



Training Curriculum ECVET Accreditation Form

Activity: 1	Pre – Course preparation		
Short Description:	<p>All participants are required to prepare themselves for active participation in the training course by reading through the on-line publication to get an overview of the training programme at GAIA museum for people with disabilities and special needs and its general methodology, which is the starting point for the course.</p> <p>Prepare a presentation of the training situation in your institution, with comparisons.</p> <p>What good practice can you bring to the course to share with your colleagues?</p>		
Notes for Course Leaders:	<p>This module will be linked to the general presentation of course objectives. Develop a discussion and encourage comparison. Course participants often wish to share their own experiences as a starting point and it is advised to encourage this at the beginning of a training week.</p>		
Links to Material:	http://count-me-in.eu/index.php/publication		
Nominal Learning Times:	4 hr		
Learning Objectives:	Define the training program at GAIA in comparison to your own experiences		
	Skills Acquired	Competences Acquired	Knowledge Acquired
	Demonstrate the differences in the training methodology at GAIA and your own institution.	Comparison skills between the situation on GAIA and your own institution	Define the training program at GAIA in comparison to your own experiences

Activity: 2	Course Introduction, group division and group tasks		
Short Description:	<p>A Pedagogical framework has been developed based upon the special needs training activities of GAIA. This work is closely related to the VETPRO training course. We have carried out research into training methodologies for special needs through the cultural sector and this has resulted in a "good practice publication" highlighting associated</p>		

	<p>pedagogies throughout Europe. We have conducted a needs analysis in order to define the framework and functions of the training course. We have generated content for the curriculum in the form of a series of training courses, that will be used in the testing phase through to finished and validated deliverables. We have also worked closely with the technical developers of the on-line material to provide content and supply constant feedback for the web-based functions of the project. A content workshop is available for the collation and editing of the trainer notes including the translation to all partner languages.</p> <p>Course introduction incorporates module one with a general presentation of the course aims and objectives and a presentation of each of the sessions/modules.</p> <p>Group task incorporate exercises to be worked through in smaller groups of no more than 5 participants parallel to the formal sessions during the week.</p>	
<p>Notes for Course Leaders:</p>	<p>This module should be taught in an active way by linking to module 1. Course participants come to the course with a wealth of experience and they should be actively encouraged to share it at the beginning of the course. A course should be flexible and informal enough to incorporate the previous knowledge of participants, but it should be organised in a formal session.</p> <p>Groups should be chosen to contain no more than 5 participants and care should be taken to ensure a good mix of previous competence, English language levels, gender and nationality.</p>	
<p>Links to Material:</p>	<p>N/A</p>	
<p>Nominal Learning Time:</p>	<p>3hr</p>	
<p>Learning Objectives:</p>	<p>Creating a European dimension in training and sharing experiences with your colleagues from other countries. Building lasting relationships for further development with European colleagues Team building</p>	
<p>Skills Acquired</p>	<p>Competences Acquired</p>	<p>Knowledge Acquired</p>



Training Curriculum ECVET Accreditation Form

Becoming part of a group	Sharing your own skills at the same time being prepared to listen to others.	Aims and objectives of the course and an explanation of the group tasks
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Activity: 3	Workshop ABC Brainstorming “Change”		
Short Description:	A workshop where the trainees will be helped to produce and share ideas about the different representations of ‘change’, in the context of training for disabilities.		
Notes for Course Leaders:	<p>People might have many different feelings and representation of the CHANGE itself.</p> <p>Within this session you can reflect and share about all the different ideas (i.e. risk, transition, travel, awakening, etc.) or images (i.e. a snake changing skin, a jump, a growing child, a political or historical figure) linked to the CHANGE concept.</p> <p>As a group exercise they can write down the ideas or images and then share them into a common framework through brainstorming.</p>		
Links to Material:	Worksheet and SWOT analysis to be presented on course		
Nominal Learning Time:	2hr		
Learning Objectives:	The trainees will be able to demonstrate a common understanding and awareness of the meaning of “change” concept within the training processes.		
	Skills Acquired	Competences Acquired	Knowledge Acquired
	Analysing different concepts of change and putting them in an individual concept related to	Developing a work plan for implementing change in their workplace or in a training	Broadening a vocabulary of “change”



