



INTELLECTUAL OUTPUT-3

TRAINING CURRICULUM

Project no: 2019-1-AT01-KA202-051516

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CONTEXT AND INTRODUCTION

People with disabilities are more likely to be unemployed; Data shows, that employment rates are lower for men and women with disability (53% to 20%) than for men and women without (64% to 30%).¹

People who are **deaf are particularly vulnerable**. The problem starts at birth - 90 per cent of deaf children are born to hearing parents, which means they lack an adult language model at home. Lack of bilingual instruction in schools means that most deaf children try to learn without reference to their first language (sign language). For deaf school leavers, written texts with **complex vocabulary constitute a barrier to understanding**. Linguistic exclusion leads to actual exclusion.

AW4A partners in Austria, Germany, Italy and Poland conducted an **online survey in Sign Language** during early 2020 to assess the needs of Deaf job seekers. More than 250 people took part in the survey. The survey results show that Deaf job seekers would like more information in Sign Language in the several areas of employment. In addition to the survey, **desk research about education and employment of Deaf people** in the respective countries was carried out. You will find our reports available for download on the webpage

[IO1 - Accessible Work 4 All](#)

¹ <https://www.who.int/news-room/facts-in-pictures/detail/disabilities>

This training aims to **promote equality, non-discrimination and diversity** through the innovation of providing information on employment and employment regulations in accessible digital formats. Deaf job seekers looking for online support have access to information in their first language – sign language - on video with plain text subtitles and visual support in the form of drawings and animations to assist understanding.

The following curriculum is divided into four modules:

Module 0: ADDITIONAL EXERCISES

Module 1: APPLICATION

Module 2: CONTRACTS

Module 3: PERSONELL

Module 4: COMMUNICATION & ACCESSIBILITY

The content of each module focuses on and is structured according to: Skill development (HOW to learn), Information/knowledge (WHAT to learn) and Transmission/empowerment (HOW to pass on what is learned).

Participants are expected to **explore the use of visual aids** and **empower other deaf people** by communicating the content in sign language, thus also contributing to accessibility in the working world.

The overview of the developed curriculum reflects the analysis of each module in terms of: the specific objectives to be achieved; the individual skills; inclusive knowledge and attitudes; the specific activities proposed and their format.

As a **curriculum serves as an orientation base**, the trainer must always **adapt to the existing competences** of the participants and adapt the content. Trainers are expected to adapt the units and select activities, change materials accordingly and manage the time available.

This training was created **according to the European Qualifications Framework** and applies to level two of EQF. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

The aim is to establish its compatibility with local and national standards. Learning outcomes in the context of the EQF **convey the competences, skills and knowledge** that a successful graduate would pose as a result of completion of the course.

In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual; skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments; competence is described in terms of responsibility and autonomy

TRAINING METHODS

The curriculum and training materials **are all digital**, making them **easily accessible** online and available for download and using a combination of plain text, visual images and sign language. This approach ensures maximum participation of deaf people in the project. The intention is for the training to take place bilingually and the materials were developed in line with this approach. This also ensures maximum accessibility, both within the project implementation period and beyond, by partners in the project, but also by associated partners and others outside of our partnership. **The greater the accessibility, the greater the sustainability** in the future as other VET trainers can access and use the materials without language barriers. Moreover, the design of the outputs is deaf-friendly, adding to greater empowerment of trainers and learners alike. The outputs developed under output 1 are intended for self-study and self-reference purposes, in order to empower deaf job seekers by ensuring accessible materials are available to them in their own language. Output 3 takes the intention a step further by using self-study materials in a blended-learning format.

Contrastive learning methodology: A cornerstone of our project is bilingualism. We ensure that sign language is provided wherever there is written language. For deaf job seekers, it is vital that the learning experience is anchored in their first language. This is not only to enable better access to and learning of written language but also to **improve sign language understanding, competencies and fluency**. The outputs include three main components which are sign language, plain text, as well as visual elements (video, animation, drawings and graphics).

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Empowerment didactics. All outputs are available online and Output 2 outputs in particular encourage self-study, self-discovery and greater self-determination. Users can determine their own speed, how often they view the videos, how frequently they repeat and review content, and feedback mechanisms ensure users are included in a process of continuous improvement beyond the project implementation period.

During the process of development, complex terminology and jargon was identified. An **online sign language lexicon** of work-related technical terminology which including the sign, the written word and an image are embedded on the project website.

