VET4ALL

Professional Development of VET Tutors and Trainers to enhance Social Inclusion in Work-based Learning
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VET4ALL TRAINING CURRICULUM FOR VET STAFF
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INTRODUCTION

All European countries are committed to work towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are seen as a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically.

Education and training systems should ensure that all learners including those from disadvantaged backgrounds and those with special needs, complete their education, including, where appropriate, through second chance education and the provision of more personalised learning (ET 2020 Strategy, strategic objective 3: Promoting equity, social cohesion and active citizenship). The third of four strategic objectives of the ET 2020 Strategy is, in fact, a real challenge for the education systems and especially in initial VET the European ET systems are still far away to reach this objective. The promotion of inclusive education and lifelong learning for learners with disabilities and special needs is also one of the priority areas set up by the European Disability Strategy 2010-2020 adopted on 15 November 2010. Moreover, in the Bru- ges Communiqué the European Commission suggests to increase the possibilities for disadvantaged learners in VET by offering alternative pathways, innovative VET training formats, more Work-Based Learning (WBL) in the three main forms present at EU level as it is stated in “Work-Based Learning in Europe, Practices and Policy Pointers” in the initial VET (2013):

1. Alternance schemes or apprenticeships are typically known in Austria and Germany as the “dual system”;
2. On-the-job training periods in companies. On-the-job training periods typically cover internships;
3. WBL that is integrated in a school-based programme, through internships, on-site labs, workshops, etc.

VET4ALL project looks at this challenge: it develops and implements an innovative didactical approach for students with disabilities and special needs in initial VET in the frame of WBL and EU-Mobility programmes in the partner countries: Bulgaria, Romania, Italy, Malta, Spain and Belgium.

The project objectives represent a reply to the above mentioned problems as it is inspired by the following factors:
• Train teachers and staff working with the target group to make WBL or internship experiences more fruitful and aimed at future job insertion even in an European context;
• Develop flexible pathways which connect the VET formal school curriculum to Work Based Learning for students with disabilities and special needs;
• Foster the implementation of ECVET principles and tools and develop an innovative approach to Mobility in order to facilitate the access for students with disabilities and special needs;
• Increase the possibility for students with disabilities and special needs to participate to a Mobility EU Experience;
• Support enterprise mentors and staff during the WBL/internship experience of students with disabilities and special needs.

In order to fulfill these aims the project consortium developed the following four Intellectual Outputs:
• IO1-VET4ALL Didactical Guidelines for Training VET Staff working with students with disabilities and special needs;
• IO2-VET4ALL Training Curriculum for VET Staff working directly with students with disabilities and special needs during the internship experience;
• IO3-VET4ALL In-company Mentors Vademecum, a very practical tool to be distributed to Mentors in order to support students with disabilities and special needs during their internship experience;
• IO4-VET4ALL Mobility Vademecum for Accompanying Persons of Students with disabilities and special needs participating to international mobility experiences.
OVERVIEW OF THE VET4ALL TRAINING CURRICULUM FOR VET STAFF

The VET4ALL Training Curriculum is the basis for the implementation of a training course to supply competences to VET Staff/teachers/trainers involved in the planning and implementation of WBL paths at national and European level for students in initial VET with disabilities and special needs. It includes the theoretical background investigated in the IO1-Guidelines developed on the basis of the research on partners’ national context and the focus group workshops results and, above all, provides concrete competences for VET teachers/trainers on:

1) How to deal with the target group before and during WBL experiences;
2) How to foster company motivation to be involved in WBL paths for the envisaged target group;
3) How to investigate the enterprise context and professional needs;
4) How to improve the planning and management of flexible and tailor-made WBL paths;
5) How to evaluate students with disabilities and special needs during their in-company training, both at national and EU-mobility level and validate their achieved competences;
6) How to apply Supported Employment measures.

The VET4ALL Training Curriculum is a comprehensive guide for training VET staff in an effective and quality WBL perspective in relation to the target group facing disabilities and special needs.
STRUCTURE OF THE VET4ALL TRAINING CURRICULUM FOR VET STAFF
STRUCTURE OF THE VET4ALL TRAINING CURRICULUM FOR VET STAFF

The Curriculum has a modular format and it is built up on the basis of the following structure:

a) Methodological structure
   1) Duration in Learning Units;
   2) Definition of Learning Outcomes (knowledge, skills and competence based);
   3) Materials and other frame conditions needed for the implementation;
   4) Additional hints and information for the trainers;
   5) Possible ways of validation of learning process.

b) Materials collection

Besides the content and information for the trainers related to the implementation of the modules, the curriculum also contains a collection of learning and training materials (PPT presentations and exercises). The materials are meant to be usable for the implementation of the VET4ALL programme for VET teachers/trainers, but also in the later work of the participants with the direct target group of students with disabilities and special needs.

In brief, the VET4ALL Training Curriculum contains the following specifications:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>How to deal with the target group before and during WBL experiences</td>
<td>4 hours</td>
</tr>
<tr>
<td>Module 2</td>
<td>How to foster company motivation to be involved in WBL paths for the envisaged target group</td>
<td>4 hours</td>
</tr>
<tr>
<td>Module 3</td>
<td>How to investigate the enterprise context and professional needs</td>
<td>4 hours</td>
</tr>
<tr>
<td>Module 4</td>
<td>How to improve the planning and management of flexible and tailor-made WBL paths</td>
<td>4 hours</td>
</tr>
<tr>
<td>Module 5</td>
<td>How to evaluate students with disabilities and special needs during their in-company training, both at national and EU-mobility level and validate their achieved competences</td>
<td>4 hours</td>
</tr>
<tr>
<td>Module 6</td>
<td>How to apply Supported Employment measures</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
The main elements of the module structure are the following:

• Thematic area
• Content
• Aims & Objectives
• Units
• Time
• Learners requirements
• Learning outcomes
• Resources available
• Learning methodologies
• Module assessment

In addition, each module contains a more detailed template per each Unit as well as detailed descriptions of activities to be carried out.

Furthermore, we consider important to underline that trainers are free to further integrate the training materials proposed, or even to interchange their own material and exercises with those recommended in this Curriculum to better fit to their own target group.

The VET4ALL Training Curriculum for VET Staff (and its materials) is freely accessible and downloadable via the VET4ALL project website http://vet4all.org

Every module has its own material in order to be replicable and easy to be used in future.

Through a 24 hours pilot phase that took place in each partner country in order to test and improve the content of the Training Curriculum, the project contributes to improve the quality of VET system and WBL experiences for students with disabilities and special needs and to increase the employment potential of this target group in Europe.
CERTIFICATION
CERTIFICATION

The whole curriculum is established in front of the ECVET model for certification and validation of competences achieved by the participating target group.

At the end of the VET4ALL Training course those who have attended all the modules and passed the final assessment of each module with a score of at least 80% will receive a competence certificate attesting the learning outcomes achieved.

The final Module Assessment Tool contains 15 questions per each module:

- 10 multiple-choice questions on the module topics (to measure knowledge, skills and competences achieved);
- 5 open questions linked to the module-specific topics (to support a self-reflection process on the competences gained).
MODULE 1
HOW TO DEAL WITH THE TARGET GROUP BEFORE AND DURING WBL EXPERIENCES

Improve the basic skills required by the VET Staff/teachers/trainers to communicate with students with disabilities and special needs involved in WBL pathways and their families and enterprises.

**Content**

The module provides the development of communication skills with students with disabilities and special needs who require complex communication needs depending on the type of disability. In the WBL process, the in-company trainers apply specific training methods to train and coach learners at the workplace. The trainer must use multilevel communication techniques to establish an efficient learning environment for the students and to ensure the ethical aspects of the WBL interactions.

Communicating with students means delivering content in ways that are clear but also engage, even inspire them to learn and retain information and critical thinking skills.

Communication is relatively complex and can be used to prevent behavior, start behavior, stop behavior, increase behavior(s) (performance), and decrease behavior.

**Aims & Objectives**

- Describe (define) the conditions for social relationships and professional communication strategies;
- Use verbal, nonverbal and written communication strategies with individuals and groups;
- Implement multilevel, transparent communication techniques based on ethical principles;
- Identify and use the communication methods that work best for them and enable their own independent communication;
- Overcome barriers to communication and inclusion.

**Unit**

1. Principles and techniques of the educational communication; communication styles; examples of good practices.

2. Communication according to the type of disability; examples of good practices.

2 hours 2 hours

**Time**

4 hours

**Learners requirements**

Teaching and/or training experience and basic knowledge of communication techniques to establish an efficient learning environment for the students with disabilities/special needs taking part to national or international WBL pathways.

**Learners outcomes**

At the end of the training Module the learner is expected to:

**Knowledge**

- Describe the conditions for social relationships and professional communication strategies;
• Identify methods and strategies to improve communication with students with disabilities and special needs, with families, with enterprises.

**Skills**

• Use verbal, non-verbal and written communication strategies with individuals and groups;
• Use problem solving skills to demonstrate ways to communicate with a range of different people.

**Competences**

• Implement multilevel, transparent communication techniques based on ethical principles;
• Examine and demonstrate effective communication techniques that can be used with a range of different people;
• Use the selected methods that work best for them and assertive communication strategies.

**Resources available**

Blackboard, whiteboard notes, copies, PPT, PC (laptop type), Interactive Projector or White Board.

**Learning methodologies**

Theoretical approach, followed by team group activities in small groups, role play, written activities, individual and oral speech.

**Module assessment**

Paper test/questionnaire: Multiple choice test & Open questions.
UNIT 1
Principles and techniques of the educational communication; communication styles; examples of good practices

Content
While the IVET teachers are familiarized with the concepts related to learning and training, the incompany trainers need to understand the pedagogical principles in view of their applicability in WBL. For this reason, the incompany trainers need to acquire pedagogical skills and competencies that will enable them to train the students according to the WBL principles and coach them in order to enhance their awareness and personal growth and increase their selfconfidence.

Objectives
• Identify the components of the communication forms;
• Know communication techniques;
• Distinguish between verbal communication and non-verbal communication on the basis of which we analyze the forms of communication;
• Discover the communication barriers;
• Solve the proposed exercise.

Time
2 hours

Advice for trainer
As part of the communication process, the VET Staff/teachers/trainers have to convince, explain, educate, or fulfill any other objective, always pursuing four main purposes:
- To be received (heard or read);
- To be understood;
- To be accepted;
- To cause a reaction (a change in behaviour or attitude).

Learning methodologies
Face-to-face lessons, debate, group work, written activities.
Written questionnaire with open and close questions to test.

Resource available
Whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board.

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Discover forms of communication and language functions;
• Discuss the importance of active listening;
• Identify opportunities for communication to take place—think about the person’s interests, activities and routines;
• Know how to avoid communication breakdown.

Skills
• Use verbal, para-verbal (tone, volume and rhythm of the voice) and non-verbal (physiognomy, mimic, gestures) strategies with individuals and groups;
• Use problem solving skills to demonstrate ways to communicate with a range of different people.

Competences
• Use the selected methods and assertive communication strategies;
• Apply the basic skills acquired and communication techniques that can be used with students with disabilities and special needs.
https://www.myworldofwork.co.uk/getting-job/additional-support-needs-work
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min.</td>
<td>The bunny’s story</td>
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</table>

Listen the story of the bunny. This story is about a bunny who wanted to cook 8 eggs. Please read the story and meditate a little on morality! The bunny has 8 eggs to cook, but he does not have a frying pan to bake them. He remembers that the bear has a pan. Gladly, he goes to the bear’s lair to ask for his pans! During his walk, the rabbit asks himself:

- What if the bear asks for 2 eggs in exchange for the pan? Hm...that’s it, I give him two eggs, I still have 6!
- He still goes, and asks himself again:
- But what if he asks me 4 eggs? That’s not good at all! But what can I do? The bear is the only one in the forest who can borrow me a pan! This is business, the win is divided half! If so, if he asks me 4, I will still have 4 and I will end up in the end.
- He had a just a little to get to the bear’s lair and he came up with a new idea:
- As I know the bear, he will take off my skin, he’s a jerk, I think he will just leave me with two eggs! Of... God, and I used to have 8 eggs! Just to stay with 2 eggs? Delicate situation, but that’s it! In the end, for not starving, I give him 6. I’m smaller. These 2 eggs will satisfy me for today!
- Finally, the rabbit arrived to the lair and fell back on his thoughts, becoming more and more stressed, for all the time he had been thinking of how to manage with the bear and drawing some clear conclusions. But he had not asked one question:
- What if the bear asks me all my eggs? What do I do? Hm...That would be very delicate!!!
- He decides and knocks at the bear’s door, who comes out with a wide smile and says:
- Tell me, bunny, what’s your problem, what can I do for you?
- You know something: I DO NOT NEED YOUR PAN! Then he turns his back and leaves!

Morale: Labeling friends, colleagues or bosses, without even listening their point of view, leads to a firm failure in communication! How many times have you been the bunny from the story? But the bear? It is easier for us to assume that we are a decent and reasonable person, and the other is a bad guy! It’s more convenient to think so, but do not be surprised to stay without the pan, without even asking it!

This is a self-defense mechanism that we often appeal to, from our desire to protect our opinions! We form certain opinions, prejudices, which are only the product of our minds and we do not try to clarify them simply, because we want to believe that we are OK and the other is not OK... “and we know it very well, does not need facts to confirm this!”
Identify the three general communication styles: passive, aggressive, assertive.

**Communication styles identified:**

**Passive.** People with a passive communication style rarely express their personal opinions and emotional states. Generally, there are people with low self-confidence. They use the low tone and have a low mimic expressivity.

**Aggressive.** Aggressive style can be recognized through high tone, impulsiveness in expressing opinions, lack of listening behaviors. It creates the impression of hostility for the interlocutor, so those who use the aggressive style, challenge others to defensive attitudes or aggressive responses. In one case or in the other, the accuracy of communication is low.

**Assertive.** Assertive style is based on a positive attitude towards others. The conditions of developing such a style are self-confidence and trust in others.

The assertive person expresses his opinions and feelings directly and openly, using a moderate, but firm and expressive tone, keeping eye contact with the interlocutor.

The general attitude is relaxed, a right body position, standing or sitting. The interest for the interlocutor is visible. Mimics and gestures are consistent with the verbal message.

