



**ERASMUS+**  
**STRATEGIC PARTNERSHIP IN THE FIELD OF  
VOCATIONAL EDUCATION AND TRAINING**

PROJECT

**PACETRAINING**

N. 2017-1-IT01-KA202-006052 CUP G86J17000780006

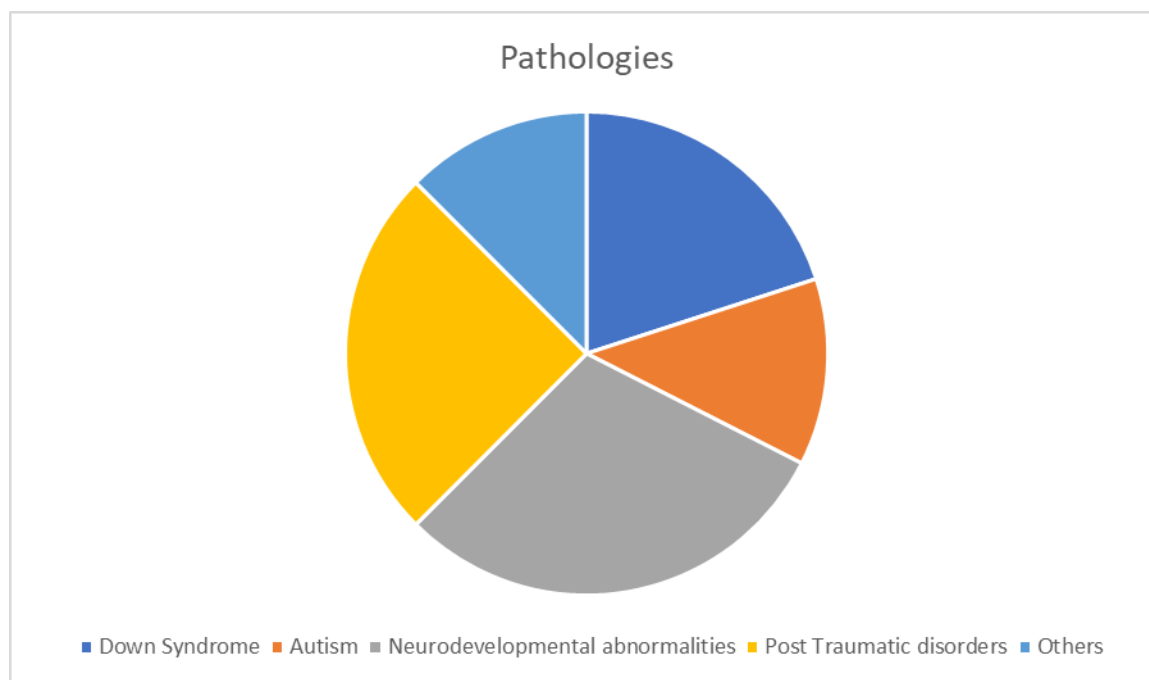
**THE PACETRAINING REPLICATION PATH**



## REPLICATION PATH FOR THE PACETRAINING MODEL

In the end of the project partner countries investigated various VET system involved for the identification of other professions qualification paths suitable for a replication of the Pacetraining model. The aim was to identify those professions and qualification paths suitable for SN people and other cognitive learning limitations.

Definition of Special Needs people in Pacetraining project:



Explanations to the diagram: dark blue = Downs syndrome, orange = autism, grey = nervous system disorders, yellow = post-traumatic stress disorder, blue = other

## 1. PRESENTATION OF DATA AND SOURCES

Each partner filled a template in which they collected data from employment barometers and other information sources either locally or nationally.

National and local economic structures define the labour market in each country. The VET system is fairly similar in each country however there have been some differences among the selected SN target groups. Therefore the collected data are not fully comparable between the countries.

### Italy

In Italy VET is run at national level with an overall regulation from the central government (Ministry of Employment). The qualification Atlas run by INAPP (Istituto Nazionale Analisi Politiche Pubbliche - National agency for the analysis of public policies) displays all professional profiles and the keyboard to be used locally for the identification of further qualifications paths, learning outcomes included and the practical organisation of the VET qualification programmes

[https://atlantelavoro.inapp.org/atlante\\_repertori.php](https://atlantelavoro.inapp.org/atlante_repertori.php)

The Italian partner is headquartered in Regione Piemonte, thus, such specific VET sub system has been investigated through the local platform called Sistema Piemonte

<http://www.sistemapiemonte.it/vetrinaweb/secure/HomePage.do>

### Spain

The investigation run by the local partner is based on the Labour Market Report for People with Disabilities, released in 2018 by SEPE (Servicio Publico de Empleo Estatal) the local Public employment service, as well as the Labour Market Report (2019) relevant for the Community of Madrid

<https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/DetalleEspecialidadFormativa.do?metodo=verDetalle&codEspecialidad=ELEE0109&volver=true&idBusquedaFormacion=&volverUrl=>

### Germany



The German partner investigated the Federal Employment Agency report updated on December 2019 and the Employment Agency regulation §66 BBiG/§42r HwO

<https://planet-beruf.de/schuelerinnen/mein-beruf/berufe-von-a-z/uebersicht-der-ausbildungsberufe-fuer-menschen-mit-behinderungen/>  
[http://www.gesetze-im-internet.de/bbig\\_2005/\\_66.html](http://www.gesetze-im-internet.de/bbig_2005/_66.html)

## Latvia

The local National employment and job vacancies report have been analysed:

<https://www.sigulda.lv/>

<https://www.visidarbi.lv/>

As well as the platform for Education and training policies:

<https://www.siva.gov.lv/>

[https://visc.gov.lv/profizglitiba/stand\\_saraksts\\_mk\\_not\\_626.shtml](https://visc.gov.lv/profizglitiba/stand_saraksts_mk_not_626.shtml)

<http://www.niid.lv/>

[www.izm.gov.lv](http://www.izm.gov.lv)

<https://www.latvijaskvalifikacijas.lv/>

## Finland

The Finnish Partner, who also led the summarisation of the national reports, investigated the Occupational Barometer Capital Region as of November 2019

<https://www.ammattibarometri.fi/Toplista.asp?maakunta=uusimaa&vuosi=20i&kieli=en>

and the Finnish National Agency of Education

<https://studyinfo.fi/wp2/en/vocational-education-and-training/>

## 2. SIMILAR PROFESSIONS FOUND BY OCCUPATIONAL FIELD



Based on the purpose of identifying suitable professional profile and occupations to replicate the Pacetraining model, the parameter of including in the present document those found in statistics from at least three countries, was adopted. Professions found and relevant VET path include assignments which do not need exact professional competence and involve auxiliary tasks such as filing, sorting, placing and loading, cleaning etc. We have reflected a possibility to replicate the Pacetraining model and identify skills that show competence even just in parts of units of learning outcomes in vocational qualification.

