

# The CORE-Toolkit

## Curriculum for the Training of Counsellors for the ProfilPASS - kickstart your career!

assessing COmpetences for REintegration



ProfilPASS  
CORE



Erasmus+

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## **CURRICULUM FOR THE TRAINING OF COUNSELLORS FOR THE PROFILPASS - KICKSTART YOUR CAREER!**

assessing COmpetences for REintegration

The Curriculum for the Training of Counsellors for the *ProfilPASS - kick-start your career!* was developed as a part of the *CORE-Toolkit* within the EU project CORE “assessing Competences for REintegration”, which was launched in October of 2019. The CORE project is aimed at counsellors working with young adults who are Neither in Employment nor in Education or Training (NEETs) and bring forward their potentials and interests for competence development to help them (back) into education and/or employment.

The project is being implemented by the “German Institute for Adult Education – Leibniz Centre for Lifelong Learning” as the coordinating institution, in cooperation with partner organizations in Bosnia and Herzegovina, North Macedonia, Serbia and Slovenia. The products developed as part of the project and further information are available for free on the CORE home page:

<https://core.profilpass-international.eu/>



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# 1. CORE Project: Background information

The CORE project is aimed at counsellors working with young adults who are Neither in Employment nor in Education or Training (NEETs) and bring forward their potentials and interests for competence development to help them (back) into education and/or employment.

The objective of the CORE Project is to support the counsellors in their work and to improve the identification of competencies in NEETs, helping them (back) into education and/or employment.

For this reason, the [CORE-Toolkit](#) was created to support the competence assessment of NEETs. Tools gathered in the toolkit are to be used by counsellors, trainers, or by NEETs themselves. The [ProfilPASS - kickstart your career!](#) is the central element of the CORE-Toolkit.

Additionally, this Curriculum and a [Manual for counsellors](#) were developed as part of the project.

- » **The CORE Curriculum is intended for trainers of counsellors and for counsellors themselves who would like to learn more about counsellors' training and education.**

## 1.1. Target groups of the CORE Project

Many **young adults in Europe are Neither in Employment nor in Education or Training (NEETs)**. It is essential for these people to find a way (back) into education and/or employment quickly to prevent negative long-term consequences. Some specific challenges often faced by young NEET adults include their general feeling of incompetence due to migrations, school-dropping out, poor economic and social situations, family relations, limited access to information and rural environment. Young NEET adults' families might also have a long tradition of low education and high unemployment, unrecognized learning disabilities or "education-phobia" originating from seeing formal education as a failure.

All of these and many more circumstances are why it is important for this group to not only become aware of their own competences but also have them assessed and recognized. These competences are often acquired by activities at home, in their free time, with their family and friends or by everyday learning. This will help them find a job that best suits their competence profile, increase their self-esteem, and empower them to take part (again) in the social and economic life.

The main barrier for young adults' access to professional education counselling in countries of the Balkan region (Bosnia and Herzegovina, North Macedonia, Serbia and Slovenia) is the lack of **counselling structures and existing counsellors**. Therefore, the CORE project also aims to prepare counsellors for working with this target group and support them by developing a practical counselling toolkit. Some challenges that these counsellors often face in the Balkan countries include difficulties reaching the target group of young adult NEETs, and a high risk of drop-out from the counselling process and/or distrust of the outcome of the counselling process. Solutions to these challenges may involve adjusting the counselling mechanism to individuals' needs, ensuring transparency about reasons for, the importance of and benefits of counselling and competence assessment, constantly working on the counsellor-counselee-relationship based on trust, and remaining flexible and adaptable when working with young adult NEETs.

## 2. The Curriculum

The Curriculum developed through the CORE Project is intended for trainers of counsellors and for counsellors themselves who would like to learn more about counsellors' training and education or to conduct in-person training for counsellors. The Curriculum is divided into two Modules, each lasting for three workdays, and has an additional component of Online Mentoring after each module.

This Chapter will provide an overview of topics and learning outcomes covered in the Curriculum. Following those, activities from the Curriculum will be described in a table-view, chronologically from Day 1 of Module 1, through Online Mentoring 1, Module 2 and Online Mentoring 2. This Curriculum is meant to be implemented in-person by two trainers.

### 2.1. Topics and learning outcomes

The Curriculum covers the following topics and learning outcomes:

#### **1. LIFELONG LEARNING, ACQUISITION OF COMPETENCES AND INSTRUMENTS FOR IDENTIFYING COMPETENCES**

- 1.1. Understands and explains different forms of learning (formal, non-formal, informal)**
- 1.2. Understands lifelong learning and its necessity**
- 1.3. Knows and explains the purpose and structure of the ProfilPASS - kickstart your career!**
- 1.4. Explains the concept(s) of implementation of the ProfilPASS - kickstart your career!**

#### **2. COMPETENCE DEVELOPMENT, CONCEPT AND ELEMENTS OF COMPETENCES (KNOWLEDGE, SKILLS, ATTITUDES), KEY COMPETENCES (EUROPEAN FRAMEWORK), ACQUISITION OF COMPETENCES**

