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EU.CAP



Training standard

2022



EU.CAP Project

Erasmus+



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<http://eucap.net>

Table of training objectives for the Job Coach specialization

Support of persons with mild disabilities to enter and stay in the workplace

UNIT 1

Understanding the legislative and administrative aspects of employment support for people with mild disabilities

Competence 1:

SQL1.1 - *Collect official information (legislations, certifications, ...) applied to the employment of slightly disabled people*

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or website link	Evaluation Criteria
S1.1.1- International regulation of mild disability	WHO Classification of Mild Disability	WHO website	Determine at least 5 categories of mild disability
S1.1.2- National regulations of mild disability	National regulations of the Ministry of Health and the Ministry of Employment	Ministries of Health and Employment website	Determine at least 5 national criteria for mild disability



S1.1.3- Regional and local regulations on mild disability	Regional and local regulations for mild disabilities	Site of the Regions, local authorities	Define 3 criteria for obtaining economic benefits List 3 criteria for obtaining investment facilities
S1.1.4- National and regional regulations to facilitate the employment of people with disabilities	National and regional regulations to facilitate the employment of persons with disabilities	Site of the Ministries of Labour, Site of the Regions	Define 2 measures that allow the placement of persons with mild disabilities

Competence 2:

SQL.2 - Analyze reference documents concerning mild disability

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or website link	Evaluation Criteria
S1.2.1- Reading and understanding the medical file	Structure of the medical file, terminology and abbreviations used	Sample Medical Record	Name 4 elements that make up a medical file
S1.2.2- Reading and understanding the educational record of the person with disability since childhood	Structure of the school file Evaluation criteria	Examples of school records	Explain 2 elements that make up a school record of a person with a disability



Competence 3:

SQL.3 – Activate the institutional relays and family relations of the person with a mild disability

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or website link	Evaluation Criteria
S1.3.1- National, regional and local facilities dealing with mild disability	<ul style="list-style-type: none"> • Functioning of the public employment services for the support of persons with mild disabilities • Functioning of social services • Functioning of health facilities dealing with disabilities (e.g. mental health centre) 	Site and Leaflets of structures in charge of mild disability	Describe the functioning of a public structure in charge of mild disability
S1.3.2- Non-governmental organizations (NGOs) dealing with mild disabilities	<ul style="list-style-type: none"> • The cooperatives in charge of mild disabilities • Voluntary associations in charge of mild disabilities • Specialized centres for certain types of mild disabilities 	<ul style="list-style-type: none"> • Site and Leaflets of non-governmental structures in charge of mild disability • Subsidiarity relationship between public service and NGOs 	Describe the functioning of an NGO dealing with mild disability



<p>S1.3.3- Family composition and the referents of the person with a mild disability</p>	<ul style="list-style-type: none"> • The function of the legal guardian and who can act as legal guardian • The family and its role in caring for a person with a mild disability • Family organizations 	<ul style="list-style-type: none"> • Articles, texts on the role of the family in the management of a member with mild disabilities. • Articles, texts on the role of the legal guardian 	<ul style="list-style-type: none"> • Describe 3 main functions of the legal guardian • Name 2 main roles of the family in need of care of a person with a mild disability
<p>S1.3.4- Use of support networks to promote the employment of people with mild disabilities</p>	<p>Public and private networks for the professional integration of persons with mild disabilities existing in their territory</p>	<ul style="list-style-type: none"> • Site of public and private institutions for the professional inclusion of persons with mild disabilities • Site of networks for the professional integration of persons with mild disabilities 	<p>Describe 4 criteria for the functioning of networks for the professional integration of persons with mild disabilities</p>



Competence 4:

SQL.4 – Integrating the gender approach with the professional environment

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or website link	Evaluation Criteria
<p>S1.4.1- respect for gender, differentiation and application to disability</p>	<ul style="list-style-type: none"> • Gender principles and the rights of persons with mild disabilities • Equal opportunities • Mainstreaming a gender perspective; definition of words • Legislation at European level. • Practical applications for people with disabilities 	<p>https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/institutions-and-bodies-profiles/eige_fr</p> <p>The Beijing International Platform for Action</p> <p>Website of the European Commission</p> <ul style="list-style-type: none"> • https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_fr • https://ceet.cnam.fr/projets-de-recherche/centre-de-recherches-sur-l-experience-l-age-et-les-populations-au-travail-creapt--959490.kjsp • https://www.coe.int/fr/web/compass/gender 	<ul style="list-style-type: none"> • Report on the Beijing Platform for Action 2020 in relation to people with disabilities • Comment on the EU Gender Equality Strategy 2020–2025



