainers, and the specific contents that you need to deal with.

In general, it's been found that with a specific target group and only one teacher in the classroom, it's really helpful to have a class not too numerous (about 8 participants) and as homogeneous as possible (the same kind of disability). In the opposite case, it may be difficult to give proper attention to all the participants.

In Serbia, EDUFONS reached out to the target group through community outreach efforts, such as word-of-mouth referrals, local community centers, rural organisations and women's groups. Additionally, they advertised the program through flyers and social media to ensure that training is accessible to all. It is crucial to communicate the program benefits and how it will help participants gain new skills to increase their employability and improve their daily lives. A balance of age, skills and experience levels should be considered when recruiting participants, including prior knowledge and experience with technology, as some may likely have limited exposure to digital technology. For optimal conditions and successful results, the training should have a small group size, allowing support for each participant and individualised attention.

During the conducted training sessions, it was found that it was beneficial for the participants to have basic computer literacy, such as knowledge of basic computer operations and navigation. This allowed the training to focus on building more advanced skills and applications. In terms of achieving group balance, we found that it was necessary to consider the age and previous experience of the participants. It proved beneficial to form a mixed group of approximately the same-age participants and those with varying levels of prior digital knowledge and experience with technology. This allowed for a diverse group where more experienced participants could assist the less tech-savvy and provided a supportive learning environment with the opportunity for participants to learn from each other and work effectively together.

EDUFONS also found that the optimal number of participants for their training sessions was 5 individuals. This allowed for a manageable group size while fostering a sense of community and cooperation among participants and where they could receive individual attention and support from a trainer.

In Slovenia, the reach out to OZARA's community was done in the form of a presentation, an intro workshop to present goals and benefits as well as adjusting the timeline of implementation of the pilot in order to reach a consensus to a full participation with the aim of keeping up motivation throughout the process. There was a slight difference between the number of participants between 1<sup>st</sup> and 2<sup>nd</sup> pilots. In the second pilot, more participants were involved as more time was invested in the preparatory phase with the option of flexible participation at the workshops as all of the Modules have been used in a way that enabled a variety of exercises in each meeting/session, which is great from the point of view of flexibility of implementation process and real-life needs of our participants. In both pilots, 2 mentors were available and present during the process.

FETICO (Spain) performed different dissemination activities to present the course to project stakeholders and to attract the interest of potential participants, using specific dissemination materials. Then, they contacted young unemployed people, and they sent information about the training program by email to regional employment offices, youth associations and to organisations that are involved in the labour integration of this group to involve these entities in the recruitment process. They were looking for a homogeneous group integrated by persons who fit the profile of the target group (which was different between Pilot 1 and Pilot 2).

## 3.2. Planning of the Training Modules

### 3.2.1. Guidelines for Planning of the Training Modules

1. Plan and implement your needs analysis.
2. Co-design the training programme
3. Adapt the training programme to the specific context, target, and needs

The training programme has to be both complete (i.e., including a general list of skills and competencies that will allow participants to better deal with the labour market) and country/organisation-oriented (i.e., flexible and open enough to allow organisations and people to focus on specific skills, such as arts and creativity, communication, ICT, etc.)

### 3.2.2. Needs Analysis

We already have basic coordinates about our target and our objective: we are creating a training path that enables unemployed people to gain soft and hard skills (digital skills) for entering or re-entering the labour market.

Nonetheless, it's necessary to tailor the training programme on the basis of more detailed information. In order to do that, it's necessary to identify the specific context and the target group and to consequently perform a thorough need analysis. You can find some hints below.

About the national and local context:

- Which are the jobs available? In which field?
- Which digital skills do these jobs require?
- Which soft skills do these jobs require?

About the target group:

- Which jobs they may potentially access?

- Which skills do they need to land these jobs?
- Do they have specific physical needs?
- Do they have specific relational needs?
- Do they have specific needs related to the personal approach or the programme delivery?

On the basis of the context, the target group and the related need analysis, it's important to properly adapt the training programme in order to make sure it may achieve maximum effectiveness.

### 3.2.3. Modules Content

#### Module 1 - Vocational Skills and Digital Tools

This is the core module of the training programme. It deals with digital upskilling and opportunities within the use of social media and learning platforms, and it also includes awareness about social media opportunities for personal branding, creative use of personal “digital” profiles for public presentation, opportunities, and threats within the use of social media.

#### Module 2 - Empowerment

You should include empowerment activities based on elements of working with communities, storytelling elements, facilitation and empowerment reflecting on personal strengths and capacities for an active life, capacity building on personal engagement and inclusion into society, and representation of self.

#### Module 3 - The right to work: rights and responsibilities of workers and employers

This Module should include information about international, national, and local legislation about the labour market, and about rights and duties of the workers.

### 3.2.4. International piloting experience implementation and results

The program has benefited from the expertise of the project's partners both in the drafting and implementation phases, due to the fact that all of them have specific expertise and experience in working with people belonging to different kinds of disadvantaged groups.

The training curriculum has been drafted by project partners through a co-design methodology which included:

- Division of tasks (each module was created by a different partner)
- Online co-design sessions
- In-presence co-design sessions (international meetings)

This initial version of the training curriculum has been further expanded and tailored at the local level by each partner, taking into account the specificities of the economic, social, and cultural context but also of the target group addressed.