- 2.1. Understands the concept of competence and key competences**
- 2.2. Distinguishes elements of competences and connects them with the ProfilPASS - kickstart your career!**
- 2.3. Identifies the factors that affect the acquisition of competences**
- 2.4. Applies knowledge about lifelong learning, forms of learning, elements of competences, competence profiles**

### **3. COMPETENCE PROFILE OF COUNSELLORS AND THE ROLE OF COUNSELLORS**

- 3.1. Identifies the knowledge, skills and attitudes necessary to successfully perform counselling work
- 3.2. Describes the competence profile of the counsellor
- 3.3. Understands the tasks of counsellors
- 3.4. Reflects on the role of the counsellor
- 3.5. Distinguishes ways of acquiring competences

### **4. COMMUNICATION AND ITS IMPORTANCE IN COUNSELLING PROCESS WITH THE PROFILPASS**

- 4.1. Understands the communication process, explains it and independently identifies its elements
- 4.2. Explains what the quality of the communication process depends on
- 4.3. Identifies the elements of verbal, nonverbal and paraverbal communication, understands and defines their meaning, understands and uses the halo effect
- 4.4. Knows the elements of active listening, identifies active listening as one of the basic skills of counsellors
- 4.5. Reflects and argues about the elements of active listening
- 4.6. Reflects on themselves and their way of communicating
- 4.7. Develops a meta-level of observation of the counselling process

### **5. METHODS OF COUNSELLING**

- 5.1. Recognizes four basic steps of the *ProfilPASS - kickstart your career!*
- 5.2. Recognizes different types of questions, understands the role of different types of questions
- 5.3. Understands the benefits of writing, visualizing, movement and storytelling in working with the *ProfilPASS - kickstart your career!*
- 5.4. Develops their own data recording system
- 5.5. Understands the importance of setting boundaries in counselling
- 5.6. Distinguishes between directive and non-directive approaches to counselling and their elements
- 5.7. Knows a systematic approach to counselling

### **6. TECHNIQUES OF WORKING WITH PROFILPASS - KICKSTART YOUR CAREER!**

- 6.1. Reflects on the counselling process and competences and on the role of counsellors, understands the tasks of counsellors
- 6.2. Names and describes activities in the *ProfilPASS - kickstart your career!*
- 6.3. Successfully refines skills
- 6.4. Successfully clarifies evaluation
- 6.5. Controls the counselling process
- 6.6. Knows and uses the CORE-Toolkit
- 6.7. Practically clarifies the structure and purpose of the *ProfilPASS - kickstart your career!*
- 6.8. Practically applies different types of questions during counselling
- 6.9. Uses different techniques, methods and approaches to working with the *ProfilPASS - kickstart your career!*

## 2.2. Module 1: Days 1, 2 and 3

### Day 1: Goals and Activities

Day 1 goals:

- » create a pleasant atmosphere,
- » participants to get to know each other, warm up, relax, and get to know the training programme, and
- » participants know and explain the purpose and structure of the *ProfilPASS - kickstart your career!* and recognize four basic steps from the ProfilPASS.

ACTIVITY <b>FESTIVAL OF ASSUMPTIONS</b>	
<b>Trainers' tasks</b>	Trainer 1 leads the workshop and draws a conclusion at the end, how and why we assume by using examples of incorrect and correct assumptions of participants. If an odd number of participants is present, Trainer 2 acts as a participant.
<b>Methods and instructions</b>	<p>Participants are divided into pairs - the criteria for division is that the persons in the pair do not know each other.</p> <p>For a total of 3 minutes (1.5 minutes each) they talk to each other as follows: each partner makes assumptions about who the other partner is (favourite colour, preferences, talents, a job they do etc.). The other one listens without commenting, trying not to even non-verbally reveal whether the assumption is correct or not.</p> <p>After that, in the plenum, everyone presents their conversational partner as they think they should, and the partner then states what is true and what is incorrect. Participants sit in a semicircle divided into pairs (2.5 minutes of time is available for both people to introduce themselves to each other). One person from the couple sits and the other stands, holding their hand on the shoulder of the person sitting, and briefly introduces their partner in 1 minute. The other person tells the group which of the assumptions is true and which is not, then the roles are reversed. If the trainers do not play, or only one trainer plays, when all the participants introduce themselves trainers can say a word or two about themselves.</p>
<b>Time</b>	1 hour
<b>Notes</b>	<p>The activity can be performed only in the first module when participants do not know each other.</p> <p>Materials: Paper/pads and pens for participants if they take notes. Written on flip-chart paper as a workshop reminder:</p> <ul style="list-style-type: none"> <li>» I assume you are XY years old.</li> <li>» I assume you have/do not have children.</li> <li>» I assume you work in...</li> <li>» I assume that by profession you are...</li> <li>» I guess your favorite color...</li> <li>» I assume that you are at this seminar because of...</li> <li>» I assume you come from...</li> </ul> <p>During the module or in days to come, participants will be reminded of the activity "Festival of assumptions" whenever it is necessary to emphasize the power and delusion of assumption in counselling process.</p>