Training Curriculum ECVET Accreditation Form

their own institution	program	
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Activity: 4	Formal National and EU framework using a rights – based approach
Short Description:	<p>The Module consists of</p> <ul style="list-style-type: none"> • Introduction to European legislation and policy framework <i>Count Me In Need Analysis</i>, Chapter 2 • Introduction to National legislation and policy framework <i>Count Me In Need Analysis</i>, Chapter 3-7 • eLearning Module Rights and Responsibilities (http://count-me-in.eu/elearningV2/story.html) <ol style="list-style-type: none"> 1. The rights of people with disabilities 2. United nations Convention 3. UNCRPD 4. Rights and responsibilities resources
Notes for Course Leaders:	<p>Ask participants to prepare for the training course by reading the needs analysis chapters and work through the eLearning modules either as “lectures “or as self-study.</p> <p>Answer questions in the eLearning material. This module can be taught together with the terminology module as needed.</p>
Links to Material:	<p>Count Me In Need Analysis: www.count-me-in.eu</p> <p>http://www.count-me-in.eu/elearningV2/story_content/external_files/Workbook.pdf - Module 5</p>



Training Curriculum ECVET Accreditation Form

Nominal Learning Time:	3hr		
Learning Objectives:	After completion of this module the course participant should have an overview of National and international aims for training people with disabilities and the associated legislation and initiatives for people with different disabilities. Participants will be able to relate to and explore opportunities for incorporating these into the development of programmes for people with disabilities.		
	Skills Acquired	Competences Acquired	Knowledge Acquired
	The course participant will be able to relate their practical work to the national and international aims, legislation and initiatives on people with disabilities	The course participant will understand how to find more information and be able to understand national and international and international aims, legislation and initiatives and explore opportunities in those initiatives.	To develop an overview of the national and international aims, legislation and initiatives on people with disabilities, including: <ul style="list-style-type: none"> • The EU Charter of Fundamental Rights • UN convention on the rights of people with disabilities • The European Disability Strategy 2010-2020

Activity: 5	Rights and responsibilities at institutional level
Short Description:	The Module consists of working through and exploring of the Count Me In eLearning course Module 4: Rights & Responsibilities
Notes for Course Leaders:	This module focuses on finding the individual needs of a person with disabilities and linking the desire to create an individual training program for the trainee with the rights and responsibilities of an institution governed by national and

	international declarations. It is recommended that each participant follow the tailor-made eLearning module followed by group sessions and discussions.		
Links to Material:	http://www.count-me-in.eu/index.php/e-learning/		
Nominal Learning Time:	3hr		
Learning Objectives:	<p>After completion of this module the course participant should have an overview of how to:</p> <ul style="list-style-type: none"> • uncovering the needs on the individual person with disabilities • linking these to concepts of rights and responsibilities • Using the tools provided to create good cooperation between a trainer and the trainee. 		
	Skills Acquired	Competences Acquired	Knowledge Acquired
	To be informed about the rights of people with disabilities and the social model of disability, and to be aware of various sources of information available to gain further knowledge on this topic.	To be able to relate ones work to the rights based approach to disability in order to have a positive and empowering approach to disability.	<p>To understand that the rights of people with disabilities are enshrined in international instruments and have to be enforced in every country that has signed the agreement.</p> <p>These rights encompass all aspects of life, including employment. The course participant should be able to show how International agreements have been implemented on a national, regional, local and work-place level.</p>



