

# **Through the professionalisation of organisations for the reintegration of people with disabilities into the labour market**

Electronic collection

## **Our Strength is Experience - innovative training program for Experts by Experience**

### **Programme: ERASMUS+**

Key Action: Cooperation for innovation and exchange of good practices

Action: Strategic Partnership

Field: Strategic Partnership for adult education

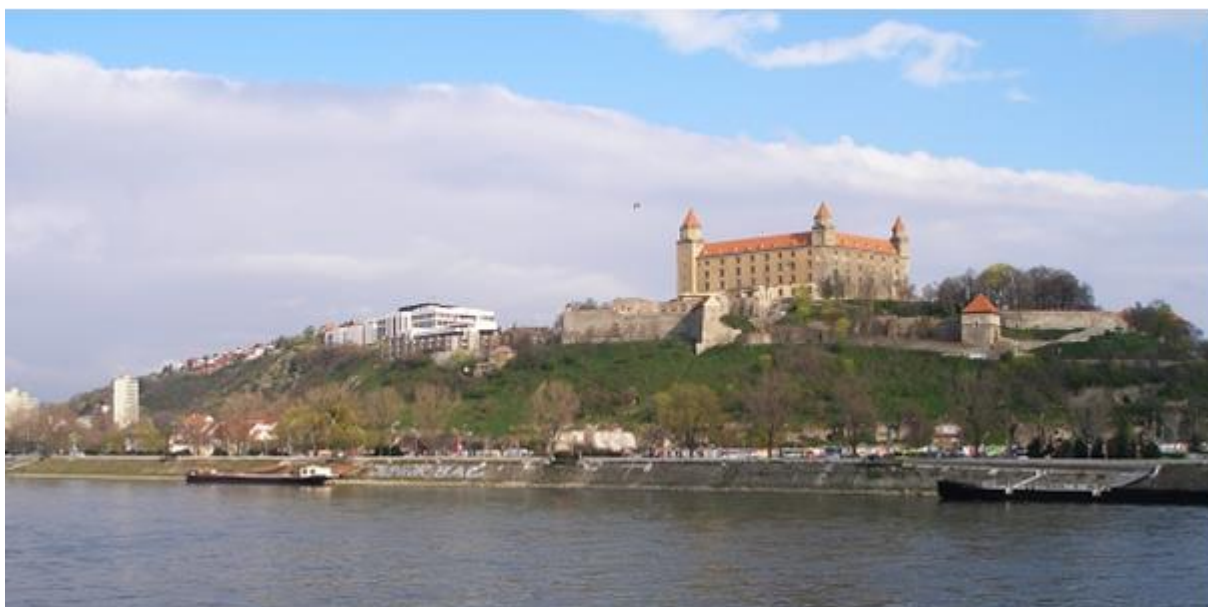
**2018**



## **Electronic collection**

of training programmes, good practices, best practices to train experts in partner countries, to increase the skills and competencies of mentors, special and professional counsellors who provide advisory and training services to promote employability and to increase employment of PWDs

## **in SLOVAKIA**



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Training of Competence Balance Advisors

**Name of training programme/activity/method:** Training of Competence Balance Advisors

**Implementer:** BKS Úspech s.r.o.

**Target group:** experts, mentors, special and professional counsellors

**Webová stránka:** <http://bilanciakompetencii.sk/>

The Competence Balance Methodology was developed in France. In 2005, the European Federation of Competences Balance Centres was set up at European level to develop a quality charter establishing common rules concerning methodological and ethical issues.

The balance of competences since its inception is considered to be an important tool of an active labour market policy aimed at supporting individual career paths, entry or return to employment and to the labour market and career development. It is an educational process that aims not only to find the most appropriate solution to the current situation of the client but to prepare him for the use of these opportunities and for managing his own careers. Competence balance uses psycho-diagnostic methods, coaching, 360° assessment, competency portfolio, labour market survey, group and individual methods. The progress, length and tools used by the adviser are tailored to the individual needs of each client, while respecting the core principles of the balance of competency methodology. The method is applicable to a very wide range of clients - over 45-50 years of age, young people, graduate employees, and clients looking for reapply in the labour market, including people with disabilities. The adviser can offer a balance of competencies also to clients with reduced self-confidence, low level of skills for managing their own careers.

The European Federation of Competencies Balance and Career Counselling Centres have defined the basic material and systemic requirements that institutions must meet. Advisers using the Competence Balance Methodology must meet the qualifications required related to general competencies of professional knowledge and professional skills.

### **Description of education, training (What is it about?)**

**A training program for Competency Balance Advisors** is designed for experienced professionals in the field of career guidance or related activities. At the same time, the principle of multidisciplinary applies. This means that it is not limited to participants with one type of qualification. Entry into the training programme is conditional on the fulfilment of specified qualification and professional requirements.

### **Pedagogical objectives (What you want to teach?)**

The objective of the training program for the Experiences Balance Advisors is to ensure that the participants (professional advisors meeting the qualifications and professional criteria) received the necessary general competencies, expertise and skills and were able to realise a balance their competencies with clients in accordance with the defined quality criteria using career guidance tools.

### **Duration of training program (How long is it?)**

48 hours for presence in three blocks

### **Target group of training, number of participants**

Expert advisors working in the field of state and non-state employment services, 10 persons in one group.

Entry into the training programme is conditional upon the following qualification and professional requirements:

1. Graduation of university second degree studies
2. At least three years of experience in one of the following areas:
  - Career counselling
  - Lecturing in the development of soft skills, personal development and other areas related to the balance of competences
  - Information, professional or social counselling services
  - Development and management of human resources, human resources
  - Psychological activity or related areas

### **Modules, content (Training programme)**

The modular programme has the following content:

#### **Module 1 Introduction to Competence Balance**

The current context and basic framework of career guidance  
Basic principles, concepts and course of balance of competences  
Initial Balance of Competence Phase - Information Meeting and Entrance Interview

#### **Module 2 Stage of Information Collection in the Competence Balance**

Documentation of acquired knowledge and skills in the Competence Portfolio  
Identification of career guidance factors: motivational, personality assumptions and features  
Identifying a career objective and confronting with the labour market

#### **Module 3 Final stage of the Competence Balance**

Developing of an action plan  
Preparation of the final report

Aspects of quality management of the competencies balance

## **Module 4 Supervision**

Independent implementation of the balance of competencies with five clients

### **Implementation of the training (How do you teach?)**

The condition for successfully managing the training of advisors is

- Implementing a balance of competencies with five clients under supervision and delivery of supporting materials
- Submitting a detailed case report
- Developing and uploading a personal portfolio with a detailed description of the methods and activities the candidate can use that are in line with the Competence Balance

Implementation of the supervision is evidenced by the submission of supporting documents:

5 x Agreement on Balance of Competence Carrying out

5 x implementation schedule of the Competence Balance

5 x final report of the Competence Balance

1 x case report with all supporting documentation (report from entry interview and from individual meetings, portfolio of competencies and client's personal file - photocopies).

### **Methods (What kind of material and methods do you use?)**

- Subjective assessment methods - activities, tables, non-standardized questionnaires
- Objective assessment methods - reliable, valid and standardized. Only a psychologist or a trained specialist can use it.
- Competences Portfolio - documentation of the client's personal and professional competencies, competencies acquired through training, acquired through work experience, gained thanks to out-of-work activities, summary

### **Tools (What do you need for training?)**

From the aspect of material security, it is important that the Competency Balancing Provider had at its disposal facilities for effective provision of services:

- Space dedicated to conducting an individual interview
- Space for group activities
- Space designed for independent consultation of information sources with a computer and with Internet access.

## Outcomes and results (Experience in practice)

- Adapted methodology and balance of competency tools for use in the Slovak Republic
- Training programme for Competence Balance Advisors
- Training of 46 employees of the labour offices to provide a balance of competencies
- Slovak Quality Charter for Competence Balance
- Quality Control and Certification System under the auspices of the European Federation of Competencies and Career Counselling Centres

The Competence Balance was tested at selected labour offices in Slovakia on a representative sample of job seekers (JS). Testing has produced the following findings:

- The Competence Balance is also a good tool for job seekers (JS) with low-level of qualification
- Creation advisory relationship establish on a labour-based connection leads to JS's motivation.
- The use of psycho-diagnostic methods that often cause negative reactions is not attested to.
- Working with heterogeneous groups requires a highly individualized approach of the adviser.