You can find below the description of some of the project experiences, which can provide ideas for further development and implementation.

In Italy, the peculiarity of the implementation of the Pilots lies in the necessity to adapt both the content and the approach to the specificity of the target group but also to the participants themselves, based on their individual needs, interests and propensities.

Pilot 1 was dedicated to a fairly homogeneous group of people. The trainers tailored the training path to general and common needs, focusing on individual specificities only when necessary. With a similar group, it was possible to host 6 people.

In Pilot 2 the organisation accepted participants who required more attention and had different needs and approaches, so it was necessary:

- to create a smaller group, in order to give proper attention to each one of the participants, including personal mentoring and different paths

- to carefully select the contents, in order to deal with fewer themes, but with more effectiveness and success

EDUFONS (Serbia) tailored the training to the local context and target group based on a thorough needs assessment to understand the specific challenges and unique requirements of the target group, focusing on core topics and skills, adapting training methods and materials to the local language and culture, and incorporating relevant examples from the local context. This helped to tailor the training program, address any language or cultural barriers and promote greater engagement and participation from the target group.

They involved more non-formal learning methods, such as role-playing, group discussions, peer-to-peer learning, mentoring, and practical exercises, to make learning more engaging and interactive and improve understanding and reinforce skills and knowledge acquired through training.

Regarding learning methods, EDUFONS emphasises encouraging more group discussions and brainstorming sessions to facilitate peer learning, knowledge-sharing and sharing experiences and challenges of using digital tools/technologies and fostering participants to work together to find solutions. By peer mentoring, pairing participants with more experienced digital users who served as mentors and provided additional support and guidance outside of training sessions, they fostered cooperative learning as a valuable mechanism. By incorporating these non-formal learning methods, they created a more dynamic and engaging training that caters to our target group's specific needs and learning styles.

They also adjusted the duration of the training and the schedule, considering the daily responsibilities of rural women and their busyness with daily household chores. That is why they found it necessary to reduce the number of training hours per day, adjust the schedule to fit the needs of the participants, and spread out the training sessions over a shorter period. They also provided a flexible schedule for those who needed to take breaks or catch up on missed sessions. This adjustment helped ensure that participants were not overwhelmed and kept up with the pace of the training and allowed the participants to attend the training sessions regularly and achieve better results.

By expanding and adapting the initial version of the training curriculum to the local context and incorporating more non-formal learning methods, they implemented an effective and sustainable training program that meets the specific needs and challenges of the target group, contributes to their social and economic integration and helps to build confidence and improve retention of new skills.





Also in Slovenia, the training was adapted. Within the 1<sup>st</sup> pilot, and as the group was smaller, OZARA team were able to follow the initial idea and structure of the pilot, combining modules and coaching circles. Content wise, they have been gradually building knowledge within each Module, but have also adapted contents within Coaching circles (emotions, expressing emotions, searching for cases and videos in national language and situation), by including a video, within which a dialogue/communication process was developed as a special series named “Stories of the heart” to strengthen anxiety response, dealing with their own feelings, making it more connected to their realms – within this scope also each participant has been offered psychosocial support and connecting the circle idea to speak up about negative/positive emotions expression.

All in all, the resources sections in the modules need to be adapted when implementing the programme locally and finding links in the national language wherever possible. This is especially connected to the Digital module and Employment Module in order to work in national languages.

The 2<sup>nd</sup> pilot implementation was done in a more open form, meaning that each Module was included in the workshop, gradually building on knowledge, experience and complexity of the learning material and knowledge gained previously. This format enabled OZARA to include more participants, benefiting from peer support and word of mouth about positive experiences that motivated others to join in.

### 3.3. Delivery of the Training Modules

#### 3.3.1. Guidelines for Delivery of the Training Modules

##### PERSONNEL

You can implement the program with operators from the organisation, but also involve external experts. It’s important they have both specific competence about the topics of the modules and experience in dealing with the specific target group, which changes for different implementation contexts.

##### Module 1 - Vocational Skills and Digital Tools

It’s important that the Trainer has a solid technical background in the digital field, including competences in the use of digital tools for everyday office routine, but also social media, communication, and personal branding. Even when talking about digital skills, it’s also important to command soft skills like communication skills.

##### Module 2 - Empowerment

The ideal profile is a psychologist or an educator/social operator with strong field expertise, possibly with the target group. It’s essential that the trainer gets effectively in contact with the target group.

##### Module 3 - The right to work: rights and responsibilities of workers and employers

The Teacher needs to have a legal or economical background, preferably related to job market, employment and contracts. It’s also needed in-depth knowledge of specific labour legislation concerning the target group.

## METHODOLOGY

The program should be based on theoretical learning, but also on Case Studies and Role Models. Trainers will present to participants relevant and concrete examples of people who were able to find a suitable job.