Assertive style is considered ideal for any communication situation. This is the style of the person in charge, who knows what he is doing and what he says.

The assertive communication style will be presented and the fact that it can be learned by putting it into practice day by day.

Researchers interested in the study of assertiveness as a social skill, eg. Orme and Bar-On (2002), pointed out that people with assertive communication style can express themselves by avoiding anxiety and aggression in different situations. Assertiveness has also been defined as a direct and appropriate communication process of needs. The person can tell his/her own opinions without punishing or misplacing other people (Arrindell and van den Ende, 1985 apud Sarkova et al., 2010).

So we can use assertiveness as an instrument that will help us to initiate and maintain qualitative social relationships. And, as Eskin (2003) said, assertive people enjoy emotional well-being.
UNIT 2
Communication according to the type of disability; examples of good practices

Content
Everyone communicates in a range of ways for a variety of purposes:
• To include everybody in day to day activities, we need to find ways to positively communicate with the people we come in contact with. Every contact counts;
• People with disability or special needs may communicate in a variety of ways;
• Approaching and communicating with people with disability or special needs is essential to overcoming social barriers.

Objectives
• Know how to communicate with students with disability or special needs according to the type of disability;
• Identify the methods the person uses to communicate;
• Use the person’s effective communication methods appropriate to the environment;
• Participate in some activity ideas in order to understand the different types of disabilities.

Time
2 hours

Advice for trainer
It is important to support people with complex communication needs to identify and use the communication methods that work best for them and enable their own independent communication. As learners undertake the learning experiences described in the lessons, take note of a range of assessable moments to provide information about learners achievement. Ongoing assessment will provide evidence of the extent to which learners achieve the identified Curriculum links.

Learning methodologies
Face-to-face lessons, debate, group work, written activities.
Written questionnaire with open and close questions to test.

Resource available
Whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board.

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know how communication impact on relationships with other people;
• Gain knowledge on the benefits of the power of language on opinions and attitudes;
• Know which are the principal communication skills that enhance relationships with students with disability or special needs.

Skills
• Describe how respect, empathy and valuing diversity can positively influence relationships;
• Identify communication skills that enhance relationships for particular groups and purposes;
• Describe characteristics of cooperative behaviour and identify evidence of these in group activities;
• Define different types of disabilities.
Competences
- Identify the ways we can communicate with a range of people with different communication needs;
- Identify the concept of positive and negative language;
- Recognise the similarities and differences in the ways people communicate, both within and across cultural groups.

Bibliography
https://www.europeanagency.org/sites/default/files/A_rough_guide_to_IEPS.pdf
Alike and Different: Exploring Our Humanity with Young Children (1992) Editor: Bonnie Neugebauer
https://ec.europa.eu/programmes/erasmus-plus/projects/
Learning From Those We Support: A Disability Awareness Handbo- ok (1999) Author: Dr. Jill Wheeler
https://www.youthbeyondblue.com/
www.rch.org.au/paed_handbook

Supporting material for teaching
PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

<table>
<thead>
<tr>
<th>AIM</th>
<th>DESCRIPTION</th>
<th>TIME</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively participate in the proposed activities; Improve the intervention skills for students with communication disorders.</td>
<td><strong>Communication disorders</strong> Communication disorders are disabilities that keep a person from being able to speak or makes their speech understood. This can be caused by many different disabilities or injuries. Some people with speaking difficulties may use sign language, gestures or small pictures they carry with them.</td>
<td>15 min.</td>
<td>Projector, smartboard, Writing paper, Activity sheet</td>
</tr>
<tr>
<td>Activity 1 – Different words</td>
<td>If you have students in your class who speak a different language, have them stand in front of the class and say one sentence in their language. Have the class try to guess what was said. If you have more than one student who speak the same foreign language, have them carry on a short conversation. Then have the class try to decide what was said. Discuss how it feels to not be able to understand something. How quickly did the class give up? What are some other ways they could have tried to communicate? How is this similar to people with disabilities who can talk but are hard to understand?</td>
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</tbody>
</table>
Autism Spectrum Disorders

Autism is a developmental disability that usually appears during the first three years of life. The cause is unknown. It affects how a person's brain works, but not all people with autism are affected the same way. When a person has autism, he/she may have problems on:
- Letting you know what they want;
- Thinking;
- Understanding what other people say or want;
- Ignoring sounds;
- Ignoring things or people that are moving;
- Ignoring lights;
- Being touched;
- Understanding social rules;
- Showing affection;
- Controlling their feelings;
- Knowing how to play with other kids;
- Dealing with changes.

Autism is a “spectrum disorder”. That means that not everyone with autism has all the problems. One person may have three of the problems listed while another person has only one. Some people with autism struggle to learn. Other people with autism are very smart and can do complicated math when they are 3 years old. Some people with autism have trouble being touched while others like to hug. Many people with autism like to do things in the same order all the time and have things arranged the same way. This helps them stay calm.

Other people with autism have a very hard time ignoring noises, especially if they are upset or in a new situation. They may try to calm themselves by rocking, moaning, talking loudly or even screaming. The moaning, talking or screaming helps them drown out the other noises so they can calm down. They may also try to go under a desk or in a small, dark place where they feel safer.

Activity 2 – No words

Write a simple sentence on a piece of paper, for example, “The cat sat on a hot tin roof.”

Show this sentence to one student. The learner must let the rest of the class know the sentence without writing, speaking or using any letters of the alphabet.

Discuss:
- Was it difficult to communicate using this method? What would have helped? How can we communicate with someone who can't talk back? How can we help them communicate?
- If you want to give more learners a chance to try this activity, here are some suggested sentences:
  - I feel funny.
  - I want a Coke.
  - I lost my homework.
  - My parents are getting a divorce.
  - My foot hurts.
  - I want a hamburger for lunch.
  - I am allergic to strawberries.
  - I hate ketchup.

Activity sheet

15 min. Projector, smartboard

PPT presentation

Activity sheet
### ACTIVITY PLAN

<table>
<thead>
<tr>
<th>Activity 1 – No words</th>
<th>15 min.</th>
<th>Projector, smartboard</th>
<th>PPT presentation Activity sheet “Say what”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY 2 – How it feels</strong></td>
<td>15 min.</td>
<td>Projector, smartboard</td>
<td>PPT presentation Activity sheet “Say what”</td>
</tr>
<tr>
<td><strong>ACTIVITY 1 – Say what?</strong></td>
<td>15 min.</td>
<td>Projector, smartboard</td>
<td>PPT presentation Activity sheet “Say what”</td>
</tr>
</tbody>
</table>

### Improve the intervention skills for students with learning difficulties.

- **Learning disabilities**
  - There are many different kinds of learning disabilities and they can range from mild to severe problems.
  - Activity 1 gives a general idea what it is like to have to struggle against what your brain may be telling you. Dyslexia can cause a person to see letters switched around when they read (seeing “bule” instead of “blue”, for example).
  - Activity 2 will give you an idea of what this is like.

#### Activity 1 – Say what?

Transfer the next page onto an overhead transparency. Have the class read it out loud.

They must read the COLOR the word is written in, not the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

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**Activity:**

This activity is designed to show how people with autism are bothered by things most people don’t notice. People with autism are often extra sensitive to noise, movement and even things like background noises most of us don’t notice. Remember, not everyone with autism has these problems.

Divide the class into groups of 5. Explain that they will each have a job to do. Go over their jobs and tell them they will start when you give the signal.

One person in each group will play the part of someone with autism. The other 4 people each have different jobs:

- **Person #1** - You will play the part of a person with autism. Your job is to try and listen to what Person #5 is reading to you so you can take a test on the material. Try to ignore everyone else.
- **Person #2** - Stand behind the learner playing the part of someone with autism. Rub the edge of an index card (or piece of card board) against the back of their neck. You do not need to rub hard, but keep doing it over and over.
- **Person #3** - Grab a book (any book will do), lean close to Person #1 and read in a loud voice the entire time.
- **Person #4** - Pat Person #1 on the head and shoulder the entire time.
- **Person #5** -Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Have all the students take a turn being Person #1 before you discuss it. How did it feel to behave so much commotion going on? Did it make them want to scream or get away? Were they able to concentrate on the paragraph being read? What might have helped?
### Activity 2 – Backwards
Write a number of different sentences backwards on a piece of paper. Giving them very little time, ask different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them “This should be easy for you.”

**Example:**
"ehT kcalb tas no eht toh nit foor"  
"The black cat sat on the hot tin roof".

**Discuss:**
What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

<table>
<thead>
<tr>
<th>Improve the intervention skills for students with mental retardation.</th>
<th>Mental retardation</th>
<th>15 min.</th>
<th>PPT presentation Activity sheet “Abstract shape” Activity sheet “German Test” Activity sheet “Your Awareness Test”</th>
</tr>
</thead>
</table>
| **Activity 1 – Difficulty understanding** Have two learners sit back to back. Give one learner a paper with an abstract shape on it (page 1). Without seeing each other, he/she must explain to the other student how to draw the shape. Give the second student a pencil and piece of paper. He/she must draw the shape following the first student’s directions. What were the problems? What would have helped? | When a person has mental retardation, it means that they learn slower. Because they learn more slowly, they don’t learn as much as other people might. There are over 200 known causes for mental retardation. About one-third of the time, no one knows what caused it. Not everyone with mental retardation is alike. One person can have mild problems while another may have severe problems. A person with mental retardation may:  
- Have difficulty understanding what other people say or mean;  
- May have difficulty saying what they mean or how they feel;  
- Understanding social cues (for example, if you turn away they may not know this means you don’t want to talk to them);  
- Have difficulty learning and concentrating;  
- Have to do things many more times than average before they learn it; act younger than their age;  
- Not understand when someone is making fun of them;  
- May find it hard to read or write;  
- May not understand when someone tells them to do something wrong. |  |  |
### Physical disabilities

There are a large variety of different physical disabilities, all of which can range from a mild problem to complete immobility. Many people will have more than one disability, such as not being able to use their legs or hands.

<table>
<thead>
<tr>
<th>Activity 1 – In a wheelchair</th>
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</thead>
<tbody>
<tr>
<td>Borrow a wheelchair or see if the school has one. Have each student take a turn sitting in the chair. Have them try different activities: Going from one part of the building to another, pushing the wheelchair with their hands; - Going through the lunch line; - Getting a book off the top shelf in the library; - Playing a game in the gym or playground (soccer, basketball, chase, etc.); - Going to the bathroom; - Going through an outside door; - Being in a group where everyone else is standing up. Discuss how being in the wheelchair felt. What would have made things better? Students in wheelchairs are often left out of games or PE or given the job of keeping score. Discuss how this would feel. What if you hate keeping score? No one likes to be treated as if they are helpless. If you see someone in a wheelchair, don’t just do things for them. Ask if they want help first.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Activity 2 – Using one hand</th>
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</thead>
<tbody>
<tr>
<td>Have students try different activities using only one hand; - Tying their shoes; - Going through the lunch line and eating lunch; - Opening a jar that has a screw-on lid; - Playing catch; - Holding a stack of papers and handing out one at a time; and - Going to the bathroom. Discuss the problems the learners had. What if they couldn’t use either hand? What problems would there be if they were in a wheelchair AND couldn’t use their hands?</td>
</tr>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity sheet “Your Awareness Test”</th>
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</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>A wheelchair Soccer balls, basketball... Different games</td>
</tr>
</tbody>
</table>

**Activity 2 – How it feels**

Make a paper copy for each student of the “German Test” on page 2. Do the same with “Test Your Awareness” on page 3. Hand out the “German Test.” Tell them they have 5 minutes to read the paragraph and answer the questions. Tell them it is an easy test and all the answers are right there in the paragraph. When students complain they can’t do it, tell them to “try harder.” As soon as the time is up, take up their papers. Hand out “Test Your Awareness.” Tell students to follow the directions on the page. Tell them this test should be very easy because it is in English (own language). When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more? The correct answer is 6. Most people miss the Fs in the word “OF”. This is because we pronounce this as “ov” so our brain skips right over this when we are looking for “f.” Discuss how it felt to be given a German test and told to “try harder.” Did that help them do it? How many people stopped trying when they saw what the test was? How did it feel to realize they didn’t count all the Fs? How did it feel to have your brain “trick” you on this test? How would it feel if this happened to you all the time, every day?
### Acquire communication skills with students with hearing impairments

| **Hearing impairments** | 10 min. | **Ear plugs**  
A radio, TV, fan or anything else that can make “white noise” |
|-------------------------|---------|------------------|
| Hearing impairments include everything from not being able to hear certain sounds to being totally deaf. In most cases, a hearing loss doesn’t simply mean that sounds are not loud enough; it usually means that sounds are garbled or unclear. A hearing aid may make speech louder, but usually will not make speech clearer. **Activity - Not being able to hear** | 10 min. | **Ear plugs**  
A radio, TV, fan or anything else that can make “white noise” |
| You need:  
- A pair of foam ear plugs for each learner;  
- A radio, TV, fan or anything else that can make “white noise”.  
What to do:  
- Show learners how to put in the earplugs;  
- Put on the “white noise” if using a TV, put it on a station with no reception and turn up the volume – loud enough to be distracting. If using a radio, set it between stations so you only hear static. If using a fan, turn it up on high;  
- Read a long newspaper article or book passage. Read rapidly, using a soft voice, mumbling monotone, running words together and pausing in odd places;  
- Ask students 5 questions about the content of what you read. Continue talking quickly in a soft, mumbling voice;  
- Remove ear plugs, turn off white noise and discuss (in a normal voice) how not being able to hear clearly felt. | 10 min. | **Ear plugs**  
A radio, TV, fan or anything else that can make “white noise” |

### Acquire communication skills with students with vision impairments

| **Vision impairments** | 10 min. | **A good blindfold**  
A room with several obstacles |
|------------------------|---------|------------------|
| Vision impairments include things like being short-sighted or far-sighted that are correct able with glasses. It can also mean more serious problems like blindness or problems that are only helped a little by glasses. **Activity 1 – Blindness** | 10 min. | **A good blindfold**  
A room with several obstacles |
| You need:  
- A good blindfold;  
- A room with several occupied chairs and one or more vacant chairs. Put odd obstacles on the way to the chair, and/or face the chair in an unexpected direction;  
- Leave the door halfway open.  
What to do:  
- Explain that you will need 2 learners, a “guide” and a “blind person”. You will be rearranging the room. The guide’s job is to help the blind person come into the room and go to the chair without running into anything. They can tell them how to do it and can also touch them to help guide their way. Make sure the blindfold is on and foolproof. Send the 2 volunteers into the hall and rearrange the room. The vacant chair should not be too easy to get to.  
**Hint:** Most “guides” grab the blind person and pushes them around. This usually results in the “blind” person running into things. “Guides” usually don’t describe the path, and say “lookout” instead of “stop” at major obstacles. When the chair is reached, “guides” usually spin the “blind” person around and push them into the seat, then leaves without explanation.  
**NOTE:** if you get an exceptional “guide” who does it correctly, use that as a way to talk about why their method was successful. | 10 min. | **A good blindfold**  
A room with several obstacles |
**My Radar!**

Complete the exercise 15 min. Activity sheet "My Radar!"