## Skills training for effective practice - STEP

**Name of training programme/activity/method:** Providing effective employment counselling services

**Implementer:** Trexima Bratislava s.r.o., Spoluprácou pre lepšiu budúcnosť – Veľký Meder

**Target group:** experts, mentors, special and professional counsellors, career counsellors

**Webová stránka:** <http://www.skillstep.eu/>

### Description of education, training (What is it about?)

STEP was created by an international team who examined the worldwide evidence for what works in employment counselling, distilled the results into a skills curriculum for advisors, trained trainers, and tested and evaluated the curriculum with 80 advisors in four countries. The result of this work is a curriculum that conforms to the current understanding of what effective career and employment counselling is, coupled with quality guidance on how to install and apply the curriculum.

A STEP Programme aims to help people who provide employment advice to use the most effective skills.

Education is focused at advisors working with disadvantaged clients. Definition of disadvantage according to the research paper Employment advice: what works for disadvantaged people prepared within STEP project is '**inability for whatever reason, to compete fairly for jobs with the majority of others in a realistically chosen sector of the labour market**'.

### Pedagogical objectives (What you want to teach?)

The goal of STEP training is to enhance advisors' skill in the provision of employment advice.

In the next part of the electronic collection STEP education is presented adapted to the conditions in the Slovak Republic.

The purpose of the training is to provide the participants with the techniques to manage an effective counselling interview when working with disadvantaged clients.

The objective of the training is to give the advisors (participants in the training) a practical experience with the effective guidance of the counselling interview with the client, in accordance with a research study to obtain following feedback from the lecturer and the participants.

### Duration of training program (How long is it?)

Duration of training: 50 hours face to face, of which

- Theoretical preparation: 12 hours
- Practical training: 38 hours

## **Target group of training, number of participants**

Persons with an interest in acting as advisors in the field of providing effective employment counselling services

Education Requirements:

- Full secondary education with a school-leaving examination and at least three years of experience in the field to which the education relates
- University education in first or second level

## **Modules, content (Training programme)**

### **Personality of a career advisor and cooperation with the client**

- Personality and competence of a career advisor
- Guidance for different target groups
- Specifics of cooperation with a disadvantaged client
- Record keeping

### **Developing clients' self-efficacy**

- Definition of self-efficacy
- Factors influencing the self-efficacy of the client
- Major sources of self-efficacy:
  - Experience in managing an activity
  - Social modelling
  - Social persuasion
  - Psychological responses
- Self-evaluation of the client - Achievable activities and goals

### **Design & application of group events / learning**

- Learning needs analyses of the group members, selection of appropriate group participants.
- Design & application of group events / learning
- Work in the group – agreement on the group rules.
- Difficult situations, group dynamics
- Control of the training design

### **The labour market and the building of partner networks**

- The importance of building partner networks
- Creating personal contacts with employers



- Cooperation with employers and other labour market actors
- Employers' support through counselling
- National System of Occupations, Qualification Standards of Individual Occupations, Competence Register

### **Planning**

- The importance of planning in the counselling process
- Applying the PIGEEP Cycle in the Counselling Process: Preparation and Planning, Interview, Objective, Review, Planning Evaluation
- SMART plans (concrete, measurable, achievable, realistic, and terminable)

### **Ethics**

- Basic ethical rules in the advisor's practice
- Counselling activities within the boundaries of competence
- Conflict of interests' resolution, risk management

### **Adapting to changes in the labour market**

- The impact of unemployment on the emotionality of the client
- Value system, changes in attitudes and beliefs of the client
- Reframing of negative beliefs into positive
- Developing the positive attitude of the client - management of counselling interview

### **Choice of Occupation**

- Personal SWOT analysis (experience, qualifications, professional experience, wishes, skills, talent, personal preferences)
- Anchors of career, planning of own career
- Jobs analysis
- Identification of the suitable occupations

### **Finding a job**

- Job searching
- Identification of labour market information - sources of job searching, analysis of job offers, job descriptions
- The factors affecting the reintegration of jobseekers
- The importance of personal contacts, job seekers' social networks and their use
- Job searching from different sources, comparison of skills
- Individual Action Plan with the client

### **Competing for work**

- How to prepare a good cover letter and resume?
- How to successfully prepare for a job interview? (Information about employer, the acceptance criteria, job description, company culture, strengths of personalities, dress code, accuracy, body language)
- How to realize a successful job interview (frequently asked questions)
- Prepare and present the advertisement about himself for the future employer (a creative exercise)

### **Keeping the job**

- Basic legal information (Labour Code, the Employment Services Act)
- How do you keep a job?
- Forms of cooperation advisors with the employer -
  - support of adaptation of disadvantaged clients
  - support of his employer
- Solving the problem in new job (Definition of problem situations, solutions, how to avoid them)

### **Cooperation with the employer - Excursion to the employer**

- Effective cooperation with the employer,
- Preparing questions for the employer and for employees based on the worksheet
- Excursion to the employer - practical exercises directly in the field

### **Implementation of the training (How do you teach?)**

Education takes place in attendance form, implementation of training is provided by alternate two lecturers.

The objective is to make the graduate of the education programme to be aware of the competencies of the career advisor, the specifics of cooperation with the disadvantaged client, the factors influencing the self-effectiveness of the client, the principles of cooperation with employers, the basic ethical rules, the structure of the counselling interview and the orientation on the labour market.

He was responsible for providing effective guidance services for disadvantaged clients and employers, principles of building and maintaining partner's networks, forms and methods of cooperation with the group, current trends in the labour market in education and job enforcement, ethical principles in counselling, techniques of working with disadvantaged clients, and guidance of counselling interview.

After completing the training, he was skilled in providing information and counselling services, increasing client self-efficacy, maintaining and developing a client relationship, and creating sustainable partnerships with labour market actors.

The final evaluation of the participant will take place through a verbal answer. The verbal part focuses on the areas listed in the curriculum. The examining board assesses whether they have sufficient acquaintances and knowledge of the subjects listed in the curriculum.

### **Methods (What kind of material and methods do you use?)**

- Presentation
- Question and answer method
- Group discussion
- Questionnaire
- Case study
- Role playing
- Brainstorming
- Working in pairs
- Work in triads
- Model situations
- Individual work
- Excursions
- Feedback

### **Tools (What do you need for training?)**

- Premises
- Professional literature
- Legal Standards
- Basic art and work aids (highlighters, pencils, pencils, pencils)
- Flipchart table
- Screen (canvas)
- PC / notebook
- Projector
- Internet access
- Work sheets

### **Outcomes and results (Experience in practice)**

By 2017, the STEP Programme had been implemented and evaluated in Cyprus, Hungary, Poland and Slovakia. About 80 people participated as learners (advisors), coming from a range of backgrounds:

some were new to employment advice, some experienced advisors, some in the NGO sector, some from public employment services. The findings were as follows:

- the training increased confidence in both new and experienced advisors
- the training increased confidence in both mixed groups and in groups from a single employment-support service.

**The most important findings:**

- fidelity to the curriculum is important. The curriculum has been designed to include what works and to exclude what is ineffective
- transferring skills from training to the workplace calls for:
  - active support from the advisors' employer
  - trainer liaison with the workplace including in-work learning, feedback, support and mentoring
  - careful selection of goals concerning change in the behaviours of advisors at work
  - co-operation in logistical and manpower issues: duration and timing of training, covering work absence, using personal time such as weekends, and more.
- trainers need time to prepare and to develop their own trainer skills in this new curriculum.
- trainers should be expert advisors.
- demanding though it is, observation of skills in practice is the best way, by far, to evaluate individual learners and the impact of training.