### Module 1 - Vocational Skills and Digital Tools

Being a technical module, it's important that it is conducted with a hands-on approach. The main themes of the module are:

- Use of social media and Communication/Collaboration Tools (in order to use social networks in a conscious way, especially for job search, and to use communication styles adequate to the work environment)
- Personal Branding (effective communication on social media channels, building an on-line personal brand, along with self-reflection about personal strengths and skills, understanding the threats of on-line appearance, communication styles to be used in different contexts and media)
- Video CV recording (learn how to present themselves, awareness of the pros and cons of Video CVs, technical skills)

### Module 2 - Empowerment

Modules main topics are: Inclusive environments, Perspectives and points of view, Conflict resolution Structure of an individualised intervention plan. Module II is strongly connected to elements of personal, emotional and physical challenges. 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

### Module 3 - The right to work: rights and responsibilities of workers and employers

The main content of the module is represented by rights and responsibilities of workers and employers, and more specifically:

- Difficulties and barriers that prevent some vulnerable groups from fully participating in the economic life, and how to overcome them
- Basic laws existing at national level to regulate the work and the labour relations
- Measures that promote the participation of vulnerable groups in employment
- Rights and responsibilities of employees and employers in the workplace
- Business management models and strategies that can support inclusive work environments as the SCR

It's important that every different target group also receives specific information related to their own condition. For example, being a project dedicated to women, it's necessary to particularly highlight the rights of women.

## DURATION

The training programme has to be delivered during a total time-span of not more than eight months. The ideal amount of training hours is 20-30 hours. The training sessions which compose the training programme have to last around 4 hours.

## VENUE AND EQUIPMENT

Due to the topic and the practical approach of Module 1, it's important that it is held in a classroom or space equipped with desks, chairs, PCs/tablets, WIFI connection. Modules 2 and 3 just need enough space, comfortable seats, and a projector in order to show the lesson slides.

### 3.3.2. International piloting experience implementation and results

The pedagogical test (hereinafter called "Pilot") of the VICTORUPESI curriculum has been conducted in Sweden, Slovenia, Spain, Italy, Romania, and Serbia by partner organisations providing social and educational services for people with different kinds of disadvantage.

The complete VICTORUPESI Pilot has been implemented two times: Pilot 1 and Pilot 2. Pilot 1 has been a complete test, while Pilot 2 has been shorter.

## PERSONNEL

Due to the high professionalism requested for designing, creating and delivering the capacity building program, partners have partially implemented the program themselves and partially involved external experts for delivering specific training sessions.

In Italy, all the trainers are expert in delivering lessons to the specific target group (women with autism).

For Module 1, the Trainer is a digital skills teacher with a diversified background and a holistic approach. He is experienced in different areas around digital skills, from more field-specific like coding languages, to more generic like communication and use of social media. He also has significant expertise in delivering courses for PWD and this is a key point for being as effective as possible in conveying the contents of Module 1.

For Module 2, the Trainer is a psychologist specialised in autism. She already has experience in delivering empowerment sessions to PWD and she knows how to listen to the participants' needs and how to effectively communicate with them.

For Module 3, the trainer is professionally experienced in legal issues related to PWD, in particular to the right for study and employment of PWD.

As put into evidence by EDUFONS, it is crucial to have staff with diverse backgrounds and expertise in different areas, including digital skills, emotional support and legal issues, and to provide them with ongoing

support and training to ensure they have the necessary skills and knowledge for effectively delivering training to the target group.

The trainers selected for the pilots were chosen for their expertise in effectively delivering lessons to a specific target group of women from rural areas.

For Module 1, the trainer was a digitally skilled lecturer with diverse experience in various areas of digital skills and a deep understanding of the challenges and opportunities related to digital technologies for rural women, able to deliver the content in a way that is both engaging and accessible to the participants.

For Module 2, the trainer was an instructor experienced in working with rural women, specialised in providing empowerment sessions and with the knowledge to communicate effectively with them and understand their or other individual needs. The trainer was able to convey the content in an empathetic and inclusive manner, ensuring that all participants felt comfortable and valued during the training sessions.

For Module 3, the trainer was an economic expert focused on workers' rights and employment law, able to provide valuable insights into the legal framework surrounding employment and education of women in rural areas.

In Slovenia, within both pilots the included personnel have experience in working with people with disabilities in mentoring and work oriented processes. The professional profiles included have background in psychology, social work, pedagogics, and mentoring processes.

## METHODOLOGY

In Italy, Pilot 1 and Pilot 2 were adapted both in contents and methodology, due to the particular target group needs. It's to be taken into account that women with autism or disability have peculiar individual needs, for example they need for a specific personal approach, careful communication tailored to the individual, and a lighter load (in both number of lessons and number of breaks during the lesson).

In Serbia, Pilot 1 and Pilot 2 were adapted in terms of content and methodology, following the specific needs of the target group of women from rural areas. It is critical to consider the limited access to digital technology in rural areas and the possible lower level of digital literacy in the target group. Therefore, the training curriculum should be adapted to the level of digital skills of the participants, and special attention should be paid to a more personal approach.

In Slovenia, piloting material has been adapted in both pilots, however using the contents, exercises and the structure as it was initially planned. Within each Module, the practical examples and exercises always need to reflect national societal circumstances. This is important also for the Digital skills as labour market and vocational situations are calling for intensifying understanding about national processes and target groups realities. More emphasis was put into the orientation process around services that moved to on-line format and helping the participants to understand (in many cases) complex procedures for organising their activities

in the digitalised era and to lower the gap between existing skills and platforms for exercising their rights and procedures they are/were part of their life.

