

DEFINITION OF BASIS OF A TRAINING MODULE

4TH DELIVERABLE

FROM PROTECTED EMPLOYMENT TO ORDINARY LABOUR
MARKET COACH FOR TRANSITION - CO4TRAN



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I. Introduction

The association that presents this project, under the leadership of CONACEE, represents inclusive enterprises in five Member States, which between all the countries add up to 4,000 and more than 160,000 working people.

By means of the CO4TRAN project, the stakeholder organizations would like to share their experiences of preparation for qualification, training, coaching and job retention for the people with disabilities that is working in an inclusive enterprise and their approach and tools for this employers in achieving an employment in an ordinary company, all this with the goal of defining what can be considered a transition coach. Such figure does not properly exist as such in any of the countries involved in the project and is considered a great tool to promote integration of people with disabilities in the ordinary companies.

II. Objective of the Project

The objective is identifying the procedures put in place and the tools available so that each partner can improve their identification, recruitment, training and support practices in the field of transition in order to ultimately promote the employability and their keeping their job in the ordinary companies. This will allow defining needs and requirements to define the figure coach for transition.

Although inclusive companies have multidisciplinary teams to achieve the job placement of the person with disabilities, a tool that does not exist in these inclusive companies is the transition manager, whose objective is that: to follow the person not only in what is related with working life in the inclusive company, but also guide him or her throughout a project that concludes with the transition to the employment in an ordinary company. The training of the professionals of the Personal and Social Adjustment Services and of the Support Units in each country is very varied and the preparatory conversations point out that not enough is being done and that these professionals could be trained to achieve this full inclusion and this requires a model that would be outlined on the basis of this project.

This project will allow each partner to approach and know different practices of inclusive companies or companies with an inclusive human resources policy regarding the integration of people with disabilities.

The idea of this project arises from a study on the opportunities and barriers of different employment models for people with disabilities in Europe and the general demand that politicians, administrative and social authorities and our own workers of the inclusion in the company ordinary.

III. 4th Deliverable: Definition of Basis of a Training Module

UCM, bag if and FAF have developed a training module titled “Transition Management for Workers with Disabilities” which provides the basis to create and implement appropriate training modules for the transition of people with disabilities to the general labour market.

1. Subject Description

The "Transition Management for Workers with Disabilities" course is designed to empower multidisciplinary teams with the essential knowledge, skills, and attitudes necessary for facilitating the effective transition of workers with disabilities from inclusive companies to the ordinary labor market.

In this program, participants will delve into critical aspects of disability inclusion, gaining profound insights into disability typologies, inclusive enterprise frameworks, labor market trends, coaching methods, diversity management, and a range of skills for successful transition management.

2. Course Objectives

- a) **Understanding Disability Typologies:** The various types of disabilities become known to foster a nuanced understanding of people with disabilities.
- b) **Inclusive Enterprise Frameworks:** The framework promoting inclusivity in companies are examined and enable participants to implement strategies fostering diversity and inclusion.
- c) **Labor Market Trends and Opportunities:** Current labour market trends can be analysed and employment opportunities tailored to people with disabilities and aligned with evolving market dynamics can be identified.
- d) **Effective Coaching Methods:** Participants are equipped with skills to employ coaching methods that support the professional development and transition of workers with disabilities.
- e) **Diversity Management:** A foundational understanding of diversity management and the importance of cultivating inclusive workplace cultures is developed.
- f) **Transition Management Skills:** A diverse set of skills is cultivated to facilitate successful transitions, including conflict resolution, resource mobilization and technical support.

3. Target Audience

This course is tailored for professionals working in the fields of disability inclusion, human resources, or related disciplines. It is also open to individuals seeking to enhance their knowledge and skills in supporting the integration of workers with disabilities into the ordinary labor market. A basic understanding of workplace diversity is recommended for optimal engagement.