Training Curriculum ECVET Accreditation Form

Activity: 6	Developing a personal training framework for people with disabilities		
Short Description:	The Module consists of exploring the introductory chapter of the Count Me In publication – Methodology for Training P32 – P 45 and working through the eLearning Module: Training Framework		
Notes for Course Leaders:	<p>Ask participants to prepare for the training course by reading the chapter Methodology for Training P32 – P 45 Continue by working through the eLearning Module Training Framework. This can be done through self-study or as part of a formal teaching session.</p> <p>It is important, when training people with disabilities, that both trainer and trainee develop the right motivation, detailed information and knowledge of the training and the environment they will be working in to develop a planned approach in acting and reacting to achieve a cooperation of trust and safety. The basis of a successful training is the positive cooperation between the trainer and the trainee. The basis of cooperation is trust and safety. In that spirit Count Me In has set up a framework with tips and guidelines for trainers. Describing takes a lot of words, and you might think that the framework is a lot, but in real life most of it will come to you naturally.</p> <p>Round up the session by using the questions to be found at the end of the eLearning module: Training – Training Questions</p>		
Links to Material:	<p>Count Me In publication: read pages P32 – P 45 http://count-me-in.eu/index.php/publication</p> <p>eLearning Module 2: Training Framework. http://count-me-in.eu/index.php/e-learning</p>		
Nominal Learning Time:	2hr		
Learning Objectives:	<p>After completion of this module the course participant should have an overview of how to:</p> <ul style="list-style-type: none"> • Uncovering the needs for different people with disabilities • Using the tools to create good cooperation between a trainer and the trainee. • Developing a personal training plan for the trainee 		
Skills Acquired		Competences Acquired	Knowledge Acquired



Training Curriculum ECVET Accreditation Form

<p>The course participant should be able to facilitate and structure the right employment/tasks, from knowledge gained at the interview, based on the needs of the person with disability.</p> <p>The course participant should gain the skill of being able to create an appropriate training framework/work programme recognizing the needs of both the organisation and trainee.</p>	<p>The course participant will understand the importance of creating a co-operative atmosphere in the institution to ensure success.</p> <p>The course participant will know how to communicate the challenges and possibilities in the institution to ensure the right match between the trainer, the trainee/participant and other employees in the institution.</p>	<p>The participant should acquire the personal development techniques covered in the training framework and should be able to structure a personal interview.</p> <p>The participant should know how to establish the required atmosphere of safety and trust that is vital for creating a successful basis for future cooperation with the trainee.</p>
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Activity: 7	Workshop: Emotional Intelligence and Social Sensitivity.
Short Description:	This workshop will raise awareness of concepts of emotional intelligence and social sensitivity in training for disabilities. It will discuss quality of the services provided and in principle will have an impact on the quality of personal and professional life of training professionals and, by extent, to the quality of life of the people they train.
Notes for Course Leaders:	<p>This workshop makes use of a simple tool for introducing and raising awareness of concepts of Social Sensitivity and Emotional Intelligence. The workshop will start with each participant working through the tool followed by a discussion of the results and the idea of Social Sensitivity and Emotional Intelligence when training people with disabilities for the workplace.</p> <p>Use the good practice section of the eLearning for examples of how disabled people have been integrated into various workplaces in the cultural sector</p> <p>Show the video Creative Spirit https://www.youtube.com/watch?v=4QQXQziMud8 , discuss how the the subject of the film relates to social sensitivity and emotional intelligence</p>
Links to Material:	https://www.youtube.com/watch?v=4QQXQziMud8

	http://count-me-in.eu/elearning/story.html http://www.car-es.eu/training.html	
Nominal Learning Time:	3,5 hr	
Learning Objectives:	To raise awareness of the value of social sensitivity and Emotional Intelligence in the workplace and in in training situations. To explore the role of people with disabilities in this context	
	Skills Acquired	Competences Acquired
	To be able to use the SS and EI tool in an awareness raising context	An analysis of the concept of SS and EI in placing people with disabilities in the workplace.
		Knowledge Acquired
		Becoming familiar with the chosen examples of Good Practice

Activity: 8	Workshop: Jigsaw puzzle / Personal Collage
Short Description:	<p>For overcoming the barriers of fear/hesitation and for creating an environment of trust and confidence.</p> <p>Preparation: find at least 150 different pictures in some magazines and cut them out. They should be different in size and they should cover as many various topics and environments as possible.</p> <p>On site: Place the pictures on a table.</p> <p>Ask the trainee to choose 10 of them and make a collage out of them.</p>
Notes for Course Leaders:	<p>It is good to start the training sessions in a very informal way – in the form of games. Sometimes, people can be afraid of answering questions and sometimes they have got problems speaking about themselves. Therefore we use symbols and pictures as a way of overcoming this hesitation.</p> <p>The following exercise can be used for different purposes – for recognising:</p> <ul style="list-style-type: none"> - personal characteristics,