We have taken into account the demand of working safety as well as safety regulations, specialised competence, literacy and mathematic skills, physical and technical skills, use of machinery/equipment, social and soft skills in each profession.

## **Business and administration**

- secretarial work
  - office work; documenting and filing, keeping printers in running order, preparing materials for meetings
- shop assistant
  - filling shelves and sales counters. Support for the care of sales areas (hygiene, cleaning and tidying up of working areas). Support for sales operations. Execution of packaging operations and display of goods.

Qualification holders in business may work, for example, in customer services and sales, marketing communications, service design, finance, office or library services tasks in different organisations.

The Pacetraining model could be introduced especially in the field of customer services and sales. Cash working can be challenging if the SN learner have mathematical learning difficulties.



## Construction industry

- handyman
  - auxiliary work in bricklaying, plastering, concreting and woodworking, cleaning construction areas

The construction industry has traditionally used auxiliary labor and sector needs physical labor. There are many different stages in construction industry, it is therefore essential to understand occupational safety and hazardous substances / explosives, machinery and equipment in work environment. There are many risk factors, but on the other hand, there are people in charge of construction work, monitoring and familiarization who are very accurate in the field. This professional profile and the outcoming envisaged job is physically demanding, but the result of the work is rewardingly visible.

Vocational qualifications path in the construction field include skills and competence areas such as construction machinery transport, stone building, building construction, civil engineering. Basic competence request is that a worker is able to use the basic tools, the right working methods and materials on a construction site, and works with quality awareness, initiative and customer service and cooperation.

Pacetraining model could be therefore introduced in construction industry as basic competence needs can be reached when following Pacetraining handbook made from construction industry degree or parts of it. To reach basic professional skills a long job training in building site is necessary. SN students and trainees with a partial work ability can work and be employed as handy men, if they have physical skills and understanding of safety regulations.

Occupational barometers in Latvia and Finland showed a lack of labour force in building industry.

## Cleaning and Property Maintenance

Facilities maintenance

- basic wet and dry cleaning in different facilities

Domestic services

- housekeeping; provides home cleaning and meals
- simple assistantance and errand services



## Property maintenance

- easy repairs
- gardening, mowing etc.

Cleaning services provide work in a variety of customer locations, including residential properties, hotels and accommodations, shopping malls and stores, special home situations, transportation, educational institutions and day care centers, social and health care facilities, industrial facilities and swimming pools and spas.

Housekeepers know how to provide home meal services and home cleaning services in customer homes or home-like institutions. In addition, housekeepers are able to clean a home in special circumstances, manage garden and outdoor areas, care for clothing and textiles, or provide assistance services and errand services in customer homes.

Property maintenance operative knows how to take care of the general maintenance and supervision of a property in indoor and outdoor areas and how to assess the general technical condition, functionality and safety of the buildings. Property maintenance operatives know how to assess the indoor air quality of the property, locate malfunctions in the operation of building control systems and identify their causes, and service the usual appliances and equipment that are part of building control systems. They know how to maintain the ventilation units at the customer site in working order and carry out scheduled maintenance and other work related to ventilation units. Property maintenance operatives know how to use building automation at the customer site.

Pacetraining model could be applied in cleaning and property maintenance, which includes here also domestic services. This field of profession includes many work tasks, which are simple and suitable for SN people such as vacuuming, brushing, dusting, clothing care, recognizing the type of dirt and selecting cleaning methods, knowing basic equipment and machines and can choose cleaning agents following safety instructions, under proper guidance. Assisting a customer at home (or home-like facilities) and running errands are possible. In property maintenance, work includes locating mail functions and servicing the usual appliances and equipment that are part of building control systems. This kind of work can be challenging for SN people, but possible, depending on the degree of their learning and performing limitations and the nature of their pathology.

In property maintenance competence area there also is a specific part of the degree: management of garden and outdoor areas and that includes care of the



year-round maintenance of the yard and outdoor areas of a property, which also can easily be transferred into Pacetraining model.

Profession in gardening as garden maintenance assistant or operative is mentioned in each project country. That gives us information that this field has lot of work and has a lack of labour force.

## Social and Health Care

- day care assistant
- nursing assistant
  - bathing, dressing, catering, clothing maintenance, sorting and storing, delivering care equipment to patient rooms.
  - promoting social interaction and keeping company, promoting outdoor and recreational activities

There is a demand to understand and work in accordance with social and health work regulations, policies, values and ethical principles. Nursing science and mathematical skills for drug calculation are very difficult to achieve for SN people.

Despite this, there are work tasks that SN people can do and assist in social and health care. For example using action-based methods in promoting well-being and keeping company and interact with patients. In health care there are a lot of auxiliary tasks, which can be taken care without vocational competence.

Practical work periods are compulsory in vocational social and health care education and job training is also the best way to learn for SN people whose skills often become visible in job training and their work effort affects positively on care facilities and patients.

## Logistics

- warehouse worker
  - According to instructions he or she performs movement of goods which includes goods receiving, quality checking, packing, sorting, display of goods (for storage in the





warehouse), controlling storage conditions, as well as document preparation and formalizing. Participates in storage inspection.

In warehouse services, workers must manage the tasks in the field of warehousing both manually and mechanically, for example with forklift or automatic equipment. They must be able to keep stock records by hand and using information technology. The warehouse worker must be familiar with basic logistics capabilities such as warehousing transportation, recycling, and the use of inventory information technology. They must understand warehousing economy and its impact on the company's finances.

Professional skills in logistics include initiative, punctuality, reliability, flexibility and ability to constantly learn new things, as well as a safe and environmentally responsible way of working. A warehouse employee works in retail, wholesale or industrial company's storages and other company's storages.

The Pacetraining model could be applied in warehouse services when based on work tasks mentioned above. Persons on autism spectrum are punctual, reliable and take their work seriously. SN people are valid for mechanical and repeated work tasks. These features can be an asset in labour market.