<table>
<thead>
<tr>
<th>Discuss:</th>
<th>My Radar!</th>
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</table>
| - Did the guide do a good job?  
- How would it feel to be the blind person being dragged or pushed?  
- What would be more helpful than saying "look out"?  
- How did the 2 volunteers feel?  
- Repeat the activity, doing it the right way. | Record individual response then have a class discussion in response to the question: What are ways we can communicate with a range of people with different communication needs? Learners record responses on the activity sheet. Use the following focus questions to elicit responses (reproduced on worksheet).  
1. **How can we communicate with someone who cannot see?** (words, touch, music, Braille);  
2. **How can we communicate with someone who cannot hear?** (Maintain eye contact, slow speech down, use gestures, use visuals, use low tone, be patient);  
3. **How can we communicate with someone who finds it difficult to use words?** (be patient when language is slow, use pictures, use computer keyboard);  
4. **How can you communicate with someone who is ignoring you?** (get eye contact, be clear and precise, be friendly, be patient, if needed, find someone who can help);  
5. **How can we communicate with people from another culture who speak a different language?** (pictures, signs, body language, language conversion aids – eg. applications on technological equipment such as iPhones, iPads);  
6. **What can you do if you do not understand what someone is trying to communicate to you?** (be patient, paraphrase what you think they are saying, stay calm, keep trying, ask for help from someone who may able to assist);  
7. **How can we communicate with someone who does not speak?** (be patient, use friendly gestures, find out how they like to communicate and find ways to involve them in day to day activities);  
8. **How can we communicate with someone who is getting upset or frustrated?** (do not ignore them, be friendly, ask if there is anything you can do to help or find an adult who can help. Remember that we all feel frustrated when we think people do not hear or understand us. Do not make harsh judgments, show understanding). |
Communicate with a student with a disability.

**Communicating with a student with a disability**

Some guidelines to follow when talking with a student with a disability include the following:

- Establish and maintain eye contact at the same level as much as possible;
- Face and speak directly to the student rather than through the companion, attendant or sign-language interpreter who may also be present;
- Never speak about the student as if he or she is invisible, cannot understand what is being said or cannot speak for himself or herself;
- Do not put students with a disability on a pedestal or talk to them in patronising terms as if their performing normal, everyday activities was exceptional – for example, "Oh, you cook your own meals. How amazing!";
- Always respect the person’s dignity, individuality and desire for independence. If help is required in a given situation, do not assist without asking first.

| 10 min. | Projector, smartboard | PPT presentation |
|________|____________________|________________|

**What to do:**

- Leave the door halfway open.
- Put on the "white noise". If using a TV, put it on a station with no reception and turn up the volume. If using a fan, turn it up on high.
- A pair of foam ear plugs for each learner;
- A radio, TV, fan or anything else that can make "white noise".
- A room with several occupied chairs and one or more vacant chairs. Put odd obstacles on the way to the chair, and/or face the chair in an unexpected direction;
- A  good blindfold;
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MODULE 2

HOW TO FOSTER COMPANY MOTIVATION TO BE INVOLVED IN WBL PATHS FOR THE ENVISAGED TARGET GROUP
MODULE 2
HOW TO FOSTER COMPANY MOTIVATION TO BE INVOLVED IN WBL PATHS FOR THE ENVISAGED TARGET GROUP

Planning actions to foster companies motivation to be involved in WBL pathways for students with disabilities and special needs.

Content
This Module provides VET Staff/teachers/trainers competences to improve the communication and management of WBL between schools and companies in order to make the latter aware of the WBL programme and in this way be more informed and willing to participate. It contains tools that can improve the VET-Company system and cooperation. The Module is based on marketing strategies, development of digital competences, creation of planning tools for VET Staff to create in-company tutors mentoring and development of peer mentoring programmes in schools and at the work places.

Aims & Objectives
• Create marketing strategies for the dissemination of WBL for students with disabilities and special needs;
• Develop methodologies to improve the cooperation between VET schools and companies;
• Contribute with a plan to assess the best mentoring training for both companies and students.

Unit
1. Developing marketing strategies in WBL
2. Preparation for mentoring
3. Peer mentoring

Time
2 hours 1 hour 1 hour

Learners requirements
Teaching experience and knowledge on student’s application for WBL pathways; basic training on career guidance for persons with disabilities and special needs.

Learners outcomes
At the end of the training Module the learner is expected to:

Knowledge
• List the characteristics of work-based learning in the actual context;
• Define the opportunities and weaknesses in WBL;
• Identify the marketing strategies that can be adopted to improve the WBL.

Skills
• Create a marketing plan for WBL;
• Produce a plan for mentoring in-company tutors;
• Prepare a plan for peer mentoring training.

Competences
• Be responsible for the planning of WBL;
• Be able to organize sessions for in-company mentors and for peer mentors;
• Be able to plan training sessions;
• Cooperate directly with company tutors in the preparation of WBL for students with disabilities or special needs.
**Resources available**  Magnetic Board, whiteboard notes, copies, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

**Learning methodologies**  Theoretical approach, followed by team group activities, role play, written activities, individual and oral speech.

**Module assessment**  Paper test/questionnaire: Multiple choice test and open questions.
UNIT 1
Developing marketing strategies in WBL

Content
This Unit aims to prepare the VET Staff to know the labor market characteristics and its possibilities to be addressed to the WBL experiences of students with disabilities or special needs.

Objectives
• Define the labor context difficulties in the WBL;
• Know the weakness and strengths in WBL pathways;
• Create goals and strategies to motivate companies participation in WBL.

Time
2 hours

Advice for trainer
This Unit could have more success in case the trainers have previous experience in WBL organization, previous participation in VET mobilities and in apprenticeships organization between students and companies’ mentors.

Learning methodologies
Debate group, written activities, open questions.

Resource available
Magnetic Board, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know how to do a SWOT WBL analysis;
• Know how to select marketing channels;
• Identify measures to encourage companies to participate in WBL pathways.

Skills
• Create a marketing plan;
• Prepare a plan that creates more opportunities in WBL;
• Produce a communication plan with mentors to integrate students with disabilities or special needs;
• Demonstrate how to close the skills gaps.

Competences
• Be responsible for the implementation of WBL strategies at school;
• Organize in-company visits;
• Cooperate with the school board administration in WBL organization;
• Modify adopted procedures.

Bibliography
http://www.impro-f.eu/output.html
http://www.quickmba.com/
http://www.peer-review-education.net/index.php?class=Calimeo_Webpage&id=13985
https://wbl.pixel-online.org/
**ACTIVITY PLAN**

<table>
<thead>
<tr>
<th>AIM</th>
<th>DESCRIPTION</th>
<th>TIME</th>
<th>EQUIPMENT</th>
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<tbody>
<tr>
<td>Identify strategies for VET providers on how to promote WBL.</td>
<td>The trainer introduces the actual context of the vocational training pathways and its weaknesses and opportunities. The company perspective is analyzed, and which methodologies can be adopted to foment the communication between the VET provider and the companies.</td>
<td>40 min.</td>
<td>Projector, smartboard PPT M2_U1_Developing Marketing Strategies</td>
</tr>
<tr>
<td>Analyse the overall position of work-based learning (WBL) and its environment.</td>
<td><strong>Group Work</strong> This exercise will be done at first individually and then discussed between the group. The aim is to conclude the weaknesses and strengths of the WBL for disabled students to understand which points can be improved through a SWOT analysis. It is recommended to carry out a SWOT analysis after taking the decision to implement or improve WBL and before planning takes place. The results of the SWOT analysis will help focus on the process and finding critical points during the transfer of good WBL practices.</td>
<td>30 min.</td>
<td>Sheet M2_U1_Analysis of WBL Pathway</td>
</tr>
<tr>
<td>Assess the integration of companies in WBL pathways.</td>
<td><strong>Think-Pair-Share</strong> This exercise is to be run in pairs and the couple thinks and discusses together (think-pair-share). The trainer asks first to discuss the following topics: - Generate interest and enthusiasm from the companies; - Close the skills gap; - Best career match; - Practical example of career match. At the end of the exercise, the group should do a brainstorming on the main ideas to get to a conclusion on the best processes to be adopted.</td>
<td>30 min.</td>
<td>Sheet M2_U1_Companies Inclusion in the WBL</td>
</tr>
<tr>
<td>Create marketing strategies to approach companies and schools in WBL.</td>
<td><strong>Group Work</strong> This exercise will be done in a group to debate strategies and marketing tools that can be used to disseminate WBL for disabled students and to motivate companies to be more willing to participate. In the end, the group takes note of the conclusions achieved.</td>
<td>20 min.</td>
<td>Sheet M2_U1_Goals and Marketing Strategies in WBL</td>
</tr>
</tbody>
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**Supporting material for teaching**

PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

UNIT 2
Preparation for mentoring

Content
Introduce the concept of mentoring. Organization of a plan for VET Staff to train in-company tutors to be mentors. The aims of mentoring may be, for example, development of WBL, mutual learning and long-term benefits for the organization in which the mentoring takes place.

Objectives
Implement the principles of quality assurance and continuous improvement (the phases of European Quality Assurance Reference Framework – EQARF) for mentoring.

Time
1 hour

Advice for trainer
This Unit could have more success in case the trainers have previous experience in mentoring students during the WBL pathways, have administrative resources and previous work experience in the industry.

Learning methodologies
Group discussion, Role Play, Theoretical aspects.

Resource available
Magnetic Board, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know how to prepare a plan for mentoring;
• Select the different stages of the plan;
• Identify the different phases when creating a pilot project.

Skills
• Explain the importance of mentoring;
• Demonstrate training skills.

Competences
• Be responsible for the implementation of new training procedures;
• Organize workshops with company tutors.

Bibliography
http://mentor-training.gruppo4.com/training-programme/before-the-work-placement/

Supporting material for teaching
PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.
## ACTIVITY PLAN

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<th>AIM</th>
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<tr>
<td>Prepare a mentoring plan.</td>
<td>The trainer introduces the concept of mentoring and demonstrates how to do a pilot plan, divided into several phases that can be used for the VET tutor as a tool to organize specific training sessions for in-company tutors, improving in this way their relations and providing useful information on how to deal with disabilities/special needs in particular.</td>
<td>30 min.</td>
<td>Projector, smartboard, PPT, M2_U2_Plan for Mentoring</td>
</tr>
</tbody>
</table>
| Define the concept of Mentoring. | **Group discussion**  
This exercise aims to do brainstorming on the definition of mentoring and the learners design a list with the characteristics that a mentor should present when dealing with students with disabilities/special needs at the work context level. | 10 min. | Sheet, M2_U2_The Importance of Mentoring |
| Plan a mentoring session directed to in-company tutors. | **Group discussion/Role Play**  
This exercise is based on a Role Play and the learners have to create a scenario of a training session between the school and the company tutor. The objective is to prepare the VET tutors on how to train in-company mentors: to be informed on their responsibilities towards the trainees and to be prepared on how to deal with specific disabilities/special needs and the possible solutions that can be arranged when the students struggle to achieve a particular learning outcome. | 20 min. | Sheet, M2_U2_Mentoring |

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### UNIT 3

#### Peer mentoring

**Content**
Introducing Peer Mentoring concept and how it can be used as a marketing tool between the VET provider and the company.

**Objectives**
Explain the benefits of peer mentoring for students and companies. The aim is that the VET tutors organize peer mentoring programs and introduce it not only in the school classes but also during the work-based learning activities. The objective is that the students with disabilities/special needs can feel even more supported and at the same time the company mentors have more confidence in accepting more students with disabilities/special needs.

**Time**
1 hour

**Advice for trainer**
This Unit could have more success in case the trainers have previous experience in mentoring students during the WBL pathways.

**Learning methodologies**
Group discussion, Theoretical aspects.

**Resource available**
Magnetic Board, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type).
Learning outcomes

At the end of the training Unit the learner is expected to:

Knowledge
- Know the source of the transfer and the meaning of “peer”;
- Know the principles and characteristics of peer mentoring;
- Know what is important for being a peer mentor;
- Know peer mentoring offers and how to look for them;
- Know about the preparatory work and the required conditions for peer mentoring;
- Know what to consider when developing a questionnaire.

Skills
- Can present (basic) information about the idea of peer mentoring;
- Can define attributes of peer mentoring;
- Understand the importance of the peer approach;
- Can identify suitable information for interested young people who want to support peers;
- Can arrange required information;
- Can name important units of a peer mentor training.

Competences
- Be able to reflect about the peer approach and its advantages;
- Provide information about peer mentoring in a way which is adapted to the students;
- Be able to decide where online peer mentoring makes sense;
- Decide on the most important elements of a peer mentor training course curriculum;
- Be able to apply peer mentoring with students;
- Prepare peer mentoring in his/her course/class with the help of the questionnaire;
- Be able to support further steps of peer mentoring.