	<ul style="list-style-type: none"> - hobbies, - competences, - wishes, - problems, - aims 	
Nominal Learning Time:	2hr	
Links to Material:	To be provided at course http://count-me-in.eu/index.php/training	
Learning Objectives:	To develop motivation, determination and mutual trust between trainers and trainees	
Skills Acquired	Competences Acquired	Knowledge Acquired
Skill in using the Jigsaw/Collage game/method for getting to know your trainees	Understanding the use of visual communication as opposed to oral communication as a primary method of interviewing.	The aims, ambitions, hobbies, wishes, problems of trainees.

Activity: 9	Using appropriate terminology /glossary of terms
Short Description:	<p>The module consists of:</p> <ul style="list-style-type: none"> • An introductory text on the development, use and misuse of words and terms to describe people with disabilities • A list of contemporary words and terms with explanations. • Sections from the eLearning Module “Rights and responsibilities” <ol style="list-style-type: none"> 1. Timeline

	<ol style="list-style-type: none"> 2. When does language = power? 3. Learn respectful language 4. Guidelines for talking about disability 5. Words to describe people with disability 	
Notes for Course Leaders:	<p>The main aim of this session is to discuss development of the meaning of words and terminology used to describe people with various disabilities and to discuss what is appropriate usage today in several contexts.</p> <p>The written material and the eLearning is in English and so it would be appropriate to begin with a discussion on how the subject affects other languages. The course leader may wish to develop a power point with several words that although originally either official, legal or medical terms have now fallen into miss use and are often used in derogatory ways. Ask the course participants to make a list of similar word/phrases in their own languages or to add to the glossary with new words.</p> <p>The course leader can decide to work through the eLearning as a series of “lectures” together with the class or to use it as stand-alone material for self-study. Use however the questions at the end of the eLearning module as a way of bringing the module together and summarizing.</p>	
Nominal Learning Time:	3hr	
Links to Material:	http://count-me-in.eu/index.php/training/resource http://count-me-in.eu/elearningV2/story.html (Glossary)	
Learning Objectives:	<p>To gain an understanding of why different terms to describe disability have been used for people with disabilities in different times and places.</p> <p>To understand the concept of a people first use of terminology</p>	
Skills Acquired	Competences Acquired	Knowledge Acquired

To be able to use contemporary terminology in the correct settings and context.	To be able to refer to the Glossary of terms in order to check present usage. To be able to update their own usage and terminology	To understand the appropriate terms and when to use them.
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Activity: 10	Workshop: Interviewing techniques
Short Description:	When interviewing a person with disabilities you should be aware that the person may have encountered many negative experiences in life. This session concentrates on exploring techniques for interviewing trainees.
Notes for Course Leaders:	This session consists of a general part on interview techniques and a specific part based upon the needs of people with disabilities. Active interview sessions using the tools between the course participants are encouraged.
Nominal Learning Time:	2hr
Links to Material:	Read publication p. 34 – p38. http://count-me-in.eu/index.php/publication Use the exercises “The function of questions in training interviews” in the resource-pack: CMI Workshop exercises. http://count-me-in.eu/index.php/training/resource
Learning Objectives:	Learning the function of appropriate questions and familiarisation with interviewing techniques.

Skills Acquired	Competences Acquired	Knowledge Acquired
Confounding the trainee’s thinking patterns Establishing contact and relationship; showing that the trainer is interested in the trainee’s concern	Analysing the situation from different angles and finding new perspectives and assessments with the trainee Interspersing new ideas into the trainee’s	Getting an idea of the trainee’s situation in order to develop hypotheses and focus on them.