S1.4.2- Stereotypes of disability

«Breaking down clichés and armchair philosophy»

For example:

Websites with illustrative videos of cases in playful forms

- <https://www.vie-publique.fr/rapport/281065-stereotypes-et-prejuges-l-egard-des-personnes-handicapees>
- <https://www.vie-publique.fr/rapport/281065-stereotypes-et-prejuges-l-egard-des-personnes-handicapees>

List 5 'usual' stereotypes of disability and explain



UNIT 2

Help the person discover their emotional and relational characteristics

Competence 5:

SQ2.5 - Use the tools of interactive communication

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S2.5.1- Interactive Communication	Definition and Characteristics	Government of Canada- Interactive Communication- Ladder Graduation <ul style="list-style-type: none"> https://www.canada.ca/en/revenue-agency/organization/carrieres-a-arc/enformations-ont-deplaces/competences-arc-outils-evaluation-standardisee/competences-agence-revenu-canada-avril-2016/communication-interactive-efficace.html 	Explain interactive communication - What it is and what it is not
S2.5.2- Degrees of complexity of the verbal message	Graduation of scale - degree of complexity or sensitivity of the message communicated		Describe the differentiation of the 4 levels of complexity
S2.5.3- Active listening	Guide to supporting active listening	<ul style="list-style-type: none"> Active Listening Training - Olivier Roustant / pg. 13 https://www.ac-reunion.fr/fileadmin/ANNEXES-ACADEMIQUES/02-MISSIONS-ACADEMIQUES/mission-tutorat/livret-boite_a_outils_FO_E_coute_Active.pdf Kathryn Robertson, Active listening: More than just paying attention <ul style="list-style-type: none"> https://www.go2itech.org/HTML/CM08/toolkit/links/print/Mentoring/Active_Listening.pdf 	The 3 postures and linguistic tools of active listening



S2.5.4- Rephrasing	Benefits of Reformulation and Different Types of rephrasing	<ul style="list-style-type: none"> • https://www.demos.fr/blog/les-differents-types-de-reformulation Evelyne Josse <ul style="list-style-type: none"> • http://www.resilience-psy.com/IMG/pdf/3.la_reformulation.pdf 	Define at least 3 types of rephrasing
S2.5.5- Communication with a mild disabled person	Overall advice by type of disability	<ul style="list-style-type: none"> • AFDO – https://www.afdo.org.au/resource-communication-with-people-with-disabilities Department of communities, child safety and disability services- A way with words & CDC- Communicating with and about people with disabilities <ul style="list-style-type: none"> • https://www.cdc.gov/ncbddd/disabilityandhealth/materials/factsheets/fs-communicating-with-people.html 	<ul style="list-style-type: none"> • Describe at least 4 practices to avoid for good communication with a person with a disability . • List at least 10 words and languages to avoid and replace them with 10 acceptable alternatives



Competence 6:
SQ2.6 – Interpreting non-verbal language

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S2.6.1- Role of non-verbal communication	Functions of non-verbal communication and classification of non-verbal signs	Christiane le Manac’h, Non-Verbal Communication: <ul style="list-style-type: none"> • https://www.longuevieetautonomie.fr/sites/default/files/editor/files/INTERVENTION%20%20DU%20GESTIONNAIRE%20DE%20CAS%202017%20derni%C3%A8re%20version.pdf • https://www.escnv.fr/limportance-de-la-communication-non-verbale • https://fsic.univ-alger3.dz/wp-content/uploads/2020/04/polycope-1-fran%C3%A7ais-2eme-ann%C3%A9e-G-10.pdf 	<ul style="list-style-type: none"> • Describe at least 4 roles and 4 functions of non-verbal communication • List 5 non-verbal signs • Describe a theoretical pattern of communication
S2.6.2- Differentiation between verbal and non-verbal communication	Differences between verbal and non-verbal communication	<ul style="list-style-type: none"> • https://fr.natapa.org/difference-between-verbal-and-nonverbal-communication-274 • https://askanydifference.com/difference-between-verbal-and-non-verbal-communication • https://courses.lumenlearning.com/introductiontocommunication/chapter/differences-between-verbal-and-nonverbal-communication 	Demonstrate the differences and complementarity of verbal and non-verbal communication