# Career guidance in conditions of hearing impairment

**Name of the training programme:** Career guidance in conditions of hearing impairment

**Developer:** K.A.B.A. Slovakia and Pedagogical Faculty, Comenius University in Bratislava

**Target group:** Teachers from schools for the hearing impaired and advisors from non-profit organizations and those working for the hearing impaired

## Description of education

The content of the education was prepared by experts on the basis of a previous analysis of educational needs in the form of a questionnaire. It have participated 98 hearing-impaired citizens and 83 advisors and educators and interpreters. Education was conducted by lector K.A.B.A. Slovakia (Expert from Practice) and Pedagogical Faculty of Comenius University (PF UK) in Bratislava (expert from the academic field) through experiential learning. Both lecturers had joint training preparation. The course focused on 30% theory and 70% for practical exercises. Total amount is 40. Based on K.A.B.A. Slovakia know-how, which has been pursuing career guidance and professional orientation since 1997 and the Model: Steps to a career path, according to the experience of PF UK in Bratislava

## Pedagogical objectives

The aim of the education was to train teachers from schools in the field of career guidance and to increase the level of training in the provision of career guidance services also in the hearing impairment surroundings.

### **Cognitive:** (cognitive)

- Participants will understand the principles of dynamic labour market functioning and will know who the labour market actors are and how important is self-knowledge and self-presentation
- Participants will understand the career guidance process
- Participants will be able to analyse their key competencies and their clients

### **Attitudinal:** (affective)

- Participants will accept personality differences among clients
- Participants will use methods of effective communication with the client in practice, taking into account the specifics for the hearing impaired

### **Training:** (psychomotor)

- Participants will know how to use it in practice on the basis of training in the course developing techniques of key competencies for working life

### **Duration of the training programme**

5 days within 40 hours

### **Target group of education, optimal number of participants**

From 10 to 12 participants

### **Modules, contents of a curriculum with short descriptions**

The same module was realized 3 times

#### **Career guidance process**

- A picture of yourself. Self-analysis, self-knowledge - test battery
- Identification of values, needs and interests
- Motivation, Life Objectives
- Professional orientation
- Choosing a profession

#### **Orientation in the labour market**

- The importance of work, understanding of work
- Functioning of the labour market
- Sources of labour market information
- Looking for a job
- Phenomenon of unemployment

### **Key qualifications and their importance in choosing a profession**

(ability to communicate and co-operate, ability to solve problems and creativity, ability to take responsibility, independence and performance, etc.)

### **Realization of education**

3 courses

Course implemented in Kremnica - Lúčky

16 - 20 October 2006

Number of participants: 12

Target group: School pedagogues for SP

Course implemented in Kremnica - Lúčky

21.- 24. November 2006

Number of participants: 16

Target group: interpreters, volunteers, Civil Association staff and students

Course implemented in Bratislava

10. - 14. December 2006

Number of participants: 12

Target group: Deaf pedagogues, Civil Association staff

### **Methods used**

Informative: lecture, audio-visual lecture, mind mapping, quiz

Dialogic (narrative): discussion, work in small groups, interview, partner interview

Operational (staging): role playing, flash

Problems solving: brainstorming, case analysis

Moderative: card technique -metaplan

Intuitive: biographical portrait, the path to fantasy, music, painting, collage

### **Results and experience in practice**

The courses were realized within the IS EQUAL project "Educating beyond the border of silence" between 2005 and 2007. The training course was implemented, highly appreciated by the participants mainly due to new methods of working with the client and new knowledge about the work of career advisor that they never met before. After the end of the project, the participants use in their own work in practice, what they learned during the course. It was also very positively evaluated in the project team.

In Slovakia, the system is running so that when the project ends, the activity will end, leaving many high-quality activities in the same way as in this project. Many projects have been implemented in the field of career guidance for different target groups. There is no link to project results, it is a lack of information, and is missing the support for use in practice.





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## **Electronic collection**

of training programmes, good practices, best practices to train experts in partner countries, to increase the skills and competencies of mentors, special and professional counsellors who provide advisory and training services to promote employability and to increase employment of PWDs

### **in HUNGARY**



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## **Business communication and protocol supplementary training**

**Name of training programme/activity/method:** Business communication and protocol supplementary training

**Implementer:** Human Profess Public Benefit Nonprofit Ltd..

**Target group: participants attending the training, who will become active employees after having finished that training.**

We use this supplementary training usually in adult education, to complete vocational training (after trainings such as e.g. stock keeper according to National Qualifications Register, secretary, computer data processor.) Besides professional training, participants will attend this supplementary training parallelly with the professional training.

### **Description of education, training (What is it about?)**

The Communication subject includes all the cooperational and conflict management knowledge that employees might need at work, especially those, who often get in touch with people during their daily work.

### **Pedagogical objectives (What you want to teach?)**

The aim of Communication subject is that the participant acquires and be able to apply the different techniques of contact keeping, recognizing the nature and the content of the relationship. In terms of his relationships, he should be controlled by consciousness, he should be able to manage the communication process, he should be fastidious about using the language elements of business culture, and he should be able to adapt to the expectations of office and business life according to the situation, as well as to protocol and other behaviour rules. Furthermore, he should also adapt to the expectations of office and business life, as well as to protocol and other behaviour rules. Furthermore, it is also an aim to adapt to the working environment, he should take part actively at teamwork, he should be able to manage conflicts arising in his surroundings, as well as stress at work.

### **Duration of training program (How long is it?)**

Altogether 128 classes, of which the number of theoretical classes is 51, the number of practical classes is 77.

3 days a week, 6 x 45 minutes every day.

### **Target group of training, number of participants**

Suggestable maximal number of participants attending the training: 16 people.

The target group is: all employees, who deal with people.

### **Modules, content (Training programme)**

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## **Business language culture**

- The definition of culture, its content elements, its variability
- Relations of culture and language
- Language norm, language habits, language use of social interaction
- The e-spelling, digital grammatic correctness and spelling correction methods: dictionaries, use of spell checker

## **Communication forms of business, office life**

- Impact of nonverbal messages in business life: expression of status, dominance, objectivity, awareness raising, influencing, delusion, confidentiality, trust, respect, confidence-uncertainty, distance
- Oral communication forms of business life: chatting, performance, report, comment, speech, discussion, negotiation, formal speech
- The conversational and the formal style
- Communication tactics in language use
- E-communicational business language use
- Analysis and interpretation of language texts of office and business life

## **Business communication**

- The definition and forms of business communication
- Micro-factors and macro-factors of business communication
- Basic factors of successful business communication
- Conditions of conscious and efficient communication  
Operation and influencing of communication filters  
Information in business life
- The definition, the content elements of the code of conduct in business life

## **Protocol in the office**

- Basic notions of behaviour culture: decency, etiquette, protocol
- Basic notions, fields of application of office, business protocol
- Basic notions of behaviour culture of business life

## **Digital communication in the office**

- Definition and conditions of digital communication
- The internet: notions and expressions on the net
- Security elements of internet use

- Dangers of internet; its security elements; rules of secure and efficient internet use

### **International protocol**

- International business scenes, events
- International cultural differences
- Cultural habits

### **Office relationships**

- Definition and characteristics of working organisation
- Organisation forms
- Expectations at work
- Behaviour at working environment
- Teams at work; team features; team-making rules
- Integration, inclusion in a working group  
Groupwork, teamwork

### **Conflict management at work**

- Notion and content of conflict (gaining money and financials, power, influence, property, ownership, prestige, predominance, pride, etc.)
- The levels of conflicts (internal, personal, interpersonal, among groups, 1organisations)
- The characteristics of conflict levels
- Conflict types (real, pseudo, metastatic, false, latent)
- Causes leading to the formation of conflicts (objective-environmental, personal reasons, relationship conflicts)
- Characteristics of good and bad conflicts; their functions
- Characteristics, types, stages of discussion
- The role of the mediator in the conflict management
- Stress at work

### **Negotiation technique**

#### **Implementation of the training (How do you teach?)**

The following documentation material is made during the training:

- attendance sheets
- training diary
- learners' feedbacks
- photos

- thematics of the training programme, scheduling

### **Methods (What kind of material and methods do you use?)**

- lecture (with ppt presentation)
- observation
- questionnaire
- task sheet
- roleplay
- skills practice
- conversation with the tutor
- discussion forum
- small group work
- educational film

### **Tools (What do you need for training?)**

It is the condition of the training to have a room, the infrastructure of which fulfills the criteria below:

- it is well-approachable, taking into consideration the viewpoints of distance travelling
- it lacks external disturbing circumstances
- it is situated in a barrier-free environment
- it is in a peaceful, quiet place
- social spaces are provided
- based on its size and equipment, it is suitable for holding the training

The instrument need of the training:

- professional materials containing the tasks
- photocopier
- flipchart
- alcoholic felt tip pen
- writing materials
- educational films
- computer, projector
- printer
- internet access

## **Outcomes and results (Experience in practice)**

### **Assessment of the knowledge of participants during the training:**

Methods for the testing of the knowledge learnt are: observation, homework, groupwork, test, practical work, oral recitation.