4. Delivery Mode & Course Duration

The course is delivered in a blended format, combining face-to-face and online sessions to provide flexibility and accessibility for participants. The content is structured to ensure a dynamic and interactive learning experience. The total duration of the course is 40 hours, allowing participants to engage with the subject matter and apply their learning to real-world scenarios.

5. Assessment

Participants will undergo continuous assessment through quizzes, assignments, group projects, practical coaching and training demonstrations, and a final exam to evaluate their comprehensive knowledge. Additionally, participant feedback and self-assessment mechanisms are incorporated to encourage reflective learning.

6. Outcome

This course serves as a pivotal platform for fostering inclusivity and empowering professionals to lead the integration of people with disabilities into the ordinary labor market, with these knowledge, skills, and attitudes that contributes to more inclusive and diverse workplaces:

7. Knowledge

- a) **Specialized knowledge about disabilities and their typologies:**
 - Understanding the characteristics and challenges of various disabilities.
 - Recognizing the diversity within the disabled community.
- b) **Knowledge of the Inclusive Enterprise framework:**
 - Grasping principles and frameworks that contribute to creating inclusive work environments.
 - Familiarity with policies and practices promoting diversity within organizations.
- c) **Specialized knowledge of labor market trends and employment opportunities:**
 - Analyzing current labor market trends and understanding how they impact the employment landscape for people with disabilities.
 - Identifying emerging opportunities and challenges in the labor market.
- d) **Specialized knowledge of training and coaching methods:**
 - Understanding effective training methodologies tailored to people with disabilities.
 - Acquiring knowledge of coaching techniques to support professional development and transition.
- e) **Basic knowledge of diversity management:**
 - Grasping the fundamental concepts of diversity management.
 - Understanding the benefits and challenges of fostering diversity in the workplace.
- f) **Knowledge and application of services for promoting professional integration:**
 - Cultivating a proactive and positive attitude toward utilizing diverse services for professional integration.
 - Advocating for the implementation of services that enhance professional inclusion.
- g) **Analysis of labor market data and statistics:**
 - Developing an analytical attitude towards interpreting labor market data.
 - Utilizing statistical insights to make informed decisions about employment strategies.

8. Skills and Attitudes

- h) **Social and communication skills:**
 - Developing effective communication skills to engage with diverse stakeholders.
 - Fostering a socially inclusive environment through communication.
- i) **Conflict resolution skills:**
 - Acquiring skills to identify and resolve conflicts related to disability inclusion.
 - Promoting a harmonious workplace by addressing conflicts constructively.
- j) **Ability to create ability profiles/resource analysis:**

- Proficiency in creating profiles that highlight individuals' abilities and strengths.
 - Conducting resource analyses to match skills with employment opportunities.
- k) Mobilization of resources:**
- Developing the ability to identify and mobilize resources to support people with disabilities.
 - Creating networks and partnerships to enhance resource mobilization
- l) Analysis of resources and obstacles to integration:**
- Analyzing available resources and potential obstacles in the integration process.
 - Formulating strategies to overcome integration challenges.
- m) Assistance in the development and realization of professional careers:**
- Providing guidance and support for the career development of people with disabilities.
 - Assisting in the realization of professional aspirations and goals.
- n) Acquisition of employers to promote professional integration opportunities:**
- Fostering a proactive attitude in acquiring employers to create inclusive employment opportunities.
 - Building partnerships with employers to promote diversity in the workforce.
- o) Technical support to employers for the recruitment and employment of people with disabilities:**
- Demonstrating a supportive attitude in providing technical assistance to employers.
 - Collaborating with employers to ensure successful recruitment and employment processes.
- p) Support and accompany the employee during the induction process:**
- Cultivating a supportive and empathetic attitude towards people with disabilities during the induction phase.
 - Providing ongoing support to facilitate a smooth transition into the workplace.
- q) Follow-up of job offers:**
- Demonstrating a proactive attitude in following up on job offers and opportunities.
 - Ensuring continued support for individuals after securing employment.
- r) Use of different coaching methods and techniques:**
- Embracing a versatile attitude towards utilizing various coaching methods.
 - Adapting coaching techniques to meet the unique needs of persons with disabilities.
- s) Cooperation with the private environment (relatives, social workers, etc.):**
- Collaborating effectively with private environment, including relatives and social workers.
 - Building positive relationships to enhance support system for people with disabilities.