Addressing anxiety-provoking topics with empathy and, thus, making them malleable Reducing complexity	mental world (planting a virus) Checking hypotheses which seem significant to the trainee during the interview	
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Activity: 11	Managing your program
Short Description:	<p>This module consists of:</p> <ul style="list-style-type: none"> • Interactive animation exploring how to transform and implement through leadership a programme to provide employment and training opportunities for people with a disability within a cultural organisation; • Virtual tour of a cultural vocational training provider exploring management issues relating to staff, programmes and spaces within this environment; • Possibility for on-line exchanges of experience with other cultural and vocational training professionals.
Notes for Course Leaders:	<p>There is a lot of material to cover in a short amount of time and this module is intended as an introductory overview to inspire learners to create their own programmes. Tutors should seek to signpost learners to further learning resources for independent study where appropriate.</p> <p>The aim of the module is for trainers to recognise the difference between leadership and management. It introduces some of the key issues which surround both in relation to delivering vocational training to people with a disability.</p> <p>The session has been particularly designed from the perspective of vocational trainers within an arts and heritage environment, particularly a museum, who might lack experience in this field. It explores how cultural educators might go about developing, implementing, running and sustaining this new way of working.</p>
Links to Material:	http://www.count-me-in.eu/index.php/e-learning
Nominal Learning Time:	3,5

Learning Objectives:	After completion of this module learners should have a basic understanding of issues relating to leadership and management of vocational work and training programmes for people with a disability within a cultural organisation.	
Skills Acquired	Competences Acquired	Knowledge Acquired
Learners apply their skills and experiences in response to leadership and management issues relating to programmes providing employment and training opportunities for people with a learning disability within a cultural organisation	Learners question their own leadership and management, placed in the context of working with people with a disability within their organisation. They consider how leadership can transform cultural organisations to provide opportunities for employment and training for people with a disability. They identify how to effect change, how to build resilient work programmes and how to manage them.	Learners will know: <ul style="list-style-type: none"> • the difference between management and leadership • how to overcome barriers to change • the importance of funding, business acumen, partnership and financial literacy • different issues faced when managing training programmes including: <ul style="list-style-type: none"> ○ staff training ○ managing the learning environment ○ creating policies and procedures ○ accreditation.

Activity: 12	Health and safety at work when working with people with disabilities
Short Description:	<p>This module consists of:</p> <p>Health and Safety: introduction to disability discrimination and health and safety law; introduction to employer and employee responsibilities; risk assessments and reasonable adjustments; what counts as a disability in law; treating disabled people fairly and avoiding discrimination; confidentiality; data protection.</p> <ul style="list-style-type: none"> • Safeguarding: how to recognize signs of abuse; develop understanding of responsibilities with regard to responding and reporting suspected or alleged abuse; understanding of unsafe practices; consider ways to

	<p>prevent abuse from occurring; develop an understanding of including legislation, guidance and policies relating to safeguarding.</p> <ul style="list-style-type: none"> • Case studies that give examples of good practice. • Possibility for live and on-line exchanges of experience with other cultural and vocational training professionals. 	
Notes for Course Leaders:	<p>There is a lot of material to cover in a short amount of time and this module is intended as an introductory overview to highlight the risks and responsibilities. Tutors should seek to signpost learners to further learning resources for independent study where appropriate.</p> <p>The aim of the module is for learners to begin to recognise issues relating to health and safety and safeguarding on vocational work and training programmes for people with a disability. The session has been particularly designed from the perspective of vocational trainers within an arts and heritage environment, particularly a museum, who might lack experience working with this group. It explores how cultural educators might adapt their current knowledge and practices for working with people with a disability.</p>	
Links to Material:	To be provided at course location using guided tour	
Nominal Learning Time:	2hr	
Learning Objectives:	After completion of this module the learner should have a basic understanding of issues relating to health and safety and safeguarding for people with a disability in a cultural vocational working and training environment.	
Skills Acquired	Competences Acquired	Knowledge Acquired
Course participants can produce risk assessments involving employees and trainees	Course participants follow good practices in disability equality and in health and safety and	Course participants will have a basic knowledge of issues relating to disability