S2.6.3- Positive non verbal communication	Components of positive non-verbal communication	<ul style="list-style-type: none"> • https://www.communicaid.fr/blog/formation-interculturelle/adopter-une-communication-non-verbale • https://www.communicaid.fr/blog/formation-interculturelle/adopter-une-communication-non-verbale • https://www.tutorialspoint.com/positive_body_language/positive_body_language_quick_guide.htm 	Name the components of positive non-verbal communication
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Competence 7:

SQ2.7 - Managing special situations with the person with a disability

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S2.7.1- Conflict management	<ul style="list-style-type: none"> • Patterns of conflict resolution • Dispute Resolution Scheme 	Institute for Education and Social Promotion of the French Community: http://www.lereservoir.eu/PDF/JFL/Conflits.pdf <ul style="list-style-type: none"> • https://www.peoplehum.com/glossary/conflict-management • https://www.valamis.com/hub/conflict-management-styles • https://www.clarke.edu/campus-life/health-wellness/counseling/articles-advice/tips-for-managing-conflict 	<ul style="list-style-type: none"> • Classify conflict resolution steps • Drawing the Conflict Resolution Scheme



<p>S2.7.2- Mediation mechanisms</p>	<p>Definition and Characteristics of Mediation “Don’t look for the culprit... Look for the deal! »</p>	<p>STICS Asbl «Tools to prevent and manage conflict»:</p> <ul style="list-style-type: none"> • https://www.stics.be/wp-content/uploads/Malette-pedagogique-Les-outils-pour-prevenir-et-gerer-les-conflits.pdf • https://www.gsg hukuk.com/en/publications-bulletins/articles/mediation-as-a-charming-dispute-resolution-mechanism-gsg.pdf • https://www.themediationgroup.org/news/mediator-skills 	<ul style="list-style-type: none"> • Summarize the characteristics of mediation • List the golden rules and qualities of the mediator
<p>S2.7.3- Identification of potential behavioural problems</p>	<p>Definition Personal and environmental factors Recommendations for “problem behaviours”</p>	<p>Anesm:</p> <ul style="list-style-type: none"> • https://www.has-sante.fr/upload/docs/application/pdf/2018-03/rbpp_comportements_problemes_volets_1_et_2.pdf • https://milnepublishing.geneseo.edu/instruction-in-functional-assessment/chapter/chapter-1-challenging-behaviors-of-individuals-with-developmental-disabilities 	<p>Comment on “good professional practice recommendations”</p>



S2.7.4- Dealing with aggressiveness	Possible causes Assertive Techniques Calming Techniques	Federal Service for Public Health, Food Chain Safety and the Environment: <ul style="list-style-type: none"> • https://portaleduc.net/website/wp-content/uploads/2019/05/gerer_lagressivite.pdf • https://www.lappui.org/Conseils-pratiques/Le-role-de-proche-aidant/Generer-l-agressivite-chez-son-proche • http://www.intellectualdisability.info/mental-health/articles/behaviour-management 	<ul style="list-style-type: none"> • Name techniques for managing aggressiveness • Identify the management factors of «problem behaviours»
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Competence 8:

SQ2.8 - Adopt an attitude appropriate to the type of disability

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S2.8.1- Typologies of disability	Disability typologies and animation tracks adapted to each type	Different types of disabilities: <ul style="list-style-type: none"> • https://ocarina.be/app/uploads/2020/04/Chapitre-3-BAO-Diff%C3%A9rents-types-de-handicaps.pdf • https://www.disabled-world.com/disability/types 	<ul style="list-style-type: none"> • Summarize Chapter 3 of “Different Types of Disability” • Describe 4 types of disability according to the international nomenclature