<b>ACTIVITY</b> <b>MY EXPECTATIONS</b>	
<b>Trainers' tasks</b>	Trainer 2 guides, visualizes and summarizes
<b>Methods and instructions</b>	Participants write on cards their assumptions about what awaits them during the training and put them on the board/cork board. Trainers comment on the assumptions of the participants, introduce them to the concept of the training program, discuss with the participants about work rules. Work rules are written together on a flip chart, if the trainers think that something very important has been left out (e.g. mute mobile phones) they suggest that this should be added to the list of rules. Hang the rules in a visible place in the room where you work.
<b>Time</b>	30 minutes
<b>Notes</b>	Materials: cork board, paper cards, markers, flip-chart paper, masking tape

<b>ACTIVITY</b> <b>PROFILPASS: STRUCTURE AND PURPOSE</b>	
<b>Trainers' tasks</b>	Trainer 1 explains the task (10 minutes), both trainers available for participants' questions and additional explanations, trainers go around the groups, listen to the discussion, intervene as needed, give explanations, and encourage group work.
<b>Methods and instructions</b>	<p>Participants are divided into 5 groups (each group has three members from different countries). Each group has to study one part of the ProfilPASS and agree on how to approach and explain to the rest of the participants that part of ProfilPASS (help questions: what is it for, how is it structured, what is the desired result of processing that part of the ProfilPASS, why does it exist ...). How the group presents to the rest of the participants depends only on the imagination and creativity of the group members (text visualization, drawing, play, simulated interview, PPT, ...), they have all the materials available.</p> <p>Each group is obliged to study the Introductory part (Introduction, How to use this ProfilPASS and Glossary); then:</p> <ul style="list-style-type: none"> <li>» Group I: My Life;</li> <li>» Group II: My activities;</li> <li>» Group III: My qualities and My competences;</li> <li>» Group IV: My future;</li> <li>» Group V: My applications and documents.</li> </ul> <p>Groups can work where they want, trying not to disturb each other, they can communicate with each other and trainers are available all the time; it is recommended that group members have lunch together and continue the discussion and development of ideas over lunch.</p> <p>Plenum presentations: Each group has 20 minutes available (5 minutes for setting up, 10 minutes for presentation and 5 minutes for questions, answers, and clarifications); break after 3 groups.</p>
<b>Time</b>	3.5 hours (including 1 hour for lunch, recommended that groups eat together)
<b>Notes</b>	Materials: Sufficient number of ProfilPASS books (at least one per group), and/or one for each participant; trainers' toolbox (with crayons, felt-tip pens, wool ball, glue, scissors, anything that can stimulate the creativity of participants), cork boards, flip-chart papers.

## Day 2: Goals and Activities

Day 2 goals:

- » Participants identify the knowledge, skills, and attitudes necessary for the successful performance of counselling work,
- » learn to describe the competence profile of a counsellor,
- » distinguish elements of competences and connect them with the *ProfilPASS - kickstart your career!*,
- » can apply knowledge about lifelong learning, forms of learning, elements of competences, and competence profiles,
- » recognize factors that affect the acquisition of competences,
- » interpret the concept of competences and key competences, and
- » understand the tasks of a counsellor and reflect on the role of a counsellor.

<b>ACTIVITY      COMPETENCE PROFILE OF THE COUNSELLOR</b>	
<b>Trainers' tasks</b>	Trainer 1 introduces the exercise and leads the discussion, trainer 2 helps with the discussion and puts the cards on the matrix.
<b>Methods and instructions</b>	<p>After recalling the previous day and the structure of the ProfilPASS, trainer 1 asks the participants to think individually about what their counsellor should be like to successfully guide them through the ProfilPASS, whose structure they have been introduced to. Participants should imagine an ideal counsellor, just the kind they want, the one that would suit them, and write down the traits of that counsellor. Participants write on the cards that they consider necessary for the counsellor to successfully guide them through the process of counselling with the ProfilPASS (they can use the ProfilPASS book).</p> <p>The cards are placed on a cork board where the competence matrix is drawn. Each card is discussed before positioning. It is possible to write additional cards during the discussion. In this exercise, participants are given the opportunity to independently identify the competences of a counsellor, to assess how they see the job of a counsellor. The aim of the exercise is to develop a competence model of counsellors based on the input information obtained by the participants, which consists of the following dimensions:</p> <ol style="list-style-type: none"> <li>1. Skills, knowledge and attitudes related to the organization and design of the counselling process (Type: Professional, Personal, Methodological)</li> <li>2. Skills, knowledge and attitudes related to the (professional) relationship with the counselee (Type: Social, Personal)</li> <li>3. Skills in self-reflection (Type: Personal, Methodological, Professional)</li> <li>4. Skills, knowledge and attitudes related to the context in which the work is done (Type: Personal, Social, Professional)</li> </ol> <p>Leave the matrix in a visible place in the workspace until the end of the module.</p>
<b>Time</b>	1 hour 15 minutes
<b>Notes</b>	<p>Help Questions: What should a counsellor be like? What does he/she need to know? How should he/she behave? What should he/she awaken in you? What does he/she need for that? How should he/she talk to you?</p> <p>Materials: board, markers, cards. Write on enough cards (3) of different colours: SKILL, ATTITUDE, KNOWLEDGE. After the cards written by the participants are placed in the matrix, try to define together with the participants which element of competence it is (skill, knowledge, attitude). Mark different competence elements with different card colours.</p>