FETICO's team states that comprehensive and individualised support approaches are needed to effectively support the senior unemployed. They have applied a person-oriented approach that has taken into account individual needs of each participant (education, knowledge and skills, previous professional experience knowledge, interests, etc.) to prepare each participant for reintegration to the labour market or the access to a more formal training path.

They have also included a series of practical exercises that respond to the need of the participants

In order to maximise impact in their country, FETICO adapted the training contents and supporting materials: videos, practical exercises, dynamics..., to the specific needs of the pilot target group. What requires flexibility in the methodology applied.

Among the changes adopted they implemented the coaching circles during the implementation of training contents not after as it was foreseen in order to reinforce the learning experience and ensure topic consistency.

## DELIVERY

These are the main implementation solutions chosen in Italy in order to adapt to the specific target group:

- particular approach in the delivery of the training programme, which consisted in a strong overlapping of work on soft skills and hard skills, in order to encourage learning and to meet the specific communication needs of the target group
- shortening the course both in number of lessons and duration
- adding more breaks during lessons

In Serbia, careful planning and organisation allowed EDUFONS to provide participants with needed skills and knowledge and address the unique challenges faced by women in rural areas. They aimed to create the optimal learning conditions and environment that are both accessible and effective for their target group, so we selected concrete solutions to implement and adapt to their needs:

- focusing on a personalised approach, with a strong emphasis on building both soft and hard skills
- creating a safe and supportive learning environment where participants can share their experiences and learn from each other
- ensuring that all presented materials are clearly and concisely tailored to facilitate learning and meet the needs of the target group
- using different teaching methods, including group discussions, interactive exercises, group work, peer-to-peer learning and hands-on activities, to ensure that participants are actively engaged and able to absorb the material in a way that suits their learning styles

- shortening the number of hours and overall duration to accommodate the overcrowded schedule and daily household chores of rural women
- adding more frequent breaks to ensure participants can effectively process information, rest, recharge and avoid fatigue

In Slovenia, OZARA's teaching methods included group discussions, interactive exercises, group work, peer-to-peer learning and hands-on activities, benefiting also from change of location to outside whenever possible in order to include active and mindful breaks into the whole process.

### 3.4. Monitoring, Assessment & Evaluation

#### 3.4.1. Guidelines for Monitoring, Assessment & Evaluation

The training programme implementation and its effectiveness and impact on participants should be verified. Consequently, it's needed to carry out both the monitoring of the implementation and the assessment and evaluation of quantitative and qualitative results.

For monitoring the implementation of the sessions, you can rely on the attendance list of participants and on ongoing feedback from your teacher.

For evaluating the training's results, you need to collect feedback from both participants and trainers through questionnaires and interviews to trainers. At last, it will be possible to correctly evaluate the programme by analysing the results.

Some examples of the suggested quantitative indicators to be taken into account are the following:

- Number of trainers involved
- Number of participants in the selection process
- Number of participants in the training programme and successfully finishing it
- Number of hours of training delivered
- Number of lessons delivered
- Social and communication quantitative indicators such as number of people reached, counting all views or likes of all posts on the social networks

It's much more challenging and even more important to explore qualitative indicators. Some examples are the following:

- How much do the trainers and participants feel involved in the training
- How much the participants consider the training useful
- Level of adaptation to the participants' needs
- Originality of the training programme

- Level of effectiveness in supporting the participants in their path to employment and social integration

You can find in the *Annexes* section some useful tools for performing these tasks. You can print and use them or adapt them to your specific target or needs. See section number 6 for more specific information.

### 3.4.2. International piloting experience implementation and results

The entire VICTORUPESI project has been monitored from the beginning. Each partner collected the signatures in the attendance list and provided participants with a certificate of attendance signed by their legal representative.

At the beginning, during the implementation, and at the end of the training course, with the support of evaluation experts from the project partners, the training was evaluated via questionnaires and interviews to participants and trainers.

The training evaluation used a mixed approach of quantitative and qualitative methods.

Pre- and post-training surveys were conducted to gather data on participants' knowledge and skills related to the topic and confidence in applying these skills in their personal and professional lives. Individual interviews with participants provided a deeper insight into their training experiences, allowing them to share their thoughts on what was most beneficial and relevant and areas they felt could be improved. Feedback and reflection sessions were also held throughout the program to make real-time adjustments based on participants' needs.

This combination of methods provided a comprehensive view of training effectiveness, enabling continuous advance in subsequent iterations, and helped measure the overall program's success and identify areas for improvement.

Main features of adjusting the evaluation process to improve, simplify and make it less time-consuming and understandable for participants:

- simplified procedure: more precise rounding of entireties and taking fewer steps to fill out evaluation sheets
- a logical grouping of Skills and Knowledge categories / Skills and Attributes categories
- using a 5-level descriptive scale, below is the abbreviated form:
  - (1) Poor: Fundamental Awareness – basic knowledge
  - (2) Weak: Novice – limited experience
  - (3) Good (intermediate): Advanced Beginner – practical application
  - (4) Very Good: Advanced – competent in practice
  - (5) Excellent: Proficient – confident in practice

Pre-programme skill self-assessment: initially, participants completed a pre-training questionnaire to assess their baseline knowledge and skills related to the topic: participants rated their own skills in a number of areas linked to the programme at the beginning of the course. This also includes questions on their expectations for the programme.

