

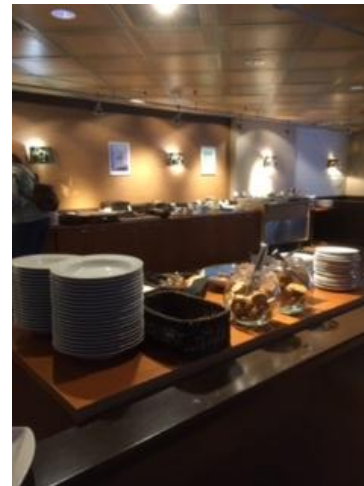
10.12.2020

Pacetraining project summary – Vocational college Live



Contents of the presentation

- Project framework in vocational college Live
- Project results
- Project results and impact at Live
- Challenges in project implementation
- Overview of each intellectual output



Project framework in vocational college Live

- Vocational college Live is a vocational institute for special needs students only
- The project was targeted to reinforce and develop a study program* for students with mild to severe intellectual disabilities or autistic spectrum disorders
- The pacetraining project and the training model developed was used to introduce stronger vocational orientation to this training program. It was also used as a means to take the learning more to actual workplaces. This was not a specific goal of the project, but it was a direction we wanted to go, to build motivation and also to bring the students closer to possible future employers

*preparatory training to work and independent life

Project results

- **What we gained and learned in the process**
 - The students participating in the pilot courses:
 - Felt increased self-confidence and being meaningful
 - Understood the responsibilities and requirements related to work more clearly
 - Were able to reflect their own skills and employment goals better
 - Intensive course may be applicable in some cases, but for the majority of special needs students, skills development needs time
 - The learning of vocational skills can be achieved even with very moderate capabilities, but the path from acquiring a set of specific vocational skills to actual employment is a long one
 - Besides vocational skills, there is confidence, motivation, social skills and other general "everyday life skills" that are needed. These themes can be integrated to the course program, but they need a different timeframe altogether

Pathway to work (image in finnish..)

Vocational skills

1 Itsetuntemus	2 asenne ja motivaatio	3 sosiaaliset taidot	4 työn hakeminen	5 työn tekeminen	6 työssä jaksaminen	7 yhteisön ja yhteiskunnan jäsen
Omien vahvuuksien löytäminen Realistinen käsitys omista taidoista Roolit eri tilanteissa	Miten asenne näkyy: Tieto, tunne ja toiminta Arvot ja sisäinen motivaatio, halu tehdä esteistä huolimatta Asenteesta kasvaa sitoutuminen, luovuus ja rohkeus	Sosiaaliset perustaidot Kehittyneet sosiaaliset taidot Sosiaaliset tunnetaidot Vuorovaikutus taidot Assertiivisuus eli jäämäkkyystaidot	Omien vahvuuksien esilletuominen Työnhakemisen asiakirjat: Työhakemus, CV, portfolio Työnhakukanavat	Mika on riittävä ammattitaito Työntekijän oikeudet ja velvollisuudet Erilaiset työsuhteet Vuorovaikutus- taidot työssä	Työhyvinvointi elämäntavat ja terveys Oma tykyky, työkyvyn "vahvuudet" ja rajoitteet Työterveys, työergonomia ja työhygieniä	Erialaisten yhteisöjen jäsenenä oleminen Vaikuttamisen keinot ja kanavat Yhteiskunnan palvelut

Project impact

- **Permanent results in addition to the specified project goals**
 - Amount of vocationally oriented, work-based –learning was increased by a significant amount. Also, the number of new partnerships with employers increased.
 - There was a transfer from short and individual work placement periods to longer, group-based work placement periods. This allows for more guidance, on more days per each student. The goals and support are still planned individually, but executed in groups.
 - The pacetraining model has been used to implement vocational study modules within the preparatory education. This is dictated by the curriculum, but before there has not been a structured model on how to implement the vocational orientation defined by the optional study modules.
 - The project has also been a part in implementation of a strategic goal to increase vocational orientation, work-based learning and future employability within the preparatory education program

Challenges on the way

- What kind of difficulties we faced during the project?
 - Group chemistry in 2nd Pilot course was not ideal. To cope with this, we had to make accommodations with the course program
 - The project involved a lot of documentation – not so much a difficulty but very different from what we were used to with national project agencies..
 - The long timeframe of the project caused sometimes what I would call “losing of focus”.
 - Project management and coordination issues and resources - no-one was able to work with the project as a primary task..

Pilot course 2 @ Hotel Klausk



Evaluation of days work



IO1: Design, development and piloting the course material

- What we found to be important and helpful
 - A course material with very structured and specific learning goals is really helpful in evaluation and also in defining the next step for any given student.
 - The piloting of the material and the whole concept gave a lot of information. The context in each country was different enough to have a good variation of insights.
- What we would do differently now?
 - We could have taken a group of SN people from work and activity centers. During the pilot courses we worked with students, who already had some experience in secondary level studies. This made it more difficult to isolate the pacetraining model from the rest of their study programs

IO2: Train the trainers –module and handbook

What we found to be important and helpful

- Introduction of the learning process in general, and differences in thinking and learning processes of SN people.
- Structure of learning units of the training course, containing the methodologies used to learn all the described skills
- Methodologies are explained with practical examples
- The handbook underlines the importance of planning and careful preparation for lessons. And to always have a “plan B”

What we would think again

- There is no such thing as a universal handbook on how to work with a specific special needs group. Special needs teacher is a specific profession, and should be treated as such. Learning methods, materials and tools must be selected individually for each student or group – not only based on the topic.

IO3: The communication strategy to employers

- Social responsibility is emerging in the public images of different companies and corporations.
- Fewer companies include responsibility in their strategy, and even fewer seem to make actual decisions (ie. Hiring someone with special needs)
- The communication kit developed during the project did not bring too much added value. This is not because of the communication kit as such, but because a similar approach had already been adopted by the customer and sales team at Live.
- Instead, the work done during the pilot courses was key in building trust and confidence also on the employers side.
- The communication strategy can open doors and raise interest, but it needs to be backed up with actual experience to create impact.

IO4: The multiplication of the pacetraining model

- The work for IO4 was lead by vocational college Live. Kick-off was held during the meeting in Spain, where common templates and work process on collecting information were agreed
- Conclusions:
 - We did find certain fields of education and work, where the pacetraining model could be applied directly. The national differences in special needs education, supported employment services and labor market in general play a huge role here
 - The model itself was found simple enough to be applied within different national context
 - The model gives a good basis on the developepment of special needs education - or to some extent disabibility services - to focus more on employment and vocational skills to support that

Final words

- As with most international efforts, the mutual learning process has been a very interesting one
- For Live, the project has been a good framework to develop our pedagogical approach in the field of vocational skills training with disabled students. It has also given the opportunity to reflect our own ways of working
- We have also made some new friends and professional contacts, and visited a lot of new places in the process
- We would like to share our thanks to each of the project partners, and to AFP especially for managing a very long-term project to its end.