### 3. PROFESSIONS REPORTED BY ONE OR TWO COUNTRIES ONLY

In addition to the above, it is interesting to also point out professions where lack of labour market is shown as such operation also provides a picture of geographical and social differences in partner countries. In fact, we can't forget the influence of societal and economical structures. Just to mention some examples: Auto industry in Germany and agrobusiness and wood industry in Latvia. Surprisingly there were no professions in tourism, which assumingly one would have expected to detect in Italy and Spain.

Vehicle mechanic (Germany)

- specialist practitioners for automotive mechatronics engineers maintain cars and other vehicles to keep them safe for traffic. For this purpose, specialist practitioners for automotive mechatronics engineers check whether the vehicle parts are in good condition. If vehicle parts are broken, they are replaced. Specialist practitioners for automotive mechatronics engineers look for and correct errors. These can be, for example, errors in the electronics or mechanics. For this purpose, they use measuring instruments, test equipment and circuit



diagrams. In addition they are responsible for check-ups on the vehicles: they change the tires, the oil or the brake fluid

#### Electronic technician (Germany, Spain)

- assembly and maintenance of low voltage electrical installations (electricity, air conditioning, heating and telecommunications)
- Specialist practitioners for electrical equipment assemble and connect device parts by sticking or soldering them. They follow precise work instructions and technical documentation. They often make simple technical drawings themselves. Specialist manufacture and repair mechanical parts and electrical equipment. Measure and test electrical quantities and current paths with measuring and testing equipment. The equipment are kept and maintained.

#### Office assistant (Spain)

- Prepare equipment and computer applications to carry out the recording, treatment, printing, reproduction and archiving of data and texts, ensuring their operation; Storage and transportation of systems, hardware's, following security and cataloguing criteria

#### Trading with meat products (Spain)

- Carry out the operations of meat evaluation, cutting, and preparation and elaboration of meat products and preparations, complying with current technical-health regulations.

#### Tailor assistant (Italy)

- Activities of fabrics / clothing manufacturing and repair, management of clothing repairs ( defect recovery, fabrics mending), finishing activities (buttonholes making, buttons hanging, ironing)
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#### Wood processor, mechanized treatment of wood (Latvia)

- Rotary peeling; wood dealing; Sawing, milling, planing, turning, drilling, sanding, hollowing and mortising; Chipping, chip disposal, defibrillation, wood milling. There is not any professional standard.



Chance to learn skills by working in company -apprenticeship and job training

Road construction worker (Latvia)

- Paver, crushing plant operator, asphalt plant operator and road construction machine operator

Seasonal farm auxiliary worker in cattle breeding, gardening (Latvia)

- Gardener, planter, cattle breeder and cattleman

#### 4. CONCLUSIONS:

Suitability of the Pacetraining model is based on the fact that the national education and VET system provides a suitable vocational training and qualifications, and the local labour market offers work tasks which are estimated to be suitable for workers with partial work ability.

The present report study shows that there are possible work tasks found in labour market suitable for SN people in every Pacetraining partner country. Some alternative vocational education paths are already available. There are SN people who have vocational qualifications but many of them are not working neither employed.

In Finland for example there are around 30 000 working-age people with intellectual disabilities. Young SN people and adults with intellectual disabilities take part in working life in many ways. Only around 500-600 of these persons work with a salary and employment contract.

A majority of the persons in salaried employment have found work through job coaching as part of a supported employment scheme. A considerably higher number of people with intellectual disabilities could enter ordinary salaried employment if they were given the opportunity. There are thousands of people with intellectual disabilities in Finland who have both the training and desire to work for their living. It has been estimated that around 3000 persons with intellectual disabilities could take up salaried work with an employment contract.



Around 9000 persons with intellectual disabilities participate in work activities or activities that support employment in sheltered workshops.

<https://www.kehitysvammaliitto.fi/in-english/intellectual-disability/employment/>

Pacetraining model gives one path to enter ordinary salaried employment for people with partial work ability. Any kind of employment increases independence and social inclusion.

The two pilots SN courses, organised by partners within the context of the Pacetraining project, showed that vocational training at a work place is needed. Pilots lasted 300 hours or 30 days each and it proved to be too short to strengthen the skills and make skills permanent. Thus VET paths for SN trainees should be a bit longer and inclusive of a workplacement period

During Pacetraining project employers have expressed their interest in employing persons with partial work ability in all partner countries. There are supported work systems available for employers. Some employers feel it is very complicated to apply and they don't have interest and/or time to work through the process.

The Pacetraining tool is suitable to be used in job training at companies which are willing to contribute to social responsibility and inclusion in Europe. The development of co-operation in working life could be the next step in considering the employment on independence of people in need of special support.



## ATTACHMENT N. 1

In the table below the professions are collected by countries and it shows how professions differ from countries economic structure. There is a tick in a box if the same profession is recognized in another country.

ITALY	SPAIN	GERMANY	LATVIA	FINLAND
Storekeeper	✓		✓	✓
Office assistant				
Garden maintenance assistant	✓	✓	✓	✓
Tailor assistant				
Shop assistant	✓		✓	✓
	Office computing assistant			
	Informatics assistant			
	✓	Electrician and installer		
		Automotive mechatronics engineer		
		Housekeeper		✓
	✓	Building maintenance assistant		✓
		Industrial mechanic		
			Building worker	✓
			Construction finishing worker	
			Road construction worker	
	✓		Warehouse assistant	
			Cleaner	✓
			Seasonal auxiliary farm work	
			Carpenter	✓
			Woodworker	
		✓		Care assistant
		✓		Practical nurse



## ATTACHMENT N. 2

### IO4 Replication Paths

**Country:** Finland      **Region:** Capital area

Professions which have labour shortage and are suitable for special needs people	Assisting work on profession	Regional vocational education/basic degree	Learning unit	Remarks
Kindergarten teachers	daycare assistant, child guidance	The Vocational Qualification in Social and Health Care  Vocational Qualification in Education and Guidance	Competence area of Children's and Youth Education and Care, practical nurse  Vocational Qualification in Education and Guidance, child nurse	
Office and facility cleaners	basic maintenance cleaning	The Vocational Qualification in Cleaning and Property Services	Competence area of Facilities Maintenance	