### **Methods for testing the knowledge level of the participants:**

Continuous checking, feedback orally and in written, built into the teaching-learning process during the lessons, by doing structured exercises, tasks and assessing them together.

### **Module closing exam:**

The institution holding vocational training in the framework of vocational training outside the scholar system, organises a module closing exam as the closure of each stage according to the modules defined by the professional and examination requirements.

A module closing examination connected to a professional requirement module is successful if the implementation task prescribed to the module can be assessed to at least 51%.

### **Documentation of module closing exams:**

The training institution fills out a certificate about the fulfilment of the module closing examination for every participant.

## **Preparative training for teachers training cumulatively disadvantaged students in the field of labour market-related information and opportunities**

**Name of training programme/activity/method:** labour market training for teachers training cumulatively disadvantaged students

**Implementer:** Human Profess Public Benefit Nonprofit Ltd.

**Target group:** professionals dealing with disabled and non-disabled, but disadvantaged or cumulatively disadvantaged students

We worked out a 30-hour-long development training for disabled people and for people, who are not disabled, but are staying in a disadvantaged, or cumulatively disadvantaged situation about information and opportunities related to the labour market. Disabled students struggle with different corporal and mental problems, and they differ from the general in these issues. Disadvantaged students are inhibited either by the disadvantaged state of their individual or family circumstances, or by the disadvantageous state of their residence in successful integration at school. In many cases, there are overlaps between the disabled and the disadvantaged people. Specific features of the target group are: incomplete cultural basis (functional illiteracy), weak motivation, lack of willpower, negative, purposeless lifestyle, danger of criminalisation, lack of supporting family background, social problems, their lower than average motivation for learning, because neither their parents' expectations, nor the expectable mobility prospectives (labour market chances) motivate them enough for learning. The training, which relies primarily on the theoretical knowledge and practical experiences of cognitive behaviour therapy, and besides that it takes into consideration the experiences of group sessions targeting the development of disadvantaged young people, was elaborated based on these problems. The participants of the training gain personal experiences, and they learn new things about themselves, and about other people as well as about their relationships towards different situations by empiric learning. Leaders of the trainings use different games, situational exercises that they process, participants give feedbacks to each other, regularities of group dynamics work, and hereby also the social and interpersonal skills of the participants will develop. The training will not bring the processes to their end, it only starts them, and participants have to continue working on these processes themselves in the framework of their everyday life situations. Team leaders build some of the tasks on the theoretical knowledge and practical experiences of cognitive behaviour therapy. In the framework of the tasks, group members will experience what kind of advantages it has if they can approach a given situation in different ways. Identification, correction of mental distortions and misinterpretations lead to a more realistic interpretation of the situation. In case of cumulatively disadvantaged young people, it is extremely important to establish orientedness in terms of reality, that can only be reached if the need for information has been established. While drawing up the curriculum, we were striving to implement a great deal of interactivity, so that the group activities should rely on the own questions, ideas, conclusions of the students. Important viewpoints were striving for variety, getting from the general approach to the personal one so that it does not cause frustration, and so that the topics enjoying majority support be elaborated.

In order to provide the efficient management of the 30-hour-trainings, we considered it important to prepare the teachers in the framework of a training. The efficient facilitation of students living with cumulatively disability and special education needs can only be implemented if the technical toolbar of teachers is extended in the field of job seeking, getting into employment, labour market integration and they also acquire knowledge and techniques, with which they will work later on as team leaders.

### **Description of education, training (What is it about?)**

Labour market training of pedagogists teaching students living with cumulative disadvantages and special education needs was elaborated in order to enable professionals dealing with students living with cumulative disadvantages and special education needs to enable them to provide efficient help in preparation for job seeking and employment. By the training, the attending people will be able to transmit knowledge and to visualize techniques in an experiential way, which contribute to the efficient facilitation of labour market job seeking and getting into employment of these students.

### **Pedagogical objectives (What you want to teach?)**

Those, who attend the training will have a good grounding in basic notions and information related to employment, support opportunities and helping organisations. ; they get to know such basic job seeking techniques that can be applied efficiently on the labour market (introduction card, CV, communication techniques related to job interview); they will be able to transmit a realistic picture about the labour market, and thereby they will be able to raise students' awareness about their own job seeking; they will be able to lead an own group course preparing for looking for a job on the labour market, and for getting into employment.

### **Duration of training program (How long is it?)**

1 training day, 5 hours altogether

### **Target group of training, number of participants**

The target group of the training are the professionals dealing with people living with a disability, and non-disabled, but disadvantageous people, or professionals dealing with students staying in a disadvantaged situation.

Suggested number of people attending the training: 12 people. In case of a group under 10 people the group dynamics elements cannot be operated. While in case of group having more than 12 people, development cannot be fully achieved.

### **Modules, content (Training programme)**

3 sections can be differentiated from each other within the training day:



## **Section 1 Basic notions and basic information related to the labour market**

- Its aim is: to establish a common notion language
- Its task is: to establish a clear and plain notion system related to the notions and information connected to the labour market.
- Its outcome is: the participants will have the basic notions and information necessary for career starters to get into employment, for support opportunities, and related to organisations indirectly facilitating getting into employment

## **Section 2 The operation of the labour market**

- Its aim is: to establish a real view of the labour market
- Its task is: to mediate a labour market view towards the participants, that emphasizes the role of own responsibility in looking for a job
- Its outcome is: the participants will become able to transmit a real view about the labour market, and thereby they can raise the awareness of the students about their own responsibility in looking for a job.

## **Section 3 Job seeking techniques**

- Its aim is: to get to know job seeking techniques
- Its task is: to transfer and model job seeking techniques
- Its outcome: participants will get to know such basic job seeking techniques that can be efficiently applied on the labour market (presentation card, CV, communication techniques related to the job interview).

## **The implementation of the training (How do you teach?)**

During the time of the training of the team leaders, the following documentation material is made:

- attendance sheet
- training diary
- learners' feedbacks
- photos
- thematic of the training programme

## **Methods (What kind of material and methods do you use?)**

The training relies on the theory of enjoyment pedagogy and on the theoretical knowledge and practical experiences of cognitive behaviour therapy, and besides that, it takes into consideration the experiences of team sessions aimed at developing disadvantaged young people.

Upon the selection of tasks, important viewpoints were:

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- The choice of the actual topic (it has to be related to the experiences determining the life of a disadvantaged group)
- targeted processing (it is necessary to correctly determine the abstraction and the verbal level that is still accepted by the group)
- clear objective (beyond the definition of thematic, it also means the transparency, the easy following of the team leader's communication)
- precision as a criterion (it determines the relationship between the task and the aims)
- procession in a proper depth (processing in too much detail can equally discourage students from the experience, just like superficial, unsatisfying cooperation)

Methods used in the framework of the training:

- coordinated interview
- instruction
- all-around enquiry
- observation of others
- self-observation
- feedback
- confirmation
- free interaction
- putting own experience into the centre
- setting dominant examples that can be transferred into the everyday practice
- recognition and awareness raising of skills and abilities that can be used in other areas
- performance

### **Tools (What do you need for the training?)**

The condition of the training of the trainers is to have a training room the infrastructure of which fulfils the criteria below:

It is well approachable, taking into consideration viewpoints of distance travelling

- It is free of external disturbing conditions
- It is situated in a barrier-free surroundings
- It is situated at a peaceful, and quiet place
- Community spaces are provided
- It is suitable for holding a training based on its size and equipment

The asset need of the training:

- professional materials containing the tasks

- photocopier
- flipchart
- alcoholic marker
- writing materials
- printer

### **Outcomes and results (Experience in practice)**

- The condition of successful implementation of the training is attending and active participation at the training days.
- Based on the feedback of teachers, it can be said that they consider the training as an efficient and good method, and they have tried it not only among students living with cumulative disadvantage and having special education needs.