<b>ACTIVITY</b> <b>RESPONSIBILITY REFLECTOR</b>	
<b>Trainers' tasks</b>	Trainer 1 leads the discussion, trainer 2 guides the Reflector
<b>Methods and instructions</b>	<p>Set up: Before the start of the second day, make 3 boxes on the floor of the room with self-adhesive tape (glue two parallel tapes). Behind one tape on the floor, there is a paper that says "I don't agree" there is nothing in the middle between the two tapes, and behind another tape, on the floor, there is a paper with "I agree" sign.</p> <p>Procedure: Trainer 1, based on the knowledge that participants have about the structure of the ProfilPASS and based on the developed competence profile of the counsellor, leads a discussion with the participants about what in their opinion is the task or tasks of the counsellor during the counselling with the ProfilPASS. After the introductory conversation and discussion, Trainer 2 does the Responsibility reflector. Crepe tape is pasted onto the floor and at its one end there is a card saying "I agree", while on another it says "I disagree". Trainer 2 reads statements from the slides and participants need to answer by standing on one of the sides of the crepe tape, or somewhere in between. Each statement/answer is discussed briefly after participants' answer. Each participant is given space to discuss and express their opinion and clarify the views of Martin Wehler.</p> <p>The exercise is concluded with the message that the most important thing in counselling is to master communication and that participants in the following parts of the training will have the opportunity to tackle this topic.</p>
<b>Time</b>	30 minutes
<b>Notes</b>	<p>Each participant's comment is appreciated, further supplemented if necessary, the counselling phases and trainer's tasks are clarified through counselling phases.</p> <p>Materials: Cards or papers with the words "I agree" and "I don't agree" written, Crepe tape, PPT slides with statements for the "Responsibility reflector"</p>

<b>ACTIVITY</b> <b>THE BRIDGE</b>	
<b>Trainers' tasks</b>	Trainer 1 leads the exercise, and trainer 2 monitors, takes photographs or records; make sure to take photos or record of the "lining up" on the bridge.
<b>Methods and instructions</b>	<p>Goal: Emphasizing the importance of different methods of communication and different ways of observation.</p> <p>Set up: On the floor adhesive tapes are used to mark the space (25-30 cm wide) along the entire length of the room (approx. 9 meters for 15 participants, if space does not allow this length, two shorter "bridges" can be made and participants are divided into two teams). This area is a bridge over the river.</p> <p>Procedure: All participants are asked to stand on the bridge, in whatever order they want. After that, the participants are given the task to regroup on the bridge according to certain criteria, e.g. age (from the youngest to the oldest participant), the initial letter of the name, the month they were born in, the length of service, etc. When regrouping, it is not allowed to "get off" the bridge. Participant who "step into the water" once get blindfolded, if they "step into the water" again, they become mute (they are not allowed to speak, but they can communicate in other ways). If the same participant "steps into the water" for the third time, the neighbour on the right side (at that moment!) gets a blindfold etc. Special requirements regarding the space in which the method is carried out: enough space to "build" bridges, removed chairs and tables around the bridge to prevent possible injuries.</p> <p>For trainers: Great method as an introduction to the topic "Communication". Mandatory feedback at the end of the exercise, (self) reflection on what methods of communication the participants used.</p>
<b>Time</b>	30 minutes
<b>Notes</b>	<p>Pay attention to "blind" people who lose their balance much easier, provide space to avoid injury. It is an exercise with intense physical contact.</p> <p>Materials: Adhesive tape, blindfolds, paper-cut piranhas</p>

## Day 3: Goals and Activities

Day 3 goals:

- » Participants understand and explain different components in communication,
- » know the structure of the *ProfilPASS - kickstart your career!*,
- » understand counsellors' tasks, and
- » develop a meta-level of observation of the counselling process.

ACTIVITY "LALE AND TULIPANI" (SYNONYMS FOR TULIPS)	
<b>Trainers' tasks</b>	Both trainers observe and facilitate. Trainers pay special attention to identifying the elements of active listening and non-verbal communication.
<b>Methods and instructions</b>	<p>Participants are divided into pairs - <i>Lale</i> and <i>Tulipani</i> and asked to stand in different places in the room.</p> <p>One trainer leaves the room with the "Lalas" and gives them the following instructions:</p> <ul style="list-style-type: none"> <li>» When you return to the room, sit on the place where you were sitting.</li> <li>» Whatever your interlocutor does, you have the task of ignoring them.</li> <li>» Until you hear the bell, you must visibly ignore your interlocutor.</li> <li>» Think a little about how you will give the impression of the person who is ignoring someone, what are the non-verbal or verbal signs that you will send to your interlocutor.</li> <li>» After you hear the bell, you need to join the conversation as an active listener.</li> <li>» After the bell, your interlocutor must feel a change in your behaviour.</li> <li>» Think about how you will let your interlocutor know that you are listening carefully.</li> </ul> <p>With the "Tulips" the other trainer stays in the room and gives them the following instructions:</p> <ul style="list-style-type: none"> <li>» They should change places first, which will also replace partners, because "Lale" will return to the old place.</li> <li>» Then they should think of a story they would like to tell to the interlocutors who will enter in a moment (some interesting event they attended, some experience that impressed them, some training they attended that left a positive or negative impression on them, student work they did, some interesting things they learned, what their working day looks like, etc.).</li> <li>» The story should last about 5 minutes.</li> </ul> <p>After "Lale" come in, give them 2.5 minutes to ignore the "Tulips", then give a bell signal and remind "Lale" to remember the instructions they were given outside. Allow another 2.5 minutes of talk time.</p> <p>Mandatory Feedback: "What was going on?", "How did you feel?"</p> <p>Both groups should make their observations. Leave enough time for feedback.</p>
<b>Time</b>	1 hour
<b>Notes</b>	If there is an odd number of participants, one of the participants observes. (At the end of the exercise, the participant can give feedback on the exercise - the participant learns to develop a meta-level and sees the process in a different way, and not only from their own perspective). One trainer leaves the room with "Lale" and the other stays with "Tulips". After the exercise, participants sit in a semicircle and discuss what they noticed during the exercise. Special feedback is given by the participant who was the observer.