Housekeepers and cleaners	basic maintenance cleaning and housekeeping	The Vocational Qualification in Cleaning and Property Services	Competence area of Domestic Services	
Carpenters and construction carpenters	maintenance cleaning, handyman	Vocational Qualification in Cleaning and Property Services Vocational Qualification in Construction Industry	Competence area of Property Maintenance Competence area of Building construction	
Practical nurse	auxiliary work in health care services, care assistant	The Vocational Qualification in Social and Health Care	Competence area of Nursing and Care Competence area of Care and Rehabilitation for Elderly People Competence area of Care for the Disabled	Basic First Aid Certificaticion, Hygiene Passport



## ATTACHMENT N. 3

### Pacetraining IO4 Replication Paths

Country: Germany

Region:

Professions which have labour shortage and are suitable for special needs people	Assisting work on profession/ assignments on profession, which do not need professional skills	Related vocational degree, qualification title	Additional information related learning units or competence area	Remarks and ideas, questions to be solved
1. Specialist practitioner for electrical equipment, i.e. professional practitioners and systems	Specialist practitioners for electrical equipment assemble and connect device parts by sticking or soldering them. They follow precise work instructions and technical documentation. They often make simple technical drawings themselves. Specialist manufacture and repair mechanical parts and electrical equipment. They also have to measure and test electrical quantities and current paths. Specialist practitioners for electrical	Electronic technician for devices and systems	<ul style="list-style-type: none"> <li>• Factories/technology (e.g. when assembling mechanical, electromechanical and electronic components into electrical appliances or systems)</li> <li>• Mathematics (e.g. for calculating electrical quantities)</li> <li>• Physic (e.g.</li> </ul>	





	equipment do this with measuring and testing equipment. The equipment are kept and maintained.		<p>understanding the structure and functioning of electronic and electrical components)</p> <ul style="list-style-type: none"> <li>• good vision (to recognize the colour marking of the components)</li> <li>• Skillfulness and diligence (e.g. when installing small components, soldering)</li> <li>• technical understanding (e.g. when repairing a device)</li> </ul>	
2. Specialist practitioner for automotive mechatronics	Specialist practitioners for automotive mechatronics engineers maintain cars and other vehicles to keep them	Body and vehicle mechanic; Motor vehicle mechatronics engineer	<ul style="list-style-type: none"> <li>• Works/technology (e.g. when dismantling vehicle</li> </ul>	



	<p>safe for traffic. For this purpose, specialist practitioners for automotive mechatronics engineers check whether the vehicle parts are in good condition. If vehicle parts are broken, they are replaced. Specialist practitioners for automotive mechatronics engineers look for and correct errors. These can be, for example, errors in the electronics or mechanics. For this purpose, they use measuring instruments, test equipment and circuit diagrams. In addition they are responsible for check-ups on the vehicles: they change the tires, the oil or the brake fluid</p>	<p>Mechanic - Tire and vulcanization technology</p> <p>Motor Vehicle Body And Vehicle Construction</p> <p>Mechanic - Specialising in Motor Vehicle Body Maintenance Technology</p>	<p>parts, then processing them manually or mechanically; technical drawing)</p> <ul style="list-style-type: none"> <li>• Mathematics (e.g. for calculating setting values and interpreting measurement data)</li> <li>• Physics (e.g. for testing functions of electrical components, cables and fuses)</li> <li>• Good physical condition (e.g. lifting and mounting of tyres)</li> <li>• Craftsmanship (e.g. during maintenance work, when dismantling or modifying vehicles)</li> </ul>	
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<p>3. Professional practitioner for personal services</p>	<p>Specialist practitioners for personal services, e.g. elderly and dependent people in everyday life.</p> <p>For example, they wash the laundry, shop and ensure that there are enough groceries. They also prepare the food and serve it. If necessary, they also help with feeding. In addition, specialist practitioners for personal services help people in need of help with washing and personal care. They also control values such as pulse, temperature and body weight. They often accompany people to look after them during walks or organise employment opportunities such as afternoons for games.</p>	<p>Housekeeper Care Assistant to Older People / Specialist in the Hospitality Trade</p>	<ul style="list-style-type: none"> <li>• Housekeeping (e.g. to be able to supply and care for households)</li> <li>• German (e.g. when writing meal plans, advising on food selection)</li> <li>• Mathematics (e.g. in cost-effectiveness calculations for household management)</li> <li>• Dexterity (e.g. ironing, cleaning, cooking)</li> <li>• Organizational skills (e.g. when setting up food and cleaning plans)</li> <li>• Empathy (e.g. adapting to the needs and expectations of</li> </ul>	
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			<p>the persons to be cared for)</p> <ul style="list-style-type: none"> <li>• Mathematic skills (e.g. when planning and monitoring the household budget)</li> </ul>	
<p>4. Specialist practitioner in property management</p>	<p>Specialist practitioners in property management carry out minor repairs. In the bathroom, for example, they unclogg the drains. They mount faucets or change shower heads. They also control domestic systems and measure the consumption of heating systems, for example, or read water meters and electricity meters. Property managers hang lamps or replace defective lights. They replace door locks and eliminate small plaster damage to facades. They also clean the floors inside buildings. Outside, they sweep paths</p>	<p>Plant mechanic - sanitary, heating and air-conditioning technology</p>	<ul style="list-style-type: none"> <li>• Plants/technology (e.g. when assembling and maintaining sanitary facilities)</li> <li>• Physics (e.g. when carrying out maintenance work on the building technology)</li> <li>• Mathematics (e.g. when calculating material consumption during repair work)</li> <li>• German (e.g. when</li> </ul>	



	and streets and maintain gardens. Property managers also do administrative work. For example, they enter on the computer what damage they have repaired to the building.		entering damage documentation on the computer)  <ul style="list-style-type: none"> <li>• Good physical condition (e.g. when clearing snow in winter)</li> <li>• Craftsmanship (e.g. for repairs)</li> </ul>	
5. Specialist practitioner for industrial mechanics	Industrial mechanics professionals manufacture, set up or reassemble equipment parts and assemblies for machines and production plants. They monitor manufacturing processes and take over repair and maintenance tasks.	Industrial mechanic	<ul style="list-style-type: none"> <li>• Mathematics (e.g. for calculating areas, volume and material consumption)</li> <li>• Plants/technology (e.g. for filing, drilling, milling and grinding components made of metal and plastic)</li> <li>• Physics (e.g. to understand the basics)</li> </ul>	



			<p>of electrical and control technology)</p> <ul style="list-style-type: none"> <li>• Handy skills (e.g. when assembling components or assemblies)</li> <li>• Technical understanding (e.g. when maintaining and repairing machines and systems)</li> <li>• Good physical condition (e.g. when lifting heavy components)</li> </ul>	
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<https://planet-beruf.de/schuelerinnen/mein-beruf/berufe-von-a-z/uebersicht-der-ausbildungsberufe-fuer-menschen-mit-behinderungen/>

Note:

For persons with disabilities, all recognized training professions are basically open. If parts of the training are more difficult because of the disability, the training can be specially designed for the need of the person. There are also specially regulated training courses that the persons with disabilities can do. There is a list of vocational training issued by the Employment Agency according to the regulation §66 BBiG/§42r HwO.