Changes reached by training held for students living with cumulative disadvantages and special education needs are:

- increasing of self-confidence
- they came to new recognitions about themselves
- development of communication skill, self-expression, self-assertion
- their learning skill developed
- they began the training as passive characters, then involvement took place, and they have also become more active participants of school life
- understanding the importance of own activity in the field of entering the labour market
- of change, and ability to accept it
- their creativity has developed significantly
- their cooperation with teachers as well as with their classmates has also improved
- also, the awareness raising of student not living with cumulative disadvantages and special education needs has taken place in the framework of the trainings.

## Training of team leaders for holding personal trainings built on behaviour therapy

**Name of training programme/activity/method:** Training of team leaders for holding personal trainings built on behaviour therapy

**Implementer:** Human Profess Public Benefit Nonprofit Ltd.

**Target group:** advisors who have labour market practice and degree attained in higher education

The training facilitating the training of team leaders is built on behaviour therapy approach. Professionals dealing with the human psyché have worked out several types of theories and methods over millennia in order to be able to help people suffering from mental problems. Cognitive behaviour therapy is a collective notion, several therapeutic methods belong to it. A significant starting point of the therapy is the approach that feelings and behaviour are results, consequences of the thinking process. It points out that emotional problems partly derive from faulty convictions and emphasizes the importance of cognitive distortions. Accordingly, if somebody changes his mind about something, then this will bring about changes also in emotional life and behaviour. Those, who apply the method unite cognitive, emotional and behavioural techniques in order to reach an attitude and approach change by the clients. Cognitive behaviour therapy can help the individual in the acquisition of personal skills such as self-knowledge, self-acceptance, decision-making ability, overcoming negative thoughts, changing false thoughts, forming objective thoughts. This therapeutic method has already been considered a significant and efficient method by most professionals worldwide in order to revise irrational thinking and behaviour problems of disabled people and people living with a reduced working capacity and in order to support their social integration. Still, the labour market application of this method is an innovative initiative.

We worked out a training in order to improve the labour market position of disabled people living with a reduced working capacity, who have been unemployed for at least 2 years. The 65-hour-long programme, planned for 13 training days was made built on theoretical knowledge material and practical experiences of cognitive behaviour therapy. For holding the trainings, it is indispensably important to train such trainers, who after having acquired the method, will be able to hold the trainings. Trainer education was prepared built on the results and methods of trainers' training and cognitive behaviour therapy.

Cognitive behaviour therapy is primarily characterized by the relatively standard structure of sessions. The schedule of a session is as follows: discussion of homeworks, cognitive analysis of the current topic (exposure of the topic, identification of emotions, primary thoughts connected to it, how can the situation be seen otherwise, what cognitive distortion prevailed). The presentation of the cognitive model by using the experience material of the patient (case conceptualisation) already in itself induces a change in the patient. The recognition of the experience of the primaries of thoughts and

interrelations will lead to the establishment of the competence feeling. So, this typical directivity of the schedule of meetings will counter-affect the feeling of pessimism and helplessness. It reinforces cooperation, since both the leader and the patient undertakes responsibility for what happens. At the end of the session, they give feedback to each other. This informs the leader about what the patient has learnt, how much he/she understood of what was delivered at the session, and how much he/she found it relevant from the point of his/her own problem.

Homeworks consist an integrate part of the intervention. The aim is that the patient begins apply the things that he/she has learnt at the sessions (he/she should not forget what happened last time). Homeworks do not only serve in order to practise the acquired new skills, but also to try out and control beliefs that were discussed in an abstract way at the sessions.

### **Description of education, training (What is it about?)**

We worked out the programme entitled Training of team leaders for holding personal trainings built on cognitive behaviour therapy for professionals having practice at individual advising in the field of labour market. A further condition of admission is having a qualification attained in higher education in human affairs: primarily employment advisors, mental hygienists, social workers, social pedagogists, teachers are allowed to be admitted to the programme. In the framework of the programme, the professionals prepare for the dual leading of team workshops held with the method of cognitive behaviour therapy.

### **Pedagogical objectives (What you want to teach?)**

The admission criteria provide that the professionals attending the training have a basic knowledge in psychology and pedagogy as a result of their previous studies, and they have proper information about the labour market due to their working experiences. So, the acquisition of theoretical and practical knowledge of the cognitive behaviour therapy-approached training material about handling the specific problems of the target group of the disabled and long-term job-seeker people living with reduced working capacity can be built on these.

### **Duration of training program (How long is it?)**

8 training days, altogether 48 hours (6 hours/day). Before the training, it is necessary to get to know individually with the literature related to the leading of the training, at home. Following the training, during the time of the personal training built on cognitive behaviour therapy, a role advice session is provided 6 times during the time of personal training built on cognitive behaviour therapy.

### **Target group of training, number of participants**

The target group is professionals, advisors working in the field of labour market services. The suggested number of participants attending the training is: 10 people.

Prerequisites for admission to the training are:

- a. Higher education qualification: degree possibly attained in human area. Qualifications: employment advisor, mental hygienist, social worker, social pedagogist, pedagogist.
- b. Individual advice practice gained in the field of labour market

### **Modules, content (Training programme)**

The programme consists of 8 modules.

#### **Module 1: Getting to know with the given literature and with the method of distance learning**

In order to make relatively short training period more for efficient, a list of technical literature was compiled for the participants. Individual processing of technical literatures is necessary before the training. We provide consultation opportunity for the period of processing. By processing the literatures, theoretical knowledge is acquired and brushed up and the differences between the preliminary knowledge of the future members of the group will also be equalized.

#### **Module 2: Group having own experiences**

The application of cognitive behaviour therapy method will be new to all future trainers (some of them have not had any group experience, not even with other methods), so as a first step, it is indispensable to gain personal experiences about working with this method. It was an important point in the compilation of this training material that this stage of the training should provide an opportunity for gaining experiences with the particular methods of behaviour therapy. In the framework of the module, the participants gain experience about the method of getting to know each other, team building and establishing operation frameworks and they prepare for team management

#### **Module 3: Getting to know cognitive behaviour therapy method**

The task of this module is to raise awareness for experiences, methods and to systemize and extend theoretical knowledge acquired before in the topic. The participants recognise the manifestation methods of hidden schemes in the assessment attitude, and they identify cognitive distortions. In the framework of the training day, the team members gain deeper knowledge about the process of cognitive restructuring and about the practical application of the cognitive model.

#### **Module 4: Labour market knowledge**

This training unit consists of two parts: on the one hand, it contains the labour market information included in the training material, on the other hand, it includes the current labour market information of the given area. The trainers have to get to know with the data and phenomena valid at the time and in the given regions of the trainings. Along with the validation of the input condition of the training,

the professionals attending the training will be given employment advice in the framework of individual consultation, so they have significant previous knowledge about the issue.

### **Module 5: Team management knowledge**

Trainers education takes place in the format of a training, participants work as a team, which serves as a significant source of knowledge for them for the holding of trainings in the future. Team leading knowledge will be processed and acquired in a theoretic way in the last theoretic module of the training. In the framework of the module, the processes that have been going on so far during the time of the training are being processed, understood and deepened, participants get to know with team dynamics phenomena, team processes, and with the frequently appearing team roles, how to handle unexpected situations, as well as with the tool and rules of double group management.