<b>ACTIVITY      A COUNSELLING SIMULATION - LIFELINE</b>	
<b>Trainers' tasks</b>	Both trainers observe and facilitate
<b>Methods and instructions</b>	<p>Set-up: The Lifeline is made in the room - it ensures: a) the movement of the counselee and b) the movement of the cards from place to place. After a short introductory conversation in which the motive of the counselee is defined, the counsellor asks whether it would be okay to talk about the counselee's life so far and to try to present it together on the lifeline in this room. On the floor, two large cards are printed with + and - signs, between them lies a rope (simulated lifeline from the ProfilPASS, only on the floor of the room).</p> <p>Procedure: Trainer 1 explains that, together with the other trainer, they will show one counselling sequence where one will be in the role of counsellor and the other in the role of counselee. Emphasize to the participants that it is very important to take notes during the counselling, to pay attention to everything that was mentioned in the previous two days (verbal and non-verbal communication, the role of counsellor, active listening, etc.). The counselling session can last 30 minutes, after which the trainers can briefly describe how it was for them, while the participants will present their observations in the next block, after lunch.</p> <p>Counsellor asks questions regarding events from the past: When you think of/about your past what is the first thing that crosses your mind? What do you remember from the past? What are the events from the past when you were proud of yourself?</p> <p>The counsellor writes on a large card an event from the past that is named and puts the card on the floor. Counselee is asked to talk about that event and to set a card and the rope in relation to the event card so that it indicates whether it was a negative or a positive event. The counsellor asks questions: What did you do then? If negative – how did you deal with it/solve it? This is written on cards and counselee is asked to place these cards around the event.</p> <p>This way up to 3 events are processed, positive or negative. Then the questions are: Where are you today? Move the rope and show which part of the scale you are on. What helped you to be here today? Go back to past events and look at your resources (skills, knowledge, attitudes) that stand next to those events. Transfer your resources (cards with knowledge, skills and attitudes) that helped you earlier in the past, to the position you are in today. What do you want to achieve today? What is the challenge you are facing? Do you think any of these resources you already have can help you?</p> <p>The sequence is concluded when the counsellor announces that later on, in the ProfilPASS, they will talk in detail about some of these events, and perhaps identify more counselee's resources.</p>
<b>Time</b>	1 hour
<b>Notes</b>	Materials: 30 m long rope, cards (best round-shaped in two colours), 5 larger (Ø 18 cm) and about 15 smaller (Ø 12 cm), felt-tip pen.

## 2.3. Online Mentoring 1

In their country groups of three people, participants continue to work after returning to their countries. Each participant should fill in the whole chapter "My life" in their *ProfilPASS – kickstart your career!*. Participants rotate in the roles of counsellor, counselee, and observer until each of them as a counselee fills the chapter "My Life". If they come from the same city, they can do counselling in person. If they come from different cities, they can do online counselling (using apps such as Zoom and Acrobat Reader). When each participant has completed the "My Life" chapter, they report to a joint session with the trainer lasting for 60 minutes at a pre-scheduled time.

The trainer talks to participants to encourage a discussion on how it was to fill out the chapter “My Life”, encourage the observer to report, and encourage self-reflection of the counsellor. Peer to peer feedback is strongly encouraged. The discussion is a semi-structured conversation, so that each participant has an equal share of time and enough space to present their observations within the given hour. The trainer gives feedback, summarizes and draws attention to what the participants may have missed, and suggests alternative methods for approaching the preparation of the chapter “My Life”.

## 2.4. Module 2: Days 4, 5 and 6

### Day 4: Goals and Activities

Day 4 goals:

- » Participants develop their own note taking system,
- » recognize different types of questions and practically apply different types of questions during the counselling,
- » distinguish elements of competences and connect them with the *ProfilPASS – kickstart your career!*,
- » reflect on the role of counsellor,
- » recognize the four steps from the *ProfilPASS – kickstart your career!* and use its structure as counselling framework, and
- » control the counselling process.