In the table above we compared the statistical data on professions which have labour shortage (date December 2019), we took into account professions where the most of registered job offers are available. According to the analysis by the Federal Employment Agency, there is a shortage of skilled workers in individual technical occupational fields, in construction jobs as well as in health and nursing professions. The list of registered job offers was compared with the list of vocational trainings leading to the specific professions for persons with disabilities.

## ATTACHMENT N. 4

### Pacetraining IO4 Replication Paths

**Country:** Italy

**Region:** Piemonte

Professions which have labour shortage and are suitable for special needs people	Assisting work on profession/ assignments on profession, which do not need professional skills	Related vocational degree, qualification title	Additional information related learning units or competence area	Remarks and ideas, questions to be solved
Storekeeper	<ul style="list-style-type: none"> <li>- Checking the conditions of goods</li> <li>- Storage and handling of goods</li> <li>- Warehouse inventory, cataloguing of goods</li> <li>- Incoming goods, freight forwarding and delivery</li> </ul>	Competence certificate: <ul style="list-style-type: none"> <li>• Storage service</li> </ul>	Storage <ul style="list-style-type: none"> <li>• Collaborate in warehouse management</li> </ul> Application of reception and storage techniques	Evaluate the possibility of extending to compilation of shipping documents and orders



	<ul style="list-style-type: none"> <li>– Packaging</li> </ul>		<ul style="list-style-type: none"> <li>• Collaborate in the flow management (raw material, semifinished, goods, finished products) on entry and storage</li> </ul> <p>Application of shipping techniques</p> <ul style="list-style-type: none"> <li>• Collaborate in the management of outflows (raw material, semifinished, goods, finished products)</li> </ul>	
Collaborate in the execution of tasks related to secretarial and front office activities	<ul style="list-style-type: none"> <li>– Secretarial /front office activities</li> <li>– Correspondence management</li> <li>– Phone call management</li> <li>– Forms management</li> </ul>	<p>Competence certificate:</p> <ul style="list-style-type: none"> <li>• Secretary service</li> </ul>	<p>Secretarial techniques</p> <ul style="list-style-type: none"> <li>• Collaborate in the management of information flows</li> </ul> <p>Compilation of forms</p>	<p>The management of front office, telephone and relational communications can be conditioned according to the degree and type of</p>





			<ul style="list-style-type: none"> <li>Collaborate in the creation and use of simple secretarial documents</li> </ul>	disability
Collaborate in the set-up, cultivation and maintenance activities of green areas and gardens	<ul style="list-style-type: none"> <li>Preparation of green areas and gardens</li> <li>Growing plants</li> <li>Use of gardening equipment and materials</li> </ul>	Competence certificate: <ul style="list-style-type: none"> <li>Gardening service</li> </ul>	Cultivation and maintenance of green areas and gardens <ul style="list-style-type: none"> <li>Perform garden set-up works</li> </ul>	The same path can be replicated in the fruit and vegetable sector
Collaborate in tailoring activities	<ul style="list-style-type: none"> <li>Activities of fabrics / clothing manufacturing and repair</li> <li>Management of clothing repairs ( defect recovery, fabrics mending)</li> <li>Finishing activities (buttonholes making, buttons hanging, ironing)</li> </ul>	Competence certificate: <ul style="list-style-type: none"> <li>Tailoring helper</li> </ul>	Packaging of clothing and defects recovery <ul style="list-style-type: none"> <li>Manage the clothing packaging</li> </ul>	
Collaborate in sales activities (small and large distribution)	<ul style="list-style-type: none"> <li>Warehouse management activities, supply of shelves and sales counters</li> <li>Support for the care of sales areas (hygiene, cleaning and tidying up of</li> </ul>	Competence certificate: <ul style="list-style-type: none"> <li>Selling helper</li> </ul>	Warehouse management elements Hygiene, cleaning, tidying procedures and	Communication in the sales process, the cash and complains managing can be conditioned



	<p>working areas)</p> <ul style="list-style-type: none"> <li>- Support for sales operations</li> <li>- Execution of packaging operations and display of goods</li> </ul>		<p>techniques</p> <ul style="list-style-type: none"> <li>• Collaborate in the functioning of the store</li> </ul> <p>Notes on operational selling services</p> <ul style="list-style-type: none"> <li>• Participate in the sales process</li> </ul> <p>Display and packaging techniques</p> <ul style="list-style-type: none"> <li>• Ensure the presentation of the goods</li> </ul>	<p>according to the degree and type of disability</p>
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## ATTACHMENT N. 5

### Pacetraining IO4 Replication Paths

**Country:** Latvia

**Region:** The whole country

Professions which have labour shortage and are suitable for special needs people	Assisting work on profession/ assignments on profession, which do not need professional skills	Related vocational degree, qualification title	Additional information related learning units or competence area	Remarks and ideas, questions to be solved
<p><b>Building workers</b></p>	<p>Profession includes several auxiliary works in bricklaying and plastering, in concreting, in engineering communications, performs simple construction related work, performs auxiliary work required on construction sites.</p>	<p>Vocational qualification in Construction works:</p> <ul style="list-style-type: none"> <li>• Building worker</li> </ul> <p>Certificate of comprehensive primary education (special education programs for people with mental disorders).</p> <p>1<sup>st</sup> level of professional qualification</p>	<p>Compulsory unit: Provision of building services.</p> <p>Competences and skills:</p> <ul style="list-style-type: none"> <li>• Prepare mortar, concrete composition</li> <li>• helps install and disassemble various building structures and construction products</li> </ul>	<p>Some works can be dangerous, work safety is essential, SN people need more assistance from supervisor or colleagues. Men occupation, hard physical work.</p>



			<ul style="list-style-type: none"> <li>performs simple concreting, masonry, plastering and finishing work</li> <li>prepare different surfaces for further finishing</li> <li>can work with hand and simple power tools</li> </ul>	
<b>Construction finishing workers</b>	Profession includes several auxiliary works in plastering, tiling, in painting, wallpaper pasting and in floor laying.	Vocational qualification in Construction works: <ul style="list-style-type: none"> <li>Construction finishing worker</li> </ul> Certificate in general basic education Certificate of basic vocational education  2 <sup>nd</sup> level of professional qualification	Compulsory unit: Provision of construction finishing works.  Competences and skills: <ul style="list-style-type: none"> <li>ability to prepare the work surface for plastering, choosing the material, equipment and simple accessories</li> </ul>	SN people can work more auxiliary works, not independently. Mostly men occupations.