Module evaluations: during implementation, after each module, trainers regularly collected participants' feedback using short evaluation forms designed to gather information on satisfaction with the training materials' quality, trainers' teaching methods, and overall training effectiveness.

Post-programme skills assessment: finally, participants completed the post-training questionnaire in which they were asked to repeat the skills self-assessment done at the beginning of the programme in order to compare the progress made in each area. It was aimed at assessing improvements in their knowledge and skills, level of satisfaction with the training, relevance of the training topics to their needs, and effectiveness of the training materials and methods. In addition, they were interviewed to provide more in-depth feedback on their training experience and identify areas for improvement.

It's also to be highlighted a Final Overall Evaluation.

Trainers were also evaluated using a similar approach. Their performance was assessed by gauging their responsiveness to participants' needs, ability to effectively deliver training materials, and overall contribution to training success.

Data collected from questionnaires and interviews were analysed to identify areas of strength and weakness and to develop recommendations for future training initiatives. The evaluation process helped ensure that the training effectively meets the target group's needs and that trainers deliver the training most appropriately and effectively as possible.

Another option of evaluation may include:

- A pre-programme skill self-assessment: participants discussed the elements of the foreseen table with the aim to check together with mentors, how the training from the project could be combined with different modules (i.e. Gmail/Google drive in connection to everyday logical use and enhancement of such tools to real personal needs and benefits). This was particularly helpful to check the nature of the most suitable way of implementing and adapting the piloting process.
- Final Overall Evaluation through a group process.

For Slovenia, within the first pilot the scheme of evaluation constituted of 2 times of evaluation (before and after the coaching circles). The form with included 32 skills was not quite optimal for our participants also in





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connection to the fact that 32 skills stated in the evaluation do not necessarily follow the structure and material provided for all 3 circles – maybe it would make sense (based on needs of every organisation) to internally adapt this evaluation form and align it with the practicalities of the process done within the circles. We have taken into consideration the opinions of our participants, to use this form and in the future make evaluation in terms of setting the questions like i.e.: Please choose at least 5 skills from the list below, for which you evaluate, that you have improved or succeed to master throughout the whole piloting process.

## 4. Conclusions and Recommendations

### 4.1. Main Takeaways

- (1) The class group needs to be formed by a proper number of participants (not too many, not too few); the number can vary on the basis of different factors, such as the target group itself, the level of the training, the main contents, the number and/or profile of the trainers
- (2) The class group needs to be characterised by an adequate level of homogeneity/heterogeneity; this proportion can vary on the basis of different factors, such as the target group itself, the level of the training, the number and/or profile of the trainers

### 4.2. Adapt the Training and Maximise the Impact

First of all, you need to know your target group:

- Which are their main needs on the hard skills side?
- Which are their main needs on the soft skills side?
- Which are their main difficulties on the hard skills side?
- Which are their main difficulties on the soft skills side?

Furthermore, you need to know your participants, because the training has to be adapted not only to group specificities but also to individual specificities. Consequently, the evaluation package also needs to be adapted.

For example, in the opinion of Panait Istrati Library's team, it's important to highlight three types of skills useful for people trying to enter the job market:

1. specific skills, to learn a job, through training or professional retraining programs, depending on what is required on the labour market. In this sense, trades are disappearing (for example, in Romania nowadays, shoes or watches are no longer repaired, and artisanal trades are on the verge of extinction), while others, more specialised, are appearing. The penitentiary in Braila offers such useful courses;
2. digital skills. Nowadays it is important to know how to use a computer, including for continuing professional training. On the Internet you can find dozens of tutorials for any job.
3. skills to access desired jobs: job search, how to write a CV or Letter of Intent, how to present yourself at an interview.

### 4.3. Recommendations

- (3) Always remember: what is your general objective, who are the beneficiaries and which are their specific needs, what is the context and what do the beneficiaries need for thriving in it.
- (4) Start early with recruitment and careful selection of participants, in order to create the most appropriate match between audience and contents and the ideal conditions for an effective training
- (5) Create connections between the hard skills (digital skills) and the soft skills (self-awareness, communication skills...)

In Italy, it's been observed that:

-Assigning participants some homework from time to time could be a good way to keep them active and reflective outside the meeting, especially if meetings are only a couple of times a week;

-If social interaction is difficult for the target group (e.g. people on the autism spectrum, as it was for Italian pilot), it might be useful to involve them with pair and small group activities and tasks;

-Having enough time for reflection and group discussion is very important;

-Dedicate sufficient space to explore the topic of self-esteem (for our participants this was crucial)

From the Pilots realised in Romania, it's been put into evidence that such initiatives are very useful for people in detention because they help them integrate more easily after release.

Furthermore, there is a need for such activities to be carried out at the level of the entire country so that the results are more effective and take on the form of formal education. At the moment they are just disparate initiatives, without a single national program, without similar approaches. In addition, they are one-off initiatives, generally carried out over short periods of time. The VICTORUPESI project can be a starting point for the implementation of a program at national level, within a professional qualification.