S2.8.2- Common attitudes and reactions according to disabilities	The attitudes to adopt according to the different disabilities	Disability: I have the right attitude: <ul style="list-style-type: none"> • http://www.sciencespo.fr/sites/default/files/guide_sensibilisation_handicap_WEB.pdf AWIPH: Our habits, our attitudes, our differences: <ul style="list-style-type: none"> • https://www.aviaq.be/handicap/pdf/documentation/publications/informations_generales/Brochure_habitudes-ACCOK.pdf 	Mimic 3 appropriate attitudes towards 3 types of disability
S2.8.3- Adapting the information to the context	European rules for easy-to-read and easy-to-understand information (FALC)	<ul style="list-style-type: none"> • French Ministry of Culture: https://www.culture.gouv.fr/en/Thematiques/Developpement-culturel/Culture-et-handicap/Facile-a-lire-et-a-comprendre-FALC-une-methode-utile • https://www.handirect.fr/facile-a-lire-et-a-comprendre 	<ul style="list-style-type: none"> • Return “easy to read and easy to understand” rules • Adapt an “easy to read and easy to understand” text
S2.8.4- Reasonable arrangements for reception and support	Adaptation of reception and support by reasonable arrangements	<ul style="list-style-type: none"> • https://www.inclusion-asbl.be/wp-content/uploads/2019/11/Conseils_et_bonnes_pratiques_campagne_2019_pour_site.pdf • https://www.sjdr.se/articles/10.16993/sjdr.672 Pg 53-75 • https://ec.europa.eu/social/BlobServlet?docId=1957&langId=en 	<ul style="list-style-type: none"> • Make a reasonable arrangement plan • State 3 types of reasonable arrangements to be put in place for appropriate support



Competence 9:

SQ2.9 – Use the appropriate tools to discover the person’s identity

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S2.9.1- Individual and collective benchmarks	Current representations of persons with disabilities	<ul style="list-style-type: none"> • https://habilomedias.ca/diversite-medias/personnes-handicapees/representations-courantes-personnes-handicapees • https://www.growthinktank.org/wp-content/uploads/2020/12/Le-handicap-_-culture-identitaire-complexe-2.pdf 	Figures of disability types
S2.9.2- Self-esteem	<ul style="list-style-type: none"> • Rosenberg Self-Esteem Scale • Self-esteem and disability- socio-esthetic workshop • Build self-confidence by discovering who you are • Resources identified. 	<ul style="list-style-type: none"> • https://www.irbms.com/download/documents/echelle-estime-de-soi-de-rosenberg.pdf • https://www.esthetique-et-sante.fr/estime-de-soi-des-ateliers-de-socio-esthetique-pour-les-personnes-en-situation-de-handicap • https://www.comitys.com/categorie-produit/fiches-pedagogiques <p>Cap Inclusion:</p> <ul style="list-style-type: none"> • https://capinclusion.be/parcours-vers-emploi 	<ul style="list-style-type: none"> • Explain the criteria of the Rosenberg scale and its use • Identify 5 possible aids for enhancing self-esteem • Comment on practical exercise criteria for greater self-confidence • Explain the components of the resource tree and the benefits of its use



UNIT 3

Build a professional project appropriate to the profile of the beneficiary with a mild disability

Competence 10:
SQ3.10 – *Analyse the beneficiary's career path*

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S3.10.1- Interpretation of the curriculum vitae	<ul style="list-style-type: none"> • Use of curriculum vitae and different types of documents. Recommended format, information and templates • Presentation of information on certifications and contacts 	<ul style="list-style-type: none"> • https://europa.eu/europass/es • https://www.insertaempleo.es 	Comment on the characteristics of a specific summary



S3.10.2- Recognition of prior learning	<ul style="list-style-type: none"> • RPL (Recognition of Prior Learning) in application procedures • Collection of evidence validating experience and non-formal training • Enic-Naric in the EU 	<p>https://www.sepe.es/HomeSepe/Personas/formacion/certifica-tu-experiencia-laboral.html</p> <p>Procedure for the validation of previous experiences Review Criteria Regional Employment Service/ Ministry of Education in the region.</p> <ul style="list-style-type: none"> • https://sede.sepe.gob.es/portaSede/procedimientos-y-servicios/personas/formacion/recex-index.html • http://ear.enic-naric.net/manual/Chapter13/introduction.aspx 	<p>Describe the RPL in use in the EU (Enic-Nari) and the current evidence gathering procedures in your region</p>
S3.10.3- Cover Letter	<p>Use of positive words in the motivation letter (without hiding the disability)</p>	<ul style="list-style-type: none"> • https://www.empleate.gob.es/empleo/#/ • https://labora.gva.es/es/ofertas-de-empleo-gvajobs • https://euroguidance-spain.educacionyfp.gob.es/inicio.html <p>Regional Employment Services Vocational guidance websites in educational centres CEDFOP/Europass</p>	<p>List of words highlighting a cover letter</p>