ACTIVITY	A COUNSELLING SIMULATION – ACTIVITY FIELD
<b>Trainers' tasks</b>	Trainer 1 takes on the role of a counsellor, trainer 2 takes on the role of counselee. Limit counselling time to 25-30 minutes. Trainers consult each other before the start of the exercise on whether they should emphasize something special in relation to monitoring the progress of the participants until that moment.
<b>Methods and instructions</b>	<p>Trainer 1 asks all participants to take on the role of an observer and to write their observations on handouts, noting down what helping skills trainers are using in the simulation. Shortly before the start of the exercise, the trainers remind participants of the part of the ProfilPASS in which the activities are described and explain that they will do a demonstration counselling with one of these fields.</p> <p>A simulation, or demonstration of the counselling sequence, takes place. A discussion that follows should be focused on the four steps of the ProfilPASS, distinguishing parts of competences (knowledge, skills, attitude), asking questions and different questions, and plastically explaining on the example of seen counselling, what is achieved by which type of question.</p> <p>It would be good to record a demonstration counselling sequence done by trainers. While one trainer leads the discussion, the other trainer reviews the video, and shows the key moments related to the discussion. The recording can also be used to draw attention to a certain topic, especially directing the counselee to issues, and to analyse the reactions of counsellor and the counselee, and even opportunities that the counsellor missed, if any, should not be kept silent (we learn from our mistakes).</p>
<b>Time</b>	2.5 hours
<b>Notes</b>	Ideally, the counselling sequence is recorded, if technically feasible (required: tripod + camera).

<b>ACTIVITY</b>		<b>A COUNSELLING SEQUENCE – FIRST FIELD</b>
<b>Trainers' tasks</b>	Trainer 1 explains the task. During group work, both trainers are available all the time, going around and listening to the groups and helping with their subtle comments. Where necessary, trainers can stop the counselling and direct it differently. The trainers agree on how to go around the groups so that each group receives approximately the same amount of input from the trainers.	
<b>Methods and instructions</b>	<p>Participants remain in their small national groups (of three people) in which they started working between modules. They take on one role each: counsellor, counselee, or observer. The task is to simulate counselling, one field (45 minutes). Then discuss as a group. The emphasis is on communication, the role of counsellors, making notes and asking questions (30 minutes).</p> <p>When returned to the plenum, each group is asked to present and report their experience in 4 minutes max. Trainers refrain from commenting, but listen to the participants and their conversation and make notes to evaluate the participants and to guide the discussion later. Trainers pay attention to the fact that the groups have about 4 minutes to report (total about 20 minutes).</p>	
<b>Time</b>	2.5 hours	
<b>Notes</b>	Trainers must be involved in the activity, as they “float” around the room and intervene only if needed. They make notes to provide feedback later and guide a discussion.	

## Day 5: Goals and Activities

Day 5 goals:

- » Participants understand the benefits of note taking, visualization, movement, storytelling and other (independently developed or existing) tools in working with the *ProfilPASS - kickstart your career!*,
- » understand the importance of setting the boundaries in counselling,
- » distinguish between directive and non-directive approach to counselling and its elements,
- » know a systematic approach to counselling,
- » use different methods and techniques in working with the *ProfilPASS - kickstart your career!*,
- » reflect on the counselling process and competences and on the role of counsellors.

<b>ACTIVITY</b> <b>A COUNSELLING SEQUENCE – SECOND FIELD</b>	
<b>Trainers' tasks</b>	Same as in the activity "A counselling sequence – First field" (see above).
<b>Methods and instructions</b>	<p>Participants get a few photos, a handout on the issues from the previous day and have the task to find in their bags or luggage during the coffee break some other items that could be used to open a conversation or start a counselling, they remain in national groups but change roles (counsellor, counselee and observer).</p> <p>They start counselling a new activity field (it cannot be the field of action in the national group chosen by the participant who had the role of counselee, it must be different!). Counselling 45 minutes, feedback within the group 15 minutes, and return to the plenum afterwards. Short report from 5 groups on the previous exercise, the trainers pay attention to the fact that the groups have about 5 minutes for the report, the last 5 minutes are used for the trainers to ask the participants what seemed different to the participants from the previous day's counselling, whether they see any kind of progress.</p> <p>Later on, after the break, participants are asked to bring up topics that concern them, challenges they have had during the previous two counselling exercises, or anticipate that they will have in counselling, what is bothering or worrying them. There is a discussion about possible solutions, where it is necessary to encourage participants to give suggestions to colleagues on how to deal with a challenge that one of the participants mentions.</p> <p>Trainers moderate and lead the discussion, encourage participants to engage and summarize the conclusions and add comments if necessary. The most important thing is to emphasize that there is "no recipe" that should or can be blindly followed. Encourage a collaborative approach, peer counselling, and supervision.</p>
<b>Time</b>	3 hours
<b>Notes</b>	Trainers must be involved in the activity, as they "float" around the room and intervene only if needed during group work. They make notes to provide feedback later and guide a plenum discussion.