In Spain, FETICO verified that the homogeneity of the group helped in the development of the programme because of the similar competence level in the topics covered. The number of participants and the homogeneity in the profile of the participants (age, sex, level of education and qualification, professional profiles and previous experience) is very convenient to organise the pilot course, decide the topics of each training session and the way of working these topics with the participants, the level of complexity and decision about dynamics and practical exercises.

Another key element was the respectful and confident environment created in the classroom. They conclude that the involvement and motivation of the participants has contributed to creating a participatory and collaborative environment very positive for the engagement of participants and the achievement of the learning outcomes.

According to Spanish experience the positive results that show the effectiveness of the course depends on the following aspects:

- The level of homogeneity of the pilot group in terms of participants personal and professional profiles with common needs of training and support (in their case this homogeneity has been achieved in the

configuration of a small target group, which has facilitated communication and interrelation between the participants and between them and the trainers/facilitators)

- The flexibility of the learning process ensures its adaptability to the specific needs of the target group they are going to work with.
- We have worked to improve the employability of participants trying to empower them towards a more proactive and aware attitude to get back to the labour market. We have provided resources and tools to participants for self-reflection and self-evaluation of their soft skills in terms of the strengths they have and weaknesses they must face to improve their skills.

Some important recommendations from FETICO for the next editions of the pilot course are:

- Trying to simplify the evaluation processes with more dynamic and effective methods than the completion of so many questionnaires in different moments of the training process.
- Less emphasis on video CVs: participants were reluctant to participate in a personalised recording of video CV.
- More emphasis on LinkedIn as a social network for job search: on the other hand, course participants showed great interest in the use of LinkedIn as a way to actively search for employment, as well as wanting to learn how to use it correctly in order to take advantage of all the benefits it offers.
- Another aspect to consider is the way in which the contents of the module cannot be kept static, i.e., it is necessary to adapt them to the changes and evolution of the labour market, especially the Module 1 because digital competences demanded for employment are very changeable.
- Another aspect that has been improved is to give greater focus on some aspects such as the LinkedIn platform, which in the two editions of the course has been one of the points in which the participants have shown the greatest interest.



## 5. Appendix

### 5.1. Key Terms

*Professional:* Mental health professionals, youth workers and educators as well as therapists, caregivers and social workers who will implement the program with the target group from partner organisations

*Primary Target Group/ Users:* Mentally and psychologically challenged people, receiving training, living in the partner organisation.

*Sessions:* Part of the curriculum; one session or training unit contains several exercises developed by the experts based on case scenarios in order to apply the methodology that will be used to reach the goal of the project.

## 6. Annexes

In this section you can find useful tools for implementing monitoring, assessment and evaluation activities.

### *Annex I – Pre-Programme Evaluation*

It is to be completed by the participants prior to the beginning of the training, and it's aimed at investigating the participants' expectations and skills before starting the journey. It will be interesting to compare this questionnaire with the *Final Overall Evaluation* and the *Post-Programme Skills Evaluation* which will be filled in at the end of the training.

### *Annex II – Individual Unit Evaluation*

The participants should fill it in at the end of each Unit. It's aimed at understanding the participants' opinion about different aspects of the training.

### *Annex III – Circles Evaluation*

This Annex includes different sheets. The following are documents and questionnaires useful for implementing and monitoring the Coaching Circles: an Individual Evaluation at the start and one at the end of the journey; the Coaching Circles Programme Agreement; the Evaluation Questionnaire (one for each Coaching Circle session); the Skills Tracker (to be completed at the end of the Coaching Circles path).

### *Annex IV – Final Overall Evaluation*

At the end of the training path, it's necessary to collect the personal feedback of the participants about different aspects of the training programme. It's interesting to compare these results to the expectations and the baseline situation obtained from Annex I.

### *Annex V – Post-Programme Skills Evaluation*

It's the final self-evaluation of the participants about their skills. It's interesting to compare these results to Annex I, and verify how much has the programme been impactful of the participants' skills or self-perception.

### *Interview to the Trainers*

Another flexible instrument is the interview to the Trainers, in order to gain some insights and ideas for adapting and improving the training programme.



## Annex I – Pre-Programme Evaluation

NAME (OPTIONAL): \_\_\_\_\_ DATE: \_\_\_\_\_

Welcome to the VICTORUPESI training programme. Over the coming weeks we will be working together to develop Social Media skills and we would like to begin by finding out a little bit more about your expectations and current skills.

### 1) How did you hear about the Victorupesi training programme?

<input type="checkbox"/>	Social Media
<input type="checkbox"/>	Word of mouth
<input type="checkbox"/>	Radio, newspaper etc. Please specify below
<input type="checkbox"/>	Approached directly
<input type="checkbox"/>	Other. Please comment below

Please specify:

\_\_\_\_\_

### 2) What are your expectations for the programme, what would you like to gain from taking part?

<input type="checkbox"/>	I want to gain new social media skills
<input type="checkbox"/>	I want to engage more with my local community
<input type="checkbox"/>	I am looking for a job
<input type="checkbox"/>	Other. Please comment below.
<input type="checkbox"/>	I want to gain new social media skills

Please specify:

\_\_\_\_\_

### 3) Please evaluate your current skills. (1 = Poor; 5 = Excellent)

Skills and Knowledge		Please Tick Box				
		1	2	3	4	5
1	Online Identity					
2	Wikipedia					
3	Twitter					
4	Branding Yourself					
5	Online networking					
6	Digital Footprint					
7	Facebook					
8	Digital Rights and Responsibilities					
9	Privacy Setting					
10	Online publication tools (such as canva.com)					
11	LinkedIn					
12	Google Drive					
13	YouTube					
14	Skype					
15	Instagram					
16	Google Documents					
17	Looking for professional opportunities online					
18	Doodle Poll					



## Annex II – Individual Unit Evaluation

NAME (OPTIONAL): \_\_\_\_\_ DATE: \_\_\_\_\_

**1) What were your expectations for this session and were they met?**

\_\_\_\_\_

**2) What were the 3 most useful things you have learned in this session?**

1/ \_\_\_\_\_

2/ \_\_\_\_\_

3/ \_\_\_\_\_

**3) On a scale of 1-5 (1 being poor and 5 being excellent), how do you rate today's delivery in terms of:**

	1	2	3	4	5
The trainer(s)					
The content of the unit					
The support materials given					
The Venue					

**4) Is there anything you would change about today's session?**

\_\_\_\_\_

**5) Any other comments?**

\_\_\_\_\_





### Annex III – Circles Evaluation

## ANNEX III - A - CIRCLES INDIVIDUAL EVALUATION (START OF THE JOURNEY)

NAME (OPTIONAL): \_\_\_\_\_ DATE: \_\_\_\_\_

**1) Please evaluate yourself at the present time. (1 = Poor; 5 = Excellent)**

Skills and Attributes		Please Tick Box				
		1	2	3	4	5
1	Self-Motivation					
2	Networking Skills					
3	Efficiency					
4	Communication Skills					
5	Knowledge of how to motivate others					
6	Negotiation Skills					
7	Confidence					
8	Self-reflection skills					
9	Knowing how and where to get support when needed					
10	Knowing what I want next					
11	Sense of achievement at work					
12	Assertiveness					
13	Leadership Skills					
14	Problem Solving Skills					
15	Sensitivity to others					
16	Enthusiasm					
17	Management of Stress					
18	Delegation skills					
19	Presentation Skills					
20	Sense of humour					
21	Building new relationships					
22	Time Management					
23	Goal Setting					
24	Getting things done					
25	Understanding what's important to me					
26	Knowing clearly what I want to achieve					
27	Knowing clearly what my limitations are					
28	Work life balance					



## ANNEX III - B - CIRCLES INDIVIDUAL EVALUATION (END OF THE JOURNEY)

NAME (OPTIONAL): \_\_\_\_\_

DATE: \_\_\_\_\_

**1) Please evaluate yourself at the present time. (1 = Poor; 5 = Excellent)**

Skills and Attributes		Please Tick Box				
		1	2	3	4	5
1	Self-Motivation					
2	Networking Skills					
3	Efficiency					
4	Communication Skills					
5	Knowledge of how to motivate others					
6	Negotiation Skills					
7	Confidence					
8	Self-reflection skills					
9	Knowing how and where to get support when needed					
10	Knowing what I want next					
11	Sense of achievement at work					
12	Assertiveness					
13	Leadership Skills					
14	Problem Solving Skills					
15	Sensitivity to others					
16	Enthusiasm					
17	Management of Stress					
18	Delegation skills					
19	Presentation Skills					
20	Sense of humour					
21	Building new relationships					
22	Time Management					
23	Goal Setting					
24	Getting things done					
25	Understanding what's important to me					
26	Knowing clearly what I want to achieve					
27	Knowing clearly what my limitations are					
28	Work life balance					



## ANNEX III - C - COACHING CIRCLES PROGRAMME AGREEMENT

(NAME OF THE FACILITATOR'S ORGANIZATION)

### **Our commitments**

We agree to:

- Place you in a Coaching Circles (provided that we have a suitable and available facilitator for the circle)
- Monitor your Coaching Circles and ensure that you meet at least 3 times over a 4 meetings period
- Provide you with support during your involvement in the Coaching Circles programme

### **Your commitments**

You agree to:

- Attend all meetings with your Circles (at least 3 meetings; more meetings can be agreed by the circle leader)
- Notify your facilitator if you are unable to attend a meeting (at least 2 days in advance)
- Complete all necessary paperwork, and return to us: a) Evaluation forms after each session and b) Your action plans
- Actively participate in the Circles

### **Confidentiality**

I agree that I will not disclose any confidential information that I may be privy to in the Coaching Circles to any outside party, without the prior consent of the facilitator and group participants involved.

### **Other**

Name:

---

Signature:

---

Date:

---



## ANNEX III - D - NLP QUESTIONS HANDOUT

Listen for	You make me feel like I'm not perfect
Question	How does what he is doing cause you to feel imperfect?

Listen for	When you turn away, you don't think I'm good enough for you
Question	How does her turning away mean that you are not good enough?

Listen for	He doesn't think that I'm good enough
Question	How do you know?

Listen for	I must succeed
Question	What would happen if you didn't?

Listen for	I can't stay in a relationship
Question	What prevents you?

Listen for	My decision limits me/ I believe that
Question	How are you deciding to limit yourself now?

Listen for	I can't learn
Question	What do you believe you can't learn?