S3.10.4- Websites for jobseekers with disabilities	Specialised job search websites for people with disabilities	<ul style="list-style-type: none"> • https://www.insertaempleo.es • https://www.infojobs.net • https://es.indeed.com Job search engines for people with disabilities	Comment on websites for jobseekers with disabilities
Competence 11: SQ3.11 - Analyse the barriers/constraints encountered throughout the beneficiary's career path			
Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S3.11.1- Identification of barriers for jobseekers with disabilities	Different usual barriers for people with disabilities, depending on the person, environment, background and other circumstances.	<ul style="list-style-type: none"> • https://exploringyourmind.com/self-knowledge-3-tools-know-better • https://talentmanagement360.com/5-tools-for-greater-self-knowledge Known tools Self-confidence tools Resources related to NGOs and other communities of persons with disabilities	Comment on 2 main personal barriers for jobseekers with disabilities
S3.11.2- Vocational skills approach	Problem Solving Procedure Templates Analysis of the situation and reality of the actors and the environment	<ul style="list-style-type: none"> • https://www.crnhq.org • https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm 	Group discussions on the general procedure on decision-making processes



Competence 12:

SQ3.12 – Setting up a skills assessment analysis

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S3.12.1- Investigation phase and the specific needs of jobseekers with disabilities	Study of personal background (experiences and professional background of the jobseeker with a disability)	<ul style="list-style-type: none"> • https://www.sepe.es • https://www.edf-fehp.org 	Oral report on how to approach the personal/professional journey
S3.12.2- Professional Competence approach	Study of professional qualifications linked to the profile of the jobseeker	<ul style="list-style-type: none"> • https://www.cedefop.europa.eu/en/projects/key-competences-vocational-education-and-training • https://www.cedefop.europa.eu/en/projects/national-qualifications-framework-nqf 	Make a comparison between the CV (based on the descriptors of the national standard system) and the professional skills of the jobs sought
S3.12.3- Soft skills approach	Non-technical skills in addition to core competencies	<ul style="list-style-type: none"> • https://ec.europa.eu/social/main.jsp?catId=1223&langId=en • https://europa.eu/europass/es Cedefop website	List the soft skills to put in a resume in line with the job profile



Competence 13:

SQ3.13 – Use appropriate career guidance tests/questionnaires

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S3.13.1- Personality tests customized to jobseekers with disabilities	Characteristics of tests for people with disabilities	<ul style="list-style-type: none"> • https://www.mydiscprofile.com/es-es/free-personality-test.php • https://veracruz.anahuac.mx/test-personalidad 	Comment on the characteristics of personality tests for people with disabilities
S3.13.2- Motivation tests tailored to jobseekers with disabilities	Characteristics of tests for people with disabilities	RIASEC <ul style="list-style-type: none"> • https://openpsychometrics.org/tests/RIASEC/ IEPP <ul style="list-style-type: none"> • https://web.teaediciones.com/IPP-R--INVENTARIO-DE-INTERESES-Y-PREFERENCIAS-PROFESIONALES--REVISADO.aspx 	Comment on the characteristics of the motivation tests for people with disabilities
S3.13.3- Upskilling and reskilling tools	Characteristics of upskilling and reskilling tools dedicated to people with disabilities	<ul style="list-style-type: none"> • https://startup.info/what-you-need-to-know-about-professional-retraining/ • https://nationalcareers.service.gov.uk/skills-assessment 	Comment on retraining tests



Competence 14:

SQ3.14 – Identify a training need to achieve the beneficiary's professional project