			<p>needed</p> <ul style="list-style-type: none"> <li>• Ability to prepare tiled surfaces and tiles for tiling using appropriate tools and techniques</li> <li>• Ability to prepare surfaces and paints for painting using appropriate tools, techniques and paint walls</li> <li>• work with wallpapers of different materials according to technological requirements</li> <li>• laying of various floor coverings</li> </ul>	
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<p><b>Road construction workers</b></p>	<p>Auxiliary worker in road construction: paving, asphalt laying etc.</p>	<p>Vocational qualification in Construction works:</p> <ul style="list-style-type: none"> <li>Road construction worker</li> </ul> <p>Certificate in general basic education Certificate of basic vocational education</p> <p>2<sup>nd</sup> level of professional qualification</p>	<p>Compulsory unit: Provision of road construction works.</p> <p>Main competences and skills as Paver, Crushing plant operator, Asphalt plant operator and Road construction machine operator</p>	<p>Some works can be dangerous, work safety is essential, SN people need more assistance from supervisor or colleagues. Men occupation, hard physical work.</p>
<p><b>Workers in agriculture</b></p>	<p>Seasonal farm auxiliary worker in cattle breeding, gardening:</p> <ul style="list-style-type: none"> <li><b>Gardener</b></li> <li><b>Planter</b></li> <li><b>Cattle breeder and cattleman</b></li> </ul>	<p>Vocational qualification in agriculture works.</p> <p>Certificate in general basic education Certificate of basic vocational education</p> <p>2<sup>nd</sup> level of professional qualification</p> <p>Certificate of comprehensive primary education (special</p>	<p>Compulsory unit: Provision of agriculture works.</p> <p>Competences and skills:</p> <ul style="list-style-type: none"> <li>performs work duties in the horticulture sub-sectors (seedling, floriculture, horticulture, fruit-growing)</li> <li>work in crop</li> </ul>	<p>Seasonal works on fields. Quite hard physical work.</p>



		<p>education programs for people with mental disorders)</p> <p>1st level of professional qualificaion</p>	<p>production, meadow and pasture management, harvesting and storage in various agricultural systems</p> <ul style="list-style-type: none"> <li>• breeds, cares for and feeds farm animals (cows, pigs, sheep, goats...)</li> </ul>	
<b>Loaders (manual work)</b>	<p>Auxiliary work in peat extraction fields, in retail trade, in warehouses, work at airports, ports and railway stations.</p>	<p>Vocational qualification in transport and logistics services.</p> <ul style="list-style-type: none"> <li>• Loader (manual work)</li> </ul> <p>Certificate of comprehensive primary education (special education programs for people with mental disorders,</p>	<p>Common skills and main tasks:</p> <ul style="list-style-type: none"> <li>• using simple tools, pack goods and other items for transportation;</li> <li>• loading and unloading of cargo of freight wagons,</li> </ul>	<p>No profession standard. It needs to be worked out.</p> <p>Men occupation, hard physical work.</p>



		informal education)  1 <sup>st</sup> level of professional qualification	ships, aircrafts  • moving goods to warehouses and elsewhere.	
<b>Individual services</b>  <b>Hotels and restaurants services:</b>  <b>Cook</b>  <b>Restaurant chef</b>  <b>Ship chef</b>		Cook- professional secondary education program  3rd professional qualification level, elementary school as a previous education, duration of program - 4 years (5768 hours) diploma for graduation professional secondary education	Cook is catering company worker who cooks and decorates difficult meals by following rules of company self-rules system and follows rational resources circulation, provides with production technological equipment preparation and usage for work, estimate raw materials, intermediate and the finished meal quality, manages the company`s production and service processes, organize accounting and reporting.	Professional secondary education program.  The process of change from 2 <sup>nd</sup> professional qualification level to 3rd level.
<b>Individual services</b>  <b>Hotels and restaurants</b>	<b>Cook`s assistant</b>	Cook`s assistant:  1) 2nd professional qualification level,	Cook`s assistant prepares raw materials and pre-process products, intermediate products,	The process of change from 1st professional qualification





<p><b>services:</b></p>		<p>professional further education program, 1204 hours, qualification certificate, previous education- without any restrictions</p> <p>2) Certificate of vocational qualification in cook`s assistant,- previous education- elementary school</p> <p>3) Professional elementary education in specialized program- 1st level qualification.</p>	<p>meals and additives by following cook`s instructions and company self-control system requirements. Prepare equipment for production; Cook`s assistant works in companies which deals with catering services.</p>	<p>level to 2nd level.</p>
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<p><b>Individual services</b></p> <p><b>Hotels and restaurants services:</b></p>	<p><b>Kitchen worker/ employee/ fast food worker</b></p>	<p>Duration of program 1-3 years. Certification for professional elementary education, first level qualification.</p>	<p>Kitchen worker can organize his or her work space, observes occupational and personal hygiene, working with company equipment observes occupational safety and health regulations. Also kitchen worker is able to observe exploitation rules by working with equipment. He or she is able to observe products disposal and storage dates, manages raw materials pretreatment, cook semi-finished products and all kind of simple meals.</p> <p>He or she is able to read meals technology map (recipe).</p> <p><b>BASIC skills:</b></p> <ul style="list-style-type: none"> <li>• communication,</li> <li>• working in groups,</li> </ul>	
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			<ul style="list-style-type: none"> <li>following the cook`s rules,</li> </ul>	
	<b>Dishwasher</b>	Dishwashing, polishing Informal education program- 498 hours, certification.	Dishwashing with hands or with equipment, use of detergents, wiping and polishing dishes.	
	<b>Table cleaner</b>	Collect dishes. Informal education program- 410 hours, certification.	Dishes collecting and sorting, table cleaning and sweeping.	
	<b>Vegetable peeler</b>	Vegetable peeling Informal education program- 480 hours, certification.	Suitable choice of instruments for vegetables or fruits peeling, different vegetables and fruits peeling, recognizing and selecting damaged products.	