Listen for	I'm not sure.... I'm stressed....
Question	About what?

Listen for	They aren't sure
Question	Who, specifically?

Listen for	She's more sure
Question	Compared to whom or what?



## ANNEX III - E - EVALUATION QUESTIONNAIRE

COACHING CIRCLE NUMBER \_\_\_\_\_

NAME (OPTIONAL): \_\_\_\_\_

DATE: \_\_\_\_\_ VENUE: \_\_\_\_\_

**1) What were your expectations for today's session?**

\_\_\_\_\_

**2) Has today fulfilled these expectations?**

\_\_\_\_\_

**3) What are the three things you have learned about your issues today?**

1/ \_\_\_\_\_

2/ \_\_\_\_\_

3/ \_\_\_\_\_

**4) What was the most worthwhile thing about your group session today?**

\_\_\_\_\_

**5) Is there anything you would like to have changed about the session?**

\_\_\_\_\_

**6) Is there something you could do personally to make sessions more effective and/or productive?**

\_\_\_\_\_

**7) What stands out for you today in terms of how this Coaching Circles is working out?**

\_\_\_\_\_

**8) Please add any further comments in the space below e.g., anything you particularly enjoyed or if you would like to cover a particular topic in the next session.**

\_\_\_\_\_



## ANNEX III - F - SKILLS TRACKER

NAME (OPTIONAL): \_\_\_\_\_ DATE: \_\_\_\_\_

**1) Please fill in the table after each session with examples on how you developed your skills. You do not need to fill in all cells.**

Soft and hard skills		Session 1	Session 2	Session 3
1	Self-Motivation			
2	Efficiency			
3	Communication Skills			
4	Knowledge of how to motivate others			
5	Negotiation Skills			
6	Confidence			
7	Self-reflection skills			
8	Knowing how and where to get support when needed			
9	Knowing what I want next			
10	Sense of achievement at work			
11	Assertiveness			
12	Leadership Skills			
13	Problem Solving Skills			
14	Sensitivity to others			
15	Enthusiasm			
16	Management of Stress			
17	Delegation skills			
18	Sense of humour			
19	Building new relationships			
20	Time Management			
21	Goal Setting			
22	Getting things done			
23	Understanding what's important to me			
24	Knowing clearly what I want to achieve			
25	Knowing clearly what my limitations are			
26	Work life balance			
27	Prioritisation skills			
28	Writing CVs/Applications			
29	Networking skills			
30	Interview skills			
31	Presentation skills			

**Annex IV – Final Overall Evaluation**

NAME (OPTIONAL): \_\_\_\_\_ DATE: \_\_\_\_\_

**1) Please rate your agreement with the following statements. (1 = Poor; 5 = Excellent)**

		Please Tick Box				
		1	2	3	4	5
	Overall the programme met the expectations I had at the beginning					
	The programme has had a positive impact on my personal development and growth					
	The duration of the training programme was just right					
	The trainer actively involved me in the learning process and I felt engaged during sessions					
	I received appropriate support in between the sessions when needed (e.g. support with accessing the programme, information on sessions, help with 'homework' tasks)					

**2) How would you evaluate the methodology used in the programme? Please rate the following on a scale 1-5. (1 = Poor; 5 = Excellent)**

		Please Tick Box				
		1	2	3	4	5
	The methodology used was appropriate for my needs					
	The methodology helped me to develop my own thinking and find new ideas					
	The methodology was inclusive of all my learning needs					

**3) How do you rate the level of difficulty of the programme? Please tick the most appropriate statement for you**

	Please Tick Box
The programme was too easy and I did not feel challenged in the sessions	
The programme was mainly aimed at the right level and I felt challenged only in some sessions	
The programme was aimed completely at the right level and I felt challenged in all sessions	
The programme was too hard and I struggled to understand some/all of the sessions	

**4) How do you feel about your Social Media skills following the programme? Please tick the most appropriate statement:**

More confident	Less Confident	About the same

**5) How do you feel about your employability skills following the programme? Please tick the most appropriate statement:**



More confident	Less Confident	About the same

**6) If your response to the above questions was “Less confident” or “About the same”, please could you explain why and what we could do to make your response more positive?**

---

**7) Would you recommend the programme to others? YES/NO (delete as appropriate)**

If yes, and you know someone who could benefit from VICTORUPESI in the future, please recommend them by leaving their contact details here:

---

**8) Do you have any further comments or recommendations, relating to the programme?**

---





## Annex V – Post-Programme Skills Evaluation

NAME (OPTIONAL): \_\_\_\_\_

DATE: \_\_\_\_\_

**1) Please evaluate your current skills, following the completion of the VICTORUPESI training programme (1 = Poor; 5 = Excellent)**

Skills and Knowledge		Please Tick Box				
		1	2	3	4	5
1	Online Identity					
2	Wikipedia					
3	Twitter					
4	Branding Yourself					
5	Online networking					
6	Digital Footprint					
7	Facebook					
8	Digital Rights and Responsibilities					
9	Privacy Setting					
10	Online publication tools (such as canva.com)					
11	LinkedIn					
12	Google Drive					
13	YouTube					
14	Skype					
15	Instagram					
16	Google Documents					
17	Looking for professional opportunities online					
18	Doodle Poll					