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S3.14.1- Diagnosis of training needs	Analysis of additional training needs adapted to the situation of the beneficiary	How to improve the performance of the person to enter the labour market with more assets	Describe how to conduct a training need with a beneficiary with a disability
S3.14.2- Construction of a pathway according to the skills to acquire	Analysis of requalification needs adapted to the situation of the beneficiary	Development of a requalification program with the beneficiary to adapt its own skills to new jobs	Differentiate requalification and development
S3.14.3- Need for further training courses	Analysis of complementary skills needed to fit the situation of the beneficiary	Development of a refresher course for new professional responsibilities or to maintain a position in the face of the impact of new technologies	Differentiate requalification and development of skills
S3.14.4- Dual training	Understanding and knowledge of the different types of on-the-job programs adapted to people with mild disabilities	CEDEFOP website https://www.cedefop.europa.eu/en/content/apprenticeship-programme-formation-en-alternance	Modalities of dual training according to the professional environment



<p>S3.14.5- Lifelong learning for workers with disabilities</p>	<p>The specificities of continuing education for workers with disabilities Interpretation of short non-qualifying training courses. Knowledge of the capitalization of courses in view of the RPL</p>	<ul style="list-style-type: none"> • CEDEFOP website: https://www.cedefop.europa.eu/files/5136_fr.pdf • 'The Commission acts in favour of lifelong learning': https://ec.europa.eu/commission/presscorner/detail/fr/ip_21_6476 	<p>Distinguish between qualifying and non-qualifying training</p>
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UNIT 4

Identify the elements of entry into the workplace

Competence 15:

SQ4.15 - Prepare the beneficiary for the job interview

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
<p>S4.15.1- Usual questions in a job interview for a person with a disability</p>	<p>Special aspects of a candidate with a disability: structuring the interview with the candidate but also with the future employer that could welcome a worker with a mild disability: knowledge of the company or the sector (to be conceived as a plus)</p>	<p>Examples of CVs Websites: employment office</p> <ul style="list-style-type: none"> • https://www.pole-emploi.fr/accueil/ • https://www.cademploi.fr/editorial/conseils/conseils-candidature/entretien-embauche/detail/article/les-20-questions-les-plus-courantes-en-entretien-dembauche.html <p>Structures on disability (ANFH, CNSA, Ministry...) Use for example of the SWOT model (forces-weaknesses-opportunities-threats)</p>	<ul style="list-style-type: none"> • MCQ on the specific content of job interviews • List 8 major questions to ask



<p>S4.15.2- Legal framework and forbidden questions during the interview with a person with disability</p>	<p>European labour law Legislation on religious beliefs Pathology and/or disease - disability Sexual Orientations Political and trade union affiliations A children’s project...</p>	<p>European law (labour law on hiring and discrimination)</p> <ul style="list-style-type: none"> • https://ec.europa.eu/social/main.jsp?catId=1484&langId=en <p>Sites dedicated to bans</p> <ul style="list-style-type: none"> • https://www.fedbusiness.fr/nos-conseils/les-questions-illegales-en-entretien-d-embauche 	<p>Comment on the “Strategy for the rights of persons with disabilities 2021-2030” of the European Commission</p>
<p>S4.15.3- Ability to answer difficult questions about disability</p>	<p>Typologies of difficult issues related to disability Research and self-control in complex cases</p>	<p>Search for books</p> <ul style="list-style-type: none"> • https://www.agefiph.fr/sites/default/files/medias/fichiers/2020-04/RRH-FichesPratiques_EntretienRecrutement_9R.pdf <p>Experiences on YouTube (staging, theatre)</p>	<p>List 5 questions to avoid in front of a disabled person</p>



Competence 16:

SQ4.16 - Companies' commitment to welcoming people with disabilities

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
<p>S4.16.1- Accessibility of workers with disabilities in companies</p>	<ul style="list-style-type: none"> Legislation on the reception of an employee with a disability (depending on the country) The public register and accessibility standards for persons with disabilities 	<p>European site</p> <ul style="list-style-type: none"> https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/2018_04_23_handicap_avis_rse_final_web.pdf <p>Standards:</p> <ul style="list-style-type: none"> https://www.handinorme.com/accessibilite-handicap/19-tous-les-articles-sur-la-reglementation-accessibilite-handicap-handinorme <p>Use Youtube Video</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=KqSrbzfAPXI https://www.ecologie.gouv.fr/lunion-europeenne-droits-des-personnes-handicapees-et-accessibilite 	<ul style="list-style-type: none"> Comment on the booklet on recommendations to companies for the reception of people with disabilities MQC on the legal obligations of a company for the employment of a Disabled Worker