<p><b>Individual services</b></p> <p><b>Hotels and restaurants services:</b></p> <p><b>Confectioner</b></p>		3 <sup>rd</sup> level professional qualification.	Confectioner do full technology cycle work in confectionery or catering company and organize his or her job- prepares raw materials, cooks and decorates different kind of confectionery and deserts, observing recipe and technical requirements.	Requested in the labour market.  The process of change from 2 <sup>nd</sup> professional qualification level to 3 <sup>rd</sup> level.
	<b>Confectioner`s assistant</b>	Confectioner`s assistant- 2nd professional level qualification, professional further education program, 684 hours, qualification certificate, previous education- without any restrictions.	Confectioner`s helper performs tasks in confectioneries or catering company according to the confectioner`s instructions. He or she does pre-treatment of raw materials and products, prepares inventory and equipment for work. Cooks confectionery intermediates by following recipes and	Not requested in the labour market.  The process of change from 1 <sup>st</sup> professional qualification level to 2 <sup>nd</sup> level.



			confectioner instructions.	
	<b>Bread and confectionery wrapper</b>	Bread and confectionery wrapping.  Informal education program- 500 hours, certification.	Bread and confectionery wrapping by using different wrapping materials and observing food storage terms.	Could not found any other way education for wrappers.
<b>Commercial science and administration- wholesale and retail.</b>  <b>Sellers</b>	<b>Cashier,</b>  <b>Shop assistant</b>	1) 2nd level professional qualification program.  2) Vocational after elementary school.  3) Professional and personal growth – informal education.	Seller designs purchase, prepare and keep cleans shopping hall, orders, records, stores goods; he or she controls retail companies material value quality and quantity, observes environment and nature protection, sanitary and hygiene requirements as well as trading equipment and inventory exploitation instructions. Seller works in retail companies related to customer services.	



<p><b>Comercial science and administration- wholesale and retail.</b></p> <p><b>Storage worker</b></p>		<p>Storage worker</p> <p>Previous education: completed or partly elementary education program.</p> <p>2nd professional level qualification- further education program, 960 hours, professional qualification certificate.</p>	<p>Knows storage plans, machinery and equipment.</p> <p>According to instructions he or she performs movement of goods which includes goods receiving, quality checking, packing, sorting, display of goods (for storage in the warehouse), controlling storage conditions, as well as document preparation and formalizing. Participates in storage inspection. Storage employee works in retail, wholesale or industrial company's storages and other company's storages.</p>	
	<p><b>Goods forklift</b></p>	<p>Goods loading in storages.</p> <p>Informal education program- 480 hours,</p>	<p>Goods loading or ready production sorting.</p>	



		certification.		
	<b>Salesman/ sales hall worker</b>	Salesman- first level professional qualification, 1 year, certification for professional elementary education.  Previous education- elementary school.	Salesman may work in retail and wholesale shops, understands product placement principles in shopping hall and on shelves- can load, move and unload products, to place them on shelves and in showcases; he or she can receive the products by quantity and quality, verify the conformity of documents and trade requirements, is able to serve customers and work with documents in trade area.	
	<b>Sales hall merchant and organizer</b>	Product placement in shopping hall- informal education program- 510 hours, certification.	Product unloading, moving in sales hall and sorting by instructions.	



	<b>Trolley pusher</b>	Trolley pushing in storage- informal education program, 450 hours, certification.	Trolley pushing, moving and watching.	
<b>Individual and other services.</b>  <b>Cleaners</b>	<b>Professional room cleaning</b>	Previous education- partly completed elementary education or completed elementary school, further education, 480-640 hours.  Informal education	Rooms wet and dry cleaning, dusting, furniture cleaning, using cleaning products, inventory and preparations.  Floor cleaning and wet cleaning, waxing, using equipment, cleaning inventory and cleaning preparations. Dusting and furniture cleaning, polishing by using cleaning inventory and detergents.	There is not professional standards.
	Floor cleaning and wet cleaning, waxing, using equipment, cleaning inventory and cleaning preparations.	Floor cleaning, informal education program without any educational limits, 480 hours, certification.	<ul style="list-style-type: none"> <li>• Social and personal safety</li> <li>• Cleaning, waxing, dusting, polishing, using equipment</li> <li>• Communication</li> <li>• Environment</li> </ul>	





			<p>protection</p> <ul style="list-style-type: none"> <li>• Basics of healthy lifestyle</li> </ul>	
	Dusting and furniture cleaning, polishing by using cleaning inventory and detergents.	Dusting, furniture cleaning, polishing-informal education program, 480 hours, certification, without any educational limits.	<ul style="list-style-type: none"> <li>• Social and personal safety</li> <li>• Cleaning, waxing, dusting, polishing, using equipment</li> <li>• Communication</li> <li>• Environment protection</li> <li>• Basics of healthy lifestyle</li> </ul>	
<p><b>Woodworks and production</b></p> <p><b>Carpenters</b></p>	<b>Woodworking equipment operator</b>	<p>1) 2nd level professional qualification program.</p> <p>2) Vocational after elementary school.</p>	<p>Woodworking equipment operator works with woodworking equipment, processes wood, processes boards of wood mechanically, makes blanks and parts, adjusts equipment and wood cutting tools.</p> <p>Woodworking equipment operator works independently or in team with other specialists from woodworking and</p>	



			furniture factories.	
<b>Production and processing.</b>  <b>Woodworking technologies and manufacture of articles</b>	<b>Wood processor</b>  <b>Mechanized treatment of wood</b>	Informal education program	He or she processes according to the amount specified by the woodworking engineer:  1) rotary peeling; wood dealing;  2) sawing, milling, planing, turning, drilling, sanding, hollowing and mortising;  3) chipping, chip disposal, defibrillation, wood milling.	There is not any professional standards.  It depends on specialization of company
	<b>Workshop worker in woods products manufacturing company</b>	Only chance learn skills by working in company, in specific department.	Competence is very specific according to the specifics of the company`s production. Each department need different skills.  Competences for all employees: responsibility, respect for work safety, accuracy.	There is not any professional standards.