<b>ACTIVITY</b> <b>(NOT)SETTING THE BOUNDARIES – ROLEPLAY</b>	
<b>Trainers' tasks</b>	Both trainers facilitate
<b>Methods and instructions</b>	<p>The trainers play a short sequence of counselling where the counselee crosses boundaries such as being late for counselling, not sticking to the agreement, bringing gifts, suggesting going out in the evening, etc. The counsellor should be without a solution to the challenges and try unsuccessfully to return the conversation to the counselling itself.</p> <p>Possible solutions are discussed with the participants, the concepts of the directive and non-directive approach, systemic counselling are introduced. Participants are reminded of verbal and non-verbal communication, the role of counsellor, counselling contract, control of counselling process, meta-level, ways of setting boundaries and the competence matrix of counsellor itself which was made in the first module. Constantly upgrading the counsellor's profile and to the fact that each new challenge is a lesson learned.</p>
<b>Time</b>	1 hour
<b>Notes</b>	Mince words a bit and overemphasize this role play, but not too much. The goal is not to be funny, but to notice "mistakes" in counselling and space to set the boundaries.



<b>ACTIVITY</b> <b>A COUNSELLING SEQUENCE – THIRD FIELD</b>	
<b>Trainers' tasks</b>	Same as in the activity "A counselling sequence – First field" (see above).
<b>Methods and instructions</b>	<p>Participants start new counselling, remain in national groups but change roles (counsellor, counselee, and observer). A new activity field (it cannot be the field of action in the national group chosen by the participant who had the role of counselee, it must be different!). Counselling 45 minutes, feedback within the group 15 minutes, return to the plenum afterwards. A short report from 5 groups on the previous exercise.</p> <p>Trainers pay attention to the fact that the groups have about 5 minutes for the report, the last 5 minutes are used for the trainers to ask the participants what seemed different to the participants from the previous day's counselling, whether they see any kind of progress.</p>
<b>Time</b>	1.5 hours
<b>Notes</b>	Trainers must be involved in the activity, as they "float" around the room and intervene only if needed during group work. They make notes to provide feedback later and guide a plenum discussion.

## Day 6: Goals and Activities

Day 6 goals:

- » Participants know the structure and purpose of *ProfilPASS - kickstart your career!*, and
- » are familiar with techniques for summarizing and certificate creating from *ProfilPASS - kickstart your career!*.

<b>ACTIVITY</b> <b>SUMMARIZING BASED ON 3 COMPLETED FIELDS/CREATING A CERTIFICATE</b>	
<b>Trainers' tasks</b>	Both trainers facilitate. Trainers are available in the room for additional clarifications while participants work and they go around groups of participants, monitor their work, and answer potential questions.
<b>Methods and instructions</b>	<p>For this activity, three completed fields in three different ProfilPASSes in national groups for the exercise will be taken as 3 completed fields in one ProfilPASS. It is necessary to prepare a summary sheet and a certificate (1.5 hours for group work in national groups).</p> <p>Trainer 2 starts the discussion with a set of questions, and trainer 1 engages as needed. Questions include: What was your biggest summarizing problem? Why do you think summarizing is done? Did summarize help you create the certificate? What about my strengths and strong suits? Was it difficult for you to formulate a certificate? Have you checked if someone has overestimated or underestimated during the previous evaluation?</p> <p>Trainers review summary sheets/certificates and give their comments. The trainers focus on the use of skills evaluated with A and B in the summary sheet when making future steps, i.e. the future lifeline, they also mention the possibility of using control questions in making the summary sheet to determine whether the previous evaluation was really performed correctly.</p>
<b>Time</b>	2 hours
<b>Notes</b>	Materials: 5 copies for 5 groups from ProfilPASS for summarizing and certificate (activity field charts, my strengths and strong suits, certificate template from the ProfilPASS), pens, additional writing papers.

ACTIVITY <b>SIMULATIONS OF COUNSELLING SEQUENCES</b>	
<b>Trainers' tasks</b>	Both trainers observe the flow of all counselling sequences and record their observations. Trainers suggest to participants to note and record their observations during the counselling of other groups.
<b>Methods and instructions</b>	<p>In this final simulation, all participants take part in one counselling, dividing its parts or sessions per national groups as follows:</p> <ul style="list-style-type: none"> <li>» one group should show the sequence of the first counselling in which the ProfilPASS is represented (15 min),</li> <li>» the other group should show the sequence of the counselling when the initial counselling is done and defines the goal of the counselling and "signs" the contract (15 min),</li> <li>» the third group shows the filling in of one field (20 min),</li> <li>» the fourth group a counselling sequence where summarizing is explained (15 min) and</li> <li>» the fifth group final counselling session and agreement with the counselee on the next steps (20 min).</li> </ul> <p>Within national groups, participants can choose who will be their representative (counsellor), and the counselee comes randomly from another national group.</p>
<b>Time</b>	2 hours
<b>Notes</b>	Materials: One ProfilPASS for all groups to use.