<p>with a disability and be able to behave in a way which treats people with a disability fairly and avoids discrimination. They can start to respond to safeguarding issues by recognising signs of abuse and consider ways to prevent abuse from occurring and responding to suspected and alleged abuse.</p>	<p>safeguarding in a cultural vocational working and training environment for people with a disability.</p>	<p>discrimination and health and safety law. They will know what counts as a disability in law, what makes a good risk assessment, what constitutes reasonable adjustments and the importance of confidentiality and data protection. They will develop an understanding of legislation, guidance and policies relating to safeguarding and an understanding of unsafe practice. They will know about different types of abuse different types of abuse and why people with a disability might be vulnerable and what to do if abuse is suspected.</p>
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<p>Activity: 13</p>	<p>ICT aids for disability</p>
<p>Short Description:</p>	<p>This module will consist of the following:</p> <ol style="list-style-type: none"> 1. An awareness of key considerations when selecting e-learning for people with cognitive, social or physical disabilities. 2. Demonstration of examples of different types of e-learning approaches suitable for different disabilities. e.g. sign language videos or transcripts for people with hearing impairments. 3. Trainees will be presented with a range of different e-learning approaches e.g. an e-learning course, mobile learning, WebQuest, podcast, serious game etc. and discuss their suitability for people with cognitive, sensory and physical disabilities. Trainees should discuss how the approaches could be changed or done different to meet the needs of



Training Curriculum ECVET Accreditation Form

	<p>people with different disabilities.</p> <p>A general presentation of the various aids and programs that can be used for people with disability.</p>
Notes for Course Leaders:	<p>Advice with regard to specific types of disability:</p> <p>Colour blindness</p> <ul style="list-style-type: none">• Ensure text is well-contrasted against the background.• Avoid distracting background images.• Avoid colour-dependant navigation, e.g. “Click on the green button.”• Avoid using colour alone to convey meaning. If colour is used consider adding a textual cue as well. For example it is common <p>practice to highlight quotes in a different colour in online discussion forums. Adding speech marks and/or the quoted person’s name in brackets provides additional textual clues.</p> <p>Mobility and/or Motor impairment</p> <ul style="list-style-type: none">• Provide tests or quizzes in alternative format if limited dexterity would affect a student’s ability to answer, for example drag and drop questions in Hot Potatoes.• Allow students ample time for completion of activities e.g. quizzes• Avoid making hyperlinks too small. The smaller a link, the more difficult it will be for someone with limited fine muscle control to click on it.• Use online announcements in the News Forum to let students know in advance of changes to face-to-face schedules.

Visual impairment

- Provide quick and easy navigation to activities and resources. For the benefit of screen reader users it may help to place the activities block near the top left of the course where it can be accessed quickly.
- Always provide alternate text for images.
- Provide tests in alternative format if questions rely on image recognition. Use alternate text if this can convey the sense of the image without giving away the answer.
- Ensure that any documents you upload are accessible (see section on “Creating accessible documents” below for further information).

Hearing impairment

- Provide a transcript as an alternative to any audio used.
- Consider providing synchronized captions or a transcript for video. People who are deaf need this if the video does not make sense when the sound is turned off.
- Include sign language videos wherever possible as this is often the ‘first language’.

Dyslexia

- Place salient points first.
- Use clear, concise and simple language. In discussion forums, for example, use meaningful and clear subject headings for discussion threads.
- Break content down into bite-sized chunks e.g. by using bulleted points or numbered lists.
- Choose an appropriate font. Recommended fonts include: Sans serif fonts such as Arial (Helvetica), Comic Sans, Verdana, Georgia, Tahoma and Trebuchet MS.
- Allow ample white space on the page.

	<ul style="list-style-type: none"> Avoid using justified text. 		
Links to Material:	http://count-me-in.eu/index.php/training/resource Serious Games for People with ASD and Other Special Needs- <i>An Awareness for Vocational Teachers and Trainers</i> IEducate Technologies for Learning Handbook- <i>Making Technology Accessible P14</i>		
Nominal Learning Time:	3,5 hr		
Learning Objectives:	To gain a basic awareness of things to consider when using or selecting e-learning for people with disability. A general introduction to Programs and practical ICT aids for different disabilities.		
	Skills Acquired	Competences Acquired	Knowledge Acquired
	Trainees will be able to select appropriate e-learning tools, resources and courses that will be suitable for different disabilities.	Trainees will be able to identify key aids and programs that are suitable for different disabilities.	Trainees will have a basic general knowledge of functions, features, layouts, media and images that are suitable and less suitable for people with cognitive, sensory and/ or physical disabilities.

