

PEDAGOGICAL GUIDE

**NAME: TECHNICIANS OF LABOR INCLUSION OF PEOPLE WITH
DISABILITIES IN ARTISTIC AND CULTURAL ENVIRONMENTS**

MODALITY: FACE TO FACE

HOURS: 20



Co-funded by the
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1. INTRODUCTION

Specialized training module for professionals who supervise persons with disabilities in artistic activities and in the capacity of accompany towards professionalization processes in the crafts and culture, will be build from the contributions obtained by the intellectual productions O2, O3, O4, for the following professionals:

- Specialists in initial training
- Social workers in continuing education
- Professionals/coach / supervisor of people with disabilities
- Associated artistic teams
- Trainers supervising activities training in the training of social workers
- Trainers (from the sector of protected work, art and culture)
- Managers
- Responsible for the animation of the disability sector
- Coordinators of artistic production and supervisor health an social care.
- Professional Artist

This training can be applied both in the initial training by integrating as an option in the regulatory programs (with an equivalent of ECVET) as in continuing education (skills approach)

Selection of participants

Will be 12/15 learners per country. Total 60

The method of selecting the participants will be (not exclusive)

1. By coincidence with the specified target group.
2. By origin
 - a. Professionals of the partners
 - b. Professionals of the organizations that have participated in the rest of the intellectual products of the project, in the O2 interviews in the O3's workshops
 - c. Professionals from other organizations
3. By order of request

You can make a promotion through the desired channels, mailchimp, social networks, partner's web site.

An informative ppt will be prepared for it

Selection and preparation trainers

They must be expert in LABOR INCLUSION OF PEOPLE WITH DISABILITIES AND/OR IN ARTISTIC AND CULTURAL ENVIRONMENTS, with experience in professional training and with experience in e-learning tutoring.

They must collaborate in the course resources, especially in the face to face sessions documents (ppt, etc...) and in the interactives activities of on-line part.

They must have already been selected (Nov-Dec 2018) from the technical team of partners or can be hired between collaborators, in each country, with part-time contracts.

Not more than 2 or 3 per course.

We will be training them in our project issues, objectives, activities an products, and especially in our evaluation plan and tools related to the O4 course, competencies evaluation mainly objectives

This training will be divided into 3 main areas knowledge

1. Relating to social competencies
2. Relating to the skills of the artistic professions
3. Relating to the specificity of people with disabilities knowing that these situations are very diverse and therefore require very diverse responses.

Two types of training modules can be defined:

1. Elements of prerequisites (technical competencies) for social workers in initial training
2. More advanced content for social workers in post by mixing with the public artists interested in social work.

2. COMPETENCIES

TECHNICAL AND SECTOR COMPETENCIES	
UNIT OF COMPETENCY (units of learning)	EVALUATION CRITERIA (activities related)
1. Information management, evaluation and guidance for qualification and employment	Manage information on social and labor resources and training and collaborate in the analysis of jobs for the social and labor insertion of people with disabilities.
	Knowledge of the business sector
2. Support for Qualification	Carry out interventions aimed at training for the acquisition and development of social and occupational skills in people with disabilities
	Knowledge of the necessary competences in the sector
3. Support for Integration, Maintenance and Reintegration in the Labor Market	Support the process of socio-labor insertion of people with disabilities.
	Knowledge of the activities of the sector
4. Post-placement support	Track the socio-labor insertion with the company, the user and their work environment
	Knowledge of the characteristics of companies in the sector
SOCIAL COMPETENCIES	
UNIT OF COMPETENCY (units of learning)	EVALUATION CRITERIA (activities related)
5. Support singularity, capacity, personality and potential	Show respect to everyone
	Demonstrate support for individual decision to increase self-confidence.
6. Get to know people through evaluation / discovery	Evaluate the ways in which past and current events, and environmental factors, affect the way the person acts / reacts to others
	Use a holistic approach when participating in the planning of your life activity and give them support in its implementation
	Support and encourage problem solving and skill management
	Inform about formal and informal advice, and provide advice on timely occasions, to acquire information about the person and their response to the environment
	Support for self-management of services