### **Module 6: Getting to know with the training material made for the unemployed**

The participants will already get the training material beforehand, so that they can study it. However, the understanding of the aims, the conception and the structure, the recognition of relationships, the provision of correct interpretation make it necessary to discuss the material together. The professionals leading the training also answer the questions of the future trainers. At the same time, the training unit means preparation for the group management practice.

### **Module 7: Team management practice**

So far, the participants of the training dealt with individual counselling, therefore it is necessary to put a great emphasis on the development of team management skills. The prospective team leaders will guide their partners across the smaller units of the training material made for the unemployed. Team management exercises will be followed by common analysis and discussion. The task of the module is that the to-be trainers get to know with and recognize the group dynamics phenomena. The trainers' ability to handle group dynamics processes is developed by the tasks.

### **Module 8: Role advice**

The opportunity of support, further training is also provided at the time of the first, pilot-training. Trainers are given help altogether 6 times during the 65-hour-long personal training built on behaviour therapy, in the framework of role advice, to discuss the emerging difficulties within the group. Alternative observation viewpoints, solutions, learning from each other, experiencing success together are important parts of their learning process built on cognitive behaviour therapy.

### **Implementation of the training (How do you teach?)**

The following documentation material is made during the training of team leaders:

- attendance sheets

- training diary
- learners' feedbacks
- photos
- thematic, scheduling of training programme

### **Methods (What kind of material and methods do you use?)**

We implement the training of teamleaders based on the methods of cognitive behaviour therapy. The methods applied in its training are:

- lecture
- instruction
- three column methods
- cognitive restructuring
- observation
- questionnaire
- test sheet
- role play
- practising of skills
- talking to the trainer
- discussion forum
- work in a small group
- metaplan technique
- structured task
- educational film
- keeping a diary

### **Tools (What do you need for training?)**

The condition of the training of the trainers is having a training room, the infrastructure of which suits the criteria below:

- it is well approachable, taking into consideration viewpoints of distance travelling
- it lacks external, disturbing circumstances
- it is located in a barrier-free environment
- it is at a peaceful and quiet place
- there are social spaces available
- and it is suitable for holding a training, based on its size and equipment

Means needed for the training:

- professional materials including the tasks
- photocopier



- flipchart
- alcoholic marker
- pens
- educational films
- computer
- printer

### Outcomes and results (Experiences in practice)

- Condition of successful implementation of the programme: appearance, active participation at the training days, deepening of literature
- An indispensably important part of the training is implementation of the pilot training of the trained trainers
- Holding „the personal trainings built on cognitive behaviour therapy“ only proves to be effective if lead by trainers trained with this
- Changes reached by personal trainings built on cognitive behaviour therapy among disabled job seekers living with a reduced working capacity:
  - formation of the ability of self-observation, deepening of self-knowledge, more subtle way of thinking
  - growing self-confidence
  - development of communication skill, self-expression, self-prevailment
  - changes in appearance and behaviour
  - extension interpersonal relationships
  - understanding the importance of own activity in the field of entering the labour market
  - accepting change, becoming able to accept it
  - restructuring of everyday life, setting objectives
  - seeing their life in a perspective
  - easier digestion of failures.
  - thinking about their problems in a different way



## **Electronic collection**

of training programmes, good practices, best practices to train experts in partner countries, to increase the skills and competencies of mentors, special and professional counsellors who provide advisory and training services to promote employability and to increase employment of PWDs

## **in ROMANIA**



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## Efficiency of Assisted Labor

EMA Creation and implementation of integrated methodology of vocational training and assisted employment on the labor market of persons with disabilities

**Name of training programme/activity/method:** Efficiency of Assisted Labor - EMA Creation and implementation of integrated methodology of vocational training and assisted employment on the labor market of persons with disabilities.

**Implementer:** Alpha Transilvania Foundation, in partnership with the Tabula Association - Adult Training and Training Center and Agora Foundation

**Target group:** professionals who work with people with disabilities, social mediation specialization in assisted employment.

**Website:** <http://www.alphatransilvana.ro/programe/atrium.html>

The social mediator, through mediation from a social perspective, engages in the social problem faced by individuals, groups and disadvantaged communities in order to improve their social situation and to facilitate relations within the individual-family-community triad.

The social mediator's activity is complex, taking into account that it can be a mediator between two cultures. He has to adapt his behavior and intervention to the specificities of the situations in the families in which he intervenes, taking into account ethnic needs, habits and traditions. The social mediator knows the legislation on the social protection of the beneficiaries, whether they are elderly, children, adults, Roma, etc., and facilitates the observance of their rights. At the same time, it provides information and guidance to beneficiaries, focusing on jobs, labor market dynamics and day-to-day management.

Through this program you will acquire the following skills:

- Interpersonal communication;
- Multidisciplinary teamwork;
- Ensuring professional development;
- Realization of the intervention plan;
- Guiding the beneficiaries to solve problems related to the application of the legal provisions;
- Preparing the files for the target group beneficiaries;
- Providing the beneficiary with the Local Authorities;
- Monitoring and giving support in managing the beneficiary's everyday life;
- Drawing up the activity report on the situation of the beneficiaries.

The proposed deployment times for training sessions are July 4 - 6 (Module 1) and July 18 - 20 (Module 2). The duration of the training program is 42 hours. how to identify the needs of the target group in order to be able to act responsibly and irreproachably in the problematic activity that she encounters during a certain period of her life.

The training of specialists for the assisted employment of disabled persons in the Center Region was implemented by accrediting the training course for the Specialized Assistance Specialist in 2012 by the Alpha Transylvanian Foundation within the POSDRU 2007-2013 project, EMA - Assisted Efficiency . Also the specialization course "Specialist in Vocational Assessment of the Disabled Person" was also accredited. Accreditation of the courses meant the elaboration of the course support and the working methodology of the Assisted Employment Centers, as well as the elaboration of the working tools (forms) based on the ISO Quality Management procedures.

In 2013, a total of 43 people participate in these courses of which:

- 14 psychologists trained as - "Specialists in Vocational Assessment of People with Disabilities"
- 29 people working in the social field trained as - "Specialists in Assisted Employment"

The purpose of the training was to create Assistance Centres and to start the job of integrateing people with disabilities in this Region. Thus, 10 Assisted Employment Centres in Miercurea Ciuc, Sf. Gheorghe, Satu Mare, Cluj Napoca, Zalau, Brasov, Codlea, Fagaras, Sanpetru and targu ?Mures were created with help of the Associations and Partner Foundations.

In 2014, in coorporation with the Motivation Foundation, the Republic of Moldova was trained 22 people working in the social field, trained as – ""Specialists in Assisted Employment"

In the same year, in collaboration with DGASP Harghita- General Assistance and Child Protection, within the framework of an Erasmus project, specialists were trained to implement assisted employment through Assisted Employment Centres in several cities in Harghita County. Specialists in Assisted Employment and Vocational Assessment Specialists of Disabled People have been trained.

15 psychologists trained as - "Specialists in Vocational Assessment of People with Disabilities"  
- 26 people working in the social field, trained as - "Specialist in Assisted Employment"  
Thus, a total of 29 psychologists were trained in the specialization of "Specialists in the Vocational Assessment of People with Disabilities", and 77 "Specialized Assistants".  
Throughout the years, through participation in conferences and workshops, the best practices of the specialists' experience were disseminated in various forms, and materials were made to take the work of specialists. In 2005-2016 under the EEA GRANST project, Norwegian Funds administered by FRDS - Romanian Social Development Fund, the Guide / Toolkit for Assisted Employment and Vocational Education was developed.

## Project: “Success and Independence”

**Name of training programme/activity/method:** Success and Independence

**Implementer:** Alpha Transilvania Foundation, in partnership with the Tabula Association - Adult Training and Training Center and Agora Foundation

**Target group:** people with disabilities and young people in risk situation

**Website:** <http://www.alphatransilvana.ro/programe/atrium.html>

### **The main purpose of the project:**

- To develop access to education for young people in risk situations, including Romanies from Târgu Mureş and the adjoining localities; to organise a Community Centre for life-long learning in Târgu Mureş. This centre will facilitate integrated personal development through professional training activities, remedial education for the development of competencies and will promote abilities for an independent life, involving volunteers, parents and relatives.