These knowledge, skills, and attitudes collectively contribute to the holistic development of participants, empowering them to play a pivotal role in the successful transition of workers with disabilities to the ordinary labor market.

9. Course Content

Module 1: Understanding Disabilities and Inclusive Enterprise (8 hours)

- Overview of Disability Typologies
- Inclusive Enterprise Framework
- Workplace Diversity Management

Module 2: Labor Market Insights and Opportunities (6 hours)

- Trends in the Labor Market

- Employment Opportunities for People with Disabilities
- Analysis of Labor Market Data

Module 3: Training and Coaching Methods (10 hours)

- Specialized Training Methods
- Coaching Techniques for Transition Management
- Creating Ability Profiles and Resource Analysis

Module 4: Professional Integration Services (8 hours)

- Range of Services for Professional Integration
- Acquiring Employers and Promoting Opportunities
- Technical Support for Recruitment and Employment

Module 5: Communication and Conflict Resolution (8 hours)

- Social and Communication Skills
- Conflict Resolution Techniques
- Cooperation with the Private Environment

10. Learning Outcomes

a) Demonstrate Specialized Knowledge about Various Disabilities and their Workplace Implications:

- Performance Indicators:
 - i. Identify and explain different types of disabilities and their unique characteristics.
 - ii. Articulate how various disabilities may impact individuals' work performance and interactions in the workplace.
- Assessment Methods:
 - i. Successful completion of quizzes assessing knowledge of disability typologies.
 - ii. Participation in discussions and case studies highlighting workplace implications.

b) Apply Inclusive Enterprise Frameworks to Promote Diversity and Inclusion:

- Performance Indicators:
 - i. Develop strategies to implement inclusive enterprise frameworks within diverse organizational contexts.
 - ii. Advocate for policies and practices that foster an inclusive work environment for people with disabilities.
- Assessment Methods:
 - i. Group project presentations outlining inclusive enterprise frameworks.
 - ii. Analysis of case studies demonstrating effective implementation of inclusive practices.

c) Analyze Labor Market Trends and Identify Employment Opportunities for People with Disabilities:

- Performance Indicators:
 - i. Interpret current labor market trends and their implications for people with disabilities.
 - ii. Identify and assess potential employment opportunities for people with disabilities.
- Assessment Methods:
 - i. Participation in discussions on labor market trends.
 - ii. Presentation of a comprehensive analysis of employment opportunities in a chosen sector.

d) Utilize Training and Coaching Methods Effectively in the Context of Transition Management:

- Performance Indicators:
 - i. Design and deliver effective training modules for people with disabilities.
 - ii. Demonstrate proficiency in coaching techniques to support individuals in their transition to the ordinary labor market.
- Assessment Methods:
 - i. Video submissions of coaching demonstrations.
 - ii. Peer evaluations on the effectiveness of training modules.

e) Apply Conflict Resolution Skills and Promote Effective Communication in Diverse Workplace Settings:

- Performance Indicators:
 - i. Resolve conflicts related to disability inclusion in the workplace.
 - ii. Communicate effectively with diverse stakeholders, fostering a culture of understanding and inclusion:
- Assessment Methods:
 - i. Role-playing scenarios assessing conflict resolution skills.
 - ii. Analysis of communication strategies employed in case studies:

f) Mobilize Resources and Analyze Obstacles to Facilitate Successful Integration:

- Performance Indicators:
 - i. Identify and mobilize relevant resources to support people with disabilities.
 - ii. Analyze potential obstacles to integration and propose effective solutions.
- Assessment Methods:
 - i. Group projects demonstrating resource mobilization.
 - ii. Written analysis of obstacles and proposed strategies for overcoming integration challenges.

g) Provide Technical Support to Employers for the Recruitment and Employment of People with Disabilities:

- Performance Indicators:
 - i. Offer technical guidance to employers on creating inclusive recruitment processes.
 - ii. Advise employers on effective strategies for supporting employees with disabilities in the workplace:
- Assessment Methods:
 - i. Practical application of technical support in a simulated scenario:
 - ii. Written recommendations for employers based on case studies:
- Rubrics and Checklists:
 - i. Develop rubrics and checklists aligned with each learning outcome for consistent assessment.
- Peer and Self-Evaluations:
 - i. Incorporate peer evaluations for collaborative activities:
 - ii. Encourage self-assessment reflections aligned with each learning outcome
- Case Study Analysis:
 - i. Assessments can include written or verbal analyses of real-world case studies.
 - ii. Evaluate participants' ability to apply knowledge and skills in practical scenarios.
- Practical Demonstrations:
 - i. Use video submissions or live demonstrations for practical skills assessments.

- ii. Evaluate participants' proficiency in applying coaching and training methods.

11. Learning Activities

a) Interactive Lectures and Discussions (10 hours):

- Face-to-Face Sessions (5 hours):
 - i. In-person lectures covering key topics in disability inclusion and transition management.
 - ii. Live Q&A sessions to engage participants in real-time discussions.
- Online Sessions (5 hours):
 - i. Recorded video lectures for flexibility:
 - ii. Online discussion forums for asynchronous conversations.
 - iii. Virtual office hours for additional support.

b) Case Studies and Role-Playing Scenarios (8 hours):

- Face-to-Face Sessions (4 hours):
 - i. Group discussions on case studies in a classroom setting.
 - ii. In-person role-playing scenarios with facilitator guidance.
- Online Sessions (4 hours):
 - i. Pre-recorded or written case studies shared online.
 - ii. Virtual role-playing sessions using video conferencing tools.

c) Group Projects and Presentations (10 hours):

- Face-to-Face Sessions (5 hours):
 - i. Initial project briefing and group formation during in-person sessions.
 - ii. In-person progress check-ins and feedback sessions.
- Online Sessions (5 hours):
 - i. Collaborative project work using online platforms.
 - ii. Virtual group presentations with Q&A.

d) Hands-On Coaching and Training Exercises (7 hours):

- Face-to-Face Sessions (3.5 hours):
 - i. Practical coaching exercises with real-time feedback.
 - ii. In-person training demonstrations and workshops.
- Online Sessions (3.5 hours):
 - i. Online training modules with interactive elements.
 - ii. Virtual coaching sessions using video conferencing tools.

e) Field Visits to Inclusive Enterprises (5 hours):

- Face-to-Face Sessions (2.5 hours):
 - i. Physical visits to inclusive enterprises for firsthand experience.
 - ii. Interaction with professionals and employees on-site.
- Online Sessions (2.5 hours):
 - i. Virtual tours and interviews with inclusive enterprises.
 - ii. Online reflection sessions and discussions.

12. Integration Strategies

Blended Schedule :

- Design a schedule that balances face-to-face and online activities.
- Clearly communicate the schedule to participants.

Hybrid Platforms:

- Utilize a Learning Management System (LMS) for online content delivery.
- Combine face-to-face activities with virtual components seamlessly.

Mixed-Mode Assignments:

- Design assignments requiring face-to-face and online collaboration.
- Ensure accessibility to online materials for all participants.

13. Assessment

Participation and Engagement (5 hours) :

- Evaluate participation in face-to-face and online discussions.
- Assess engagement in virtual office hours and forums.