Activity: 14	Workshop: Identifying informal competences.
Short Description:	<p>The trainees will draw several time lines (with marked years) one under each other. Each time line stays for one life sphere – see the working sheet below (health, emotions/partnerships, family, work, learning, finances).</p> <p>The trainee is then asked to mark important milestones in his life when something happens. S/he will draw the points under or below each time line (below = bad, above = good). Then the points will be connected to a line.</p>



Training Curriculum ECVET Accreditation Form

Notes for Course Leaders:	<p>With this method, the trainee can easily find that s/he has got the capacity to deal with problems and that s/he has got a lot of competences s/he have not realised.</p> <p>This method can be useful also as a preparation for a job interview – it helps the person to identify the competences acquired informally.</p> <p>Moreover, on the basis of competence-assessment, further training opportunities can be recommended.</p> <p>Course participants should be encouraged to develop a variation of the workshop method for their own trainees.</p>		
Links to Material:	http://count-me-in.eu/index.php/training/resource		
Nominal Learning Time:	2 hr		
Learning Objectives:	To identify one's own informally gained competences and understanding their usefulness for supporting self confidence		
	Skills Acquired	Competences Acquired	Knowledge Acquired
	Developing a workshop on self-assessment for own trainees	Delivering a workshop for own trainees on self – knowledge	Self- knowledge and awareness of own informal skills and competences

Activity: 15	Sustainability of training programs and fundraising examples
Short Description:	<p>The Module consists of looking at the funding model for GAIA museum and at potential EU funding for development of training programs.</p> <ul style="list-style-type: none"> • Introduction to the Erasmus+ program and the possibilities for vocational education and training – if possible presented by an Erasmus+ national agency adviser • Introduction to and research on ADAM database and the ARTES community of practice presenting former LLP

	<p>project</p> <ul style="list-style-type: none"> • Development and discussion of ideas for sustainability and fundraising possibilities in the Erasmus+ program 	
Notes for Course Leaders:	The GAIA model of sustainability will be presented. However it should be emphasised that this model is developed for the Danish situation for training for disabled and special needs and may not be appropriated for countries with a less developed welfare solution.	
Links to Material:	<p>Read chapter1 in publication for a general overview of how GAIA works.</p> <p>http://count-me-in.eu/index.php/publication</p>	
Nominal Learning Time	2 hr	
Learning Objectives:	The trainees will learn about the financial model of GAIA Museum Outsider Art and the different opportunities for funding in the Erasmus+ programme	
Skills Acquired	Competences Acquired	Knowledge Acquired
<p>Trainees will be able to apply their skills and experiences in response to the different possibilities of funding in the European programme for vocational education and training (Erasmus+).</p>	<p>Trainees will be aware of different strategies for sustainability and the possibility of funding in the Erasmus+ programme. Trainees will have the ability to gain further knowledge and explore opportunities in sustainability and fundraising.</p>	<p>Trainees will now about the financial model of GAIA Museum Outsider Art.</p> <p>Trainees will know the different possibilities of funding in the European program for vocational education and training (Erasmus+). They will know about the objectives of the program and special requirements for applicants.</p> <p>Trainees will also know about former cultural projects supported by the European Lifelong</p>

		<p>Learning Program, and they will know about the possibilities of inspiration and networking in the ADAM database and in the ARTES community of practice.</p>
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Activity: 16	Into the community. Employment, education and training for autonomous living.
Short Description:	<p>This module consists of.</p> <ul style="list-style-type: none"> • Chapters 1 and 2 of the Count Me In publication looking at examples of how institutions work for autonomy • eLearning Module Visit to GAIA Museum
Notes for Course Leaders:	<p>Read the first two chapters of the Count Me In publication GAIA and Debajo del Sombrero. P6 – 31.</p> <p>Discuss the two very different approaches to training. Which best suits your need as a trainer and of your institution?</p> <p>Work through the eLearning module “Visit to GAIA Museum” as self-study. Make sure the trainees understand the workings of the museum and how the trainees or “staff” are incorporated in the work routines, how their education and training is developed.</p> <p>You can formalise the learning by requiring course participants to fill in the training manual for eLearning or it can be run as a more informal learning session</p>
Links to Material:	<p>http://www.count-me-in.eu/elearningV2/story_content/external_files/Workbook.pdf</p>
Nominal Learning Time:	<p>3,5 hr</p>
Learning Objectives:	<p>On completion of the training course and by exploring the work of GAIA Museum Outsider Art, course participants will gain a grounding on the nature of work, education and training for people with disabilities through cultural institutions. This will lead to reflection upon how similar programmes could be disseminated throughout the EU.</p>