Bibliography
http://nationalmentoringresourcecenter.org
https://www.friendshipcircle.org/blog
http://www.lutonmentor.com/Pilot_Mam.html
https://books.google.com.mt

Supporting material for teaching
PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

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<tr>
<td>Define the importance of Peer Mentoring in WBL.</td>
<td>The trainer introduces the concept of Peer Mentoring and how to set up a plan when programming this type of training. It is demonstrated how to apply peer training in VET schools and in work-based learning contexts. It is also a tool for promoting the WBL. With peer mentoring introduced in the work-based learning the companies can expect more support, as the students will have their pairs’ guidance.</td>
<td>20 min.</td>
<td>Projector, smartboard, PPT M2_U3_PeerMentoring</td>
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<td>Prepare a plan for training peer mentors’ session.</td>
<td>Group discussion In this exercise the learners are expected to discuss in group which information should be elaborated in a training session for peer mentors. To be more specific they should apply their knowledge into a practical example of preparing a toolkit about Down Syndrome disease with the recommendations to be considered for the students with this disability when facing a work-based learning experience.</td>
<td>40 min.</td>
<td>M2_U3_PeerMentoring Training</td>
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MODULE 3
HOW TO INVESTIGATE THE ENTERPRISE CONTEXT AND PROFESSIONAL NEEDS
MODULE 3
HOW TO INVESTIGATE THE ENTERPRISE CONTEXT AND PROFESSIONAL NEEDS

Exploring the business environment and the business needs of using the workforce of students with disabilities or special needs, career oriented towards certain professions and jobs depending on their skills to acquire certain professional competences.

Content
The Module presents the algorithm for business environment research on:
- The opportunities of the business for hiring students with SEN – internship positions and job description;
- The conformity of the professional competences of the students with disabilities or special needs with the characteristics of the respective position;
- The ways of career guidance of students with disabilities or special needs.

Aims & Objectives
- Exploring the business environment regarding the positions that can be occupied by the student with disabilities or special needs and the employment needs of such persons;
- A description of the positions appropriate to the student with disabilities or special needs and the activities carried out by the person in charge; an assessment of the workplace's suitability for hiring a student with disabilities or special needs;
- Formulating professional competences/knowledge and skills for the particular job;
- Developing an algorithm for career orientation of a student with disabilities or special needs.

Unit
1. Exploring the business environment regarding the positions that can be occupied by the student with disabilities or special needs
2. Formulating professional competences/knowledge and skills for the particular job
3. Developing an algorithm for career orientation of a student with disabilities or special needs

Time
2 hours
1 hour
1 hour

Learners requirements
This Module is intended for the training of staff who will conduct a survey of business attitudes to hiring students with disabilities or special needs, will evaluate the capabilities of the students with disabilities or special needs and will carry out their professional orientation. In order to effectively perform the activities described above, it is good for trainers to be experienced in vocational training of persons with disabilities and special needs; to have professional experience in the field they are training for; to have experience in validation, certification and career guidance.
Learners outcomes
At the end of the training Module the learner is expected to:

Knowledge
• Know national and European standards related to the training of people with disabilities and special needs;
• Know national and European documents related to vocational education and training;
• Know the NCOP – a National classifier of occupations and positions.

Skills
• Define the activities in the respective position;
• Communicate with representatives of business and students with disabilities or special needs;
• Formulate professional competences/knowledge and skills.

Competences
• Communicate with students, according to their health state and needs;
• Provide appropriate career guidance;
• Communicate with the business regarding the identification of the employment needs of the students with disabilities or special needs and the opportunities for their satisfaction.

Resources available
Blackboard, whiteboard notes, copies, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning methodologies
Theoretical approach, followed by team group activities, role play, written activities, individual and oral speech.

Module assessment
Paper test/questionnaire: Multiple choice test & Open questions.
UNIT 1
Exploring the business environment regarding the positions that can be occupied by students with disabilities or special needs

Content
This Unit aims to prepare the staff who carries out vocational education and training and professionally guides students with disabilities or special needs to explore the attitudes of business in hiring young persons with disabilities or special needs, business needs by posts, and jobs suitable for students with disabilities or special needs and to develop a description of the activities for each position. In addition, the module prepares the above-mentioned staff to assess the specific workplace’s suitability for students with disabilities or special needs. The ability of the business environment to hire students with disabilities or special needs is directly related to tailored jobs and trained mentors. The attitudes of the business, which are directed at the skills of the student with disabilities or special needs, are a factor for the adequate professional training and the successful professional realization of the student with disabilities or special needs.

Objectives
• Explore the attitudes of business towards hiring students with disabilities or special needs;
• Participate in the definition of positions suitable for hiring students with disabilities or special needs;
• Describe the positions by formulating the activities in each of the positions suitable for hiring students with disabilities or special needs;
• Carry out a survey among employers on competences that students with disabilities or special needs should possess in order to be recruited;
• Examine the availability of adapted workplaces in relation to the specifics of the health state and skills of students with disabilities or special needs.

Time
2 hours

Advice for trainer
This Unit will be extremely successful if the trainer has:
• Experience in conducting research and experience in business communications;
• Contacts with business representatives;
• Professional experience in the relevant field.

Learning methodologies
Face-to-face, debates, group work, talk, practical tasks / development of open and closed questionnaire inquiries and the drawing up of a job description and a description of the activities students with disabilities or special needs can carry out.

Resource available
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know national and European standards related to the training of people with special needs;
• Know the national and European documents related to vocational education and training;
• Know the NCOP – a National classifier of occupations and positions;
• Know the specific requirements for adapting the workplace to individual peculiarities in the health state of students with disabilities or special needs.

Skills
• Determine the skills possessed by the student with disabilities or special needs suitable for a specifically adapted workplace;
• Define the activities in the respective position;
• Develop questionnaires;
• Conduct a field survey;
• Assess the suitability of the workplace for occupancy by the student with disabilities or special needs.

Competences
• Communicate with the business regarding the identification of the employment needs of the students with disabilities or special needs and the opportunities for their satisfaction;
• Implement national and European standards related to the employment of students with disabilities or special needs;
• Organize and guide the process of adapting workplaces suitable for a student with disabilities or special needs;
• Organize and guide the training process of mentors of students with disabilities or special needs;
• Develop questionnaires and conduct a field survey.

Bibliography

Supporting material for teaching
PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

<table>
<thead>
<tr>
<th>ACTIVITY PLAN</th>
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<tbody>
<tr>
<td>AIM</td>
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<tr>
<td>Understanding the basic concepts and rules in conducting the business environment survey on attitudes and hiring needs of students with disabilities or special needs.</td>
</tr>
</tbody>
</table>
### ACTIVITY PLAN

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Equipment and Resources</th>
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<tbody>
<tr>
<td><strong>Understanding the basic concepts and rules in conducting the business environment</strong></td>
<td>15 min</td>
<td>Presentation, Projector, Smartboard PPT “M3_U1_Conducting the business environment”</td>
</tr>
<tr>
<td><strong>Developing a questionnaire to conduct the survey.</strong></td>
<td>30 min</td>
<td>Sheet “M3_U1_Developing Inquiry”</td>
</tr>
<tr>
<td><strong>Determining positions suitable for hiring students with disabilities or special needs.</strong></td>
<td>15 min</td>
<td>Presentation, Projector, Smartboard PPT “M3_U1_Determining positions for persons with disabilities or special needs”</td>
</tr>
<tr>
<td><strong>Description of the activities in each of the positions suitable for hiring students with disabilities or special needs.</strong></td>
<td>30 min</td>
<td>Sheet “M3_U1_Preparing a job description”</td>
</tr>
<tr>
<td><strong>Study on the availability of adapted workplaces, relative to the health status and skills of students with disabilities or special needs.</strong></td>
<td>30 min</td>
<td>Sheet “M3_U1_Standing job position”</td>
</tr>
</tbody>
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### UNIT 2

**Formulating professional competences/knowledge and skills regarding the business needs**

**Content**
Defining the professional competences (knowledge and skills) according to the needs of the business.

**Objectives**
This Unit is intended to prepare VET-related staff to correctly formulate the professional knowledge, skills and competences that students with disabilities or special needs have to hold for a job. This will be extremely important for the students with disabilities or special needs to be directed to appropriate training or appropriate work arrangements according to their capabilities. On the basis of the description of the positions appropriate for the students with disabilities or special needs and the activities carried out by the persons occupying these positions, the professional competences/knowledge and skills and the requirements for occupying the particular position should be formulated.

**Time**
1 hour
Advice for trainer

This Unit will be successful if the trainer:

• Distinguish the concepts of knowledge, skills and competences;
• Forms knowledge, skills and competences related to the specific profession;
• Has experience in vocational education and training and professional experience in the sphere of activity;
• Considers knowledge and skills as learning outcomes and develops a learning curriculum based on them;
• Knows the documents certifying the acquisition of an entire profession or part of the profession;
• Knows the procedures for validating knowledge, skills and competences acquired through non-formal learning and practical experience;
• Has experience in the validation and certification of knowledge and skills.

Learning methodologies

Discussion, teamwork, presentations, practical tasks for forming knowledge, skills and competences at a preset position and the job description for it.

Resource available

Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes

At the end of the training Unit the learner is expected to:

Knowledge

• Know the essence of learning outcomes (knowledge, skills and competences);
• Know the structure of the curriculum and the specifics of the training, according to the capabilities of the students with disabilities or special needs;
• Know documents and procedures for certifying the acquisition of a profession or part of the profession;
• Know the procedures for the validation of knowledge, skills and competences acquired through non-formal learning and practical experience.

Skills

• Design learning outcomes in terms of knowledge, skills and competences relevant to the particular profession.

Competence

• Analyze the correspondence between the described activities and the knowledge and skills to be learned from the student with disabilities or special needs holding the position.

Bibliography

https://link.springer.com/article/10.1007/BF01383845
https://journals.sagepub.com/doi/abs/10.1177/1534484302013005

Supporting material for teaching

PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.
On the basis of the description of the positions appropriate to the student with disabilities or special needs and the activities carried out by the persons occupying these positions, the professional competences/knowledge and skills and requirements for occupying the particular position should be formulated.

The trainer acquaints staff who direct the student with disabilities or special needs to a suitable internship/job with the essence of knowledge, skills and competences. He/she acquaints them with the essence of the method in which the activities, listed in the job description for the respective position, can formulate the knowledge, skills and competences that the person holding the position should possess. This creates a close link between the world of business and the world of education.

Develop typified training documentation for specific operations that should be used by the student with disabilities or special needs for the specific profession, according to the person’s abilities.

Group work
- Getting an introduction to the standard curriculum for acquiring a profession or for training in part of a profession and with the opportunities and specs of training of a student with disabilities;
- Acquaintance with documents certifying an occupation or part of a profession;
- Understanding the procedures for validating knowledge, skills and competences acquired through non-formal learning and practical experience.

For this exercise, the presence in the group of a teacher who has undergone a training for work with persons with disabilities or special needs is necessary. He/she will acquaint the other members of the group with the objective status and needs of the student. Based on the medical records, he/she will assess the degree of disability and congenital anomalies:
- Sensory impairments (visual, auditory, motor);
- Mental retardation (mild, moderate, severe);
- Physical injuries (locomotor system);
- Communicative (language-related disorders);
- Learning difficulties (reading, writing, calculating);
- Somatic (neurological, mental disorders).

UNIT 3
Developing an algorithm for career orientation of a student with disabilities or special needs

Content
This Unit aims to prepare the staff involved in the professional orientation of students with disabilities or special needs:

- Carry out a diagnosis of the personal and professional characteristics, skills and abilities of the student with disabilities or special needs;
- Carry out professional orientation of students with disabilities or special needs, following a certain algorithm.
Objectives
• Evaluate and diagnose the personal and professional qualities, intuitions and abilities of the student with disabilities or special needs;
• Formulate and carry out consecutively the career guidance activities for the student with disabilities or special needs.

Time
1 hour

Advice for trainer
This Unit will be quite successful if:
• The trainer has experience in the field of career guidance;
• If he/she has experience working with persons with disabilities or special needs;
• If he/she has experience in diagnosing the opportunities and interests of the person with disabilities or special needs.

Learning methodologies
Lecture, discussion, group work.

Resource available
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know the main points of the career orientation of the students with disabilities or special needs;
• Know the possibilities of supporting the employment of students with disabilities or special needs according to the European and national legislation;
• Know the specifics of the workplace at the particular employer;
• Know the structure, the content and importance of the candidate’s portfolio (personal history and experience) when applying for an internship/job.

Skills
• Be able to diagnose personal and professional interests, abilities and opportunities;
• Be able to communicate efficiently.

Competences
• Apply the developed algorithm for career guidance for students with disabilities or special needs.

Bibliography
https://www.unikore.it/phocadownload/userupload/aa01ad538b/CareerDevelopment.pdf

Supporting material for teaching
PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.
## Activity Plan

<table>
<thead>
<tr>
<th>Aim</th>
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<tbody>
<tr>
<td>Evaluate and diagnose the personal and professional qualities,</td>
<td>The trainer acquaints the personnel who will direct the student with disabilities or special needs to an appropriate workplace with the essence of the diagnostics and methods of diagnosing the personal and professional interests and abilities, as well as the ways of conducting and reporting the diagnostic results.</td>
<td>10 min.</td>
<td>Projector, smartboard PPT &quot;M3_U3_Evaluate professional qualities and abilities&quot;</td>
</tr>
<tr>
<td>interests and abilities of the student with disabilities or special needs.</td>
<td>Group work The aim is to develop a scale for diagnosing the suitability of a student with disabilities or special needs for a given profession. This exercise is performed in a group of 5/6 people. A member of the group offers an example description of a scale of activities and indicators of measurement of the student with disabilities or special needs. All members of the group discuss the scale and give their opinion. The final decision for the scale is taken by common consent.</td>
<td>20 min.</td>
<td>Sheet &quot;M3_U3Compilation of a card for diagnosing professional needs of the student with SEN&quot;</td>
</tr>
<tr>
<td>Formulate and organize in sequence the career guidance activities of the student with disabilities or special needs and to train the consultants to apply them.</td>
<td>Formulating the algorithm for professional orientation of the student with disabilities. Group work Group work takes place after the trainer has clarified the concepts of career guidance, namely: 1. The informing as a process – essence and meaning; 2. Counseling – essence and meaning; 3. Diagnostics and evaluation – methods, way of implementation; 4. Consulting as an integral program for career guidance and career development of the personality. Targeting a suitable profession and workplace. Targeting an appropriate programme to acquire professional knowledge and skills related to the workplace and the possibilities of the student with disabilities or special needs.</td>
<td>30 min.</td>
<td>Sheet &quot;M3_U3_Formulate and organize in sequence career guidance activities&quot;</td>
</tr>
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MODULE 4

HOW TO IMPROVE THE PLANNING AND MANAGEMENT OF FLEXIBLE AND TAILOR-MADE WBL PATHS
MODULE 4
HOW TO IMPROVE THE PLANNING AND MANAGEMENT OF FLEXIBLE AND TAILOR-MADE WBL PATHS

Improving the basic skills required by the students to enter in the job market, designing learning outcomes per each student and designing a personal and tailor-made learning plan per each student.