Project and Presentation Assessment (10 hours):

- Evaluate group projects based on creativity, relevance, and collaboration.
- Assess group presentations and Q&A sessions.

Role-Playing Evaluation (4 hours):

- Evaluate role-playing scenarios during face-to-face and online sessions.
- Provide constructive feedback on communication and problem-solving skills.

Coaching and Training Exercises (7 hours):

- Assess practical coaching exercises and training demonstrations.
- Evaluate participation in virtual coaching sessions.

Field Visit Reflections (5 hours):

- Assess reflections on both physical and virtual field visits.
- Encourage participants to share insights gained from the experiences.

14. Evaluation Tools and Instruments

a) Continuous Assessment through Quizzes and Assignments:

- Tools:
 - i. Online quiz platforms integrated into the Learning Management System (LMS).
 - ii. Assignment submission through the LMS.
- Instruments:
 - i. Short quizzes after each module to assess understanding.
 - ii. Assignments requiring critical analysis of case studies and real-world scenarios.

b) Group Project Presentations and Reports:

- Tools:
 - i. Presentation tools (e.g., PowerPoint, Google Slides) for visual aids.
 - ii. Collaborative platforms (e.g., Google Workspace, Microsoft Teams) for project development.
- Instruments:
 - i. Rubrics outlining criteria for creativity, relevance, collaboration, and presentation skills.
 - ii. Peer and instructor evaluations for assessing contributions within the group:

c) Practical Coaching and Training Demonstrations:

- Tools:
 - i. Video conferencing tools for virtual coaching sessions.
 - ii. Online training modules with interactive elements.
- Instruments:
 - i. Rubrics for assessing coaching effectiveness, communication, and engagement.
 - ii. Self-reflection assignments where participants evaluate their coaching and training approaches.

d) Final Exam Assessing Comprehensive Knowledge:

- Tools:
 - i. Comprehensive exam questions designed through the LMS.
 - ii. Virtual proctoring tools for exam security, if applicable.
- Instruments:
 - i. Multiple-choice, short-answer, and essay questions covering key concepts.
 - ii. Grading rubrics ensuring consistency and transparency in evaluation.

e) Participant Feedback and Self-Assessment:

- Tools:
 - i. Online survey tools for collecting participant feedback.
 - ii. Self-assessment forms provided through the LMS.
- Instruments:
 - i. Feedback surveys covering course content, delivery, and overall experience.
 - ii. Self-assessment checklists where participants reflect on their progress and areas for improvement.

f) Implementation Strategies:

- Continuous Monitoring:
 - i. Regularly review quiz results and provide timely feedback.
 - ii. Monitor group project progress through collaborative platforms.

- Feedback Loops:
 - i. Conduct mid-course feedback sessions for participants to express concerns or suggestions.
 - ii. Encourage peer feedback within groups during project development.
- Transparent Evaluation Criteria:
 - i. Clearly communicate rubrics and criteria for assessments.
 - ii. Provide examples of exemplary work to guide participant expectations.
- Adaptive Assessments:
 - i. Adjust assessments based on the evolving needs and progress of participants.
 - ii. Incorporate real-world scenarios in practical assessments for relevance.
- Encourage Self-Reflection:
 - i. Integrate reflective assignments throughout the course.
 - ii. Encourage participants to assess their strengths and areas for growth.
- Feedback Review Session:
 - i. Schedule a session to review overall participant feedback and address concerns.
 - ii. Share insights gained from self-assessment reflections.
- Continuous Improvement Plan:
 - i. Develop a plan based on participant feedback to enhance future iterations of the course.
 - ii. Consider adjustments to content, delivery methods, or assessment strategies.

This guide provides a comprehensive overview of the training module, including subject description, general information, admission requirements, knowledge, skills, and attitudes to be developed, course content with an index of topics and hours, learning outcomes, learning activities, and evaluation tools and instruments. Adjustments can be made based on the specific needs and context of The CO4TRAN Project.