<p>S4.16.2- Rights of employees with disabilities in companies</p>	<p>Employee representative organisations, IRPs (union representatives, staff, etc.) Resource persons</p>	<p>Trade Union website</p> <ul style="list-style-type: none"> • https://www.etuc.org/fr <p>Site of the BTS-Etui (European Trade Union Technical Office)</p> <ul style="list-style-type: none"> • https://www.etui.org/fr <p>Shaping the EU Disability Rights Strategy 2020-2030: A contribution from the European Economic and Social Committee Bilbao European Agency</p> <ul style="list-style-type: none"> • https://www.eesc.europa.eu/fr/links/agence-europeenne-pour-la-securite-et-la-sante-au-travail-bilbao <p>Dublin Foundation</p> <ul style="list-style-type: none"> • https://europa.eu/european-union/about-eu/agencies/eurofound_fr • https://www.cedefop.europa.eu/en 	<p>Comment on the EESC's contribution to the EU 2020-2030 strategy</p>
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<p>S4.16.3- Occupational medicine and occupational risks</p>	<p>Internal or external medicine. Mandatory visits (different legislations) Occupational risks of persons with disabilities</p>	<p>Site of occupational health organisations DUERP: single document on occupational risks (France)</p> <ul style="list-style-type: none"> • https://www.service-public.fr/particuliers/vosdroits/F2211 <p>Adaptation of workplaces</p> <ul style="list-style-type: none"> • https://travail-emploi.gouv.fr/emploi-et-insertion/emploi-et-handicap/prevention-et-maintien-dans-l-emploi/services-de-sante-au-travail-sst <p>Occupational hazards</p> <ul style="list-style-type: none"> • https://www.inrs.fr/metiers/sante-aide-personne/metiers-service-handicap.html 	<p>Describe the occupational risks of people with disabilities</p>
<p>S4.16.4- Opportunities in the social and solidarity economy sector</p>	<p>Knowledge of the SSE sector, the possibilities, the different structures: ACI, AI, EI...</p>	<p>Website of institutional organizations on SSE</p> <p>https://www.lelabo-ess.org/ess https://cress.corsica/ http://www.coorace.org/</p> <p>Flyers and books Examples of SSE enterprises</p>	<ul style="list-style-type: none"> • Constituents of structures that are part of the SSE field • List existing structures



S4.16.5- Ergonomics applied to workplaces	Concept of arduousness Ergonomic Principles The analysis and ergonomic design of the workplace Respect for ergonomic principles in the organisation of work	Articles, texts on the ergonomic principle	Describe 4 basic ergonomic criteria in the organisation of work
S4.16.6- Identification of suitable workplaces for the person with a mild disability	Analysis of working conditions by disability Intermediation between the function of the coach and occupational medicine	Examples of criteria for working conditions The job coach relationship and occupational medicine Examples of matching the characteristics of the job with the characteristics of the worker with a mild disability (skills, disability-related constraints)	Define 2 key elements to adapt the workstation to the characteristics of the worker with a mild disability Simulate the intermediary relationship between the job coach and occupational medicine



Competence 17:

SQ4.17 - Consolidate sustainable employment between the parties

Sequences and training sessions	Theoretical Knowledge	Educational resources and/or links to websites	Evaluation Criteria
S4.17.1- Sustainable employment and assisted contracts	<ul style="list-style-type: none"> • Provide the right information on the different contracts and possible aids • Inform the company and the future disabled employee about rights, access 	Websites of ministries of employment (according to country) and structures working to help TH <ul style="list-style-type: none"> • https://travail-emploi.gouv.fr/ministere/la-ministre/ 	Describe the different financial resources, employment assistance for people with disabilities according to the country
S4.17.2- Sustained annual interview	<ul style="list-style-type: none"> • Sustainable interview issues and utilities • Tools for the Provisional Management of Jobs and Skills (GPEC) • Ensure the evolution of TH in the company 	Give examples of the interview framework Web sites <ul style="list-style-type: none"> • https://www.cadreemploi.fr/editorial/conseils/conseils-carriere/modele-d-entretien-annuel 	Describe a typical annual interview





Training standard

2022

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