Content
The Module provides the acquirement of hard skills and technical expertise that can be achieved only with practical experience. In addition, this module eases the programme planning to get the acquisition of soft skills, other competences and behaviors (e.g. taking responsibility, communication, problem-solving skills, etc.).

The aim is to develop a training module that allows professionals to carry out work-based training programmes adapted to the needs and individual competences of students with disabilities or special educational needs. In addition, this module will help in the development of the management of training programmes to give new employment opportunities to young people with disabilities or special educational needs.

Aims & Objectives
- Learn to define what are the necessary skills to improve the employability of students with disabilities or special educational needs;
- Analyze the students’ professional expectations by crossing them with their abilities and competences;
- Define the learning outcomes involved in the planning of individualized learning programmes based on work;
- Design individualized plans adapted to the work needs of both students and the company.

Unit
1. Planning basic skills  2. Design of tailor-made Learning Plans  3. Learning outcomes adapted to students with disabilities or special needs

Time
4 hours

Learners requirements
Teaching and/or training experience and basic knowledge of planning of WBL plans for students with disabilities/special needs taking part to national or international WBL pathways.

Learners outcomes
At the end of the training Module the learner is expected to:

Knowledge
- Gain knowledge on the benefits of work-based learning to companies, and how these are affected by the design of work-based learning programmes and the context in which they are provided;
- Know how we can adapt work-based learning programmes with explicit learning outcomes to lead to a technical qualification;
- Learn how to use work-based learning in vocational education and training (VET) to achieve better economic and social outcomes;
• Recognizing which are the principal skills involved in work-based learning.

**Skills**
• Define a process for the learning outcomes design which takes into account the individual needs of each student;
• Define methodologies, tools and timing needs for the individual path and the learning outcomes selection;
• Identify the necessary improvements to apply in case of failure of the learning plans;
• Identify the methodologies for checking the achievement of expected results in terms of learning outcomes per each student and, in case of failure, the necessary review for improvement the individual plan.

**Competences**
• Develop a continuous evaluation of the tailor-made learning plan in order to improve the imbalances that may appear;
• Use effective methodologies and tools to select the most appropriate learning outcomes for each tailor-made plan;
• Apply a design of an individual plans selecting the basic skills required by each student.

**Resources available**
Blackboard, whiteboard notes, copies, PPT, PC (desktop or laptop type) and Interactive projector.

**Learning methodologies**
Theoretical approach, followed by team group activities in small groups and big group, role play, written activities, individual and oral speech.

**Module assessment**
Paper/test/questionnaire: multiple choice text & Open questions.
## UNIT 1
### Planning basic skills

**Content**

The principal goal of this Unit is to prepare the VET staff to be able to select the basic skills that the students with disabilities/special needs need and define, by consequence, a tailor-made plan for them in terms of results achieved and critically detected, developed within the WBL pathway, both on a local and international (mobility) viewpoint.

**Objectives**

- Analyze the importance of mechanisms that give formal recognition to vocational skills acquired through work-based learning;
- Develop effective mechanisms for skills recognition across the basic skills identification;
- Identify potentially useful occupational skills for the students with disabilities or special needs;
- Define the process to verify and provide recognition of a set of basic skills held by an individual but not reflected in the technical qualification.

**Time**

1 hour

**Advice for trainer**

This Unit could be more successful in case of trainers who have some previous experience working with students with disabilities or special needs and planning of WBL pathways, both on a national and international (mobility) viewpoint.

**Learning methodologies**

Face-to-face lessons, debate, group work, written activities.

Written questionnaire with open and close questions to test.

**Resource available**

Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

**Learning outcomes**

At the end of the training Unit the learner is expected to:

**Knowledge**

- Know the benefits of the basic skills speeding the path to formal qualification: access to an education or training programme; reducing programme duration and getting a qualification;
- Know how we can select the necessary basic skills that can be particularly helpful to low-qualified students, leading them to a first qualification;
- Know how the students with disabilities or special needs may benefit from skill recognition in order to develop new skills and improve their productivity in the company;
- Recognize the principal elements to select the basic skills for the tailor-made plan.

**Skills**

- Define how the impact of the basic skills will vary with individuals, occupations and different contexts;
- Define the value of the basic skills involved in the work based learning plans;
- Set out mechanisms through which vocational skills can be recognized and reflected in qualifications;
• Identify the barriers and good practices that help make the most of effective basic skill recognition.

**Competences**

• Adapt to changing requirements in response to the individual needs of the student with disabilities or special needs in relation to the basic skills of each one;
• Identify the basic skills that are involved in the built on learning through non-standard forms of work;
• Apply the basic skills acquired through work-based learning;
• Give formal recognition in the tailor-made plans of each student to skills.

**Bibliography**

https://www.european-agency.org/sites/default/files/A_rough_guide_to_IEPS.pdf
https://www.mencap.org.uk/sites/default/files/2017-
www.ndti.org.uk
https://www.myworldofwork.co.uk/getting-job/additional-support-needs-work
Http://www3.weforum.org/docs/GAC/2014/WEF-

**Supporting material for teaching**

PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

**ACTIVITY PLAN**

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<tr>
<td>Develop effective mechanisms for skills recognition across the basic skills identification.</td>
<td>Learners should have some previous knowledge and experience on recognition tools of basic skills involved in work-based learning. This exercise is to be run in pairs and the couple thinks and discusses together (think-pair-share). The trainer asks first to formulate answers and proposals individually, and then to get together in pairs, to summarize an answer and a proposal of “develop effective mechanisms to recognize the basic skills”. Then, to some learners belonging to different couples, will be asked to provide their answers and proposals. The different proposals will be voted and the most voted one will be officially adopted by the class.</td>
<td>20 min.</td>
<td>Projector, smartboard, PPT presentation Activity sheet</td>
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<td>20 min.</td>
<td>Projector, smartboard, PPT presentation</td>
</tr>
<tr>
<td>Identify potentially useful occupational skills for the students with disabilities or special needs.</td>
<td>20 min.</td>
<td>Projector, smartboard, PPT presentation</td>
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</table>
| The trainer introduces the main elements of occupational skills for the students with disabilities or special needs before the starting of their WBL pathway through a frontal presentation. The aims are:  
  - Have participants knowing the main occupational skills to properly identify the preliminary performance of the student with disability/special needs and the methods and attitude to be applied;  
  - Make learners aware about compensative or dispensatory means/tools;  
  - Improve the competences of developing a plan for select the potentially useful occupational skills achieved by the student involved in the WBL pathway. | 20 min. | Projector, smartboard, PPT presentation |
| Define the process to verify and provide recognition of a set of basic skills. | 20 min. | Projector, smartboard, PPT presentation |
| SIX HATS TO THINK (Edward De Bono)  
This is a powerful technique that is used to analyze a decision from various points of view or perspectives. This forces to change the habitual way of thinking and helps us to form different visions of a situation. Each hat is a different style of thought:  
White hat  
With this thought we must focus on the available data. See the information we have and see what we can learn from it. Pay attention to the “gaps” in our knowledge about the situation, and try to fill it out or at least take it into account.  
Red hat  
Putting on the red hat, we can see the problems using intuition, inner reaction and emotion. We should also try to think about how other people will react emotionally. The red hat gives permission to express feelings and intuitions without having to apologize, without explanations and without needing to be justified.  
Black hat  
Using the black hat we can see all the negative points of a decision. Look at them with care and defense. Try to see why it might not work. This is important because it highlights the weaknesses of a plan. This allows you to eliminate them, change them or prepare a contingency plan to account for them.  
Yellow hat  
The yellow hat will help us think positively. It is the optimistic point of view that will help us see all the benefits of a decision and its value.  
Green hat  
The green hat corresponds to creativity. This is when we can develop creative solutions to a problem. It is a free form of thought in which there is little or no place for criticism. Some of the techniques to develop creativity can be used at this time.  
Blue hat  
The blue hat is the control of the processes. This is the hat used by people who lead a meeting. When ideas do not appear activities can be directed towards the green hat. When contingency plans are needed, they can be oriented towards the black hat, etc. | 20 min. | Projector, smartboard, PPT presentation |
UNIT 2
Design of tailor-made Learning Plans

Content
The tailor-made plan is an interrelation of all the elements that take part in the teaching-learning process with an internal methodological coherence and for a determined period of time.

Objectives
• Know the general aspects of individual plans for students with disabilities or special needs;
• Know elements and development of the learning plans to be applied to the tailor-made learning plans;
• Develop the Didactic Programming to be applied to the tailor-made learning plans;
• Define the tailor-made plans for students with disabilities or special needs.

Time
2 hours

Advice for trainer
This Unit could have more success in case of trainers who have some previous experience on working with students with disabilities or special needs and planning of WBL pathways, both on a national and international (mobility) viewpoint.

Learning methodologies
Face-to-face lessons, debate, group work, written activities. Written questionnaire with open and close questions to test.

Resource available
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know regulations applied in the preparation of tailor-made learning plans;
• Know the different objectives to keep in mind in the elaboration of the tailor-made learning plans;
• Know the different competences to be involved in the elaboration of the tailor-made learning plans.
• Know the principal contents, sequencing and scheduling;
• Know different methodological strategies to design the tailor-made learning plans for students with disabilities or special needs.

Skills
• Define the goal methodologies of learning outcomes design;
• Identify the advantages and disadvantages of the different educational strategies used by professionals that work with student with disabilities or special needs;
• Select and identify the objectives to be reached;
• Evaluate the initial competences related to the selected objectives and contents;
• Take decisions related to the teaching of times, spaces, students and resources.

Competences
• Apply the compensative or dispensatory means/tools to guarantee an affective methodology;
- Apply selection criteria of the activities according to fundamental criteria of progression in terms of the difficulty of the same;
- Modifying learning contexts also means using other spaces different from classroom in order to achieve the learning outcomes;
- Adapt access to the curriculum in the personal organization (student-to-teacher, student-to-student and between the faculty that trains the student) and adaptations in the material, spaces and temporal organization.

Bibliography

- https://www2.le.ac.uk/offices/lli/designing-your-course/curriculum-design/focusedcourse-design/intended-learning-outcomes
- http://www.gettinglife.org.uk/resources/work_map.htm

Supporting material for teaching

- PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

### ACTIVITY PLAN

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| **Know the general aspects of the individual plans for students with disabilities or special needs.** | **4x4x4 Group technique**  
The group produces ideas, first individually and later in a group. A qualitative selection of ideas is produced. Each participant writes individually on a paper the four essential ideas about the creative focus (for example, “ideas to get to the end of the month”). One completed this stage, the group is divided in pairs. Each couple reaches an agreement and writes the four essential ideas about the creative focus. They are then placed in groups of four, and so on until the whole group has to agree and decide which are the four essential ideas about the creative focus or problem. The four final ideas are the result of group work. | 40 min. | Activity sheet |
| **Develop learning plans applied to the tailor-made plans.** | **Brainstorming about the learning plans**  
In this exercise, participants are divided in groups of 3, in which one of the group writes some draft ideas on a piece of paper to develop learning plans applied to the tailor-made plans. Each member of the team passes his/her paper to another person, who will read it in silence and add his/her own ideas to it. The process is repeated until everyone has had the opportunity to add an idea to each piece of original paper. Then the notes are collected and the debate is opened. The great advantage of this technique is that it ensures that the thoughts and ideas of all the people on the team are considered. In this way it is possible to avoid that the most open or extroverted people dominate the sessions involuntarily. At the end, we will put into common all the ideas proposed in each group. | 50 min. | Activity sheet |
Design of learning outcomes adapted to students with disabilities or special needs

**Content**

The learning outcomes are stated about what the student is expected to be able to do, understand and/or be able to demonstrate once a learning process is completed.

A learning outcomes adaptation is a type of educational strategy generally aimed at students with disabilities or special educational needs, which consists of the adaptation in the curriculum of a certain educational level with the aim of making certain objectives or content accessible to the whole group. It is about taking into account the methodological limitations in the didactic plans, considering the characteristics and needs of all the students.

**Objectives**

- Define which are the principles on which it is based;
- Develop the different adaptations of the learning outcomes that exist in the curriculum;
- Know the relationship between the learning outcome and the competences;
- Define learning outcomes in terms of knowledge, skills and competences achieved by the student at the end of the process (or as a consequence) of participation in other educational experiences (WBL).

**Time**

1 hour

**Advice for trainer**

This Unit could have more success in case of trainers who have some previous experience on working with students with disabilities or special needs and planning of WBL pathways, both on a national and international (mobility) viewpoint.