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7. Promote the right as an integral part of the person	Search information about the range of services available to people for the development of skills
	Create opportunities for self defense of the person
	Act responsibly while showing respect for the process and the person involved.
	Describe and support people, their rights and responsibilities
8. Facilitate personal growth and development	Identify when the rights of the person may have been violated and take action to prevent it, stop it and report the violation.
	Accompany in the development of the implementation and continuous assessment of service plans that are based on individual needs and interests
9. Develop professional relationships	Share observations, points of view, comments on an ongoing basis with the people you are supporting
	Demonstrate the following professional qualities of the workplace: attention to punctuality, attendance policies, reliability, flexibility and kindness
10. Exhibit professional behavior	Show respect in all aspects related to diversity and anti-discrimination attitude
	Demonstrate the sensitization, attitude, knowledge and skills (cultural competence) required to give effective support to those people who serve regardless of ethnicity, race, sexual orientation, religion, gender, socio.economy, age, or disability group, or any other component of diversity groups-
11. Activities of Education, Training and self-development	Demonstrate enthusiasm for learning the knowledge and skills required to develop a job
	Search quickly and accept answers to improve behavior
	Apply knowledge and skills learned at work
12. Give active support to participation in this community	Support participation
13. Support employment, education and professional aspiration	Support the individual by knowing the professional and work goals of the individual
	Support the person through knowledge about individual education goals
	Development and support of individual skills to help achieve expected productivity in the workplace

3. CONTENTS

TECHNICAL AND SECTOR COMPETENCIES	
UNIT OF COMPETENCY (units of learning)	MODULS
1. Information management, evaluation and guidance for training and employment	1. Updated location of available socio-labor and training resources, including possibilities for work practices
	2.Cultural and artistic activities
2. Support for qualification	3.Selection of the necessary training, registration and monitoring of the acquisition of skills and qualifications
	2.Cultural and artistic activities
3. Support for Integration, Maintenance and Reintegration in the Labor Market	4.Promotion of the insertion of people with disabilities and disabilities in the labor market
	2.Cultural and artistic activities
4. Post-placement support	5.Information, evaluation and guidance for qualification and employment
	2.Cultural and artistic activities
SOCIAL COMPETENCIES	
UNIT OF COMPETENCY (units of learning)	MODULS
5. Support singularity, capacity, personality and potential	6.Performance focused on people first, according to their needs in terms of ability
6. Get to know people through evaluation / discovery	
7. Promote the right as an integral part of the person	
8. Facilitate personal growth and development	
9. Develop professional relationships	7. Demonstrate professionalism
10. Exhibit professional behavior	
11. Activities of Education, Training and self-development	
12. Give active support to participation in this community	8.Be active and productive in the Society
13. Support employment, education and professional aspiration	

4. RESOURCES

- Trainer presentations
- Relevant documentation
- etc

The theoretical content of each of the training units will be worked in virtual format (ppt).

The course also contains supplementary material in PDF format, this material basically consists of the current legislation in this matter.

5. ACTIVITIES

In the activities of blended courses, the same trainer is the one who proposes the activities to be carried out in face-to-face sessions and activities planned in the platform. We3 must create a table in which it was indicated, for activity, the following aspects:

Exemple

Activity name	Competence	Related content	Methodology	Session Time
Actividad 1	Unit 1	Modul 1	Face to Face <ul style="list-style-type: none"> • Role playing 	35 min

6. EVALUATION AND CERTIFICATION

As we explain in our evaluation plan, we use the following

Tools:

- Participants (trainees) expectation questionnaire.
- Participants (trainees and trainers) satisfaction questionnaire
- Competencies evaluation by trainer at the start and at the end of course

Responsible: Every country partner course member of evaluation team

To obtain the **Declaration of Attendance** the student must attend the 75% of face-to-face sessions.

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IMMA MIRALLES
Last connection: 25/07/2018 15:12:35

- 1 New document
- 2 List of documents in draft
- 3 List of documents that have been sent to the host organizations to be completed and validated by these organizations
- 4 List of documents already validated by the host organizations and, therefore, ready to be made available to the corresponding validating body
- 5 List of documents pending approval by a validating body, university or SEPIE
- 6 List of documents registered in SEPIE (only those documents that are my responsibility will be shown)

List all the documents that concern me

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7. TIMETABLE

Implementation of testing phase : February – May 2019

In general, the estimated duration of the course in face to face format is 20 hours, distributed this period will be 2 months, so that students only need to dedicate about 10 hours at month.

The distribution could be like this

DAY	OBJETIVO	HOURS
1rst.Course presentation	Identify the general knowledge and competencies of the trainees	5
In between	Update and acquisition of knowledge about course modules	10
Last. Course closing	Resolution of doubts and evaluation of and competences of the trainees.	5

8. OTHER DOCUMENTATION

To justify every course we need from the every country partner course member of evaluation team:

- Participation and doc completion list (before training)
- Face to face attendance sheet
- Trainees declaration of attendance