Skills Acquired	Competences Acquired	Knowledge Acquired
Developing a framework for autonomous living	Comparison with the possibilities in the course participant's home country.	An understanding of the inclusive methods used by GAIA Museum Outsider Art to establish work, education and training for people with disabilities through the cultural sector.

Activity: 17	Workshop: Goal-Setting Techniques
Short Description:	<p>This method is suitable for setting goals as it easily leads the person from abstraction to visualisation.</p> <ol style="list-style-type: none"> 1. The Trainees draws a picture of his/her dreamed/target situation. 2. Reflection on the picture – discussion of the trainer and the client 3. Posing questions leading to the goal definition and setting a path to its achievement: <ul style="list-style-type: none"> - Who/what would be good support for you to achieve that aim? - What steps could lead to the aim? What would be the first steps? - Who or what could actually be a break in your achievement? - When you reach your aim, what will be changed? For you? For the others?
Notes for Course Leaders:	This is one of many goal – setting techniques available. Several should be discussed and appropriate methods developed for the individual needs of the course participants trainees.
Links to Material:	http://count-me-in.eu/index.php/training/resource
Nominal Learning Time:	2 hr



Training Curriculum ECVET Accreditation Form

Learning Objectives:	The participant will be able to demonstrate a common understanding and awareness of the meaning of “change” concept within the training processes.		
Skills Acquired	Competences Acquired	Knowledge Acquired	
Delivering goal setting plans with trainees.	Ability to develop and deliver an goal setting plan for the individual organisation	Knowing of creative methods for work with the goal – setting for people with disabilities and special needs.	

Activity: 18	Study Trip: Den Gamla Byn – The Old Town Aarhus		
Short Description:	A study trip a Living history museum as framework for training children with special needs and a program for people with dementia		
Notes for Course Leaders:			
Links to Material:			
Nominal Learning Time:	4hr		
Learning Objectives:			
Skills Acquired	Competences Acquired	Knowledge Acquired	



Training Curriculum ECVET Accreditation Form

Activity: 19	Study Trip: Bifrost Art Studio, Randers		
Short Description:	A study trip to an art community for people with learning disabilities		
Notes for Course Leaders:			
Nominal Learning Time:	3hr		
Links to Material:			
Learning Objectives:			
	Skills Acquired	Competences Acquired	Knowledge Acquired

Activity: 20	Study Trip: The Animation Workshop, Viborg		
Short Description:	A visit to an animation workshop run by and for people with disabilities		
Notes for Course Leaders:			
Links to Material:			



Training Curriculum ECVET Accreditation Form

Nominal Learning Time:	3hr		
Learning Objectives:			
	Skills Acquired	Competences Acquired	Knowledge Acquired

Activity: 21	Course round up, validation , control of monitoring forms and Europass accreditation		
Short Description:	Validation and assessment. Completion of Monitoring forms and award of Europass accreditation		
Notes for Course Leaders:	The participants will need to show a completed monitoring form for each session to show that each learning objective has been reached. Europass accreditation (already preparer) will follow. Follow up exercises and material.		
Links to Material:	N/A		
Nominal Learning Time:	4 hr		
Learning Objectives:	To show that the Learning Objectives of each session of the course have been completed successfully to Europass accreditation level.		
	Skills Acquired	Competences Acquired	Knowledge Acquired



Training Curriculum ECVET Accreditation Form

Completion of a fully completed monitoring system	Comparison with other forms of accreditation	Fully completed course participation: See Learning objectives for each session
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