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<thead>
<tr>
<th>ACTIVITY PLAN</th>
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</thead>
<tbody>
<tr>
<td><strong>Group work</strong></td>
<td>This exercise should be run in groups of 3, in which all work together and agree on the approach to design learning outcomes and the didactical training. Cooperative Learning (CL) is the methodology adopted within the group and the topics of the exercise are: - How to develop the didactical training; - Producing a template of didactical training; - Peer discussion on how to apply the tailor-made plans for students with disabilities or special needs. In the group, each member is expected to fulfill one of the following roles: 1) leader; 2) skeptic; 3) controller. During the discussion in the group, each member is responsible for taking into consideration issues that are raised by another member of the group and that are relevant to the role he/she plays. Each member of the group must feel obliged to help the group to work effectively, without wasting time. The trainer provides the learners with a trace to define responsibilities, a guide for the discussion and a template for producing it.</td>
<td>30 min.</td>
<td>Activity sheet</td>
</tr>
<tr>
<td><strong>Develop the Didactic training applied to the tailor-made plans.</strong></td>
<td>The group produces ideas, first individually and later in a group. A qualitative selection of ideas is produced. Each participant writes individually on a paper the four essential ideas about the creative focus (for example, “ideas to get to the end of the month”). One completed this stage, the group is divided in pairs. Each couple reaches an agreement and writes the four essential ideas about the creative focus. They are then placed in groups of four, and so on until the whole group has to agree and decide which are the four essential ideas about the creative focus or problem. The four final ideas are the result of group work.</td>
<td>40 min.</td>
<td>Activity sheet</td>
</tr>
<tr>
<td><strong>Develop learning plans applied to the tailor-made plans.</strong></td>
<td>This exercise is run in groups of 3, in which one of the group writes some draft ideas on a piece of paper to develop learning plans applied to the tailor-made plans. Each member of the team passes his/her paper to another person, who will read it in silence and add his/her own ideas to it. The process is repeated until everyone has had the opportunity to add an idea to each piece of original paper. Then the notes are collected and the debate is opened. The great advantage of this technique is that it ensures that the thoughts and ideas of all the people on the team are considered. In this way it is possible to avoid that the most open or extroverted people dominate the sessions involuntarily. At the end, we will put into common all the ideas proposed in each group.</td>
<td>50 min.</td>
<td>Activity sheet</td>
</tr>
<tr>
<td><strong>Develop the Didactic training applied to the tailor-made plans.</strong></td>
<td>This exercise should be run in groups of 3, in which all work together and agree on the approach to design learning outcomes and the didactical training. Cooperative Learning (CL) is the methodology adopted within the group and the topics of the exercise are: - How to develop the didactical training; - Producing a template of didactical training; - Peer discussion on how to apply the tailor-made plans for students with disabilities or special needs. In the group, each member is expected to fulfill one of the following roles: 1) leader; 2) skeptic; 3) controller. During the discussion in the group, each member is responsible for taking into consideration issues that are raised by another member of the group and that are relevant to the role he/she plays. Each member of the group must feel obliged to help the group to work effectively, without wasting time. The trainer provides the learners with a trace to define responsibilities, a guide for the discussion and a template for producing it.</td>
<td>30 min.</td>
<td>Activity sheet</td>
</tr>
</tbody>
</table>
**Learning methodologies**  Face-to-face lessons, debate, group work, written activities. Written questionnaire with open and close questions to test.

**Resource available**  Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

**Learning outcomes**  At the end of the training Unit the learner is expected to:

**Knowledge**  
- Know the phases for the design of an action guide regarding the adaptation of learning outcomes;
- Know the attitudes and strategies needed to adapt the learning outcomes;
- Know how write the learning outcomes in order to develop tailor-made plans for students with disabilities or special needs;
- Know the differences between objectives and learning outcomes.

**Skills**  
- Define the process to adapt the learning outcomes for tailor-made plans;
- Set up the methodology tools to adapt the learning outcomes to the tailor-made learning plan.

**Competences**  
- Apply the adaptation of the learning outcomes to the tailor-made plans;
- Apply the learning results of the teaching units;
- Apply the phases for the design of an action guide regarding the adaptation of learning outcomes;
- Apply the initial evaluation in the learning outcomes design.

**Bibliography**  
https://www.mindtools.com/articles.noodlefactory.com.sg/5-steps-to-developing-an-individual-learning-plan  
https://www.good.is/articles/the-edupunks-guide-how-to-write-a-personal-learning-plan  
https://elearningindustry.com/7-tips-create-personal-learning-paths-elearning  
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5685457/  
https://www.Tiempo Higher Education.com/.../personal-developmentplans/403050.article  
https://hbr.org/2016/01/plan-your-professional-development-for-the-year  
https://anziif.com/members/.../how-to-develop-a-learning-plan-and-stickto-i...

**Supporting material for teaching**  PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.
## ACTIVITY PLAN

<table>
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<tr>
<td>How to write learning outcomes adapted to students with disabilities or special needs.</td>
<td>In order to write the adapted learning results for students with disabilities or special needs, we have to take into account some aspects: 1. They should reflect broad conceptual knowledge and occupational and generic skills; 2. Take into account essential knowledge, skills or attitudes; 3. They have to focus on the results of learning experiences; 4. They should reflect the desired end of the learning experience, not the means or the process; 5. They have to represent the minimum learning that must be achieved to successfully complete a course or programme.</td>
<td>30 min.</td>
<td>Activity sheet</td>
</tr>
</tbody>
</table>

**Phillips 6/6**

The group is divided into subgroups of maximum six members that during six minutes have to answer a question or solve a problem or case formulated by the moderator.

**Objective:**
When for some reason you need to promote the participation of the whole group, get many opinions in a short time; solve a problem of creative way and discover the existing divergences before a specific topic.

**Development:**
1. Each participant responds in writing to a question prepared from beforehand by the organization.
2. Groups and their coordinators are formed to share the answers and make an ideal model. This model would be detailed.
3. The coordinators meet, each one presents his/her ideal written model on the blackboard. Who coordinates the groups should write down everything that is in common and aspects that may be missing.
4. Based on the discussion of each model, you can choose one for being the that gathers the greatest amount of qualities or is feasible to carry out.
5. Focusing on the chosen model details the needs most urgent to be solved and tasks that can be done.
6. Then a plan is drawn up of how it could be carried out other tasks to achieve the ideal model (actions, controls, evaluations, responsible...), then those actions are required.
7. With an elementary plan, immediate actions with the following guide: - What is going to be done?, What for?, How?, Who?, With what media?, When?, Where?, Deadlines?
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<td>30 min.</td>
<td>Activity sheet</td>
</tr>
<tr>
<td>Let's look beyond</td>
<td>Objective: Support a group to organize and plan their work to the time to execute specific activities.</td>
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<td>Materials: Sheet and pencil for each participant, blackboard or flipchart.</td>
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<td></td>
<td>Development: 1. Each participant responds in writing to a question prepared from beforehand by the organization. 2. Groups and their coordinators are formed to share the answers and make an ideal model. This model would be detailed. 3. The coordinators meet, each one presents his/her ideal written model on the blackboard. Who coordinates the groups should write down everything that is in common and aspects that may be missing. 4. Based on the discussion of each model, you can choose one for being the that gathers the greatest amount of qualities or is feasible to carry out. 5. Focusing on the chosen model details the needs most urgent to be solved and tasks that can be done. 6. Then a plan is drawn up of how it could be carried out other tasks to achieve the ideal model (actions, controls, evaluations, responsible...). Then those actions are required. 7. With an elementary plan, immediate actions with the following guide: - What is going to be done?. What for?. How?. Who?. With what? media?. When?. Where?. Deadlines?</td>
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<tr>
<td>Terminal capacities are considered as an expression of the results that must be achieved by the students in the teaching-learning process, and the evaluation criteria as a reference of the acceptable level of those results.</td>
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</table>
MODULE 5
HOW TO EVALUATE STUDENTS WITH DISABILITIES AND SPECIAL NEEDS DURING THEIR IN-COMPANY TRAINING, BOTH AT NATIONAL AND EU-MOBILITY LEVEL AND VALIDATE THEIR ACHIEVED COMPETENCES
Planning actions and managing tools to do preliminary, ongoing and final evaluation of students with disabilities/special needs involved in WBL pathways.

Content

The Module provides an overview on validating learning outcomes achieved by students with disabilities/special needs before, during and after their WBL pathway carried out on a national or on an international (mobility) viewpoint.

Evaluation is also a key point to develop a clear awareness of the students’ learning outcomes achievement and allow them to get good or better results at work, to find out the right workplace for the right person, to reduce frustration and satisfy the specific working needs companies have.

Aims & Objectives

- Develop a plan for evaluating knowledge, skills and competences of students with disabilities/special needs during their WBL experience;
- Know and understand the national and European standards for the assessment of learning outcomes achieved by the students with disabilities/special needs;
- Contribute to the recognition and validation of the learning outcomes achieved by students with disabilities/special needs within the framework of WBL pathways carried out on a national or on an international (mobility) viewpoint;
- Address students with disabilities/special needs towards new professional profiles.

Unit

1. Pre Evaluation
   1 hour

2. Ongoing Evaluation
   2 hours

3. Final Evaluation
   1 hour

Time

4 hours

Learners requirements

Teaching and/or training experience and basic knowledge of evaluation process of students with disabilities/special needs taking part to national or international WBL pathways.

Learners outcomes

At the end of the training Module the learner is expected to:

Knowledge

- Know the national and European standards for the evaluation of learning outcomes;
- Know the tools to be used for the evaluation process and the necessary improvements to apply in case of failure of the evaluation plan;
- Know the tools and methodologies for checking the achievement of expected results and, in case of failure, the necessary improvements and review to be adopted;
- Know the standard rules and procedures for the recognition and validation of learning outcomes achieved.
Skills
• Define a process for the learning outcomes assessment which takes into account national and European standards;
• Define methodologies, tools and timing needed for the evaluation process and the learning outcomes assessment;
• Identify the necessary improvements to apply in case of failure of the evaluation plan;
• Identify the methodologies for checking the achievement of expected results in terms of learning outcomes achieved and, in case of failure, the necessary review for improvement.

Competences
• Apply an evaluation process which is responsive to the national and European standards regulations;
• Apply methodologies, tools and timing to correctly carry out an evaluation plan and the assessment of achieved learning outcomes;
• Set up and apply the necessary review process for improvement.

Resources available
Blackboard, whiteboard notes, copies, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning methodologies
Theoretical approach, followed by team group activities, role play, written activities, individual and oral speech.

Module assessment
Paper test/questionnaire: Multiple choice test & Open questions.
UNIT 1
Pre Evaluation

Content
This Unit aims to prepare the VET staff to be able to pre-evaluate the student with disability/special needs and define, by consequence, a plan for the ongoing and final assessment in terms of results achieved and critically detected, developed within the WBL pathway, both on a local and international (mobility) viewpoint.

Objectives
• Evaluate the preliminary performance of the student with disability/special needs;
• Develop a plan for evaluating the learning outcomes achieved by the student involved the WBL pathway, both on a local and international viewpoint;
• Define a possible WBL plan strengthening at the same time student’s competence;
• Make use of evaluation tools: evaluation questionnaires, check list, observation, self-evaluation, practical tests.

Time
1 hour

Advice for trainer
This Unit could have more success in case of trainers who have some previous experience on preliminary evaluation of learning outcomes achieved by students with disabilities/special needs and on the planning of WBL pathways, both on a national and international (mobility) viewpoint.

Learning methodologies
Face-to-face lessons, debate, group work, written activities.

Resource available
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know the compensative or dispensatory means/tools to guarantee an affective assessment;
• Know the national and European standards, which regulate the processes of acquisition and assessment of learning outcomes;
• Know the learning outcomes defined within the learning plan;
• Know the ex-ante assessment timing;
• Know the tools needed for the assessment (evaluation questionnaires, check list, observation, self-evaluation, practical tests).

Skills
• Identify the compensative or dispensatory means/tools to guarantee an affective assessment;
• Define a process of learning outcomes assessment which takes into account the national and European standards regulations;
• Define methodologies of learning outcomes assessment;
• Define an ex-ante chrono-programme evaluation of the learning process;
• Set up the assessment tools: questionnaires, check lists, practical tests and means for the observation and self-evaluation.
**Competence**

- Apply the compensative or dispensatory means/tools to guarantee an affective assessment;
- Apply an evaluation process that is responsive to the reference standards regulations (national and European);
- Apply methodologies and timing management for the ex-ante learning outcomes evaluation;
- Apply the assessment tools: questionnaires, check lists, practical tests and means for the observation and self-evaluation.

**Bibliography**

https://ec.europa.eu/education/compendia-categories/special-needs-education_en
https://www.european-agency.org/sites/default/files/individual-transition-plans_iotp_en.pdf
https://ec.europa.eu/programmes/erasmus-plus/projects/
http://www.isef.org/education/workbased.html
http://www.isfol.it/pubblicazioni/highlights/manuale-del-tutor-per-lapprendistato/Manuale-tutor-modulo-8
http://disco-tools.eu/disco2_portal/

**Supporting material for teaching**

PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

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| Know the main elements of pre-evaluating the student with disability/special needs before the starting of his/her WBL pathway. | The trainer introduces the main elements of pre-evaluating the student with disability/special needs before the starting of his/her WBL pathway through a frontal presentation. The aims are:  
- Have participants knowing the main rules to properly evaluate the preliminary performance of the student with disability/special needs and the methods and attitude to be applied;  
- Make learners aware about compensative or dispensatory means/tools to guarantee an affective assessment;  
- Improve the competences of developing a plan for evaluating the learning outcomes achieved by the student involved in the WBL pathway, both on a local and international (mobility) viewpoint. | 20 min. | Projector, smartboard, PPT “M5_U1_Pre-evaluation elements” |
<table>
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<tbody>
<tr>
<td><strong>Know the main elements of pre-evaluating the student with disability/special needs before the starting of his/her WBL pathway.</strong></td>
<td>The trainer introduces the main elements of pre-evaluating the student with disability/special needs before the starting of his/her WBL pathway through a frontal presentation. The aims are: 1. Have participants knowing the main rules to properly evaluate the preliminary performance of the student with disability/special needs and the methods and attitude to be applied; 2. Make learners aware about compensative or dispensatory means/tools to guarantee an affective assessment; 3. Improve the competences of developing a plan for evaluating the learning outcomes achieved by the student involved in the WBL pathway, both on a local and international (mobility) viewpoint.</td>
<td>20 min.</td>
<td>Projector, smartboard PPT “M5_U1_Pre-evaluation elements”</td>
</tr>
<tr>
<td><strong>Define a plan for the ongoing and final assessment.</strong></td>
<td><strong>Group work</strong> This exercise should be run in groups of 3/4, in which all work together and agree on a final plan for the ongoing and final assessment. Cooperative Learning is the methodology adopted within the group and the topics to be taken into consideration are: 1. The process of learning outcomes assessment which takes into account the national and European standards regulations; 2. Different methodologies of learning outcomes assessment; 3. The definition of an ex-ante chrono-programme evaluation of the learning process. Cooperation is an essential element of this activity. Cooperative learning (CL) is a process that involves learners into a group work to achieve a final common goal. This exercise of group CL implies the following elements: 1. <strong>Positive interdependence.</strong> Group members rely on each other for reaching the goal. All learners have to do their part and must feel responsible for their personal learning and the learning of the other members of the group. 2. <strong>Individual responsibility.</strong> Each learner in the group must be accountable for his/her own part of the work and what he/she has learned. 3. <strong>Face-to-face interaction.</strong> Although part of the group work can be divided and carried out individually, it is necessary for the group members to work interactively, verifying each other the chain of reasoning, conclusions, difficulties and providing the feedback. In this way they also get another advantage: learners teach each other. 4. <strong>Appropriate use of skills in collaboration.</strong> Learners in the group are encouraged and helped developing confidence in their abilities, leadership, communication, decisions making and defending them, managing conflicts in interpersonal relationships.</td>
<td>20 min.</td>
<td>Sheet “M5_U1_Developing an evaluation plan”</td>
</tr>
<tr>
<td><strong>Agree on the assessment tools to be adopted.</strong></td>
<td>Learners should have some previous knowledge and experience on assessment tools of learning outcomes achieved both on a national and/or on an international (mobility) viewpoint. This exercise is to be run in pairs and the couple thinks and discusses together (think-pair-share). The trainer asks first to formulate answers and proposals individually, and then to get together in pairs, to summarize an answer and a proposal of “best assessment tools to be adopted.” Then, to some learners belonging to different couples, will be asked to provide their answers and proposals. The different proposals will be voted and the most voted one will be officially adopted by the class.</td>
<td>20 min.</td>
<td>Sheet “M5_U1_Discussing on the assessment tools to be adopted”</td>
</tr>
</tbody>
</table>
Content
Observing and assessing progress students are a milestone for the success of every learning programme: the ongoing evaluation assumes a role even more certain in the case of personalized learning plan for a student with disability/special needs.