### **Specific purposes of the project:**

A) To develop access to education for young people who are in risk situations by means of establishing Community Education Centres for life-long learning and thereby improving the professional abilities and competencies required by the labour market for 60 young people in risk situations, including Romanies. It will involve professional training courses in 4 crafts: cleaner, floral decorator, landscape gardener and hand bookbinder and will offer career counselling in two cities in Romania: Târgu Mureş and Târnăveni.

B) To improve the quality of volunteer work by training 65 volunteers (45 – Alpha Transilvania Foundation, 10 – Divers, 10 – Buckner Foundation), professionals who provide services to young people and children in risk situations in Târgu Mureş and Târnăveni, offering them training in the specialty field of combined arts, health counsellor and youth worker, and involving them in the activities of the project.

C) To improve the participation of children and young people in educational programs, involving 180 young people in remedial activities in order to develop the abilities necessary for an independent life and participation in leisure activities. These activities include art therapy, health education, IT education, foreign languages, and offers individual and group counselling in the field of health education and the importance of education for a total of 100 parents and relatives (to be carried out at a summer camp).

D) To make them aware of the importance of education by means of an information and education campaign highlighting victimisation and juvenile delinquency entitled “Success and independence in safety”. Organised in 10 schools from Tg. Mureş and 7 schools from Târnăveni, it analyses the needs of children and young people in this region by performing a study entitled “The Chart of Needs of Children and Young People”.

## Training for the profession of SOCIAL WORKER Course support and practical applications

**Domain: Health, Hygiene, Social Work**

**Name of training programme/activity/method:** Training for the profession of SOCIAL WORKER, Course support and practical applications

**Implementer:** Christian Foundation Diakonia - Adult Training and Training Center

**Target group:** professionals who work with people with disabilities, social worker (medium level)

**Website:** <http://www.iriszhaz.ro/index.php?id=erasmus-junge-pflege>

Context/background of project: The number of young people in need of care (for example due to AIDS, stroke, accident) has been increasing continuously over the past years. Appropriate ambulant and stationary care structures for these people as well as vocational training offers for the nursing staff are missing. In the partner countries the care of young people in need of care in in- and outpatients units has been adapted to models of geriatric and medical care. They do not consider the aspects of the special living conditions and needs of these people. In the future adequate care for these people will only be possible if in each case in addition to existing valid care concepts further vocational training concepts providing additional skills and qualifications or vocational training concepts are adapted to the characteristics and requirements of these young people in need of care.

**The main project objectives are:**

- Transfer and dissemination of a holistic psychosocial care concept and common standards of 'Young Care' in the partner countries
- Development and adaption of 8 new modules (up to EQF level 6) as well as transfer the concept of 'Young Care' in the partner countries
- Manual for the adaption of the modules
- Qualifying of lecturers and teachers in teaching the educational offerings built up modularly in the context of EQF and ECVET and preparation of a teacher's guide
- Further development of common standards in vocational education and training against the background of 'Young Care'
- Dissemination of project outcomes in cooperation with professional organizations (umbrella and trade associations), international care organizations, training institutes, regional and national units and preparation for regional and national accreditation

**Number and profile of participants:**

There are 6 participating institutions in this partnership having years of experience in vocational education and training, or/and maintaining ambulant and stationary care structures in the context of nursing or geriatric care or arranging nursing staff for outpatient care. In the context of further vocational training the partners bring in innovative approaches, concepts, methods, contents, teaching

methods and studying materials which could be adapted. They have regional and national network structures to professional organizations and national units, which can be used for accreditation and dissemination of the project outcomes.

### **Description of activities:**

Besides the project management (C.1.), which is responsible for planning, controlling, monitoring and organizing the project, the following project activities are planned:

- Development of 8 modules from EQF-level 2 to 6
- “teach the teacher”, carrying out learning activities for handling and teaching of the modules in the area of ‘Young Care’ for lecturers and teachers as well as compilation of a manual for teachers
- Testing the modules with the partners
- Classifying these modules and the 8 existing modules in a module tableau
- Compilation of a manual for the adaption of modules to other target groups in the area of care
- Compilation of a modularised educational concept

### **Methodology in carrying out the project:**

As a coordinator the applicant is responsible for the project and quality management and supervises the work and time schedule and the project status.

### **A short description of the results and impact envisaged**

- Application of the modular educational offerings under consideration of the target group (nursing assistants, nursing staff, manager, parents or family members of young people in need of care)
- Nurses training schools and universities benefit from a specific educational offering
- Striving for accreditation

The potential longer term benefits:

Due to the different qualification levels of the modules different target groups (nursing assistants, nursing staff, manager, students) in different hierarchy levels of the institutions benefit cross-sectoral from the project outcomes. By the adaption, testing and evaluating of the training modules and – methods, studying contents and studying results the project should help nursing staff to find transnational employment opportunities in in- and outpatients care. In this way the employment opportunities for nursing staff are facilitated. The project shall improve sustainably the ambulant and stationary care structures for young people in need of care and shall contribute to a harmonization of the care services and care quality in the context of ‘Young Care’.

Social worker is the qualified person whose intervention is found in the primary services sector (Day Care Centers, Day Care Centers for Disabled Children, Residential Care Centers for Children / Children with Disabilities, Adult Recovery / Rehabilitation Centers) and the protection of child services (residential services for the disabled child.)

The social worker also intervenes at community level to play an active role in identifying community-based risk cases and individual risk situations. Is a member of multidisciplinary team that provides specialized support services for the child/adult risk in the community or in a situation of separation from his/her family and for whom a special protection measure has been taken.



The main activities the social worker has to carry out are: activities identified in the intervention plan, identification of community-based risk cases and identification of risk situations for the beneficiary, support of the beneficiary in activities to maximize the degree of personal autonomy, supporting the practice of the beneficiary's independent life skills, supporting the development of social, his cognitive skills and his support in the activities of maximizing the degree of social autonomy.

### **Units of general competence**

Unit 1 title: Keeping the integrity and safety of the beneficiaries

Unit 2 Title: Activity Planning.

Unit 3 title: Communicating with recipients.

Unit 4 Title: Managing Beneficiaries' Documents and Documents.

Unit title 5: Compliance with Occupational Safety and Health at Work and Emergency Situations.

Unit title 6: Respect for beneficiaries' rights.

### **Specific competence units**

Unit 1 title: Implementation of activities included in the intervention plan.

Unit 2 title: Identify community risk causes.

Unit title 3: Diminishing risk situations for the beneficiary.

Unit title 4: Supporting the beneficiary in activities to maximize the degree of personal autonomy.

Unit title 5: Practicing the beneficiary's independent living skills.

Unit title 6: Developing the social, emotional and cognitive abilities of the beneficiary.

Unit title 7: Monitoring the beneficiary in activities to maximize the degree of social autonomy.

### **Duration of training program**

Altogether 720 classes, of which the number of theoretical classes is 240, the number of practical classes is 480, 3 days a week, 6 x 45 minutes every day, period 01.09.2014 - 09.01.2015



## Electronic collection

of training programmes, good practices, best practices to train experts in partner countries, to increase the skills and competencies of mentors, special and professional counsellors who provide advisory and training services to promote employability and to increase employment of PWDs

## in TURKEY



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# Special Education Practicing for Teachers, Trainers and Experts

**Name of training programme/activity/method:** Special Education Practicing for Teachers, Trainers and Experts of the Field

**Implementer:** Ministry of National Education, the General Directorate of Lifelong Learning

**Target group:** special education trainers, teachers and experts

**Website:** <https://hbogm.meb.gov.tr/modulerprogramlar/kurslar>

## Description of education, training (What is it about?)

Training was organized to develop knowledge, sensitivity and skills of special education trainers. It is planned by Lifelong Learning General Directorate. It includes disability and special education regulations in Turkey, knowledge on how to develop psychological challenges of people with disabilities and their parents, how to develop empathy for them, types of disabilities and best ways of attitudes and training for each type of disability, behavioral aspects and ethical issues. Special education teachers have been educated on these in their universities, so, this training program aims to develop their knowledge and skills and emphasize the importance of their work again. This program is designed as a kind of in-service training. Content of the training has been prepared by special education experts, psychologists, academicians and counselors, who have at least 15 years of experience and some academic studies on special education training. Trainers were also trained in a 5-day education program between 2 and 6 May 2016.