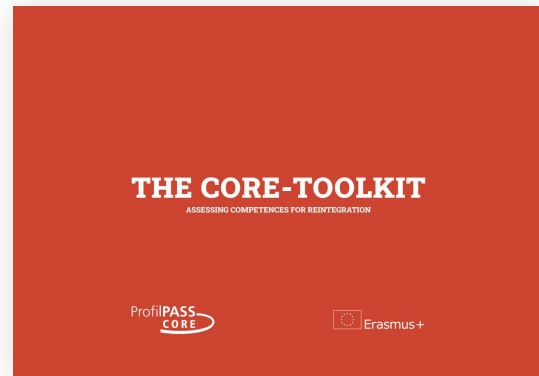
## 2.5. Online Mentoring 2

Participants, in their national groups, continue counselling and completing the *ProfilPASS – kickstart your career!* until at least 3 fields are filled in each of their books. Participants study the CORE-Toolkit individually and during the counselling in the national groups try to use some of the tools described in the toolkit and/or discuss them within their national groups. Participants rotate in the roles of counsellor, counselee, and observer until each of them as a counselee completes 3 activity fields. If they come from the same city, they can do counselling in person. If they come from different cities, they can do online counselling (using apps such as Zoom and Acrobat Reader). When each of the participants has completed 3 activity fields, they report to a joint session with the trainer lasting 120 minutes at a pre-scheduled time.

Trainers talk to participants, encourage discussion about how the fields in the *ProfilPASS – kickstart your career!* have been filled, encourage observers to report, encourage counsellor's self-reflection and peer guidance from counselees. The discussion is a semi-structured conversation, but so that each participant for 120 minutes has an equal share of time and enough space to present their observations. Trainers check the level of mastery of all learning outcomes through this conversation and react if it is necessary to work on something else.

### 3. The CORE-Toolkit

The [CORE-Toolkit](#) intends to offer counsellors the opportunity to find methods of competence assessment, vocational orientation as well as of empowerment and up-skilling that can help them work with disadvantaged young adults who are Neither in Employment, Education and/or Training (NEET). These methods are suitable for young NEET adults and aim to help them (back) into education, training and/or employment. A special focus of the CORE-Toolkit is to address counsellors from the Western Balkans, where NEET rates are particularly high and targeted advice much needed (see [Comprehensive Report of Identification of Needs](#)). All methods in the toolkit are described in so called 'Fact Sheets' which bring together the most important information about the tool on one page.



The [ProfilPASS - kickstart your career!](#) is the key component of the toolkit. In order to meet the needs of young NEET adults the already existing ProfilPASS (for young people) has been adapted to match their needs better.

Besides the specific instrument *ProfilPASS - kickstart your career!* the CORE-Toolkit is a collection of additional competence assessment instruments that are suitable for NEETs. These tools are described in the chapter 'Tools for competence assessment'.

Exploring (future) career and/or education paths is an important part when counselling young NEET adults. The *ProfilPASS - kickstart your career!* tackles this need by focussing more on career exploration and the job searching process, among other things. The CORE-Toolkit provides additional tools to support this career counselling which are described in the chapter 'Tools for vocational orientation and career guidance'.

To further support counsellors in their work with the target group the CORE-Toolkit also includes additional resources such as handbooks, manuals and learning materials which are described in the chapter 'Tools for empowerment and up-skilling of Neets'. These tools focus mainly on the fostering of relevant competences and thus on strengthening the employability of NEETs.

Although Young NEET adults have a similar need for guidance and counselling to find (back) into education and/or employment they show a great amount of heterogeneity in their individual situations, needs and risk factors for long-term unemployment. Therefore, the materials chosen for the toolkit can address different subgroups of NEETs such as people with a migration background, low educa-

tional level (e.g. school – drop outs), learning disabilities, family responsibilities (e.g. young mothers) to cover the variety of needs.

In its last chapter ‘Additional support for counsellors & NEETs’ the CORE-Toolkit summarizes on the one hand opportunities for counsellors to reflect and promote their own competences and on the other hand, available programs for NEETs in the Balkan region for gaining work experience.

The CORE-Toolkit can be found and downloaded on the official CORE project web page:

<https://core.profilpass-international.eu/>

## 4. The Manual for counsellors

The [Manual for counsellors](#) addresses counsellors who are working with young NEET adults, to help them (back) into employment, education and/or training. The main goal of the Manual for counsellors is to support them in their work with the [CORE-Toolkit](#) and the [ProfilPASS - kickstart your career!](#). It gives basic background information on the development and the aims of the CORE-Toolkit and provides counsellors with guidelines and complementary explanations on how they can work with the CORE-Toolkit and with the [ProfilPASS - kickstart your career!](#). The manual serves as a basic orientation framework on how the toolkit can be used to its best as its usage is to remain flexible and open to individually required adjustments.

The Manual for counsellors within the CORE project and as a part of the toolkit, is divided into four main chapters:

- » The first chapter introduces the CORE project and gives information about the target group it addresses.
- » The second chapter contains background information, purpose and aim of the CORE-Toolkit. It briefly summarizes the methodological approach of the project (from research phase to developing the toolkit).
- » Third chapter describes the structure of the CORE-Toolkit and how to use it in practice.
- » The Last chapter of the Manual for counsellors complements the CORE-Toolkit and the Curriculum by giving detailed information about the [ProfilPASS - kickstart your career!](#). It describes briefly the structure and content, how to work with this tool for competence assessment and how it was adapted to the needs of young NEET adults.



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