The ongoing evaluation is divided into two phases:
1) The first look at the achievement of intermediate goals, which are defined by the learning outcomes achieved in a given period of time;
2) The second concerns the evaluation of critical issues and impediments to the achievement of intermediate and/or final goals.

Detecting the state of the art is done through questionnaires and face to face interviews with the student and the company’s mentor.

Objectives
- Set up the learning outcomes or parts of the single learning units to be achieved by the student at the stage of the ongoing evaluation;
- Define and apply the tools for the ongoing evaluation;
- Provide improvements to modify the learning plan in case the ongoing evaluation stresses that some of the learning outcomes or parts of the single learning units will not be achieved by the student.

Time
2 hours

Advice for trainer
This Unit could have more success in case of trainers who have some previous direct experience on ongoing evaluation of learning outcomes achieved by students with disabilities/special needs and on the planning and management of WBL pathways, both on a national and international (mobility) viewpoint.

Learning methodologies
Face-to-face lessons, debate, group work, written activities.
Written questionnaire with open and close questions to test.

Resource available
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
- Know the national and European standards, which regulate the processes of acquisition and assessment of learning outcomes;
- Know the necessary compensative or dispensatory means/tools to be used during the ongoing evaluation;
- Know the learning outcomes or learning units, described by the personalized learning plan, to be achieved by the student;
- Know the tools to be used for the ongoing evaluation (evaluation questionnaires, self-evaluation reports/questionnaires, on-going reports, practical tests);
- Know the improvements to apply for amending, where necessary, the learning programme aimed at reaching the defined learning outcomes.

Skills
- Define a process of learning outcomes assessment which takes into account the national and European standards regulations;
- Define the necessary compensative or dispensatory means/tools to be used during the ongoing evaluation;
Cooperative Learning (CL) is the methodology for designing learning outcomes and the approach to achieve the desired outcomes. Writing measurable learning outcomes involves criteria for success. Tools and techniques used to determine the extent to which learning has been achieved. This should not be surprising since learning outcomes are the only common factor in all education and training efforts and mechanisms used to achieve more, better and more equitable lifelong learning for all targets of education and training. The aims are:

- Have learners knowing the main rules of the exercise
- Define the methodology for the ongoing learning outcomes assessment
- Define the tools to be used for the ongoing evaluation (evaluation questionnaires, self-evaluation reports/questionnaires, on-going reports, practical tests)
- Define the improvements to apply for amending, where necessary, the learning programme aimed at reaching the defined learning outcomes.

**Competences**

- Apply an evaluation process that is responsive to the reference standards regulations (national and European);
- Apply the necessary compensative or dispensatory means/tools for the ongoing evaluation;
- Apply the methodology for the ongoing learning outcomes assessment;
- Apply the tools for the ongoing evaluation (evaluation questionnaires, self-evaluation reports/questionnaires, on-going reports, practical tests);
- Apply the improvements aimed at amending, where necessary, the learning programme in order to reach the defined learning outcomes.

**Bibliography**

- http://www.wbl-toolkit.eu/
- http://www.ldonline.org/article/54711/

**Supporting material for teaching**

PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

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<td>How to design and use learning outcomes for the assessment.</td>
<td>All the European instruments and processes currently being developed and implemented, notably European qualifications frameworks and credit transfer systems, are based on the learning outcomes approach. This should not be surprising since learning outcomes are the only common factor in all education and training efforts and mechanisms used to achieve more, better and more equitable lifelong learning for all targets of learners. Moreover, assessment begins with the articulation of learning outcomes. Writing measurable learning outcomes involves describing the first three components in the assessment cycle: outcome, assessment method, criteria for success.</td>
<td>45 min.</td>
<td>Projector, smartboard PPT “M5_U2_Learning outcomes approach”</td>
</tr>
<tr>
<td><strong>Activity Plan</strong></td>
<td><strong>Time</strong></td>
<td><strong>Equipment</strong></td>
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<td>45 min. Projector, smartboard PPT “M5_U2_Learning outcomes approach”</td>
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<tr>
<td><strong>Apply a learning outcomes approach and assessment specifications.</strong></td>
<td><strong>Group work</strong></td>
<td><strong>45 min. Sheet “M5_U2_Learning outcomes design and assessment”</strong></td>
<td>45 min. Sheet “M5_U2_Learning outcomes approach and assessment specifications.”</td>
</tr>
<tr>
<td><strong>How to detect critical issues and impediments to the achievement of learning outcomes and apply improvements.</strong></td>
<td><strong>Role play</strong></td>
<td><strong>30 min. Sheet “M5_U2_Critical issues to detect and improvements to apply”</strong></td>
<td>30 min. Sheet “M5_U2_Critical issues to detect and improvements to apply”</td>
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</table>
UNIT 3
Final Evaluation

Content
The final evaluation aims to detect the level of success of the personalized learning plan of the student with disability/special needs and detect any failure of the plan. If successful, the final assessment is the start of the stage of recognition and validation of achieved learning outcomes. In case of failure the results of the final evaluation lead to a phase of critical assessment of the possible causes, and to a desirable improvement of the strategies for the realization of the learning plan.

Objectives
• Identify the learning outcomes to be achieved by the student at the stage of the final evaluation and verify the achievement;
• Define the tools for the final evaluation in accordance with the rules of recognition and validation of learning outcomes achieved: evaluation questionnaires, self-evaluation reports/questionnaires, final reports, practical tests, check lists;
• Put into practice the evaluation tools: evaluation questionnaires, self-evaluation reports, final reports, practical tests, check lists;
• Check the results of the evaluation plan and define the necessary improvements in case of failure of the application of the plan.

Time
1 hour

Advice for trainer
This Unit could have more success in case of trainers who have some previous experience on final evaluation of learning outcomes achieved by students with learning disabilities and on the planning and management of WBL pathways, both on a national and international (mobility) viewpoint.

Learning methodologies
Face-to-face lessons, debate, group work, written activities.
Written questionnaire with open and close questions to test.

Resource available
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
• Know the national and European standards, which regulate the processes of acquisition and assessment of learning outcomes;
• Know the learning outcomes or learning units to be achieved by the student, defined by the learning plan;
• Know the standard rules and tools (national and European) for the recognition and validation of learning outcomes achieved;
• Know the tools to be used for the final evaluation in accordance with the rules (national and European) of recognition and validation of learning outcomes achieved (evaluation questionnaires, self-evaluation reports, check lists, final reports, practical tests);
• Know the methodologies for checking the achievement of expected results and, in case of failure, the necessary improvements and review to be adopted.

Skills
• Define a process of learning outcomes assessment which takes into account the national and European standards regulations;
• Define the methodology for the final learning outcomes assessment;
• Define the tools to be used for the final evaluation in accordance with the rules (national and European): evaluation questionnaires, self-evaluation reports, check lists, reports, practical tests;
• Define the methodologies for checking the achievement of expected results and in case of failure, the necessary review for improvement.

Competences
• Apply an evaluation process that is responsive to the reference standards regulations (national and European);
• Apply methodologies and tools to undertake the evaluation of learning outcomes in accordance with the rules (national and European) of recognition and validation of learning outcomes achieved;
• Apply the tools for the final evaluation in accordance with the rules (national and European) of recognition and validation of learning outcomes achieved (evaluation questionnaires, self-evaluation reports, check lists, final reports, practical tests);
• Apply the methodologies for checking the achievement of expected results and, in case of failure, set up and apply the necessary review process for improvement.

Bibliography
http://www.ecvet-team.eu/en
http://www.isfol.it/pubblicazioni/highlights/manuel-del-tutor-per-lapprendistato/
Manuale-tutor-modulo-8
http://www.wbl-toolkit.eu/
http://www.indire.it/scuolavolo/consultazione/
http://www.materials.ac.uk/resources/library/wbclcasestudya.asp

Supporting material for teaching
PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.

<table>
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<tr>
<th>ACTIVITY PLAN</th>
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| How to apply national and European standards for the assessment, recognition and validation of learning outcomes. | The trainer introduces to participants:  
- The main evaluation tools: evaluation questionnaires, self-evaluation reports, final reports, practical tests, check lists;  
- The national and European standards which regulate the processes of acquisition and assessment of learning outcomes;  
- The standard rules and tools (national and European) for the recognition and validation of learning outcomes achieved, including the ECVET standards for the recognition and validation of learning outcomes achieved abroad. | 40 min. | Projector, smartboard  
PPT “M5_U3_National and European standards for assessment and recognition of learning outcomes” |
The aims are:
- Make learners competent on applying an evaluation process that is responsive to the reference standards regulations (national and European);
- Have participants knowing methodologies and tools to undertake the evaluation of learning outcomes in accordance with the rules and tools (national and European) of recognition and validation of learning outcomes;
- Improve learners’ competences on applying the tools for the final evaluation in accordance with the rules (national and European) of recognition and validation of learning outcomes achieved (evaluation questionnaires, self-evaluation reports, check lists, final reports, practical tests).

| How to correctly implement ECVET on mobility programmes. | The recognition of learning outcomes acquired abroad within the framework of a mobility programme relies on correctly documenting that planned learning outcomes have been successfully achieved. Consequently the assessment should result in a documented record of what the learner has achieved supporting the judgment that he/she meets (or does not meet) the expected requirements (as expressed in terms of learning outcomes). This documentation makes the achievement of learning outcomes visible to those who will validate and recognise learners’ credit. Consequently it is necessary to make sure that the documents – such as the personal transcript – provides sufficient information and make visible the achieved learning outcomes. Assessment grids and short statements from assessors can serve this purpose. When different assessment procedures and grading systems are used, a translation into the national system might be required.

This exercise is to be run in pairs and the couple thinks and discusses together (think-pair-share). The trainer asks first to discuss the following topics:
- The way in which results of the assessment are to be communicated to the home institution for the transcription and validation of learning outcomes;
- The most important challenges towards the implementation of ECVET on mobility programmes and the concrete action plan to do this.

Secondly, the trainer asks the learners to vote in plenary for the top 5 of key challenges and actions to successfully implement ECVET on mobility programmes. The aim is to use a discussion (in pairs and plenary), followed by a “voting” system to map the most important key messages and to define concrete follow up actions. | 20 min. | Sheet “M5_U3_Validating assessment results” |
MODULE 6
HOW TO APPLY SUPPORTED EMPLOYMENT MEASURES
MODULE 6
HOW TO APPLY SUPPORTED EMPLOYMENT MEASURES

Applying Supported Employment measures at European level for students with disabilities/special needs.

Content
The Module prepares students with disabilities/special needs in the EU to enhance further their possibilities to participate on the open labour market. The supported employment measures must include assistance to the employee before, during and after obtaining a job, as well as support to the employer. The focus must be put on people’s abilities rather than disabilities.

Aims & Objectives
• Know and understand the active employment measures and tools in order to support students with disabilities or special needs to enter the labour market;
• Develop a plan on how to support students with disabilities or special needs during the transition into the open labour market;
• Know the most common and successful European Union supported employment measures;
• Address students with disabilities or special needs towards new professional profiles.

Unit
1. How to support students through active employment measures
   2. How to foster students’ transition from school-to-work
   3. The most common and successful EU Supported Employment measures

   1 hour 2 hours 1 hour

Time
4 hours

Learners requirements
Teaching and/or training experience and basic knowledge of the application of Supported Employment measures for students with disabilities/special needs

Learners outcomes
At the end of the training Module the learner is expected to:

Knowledge
• Know the Supported Employment measures in order to support students with disabilities/special needs;
• Know the tools to be used for a better implementation of the measures;
• Know the incentives and actions to foster the transition of students with disabilities or special needs from school to work;
• Know the most common and successful EU Supported Employment measures.

Skills
• Define effective and successful supported employment measures involving educational institutions, the non-profit sector, national governments and disability organisations;
Define tools and strategies for the implementation of the measures at regional level, taking into account common goals and objectives that promote equal opportunity in skills development, provide greater focus on workplace innovation and develop capabilities and support.

Identify the most common and successful measures applied in the European Union Member States.

**Competences**
- Apply methodologies and timing management for learning outcomes evaluation;
- Apply improved and successful practical measures;
- Apply the identified facilitating factors in the transition process;
- Apply the examples of good practice from other Member States;
- Apply the existing policies for promoting labour market integration of persons with disabilities or special needs.

**Resources available**
Blackboard, whiteboard notes, copies, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

**Learning methodologies**
Theoretical approach, followed by team group activities, written activities, individual and oral speech.