## ATTACHMENT N. 6

### Pacetraining IO4 Replication Paths

**Country:** Spain

**Region:** Madrid

Professions which have labour shortage and are suitable for special needs people	Assisting work on profession/ assignments on profession, which do not need professional skills	Related vocational degree, qualification title	Additional information related learning units or competence area	Remarks and ideas, questions to be solved
Office Assistant <sup>1</sup>	Prepare equipment and computer applications to carry out the recording, treatment, printing, reproduction and archiving of data and texts, ensuring their operation; Storage and transportation of systems, hardware's, following security and cataloguing criteria.	Basic Professional Degree in Office Computing.	Compulsory Units: <ol style="list-style-type: none"> <li>1. Office and document filing.</li> <li>2. Assembly and maintenance of computer systems and components.</li> <li>3. Installation and maintenance of networks for data</li> </ol>	

<sup>1</sup> Based on the Labor Market Report for People with Disabilities, in 2018 in relative terms, the greatest increase in hiring was registered in Programming, consulting and other activities related to computer science, with 23.59%.



			transmission.  4. Auxiliary operations for configuration and operation.	
Gardener <sup>2</sup>	Carry out cleaning and care of garden areas, carrying out small repairs; Basic operations for the maintenance of gardens, parks and green areas; Basic operations in nurseries and garden centres; Basic operations for the installation of gardens, parks and green areas.	Auxiliary activities in nurseries, gardens and gardening centres.	Basic operations in nurseries and garden centres.  Basic operations for the installation of gardens, parks and green areas.  Basic operations for the maintenance of gardens, parks and green areas. <sup>3</sup>	
Building Maintenance	Cleaning floors, walls and ceilings in buildings and premises; Carry out the	Cleaning Of Surfaces And Furniture In Buildings And	Cleaning, treatment and maintenance of floors, walls and ceilings in	

<sup>2</sup> The activity of Services to buildings and gardening activities is the one that registered the highest hiring of the group in 2018. But it is that of Social services activities without accommodation that registers a greater proportion of people with disabilities hired, with a rate of 7.45 %, which means that out of every hundred contracts formalized in this activity, more than seven are made with people with disabilities.

<sup>3</sup> A professional course offered by the National Employment Agency. 80 hours course. <https://edificayobractivil.centrosdeformacion.empleo.madrid.org/peon>



	cleaning of the furniture located inside the spaces to be intervened; Perform window cleaning in buildings and premises; Carry out the cleaning and treatment of surfaces in buildings and premises using machinery.	Premises.	buildings and premises. Cleaning of interior furniture. Window cleaning in buildings and premises. Cleaning techniques and procedures using machinery. Non-professional professional practices module.	
Warehouse assistant	Carry out the auxiliary operations of a warehouse, reception, preparation of orders, lifting systems, handling of loads and unloadings, applying the appropriate procedures and equipment, in conditions of productivity and respecting safety, health and risk prevention regulations.	Auxiliary Warehouse Activities. <sup>4</sup>	Auxiliary storage operations. Preparation of orders. Cargo handling with forklift trucks.	

<sup>4</sup> A professional course offered by the National Employment Agency. 80 hours course. <https://edificayobractivil.centrosdeformacion.empleo.madrid.org/act>



Informatics Assistant <sup>5</sup>	Carry out auxiliary assembly and maintenance operations of microcomputer and peripheral equipment, under the supervision of a person in charge, applying quality criteria and acting under conditions of safety and respect for the environment, following instructions and established procedures.	Auxiliary Operations for the Assembly and Maintenance of Microinformatic systems.	Auxiliary operations for the assembly of computer components.  Auxiliary operations of maintenance of microcomputer systems.  Auxiliary operations with information and communication technologies.	
Installers (electricity, air conditioning, heating and telecommunications) <sup>6</sup>	Assemble, maintain and repair low voltage electrical installations included in the scope of the Low Voltage Electrotechnical Regulation, applying the techniques and	Assembly and Maintenance of Low Voltage electrical installations <sup>7</sup>	Assemble and maintain low-voltage electrical installations in buildings intended primarily for housing.	

<sup>5</sup> Based on the Labor Market Report for People with Disabilities, in 2018 in relative terms, the greatest increase in hiring was registered in Programming, consulting and other activities related to computer science, with 23.59%.

<sup>6</sup> Occupations with better employment perspectives and training needs, Madrid Labour Market Report (2019)

<sup>7</sup> <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/DetalleEspecialidadFormativa.do?metodo=verDetalle&codEspecialidad=ELEE0109&volver=true&idBusquedaFormacion=&volverUrl=>



	procedures required in each case, achieving quality criteria, in safety conditions and complying with current regulations		Assemble and maintain low voltage overhead electrical networks.  Assemble and maintain electrical machines.	
Trading with meat products. <sup>8</sup>	Carry out the operations of meat evaluation, cutting, and preparation and elaboration of meat products and preparations, complying with current technical-health regulations.	Butchery and meat product elaboration <sup>9</sup>	Control the reception of raw and auxiliary meat materials, the storage and dispatch of meat parts and products.  Conditioning meat for commercialization or industrial use, guaranteeing its traceability.  Produce industrial meat products maintaining the required quality and hygiene.	

<sup>8</sup> Occupations with better employment perspectives and training needs, Madrid Labour Market Report (2019)

<sup>9</sup> <https://sede.sepe.gob.es/es/portaltrabaja/resources/pdf/especialidades/INAI0108.pdf>



<p>Eldercare<sup>10</sup></p>	<p>Serving dependent people in the social health field in the institution where their performance is developed, applying the strategies designed by the competent interdisciplinary team and the procedures to maintain and improve their personal autonomy and their relationships with the environment.</p>	<p>Health care to dependents in social institutions.<sup>11</sup></p>	<p>Prepare and support the care interventions for people and their environment in the institutional setting indicated by the interdisciplinary team.</p> <p>Develop physical care interventions aimed at dependent people in the institutional setting.</p> <p>Develop socio-health care interventions aimed at dependent people in the institutional sphere.</p>	
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***The views expressed are only those of the author and the Commission is not responsible for any use that may be made of the information contained therein.***

<sup>10</sup> Occupations with better employment perspectives and training needs, Madrid Labour Market Report (2019)

<sup>11</sup> <https://sede.sepe.gob.es/es/portalttrabaja/resources/pdf/especialidades/SSCS0208.pdf>