## Pedagogical objectives (What you want to teach?)

Pedagogical objectives are:

- a) To increase the knowledge and skills of special teachers and experts who are working in special education schools, hospitals and homeschooling service
- b) To ensure these teachers, trainers and experts are competent in group studies
- c) To teach legal regulations of Turkey in the field
- d) To develop attitudes of teachers towards disabled people
- e) To teach individualized difference examining approaches
- f) To teach educational and behavioral assessment and evaluation methods
- g) To teach all types of disabilities
- h) To teach how to develop individualized education programs
- i) To teach applied behavior analysis
- j) To teach classroom management
- k) To develop language and communication skills
- l) To develop usual training techniques and methods
- m) To teach the goal, importance and principles of family education

### **Duration of training program (How long is it?)**

80 hours, (in a day - 8 hours at most)

### **Target group of training, number of participants**

Target group includes anyone who has been graduated from special education departments of universities or related departments. Retired special education trainers and experts are also in the target group. Number of participants in any classes cannot pass 40; and no limit is stated for aggregate number of participants. Participants will get a 50-question test exam so as to determine their level of knowledge and categorize them in different classes. They will take another exam with 100 questions in order to detect the level of progress.

### **Modules, content (Training programme)**

Module -1: Ethics in special education

Module-2: Turkish Laws on Special Education and best international practices

Module-3: Attitudes towards people with disabilities

Module-4: Approaches on examining personal differences

Module-5: Natural education methods and techniques

Module-6: Applied behavioral analysis

Module-7: Developing individualized training programs

Module-8: Program adaptation process

Module-9: Teaching concepts and skills in daily life to persons with disabilities

Module-10: Classroom management in special education

Module-11: Family education and counseling in families of persons with disabilities

Module-12: Language and communication skills education

Module-13: Educational and behavioral assessment and evaluation

### **Implementation of the training (How do you teach?)**

- Before the education starts, an exam will be implemented to participants. This 50-question test will be good for dividing participants into classes of similar level participants. After the education is over, a 100-question exam will be made; and level of progress will be evaluated according to grade difference with initial examination. Participants who are able to get 45 or over in final exam will be considered as successful and will gain right to get certificate.
- One class will contain at most 40 participants.
- Classroom environment will enable group studies and activities; classrooms will be chosen with considering group studies.
- Lecturing, answer-question, brainstorming, discussions, problem solving, and case studies will be used for teaching methods.

- While using interactive teaching techniques, methods that account for personal differences will also be taken into consideration.
- Sometimes, big and small group studies will be held.
- After the courses end, a Course Completion Certificate will be given to successful participants.

### **Methods (What kind of material and methods do you use?)**

Training will be held interactively in order to abstain from monotony. Moreover, visual elements will be used widely, and hand skill activities will be made in order to keep participants' attention alive and make classes more interesting.

Classroom materials that are needed are books, computers, automatic slide projector and some other materials. Materials will mostly be provided by the General Directorate; but some of them will be demanded from participants.

Lectures will be implemented mostly with the help of PowerPoint slides. Articles in books and internet will also be studied when needed. There will also be group studies and discussions which need no materials.

### **Tools (What do you need for training?)**

Classroom materials that are needed are books, computers, automatic slide projector and some other materials. Materials will mostly be provided by the General Directorate; but some of them will be demanded from participants.

Lectures will be implemented mostly with the help of PowerPoint slides. Articles in books and internet will also be studied when needed. There will also be group studies and discussions which need no materials.

### **Outcomes and results (Experience in practice)**

Courses have been held throughout Turkey since 2016 and they have been appreciated by participants. The Ministry works hard to increase the number of participants to this program by using its spheres of influence. This program is planned to be implemented in every year and initial contents and methods provided above will be a base for future programs.

## Special Education Course

**Name of training programme/activity/method:** Special Education Course

**Implementer:** International Education, Career and Counseling Centre

**Target group:** Physiotherapists, rehabilitation experts, child development specialists, guidance counselors, audiologists, psychologists and nursery service providers

**Website:** <https://www.kurssertifikasi.com/ozel-egitim-kursu>

### Description of education, training (What is it about?)

This course was designed and implemented in order to develop training skills of target group and enable them to help special education teachers. Individuals earning the qualifications required by the profession can work in special education and rehabilitation centers in line with the qualifications they gain. With the help of this certificate program, it is aimed that trainees are able to follow individual development, physical and cognitive development, language development, psycho-motor development as well as the preparation of special education plan, design of leisure time activities, game and music activities, planning of music, and social skills, costumes, educational toys, and filling toys.

International Education, Career and Counseling Centre is a private distant education institute.

The training is implemented online. There is no need for classroom materials; participants can access the lectures via Internet. There is no limit for participant amount since the training is provided via an online learning platform.

### Pedagogical objectives (What you want to teach?)

Pedagogical objectives of the program are:

- To acquire the ability to recognize children according to special needs and to distinguish them according to their disabilities
- To understand the personal characteristics of children with disabilities
- To inform the specialist or the teacher in the application of the programs prepared for people with disabilities
- In order to be more conscious parents, to inform young people in special education field
- To ensure that target group can positively guide their environment and families of disabled children and have the knowledge and skills to guide them in a special way
- To gain knowledge and ability to work as an assistant in the field of special education they are interested in

### Duration of training program (How long is it?)

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

It is planned to last 270 hours.

### **Target group of training, number of participants**

Anyone who has completed high school is allowed to participate to the program. However, main target groups are:

- Physiotherapists
- Rehabilitation experts
- Child development specialists
- Guidance counselors
- Audiologists
- Psychologists
- Nursery service providers

### **Modules, content (Training programme)**

- Definition and variations of disability
- Children in need of special education
- Special education area
  - History of special education
  - The situation in Turkey
- Atatürk's importance to children and education
- Classification of disabled persons
- Children with mental retardation
  - Definition of intelligence and intelligence stress classifications
  - Characteristics of children with mental retardation
  - Causes of mental retardation
    - Prenatal causes
    - Perinatal (at birth) causes
    - Postnatal causes
- Requirements for children requiring special education
- In intelligent children
  - Language development
  - Concept development
  - Body development
  - Cognitive development
- Music and art development studies (education)
- Toilet training in intelligent children
- Reading-writing and mathematics education in intelligent children

### **Implementation of the training (How do you teach?)**

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Before the training, participants are taken to an entrance exam (50-questions) so as to determine their level and classify them with respect to the levels of knowledge they have.

All lectures are delivered online. System works as an online learning program, but it also consists of opportunity to reach course providers in real time.

After the course ends, successful participants will gain right to get a Ministry of National Education approved certificate; which is valid throughout Turkey and enables its holder to work in special education and rehabilitation centers.

Success of participants will be evaluated in some midterm exams and a final exam.

### **Methods (What kind of material and methods do you use?)**

An online learning platform will be used for delivering education. This platform will include text information, as well as some video lectures. Lectures also include real life case studies.

### **Tools (What do you need for training?)**

Since the course is delivered online, computer, relevant hardware (microphone, earphones etc.) and Internet connection are needed. Some books are also suggested participants to read, so they are needed.

### **Outcomes and results (Experience in practice)**

Successful participants will be awarded with certificate and have right to work in special education field in Turkey.

This program will increase the quality of education of children with special needs. Besides, it is expected that the program will decrease the gap between special education experts and teachers needed and their current amount. Moreover, training through an online learning platform is an innovation in special education field. It engages technology into education and decrease costs of training programs. Visual and auditory elements are widely used in the program; so as to ensure the quality of training and eliminate disadvantages aroused from absence of classroom environment.



## Literature

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## Partnership

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