**Module assessment**
Paper test/questionnaire: Multiple choice test & Open questions.
UNIT 1
How to support students through active employment measures

Content
This Unit aims at identifying what active employment measures need to be put in place in order to tackle the challenge of employing students with disabilities/special needs in companies. It is of crucial importance to determine the needs of staff within institutions/companies working with persons with disabilities/special needs with the aim of building the capacity and environment necessary to enhance inclusion.

Objectives
- Define the concept of active supported employment;
- Identify the current active employment measures, the main advantages and disadvantages and new possible measures;
- Make an evaluation of the tools and instruments to implement the measures efficiently.

Time
1 hour

Advice for trainer
This Unit could have more success in case of trainers who have some previous direct experience on active employment measures for students with disabilities/special needs.

Learning methodologies
Face-to-face lessons, debate, group work, written activities.

Resource available
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

Learning outcomes
At the end of the training Unit the learner is expected to:

Knowledge
- Know the concept of supported employment and its main goals;
- Know the current supported employment measures;
- Know some of the supported employment measures applied in Member States of the European Union;
- Know the existing tools and instruments aimed at facilitating the implementation of the supported employment measures;
- Know the learning outcomes defined within the learning plan.

Skills
- Identify successful supported employment measures;
- Define what factors can lead to efficient measures;
- Identify tools and instruments that can help implement the supported employment measures.

Competences
- Apply methodologies and timing management for learning outcomes evaluation;
- Apply the assessment tools: questionnaires, check lists, practical tests and means for the observation and self-evaluation.

Bibliography
https://publications.europa.eu/en/publication-detail/-/publication/b270b26a-bb7f-40d7-8883-53c78e436b5b
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| Definition of the concept of Supported Employment for students with disabilities/special needs. | The trainer gives an overview of the concept of Supported Employment through a presentation. The aims are to stress the following concepts about Supported Employment:  
- A scheme that supports persons with disabilities in obtaining and maintaining paid employment in the open labour market;  
- Supported measures must include assistance to the employee before, during and after obtaining a job as well as support to the employer;  
- The perspective of supported employment is the focus on people's abilities rather than disabilities. The emphasis must be on employment and not on activation or subsistence;  
- Highlight the importance of a national framework in this respect. Without it, projects tend to lack continuity and predictability. | 15 min. | Projector, smartboard  
PPT "M6_U1_Active employment measures" |
| Identify active employment measures to be put in place in order to support students with disabilities/special needs. | **Group discussion**  
The discussion should be run in groups of 4/5 in which all members are involved sharing ideas and working together. In the end, they should agree on a set of conclusions and measures for supporting students with disabilities/special needs to enter the labour market. Cooperative Learning is the methodology adopted within the group and the topics to be taken into consideration are:  
- Which are the current active employment measures?  
- The effectiveness and flaws of such measures;  
- How could they be improved or what new measures could be put in place.  
Cooperation is an essential element of this activity. Cooperative learning (CL) is a process that involves learners into a group work to achieve a final common goal. This exercise of group CL implies the following elements:  
5. **Positive interdependence.** Group members rely on each other for reaching the goal. All learners have to do their part and must feel responsible for their personal learning and the learning of the other members of the group.  
6. **Individual responsibility.** Each learner in the group must be accountable for his/her own part of the work and what he/she has learned. | 30 min. | Sheet "M6_U1_Group activity" |
UNIT 2
How to foster students’ transition from school to work

Content
Assessing and discussing about existing policies, transition process implementation, problems and results in relation to:

- Access to educational opportunities for young persons with disabilities/special needs after education;
- The existence of transition programmes;
- The employment/unemployment situation for people with disabilities/special needs;
- The existence of legislation and policy measures regarding transition or actions in favour of employment;
- Sensitive and positive elements in the national situations.

Objectives

- Provide an overview of apparently effective strategies and processes;
- Provide a general analysis of relevant characteristics as well as frequently mentioned barriers;
- Identify significant factors in the transition process.

Time
2 hours

Advice for trainer
This Unit could have more success in case of trainers who have some previous direct experience on policies related to students’ transition from school to work.

Learning methodologies
Face-to-face lessons, debate, group work, written activities.
Blackboard, whiteboard notes, copies, sheets, PPT, PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB).

At the end of the training Unit the learner is expected to:

**Knowledge**
- Know the main policy and practical measures for fostering students’ transition from school to employment;
- Know how an adequate individual educational programme should be developed and the aspects that should be taken into account;
- Know the actors that should be involved in the process;
- Know the barriers and facilitating factors existing in the transition process;
- Know the main problems faced by students with disabilities/special needs;
- Know the key aspects that need to be considered in the field of transition;
- Know the main factors which seem to facilitate or prevent the implementation of a successful transition process.

**Skills**
- Define practical measures for fostering students’ transition from school to employment;
- Identify barriers and facilitating factors in the transition process, as well as formulating recommendations for improvement;
- Identify key aspects in the field of transition and how to involve the student in the transition process;
- Define the actors that should be involved in the transition process;
- Propose new possible reforms to enhance students with disabilities/special needs’ educational and employment opportunities.

**Competences**
- Apply improved and successful practical measures;
- Apply the identified facilitating factors in the transition process;
- Involve all actors (students, families, schools, employment sectors, voluntary associations) in the transition process;
- Apply the improvements aimed at amending, where necessary, the learning programme in order to reach the defined learning outcomes.

**Bibliography**
- [https://www.european-agency.org/resources/publications/individual-transition-plans](https://www.european-agency.org/resources/publications/individual-transition-plans)

**Supporting material for teaching**
- PC (desktop or laptop type), Interactive Projector or Interactive White Board (IWB), PPT, Internet, paper.
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<tr>
<td>Identify ways for improving practice – how should transition happen?</td>
<td>The transition to employment is a complex process and special attention should be paid to particular aspects of the process: existence and implementation of policy and practical measures; the participation of students and respect for their personal choices; development of an adequate individual educational programme; involvement of all main actors and the need for a close working relationship between education and employment services. The trainer introduces to participants the main discussion topics and areas of involvement in the transition process. The aims are: - How should the process be organized in order to place the students at the centre of it? - Models of transition; - Types of support measures provided in the transition from school to work; - Kinds of services involved in addition to education; - Policy and practical measures: existing types of facilitating measures.</td>
<td>30 min.</td>
<td>Projector, smartboard PPT “M6_U2_Ways of improving”</td>
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<tr>
<td>Overview of effective strategies and processes and general analysis of relevant characteristics as well as frequently mentioned barriers.</td>
<td>Policy and practical measures are necessary for supporting the implementation of a successful transition process, as well as protecting young people’s rights to being full members of the society. Frequent barriers are the lack of coordination between different sectors that may try to implement measures that could be positive individually but in conflict with existing policies or practical measures from other sectors; and passive policies like some social measures that can restrict initiatives in favour of autonomy or employment. On the other hand, we can find facilitating factors such as implementation of flexible policies coming from legislation, flexible measures relating to benefits that are relevant to the real situation of each person, national regulations governing the preparation of transition plans for all young people, local projects, employers; information about existing legislation and policy measures and the important role played by voluntary organisations that work with and for persons with disabilities to promote their interests with policy makers. A group discussion will follow with three main topics: - Impact of measures such as quota systems in the employment of persons with disabilities/special needs; - The reasons for limited impact of these measures in some cases/countries; - The extent to which some social measures may actually reinforce discrimination.</td>
<td>45 min.</td>
<td>Projector, smartboard PPT “M6_U2_Strategies and barriers”</td>
</tr>
</tbody>
</table>
The EU considers participation in society as a fundamental right for all citizens. The EU Disability Strategy 2010-2020 aims at eliminating barriers, preventing discrimination and empowering persons with disabilities to enjoy fully their rights and participation in society on equal terms with others.

This Unit will introduce and analyse:
- EU Supported Employment measures;
- The existing policy framework in Member States;
- Examples of good practice from some EU Member States.

### Content

The EU considers participation in society as a fundamental right for all citizens. The EU Disability Strategy 2010-2020 aims at eliminating barriers, preventing discrimination and empowering persons with disabilities to enjoy fully their rights and participation in society on equal terms with others.

This Unit will introduce and analyse:
- EU Supported Employment measures;
- The existing policy framework in Member States;
- Examples of good practice from some EU Member States.

### Objectives

- Review recent EU Supported Employment measures supporting the labour market integration of persons with disabilities and special needs;
- Outline the broader policy framework;
- Describe policy measures that have been effective in increasing the employment rate of jobseekers with disabilities and special needs.

| Provide elements for reflection and future development at the political and professional levels. | The last part will address three areas:
1. Main problems faced by students with disabilities/special needs. The discussed issues will be:
   a. How to reduce or prevent high numbers of education dropouts and unemployed young people?
   b. How to provide the right qualifications, which would correspond to the young person’s abilities and allow them to adequately face adult and working life?
   c. How to stimulate improved contact and mutual understanding between the education and employment sectors?
2. Key aspects that need to be considered in the field of transition, taking into account existing problems. Aspects to be considered:
   a. Transition is a process that must be supported by the existence and implementation of legislation and policy measures;
   b. Transition needs to ensure student participation and respect the personal choice of the student;
   c. Transition needs to include the development of an individual educational plan focused on the student’s progress and on any change to be made in the school situation;
   d. Transition must be based upon the direct involvement and co-operation of all parties concerned;
   e. Transition requires close co-operation between schools and labour market;
   f. Transition is part of a long and complex process preparing and facilitating young people to enter into economic and adult life;
3. Main factors which seem to either facilitate or prevent the implementation of a successful transition process at the practical level. | 45 min. | Projector, smartboard
PPT "M6_U2_Overview"

### UNIT 3

**The most common and successful EU Supported Employment measures**

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<tr>
<td>45 min. Projector, smartboard PPT &quot;M6_U2_Sustainable Employment: The most effective measures&quot;</td>
<td>84</td>
</tr>
<tr>
<td>45 min. Projector, smartboard PPT &quot;M6_U2_Overview&quot;</td>
<td>84</td>
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<tr>
<td>30 min. Projector, smartboard PPT &quot;M6_U2_Ways to improve&quot;</td>
<td>84</td>
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<tr>
<td>30 min. Projector, smartboard PPT &quot;M6_U2_Identifying facilitating measures&quot;</td>
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<td>30 min. Projector, smartboard PPT &quot;M6_U2_Identifying facilitating measures&quot;</td>
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<td><strong>Time</strong></td>
<td>1 hour</td>
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<td><strong>Advice for trainer</strong></td>
<td>This Unit could have more success in case of trainers who have some previous direct experience on the most common and successful EU Supported Employment measures.</td>
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<td><strong>Learning methodologies</strong></td>
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<td>At the end of the training Unit the learner is expected to:</td>
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<td><strong>Knowledge</strong></td>
<td>• Know the existent policies for promoting labour market integration of young persons with disabilities and special needs;</td>
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<tr>
<td></td>
<td>• Know the policy framework in EU Member States;</td>
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<td>• Know the main types of policy intervention widely used in Europe;</td>
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<td>• Know examples of good practice from Member States;</td>
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<td>• Know effective approaches in the labour market integration of students with disabilities and special needs.</td>
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<td><strong>Skills</strong></td>
<td>• Identify effective disability policies and measures to tackle all the stages of entering and exiting the labour market;</td>
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<td></td>
<td>• Define the main types of policy intervention widely used in Europe such as preventive measures, financial incentives, etc.;</td>
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<td>• Identify good practices from other EU Member States.</td>
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<tr>
<td><strong>Competences</strong></td>
<td>• Apply the examples of good practice from other Member States;</td>
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<td>Review of the policy framework for the labour market integration of persons with disabilities and special needs.</td>
<td>Policies promoting the labour market integration of persons with disabilities may focus on the demand or on the supply side. The former include anti-discrimination legislation, awareness-raising campaigns, employment quotas, wage subsidies and services for employers. Supply-side interventions may range from healthcare reforms, improvement of prevention and rehabilitation, regulation of level and conditions of disability benefits, changes in public education with an aim to improve access and quality, through training programmes and the integration of services. Effective disability policy needs to tackle all the stages of entering and exiting the labour market, and at all of these stages, measures need to ensure early and well targeted access to high-quality rehabilitation services, while targeting cash transfers on those in genuine need. In most Members States, the existing policy framework is a considerable distance from achieving this ideal. However, there is a distinct tendency in most Member States to improve the effectiveness of disability policies. The trainer introduces to participants the main elements taken into account in the policy framework: - How an integral approach can be applied for the benefit of persons with disabilities/special needs? - Where the application of the principles contributes positively to the employment situation of persons with disabilities/special needs; - Where and in what way national policies include adopting employment policies for persons with disabilities/special needs and what elements are applied in Supported Employment policies.</td>
</tr>
<tr>
<td>Measures and services to support the labour market integration of jobseekers with disabilities and special needs.</td>
<td>Presentation of the main types of policy intervention that are widely used in Europe, focusing particularly on those that have proved to be effective in supporting the labour market integration on persons with disabilities and special needs. These include preventive measures, reliable assessment procedures and careful targeting, financial incentives, personalised rehabilitation services to improve employability and engaging employers. Examples of good practice from Austria, Denmark, Estonia, the Netherlands and Sweden are provided.</td>
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<tr>
<td>Activity Plan</td>
<td>Aim Description</td>
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<td>Summary of effective approaches and recommendations.</td>
<td>Review of effective approaches to the labour market integration of students with disabilities and special needs: - First, prevention and timely intervention as a factor that increases chances of re-employment; - Second, well-designed financial incentives for the employee and the employer have an important role and can be very effective in the early stages, especially if combined with high-quality supportive services; - Third, reforms need to address all benefits and services available to the target group in order to ensure that the tightening of eligibility conditions of one benefit does not lead to shifting clients from one scheme to the other; - Fourth, as jobseekers with disabilities often have complex needs, they require personalized measures and services of a wide range, in a well-coordinated delivery process; - Group discussion and recommendations.</td>
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PGT D-r V. Beron (Bulgaria)  
(project coordinator)  
www.vtpgt.com

Hermes Corporation, (Malta)  
www.hermesjobs.com

REATTIVA - Regione Europa Attiva (Italy)  
www.reattiva.eu

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