The **blended training** can be held **online and face to face**. Online the AW4A website the videos, the lexicon and all teaching materials are provided.

At the end of each module there will be an assessment for the participants. To evaluate if they understood the main content of the module correctly and if they feel additional empowerment after completing the module.

TARGET GROUPS

Participants for the blended learning training developed under Output 3 are **deaf job seekers**.

Output 3 is developed not only with deaf learners in mind but takes the needs of deaf trainers into consideration.

THE PURPOSE OF THE COURSE

The purpose of this document is to **identify the appropriate strategies and activities** required to achieve the desired outcome during the implementation of the Training Module and to **set the standards** for how and when training on the project/program takes place.

The Training Plan provides a **clear understanding** of what must happen to meet the training requirements that have been defined, thus, end-users receive training in the knowledge, skills, and/or abilities required to for the project objectives.

A curriculum, training course and handbook are developed on the subject of employment regulations in line with EQF reference level 2.

Specifically, the courses outcomes are:

- Deaf job seekers are empowered, and more able to exercise self-determination in their employment relationships and working lives.
- Deaf job seekers have access to accessible information and digital materials on employment regulations.
- Deaf job seekers experience fewer barriers to employment.

TRAINING OUTLINE

The course consists of 4 module of blended training that take 23 hours of teaching and learning activities. Moreover, the training methodology suggest an additional 2 hours of self-study for each module plus the section of additional exercises for a total of 30 hours of teaching and learning activities.

MODULE NUMBER	TITLE OF THE MODULE	CONTACT HOURS
0.	ADDITIONAL EXERCISES	1 hour
1.	APPLICATION	7 hours
2.	CONTRACTS	4 hours
3.	PERSONELL	7 hours
4.	COMMUNICATION & ACCESSIBILITY	5 hours

All the materials are split as follows:

- workbook for each Module with methodology sheets
- work sheets & assessment questions

There will be separate documents for:

- Presentation of the module
- plain text with QR codes to videos

All available on the AW4A website for Output 3 under the following link:

<https://www.accessiblework4all.eu/io3/>

MODULE 0: ADDITIONAL EXERCISES

Module 0 is designed as an online/offline part. Methodologically, group work is the focus of the units.

UNIT	TEACHING METHODS		MATERIALS AND EQUIPMENT		DURATION
Get to know each other	<ul style="list-style-type: none"> • Profile (offline) • Profile (online) • The get-to-know-your-desk game (online) 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	10 - 20 min
Stay awake	<ul style="list-style-type: none"> • Colour-object (online) • Emoji facial gymnastics (online) • Tilt chair method (offline) • Confused teacher 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	10 - 20 min
Feedback	<ul style="list-style-type: none"> • Match method • I pack my suitcase ... 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	10 - 20 min

MODULE 1: APPLICATION

LEARNING OUTCOMES:

Knowledge: participants acquire knowledge of what job ads should look like, what their basic structure and content should be.

- *Skills: recognize the elements of a job ad.*
- *Competence: participants can look for a job ad and manage to apply for a job*

UNIT	TEACHING METHODS		MATERIALS AND EQUIPMENT		DURATION
Job Ads	<ul style="list-style-type: none"> • Video watching • Video contents discussion • Personal experiences • Knowledge application 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	90 min
Job application letter	<ul style="list-style-type: none"> • Video watching • Video contents discussion • Personal experiences • Application letter analysis • How to write a successful CV? 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	90-120 min
Job application interview	<ul style="list-style-type: none"> • Video watching • Video contents discussion • Personal experiences • Knowledge application 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	90-120 min

MODULE 2: CONTRACTS

LEARNING OUTCOMES:.

- *Knowledge: Basic factual knowledge of what employment contracts look like, what their basic content should be, what types of employment relationships there are, how collective agreements came into being and what they regulate for employees and employers.*
- *Skills: organising own ideas on a subject thematically, presenting own ideas in a discussion within the group, observing important information, structuring information, creativity*
- *Competence: be able to link seminar content with the personal reality of life*

UNIT	TEACHING METHODS		MATERIALS AND EQUIPMENT		DURATION
Together we are strong! <i>collective agreement and amount of payment</i>	<ul style="list-style-type: none">Spider's webShort discussionWatch the video "Collective agreement"Discussion and feedback		<u>Face to face:</u> Handouts Pens & Markers Paper Flipchart	<u>Online:</u> Jamboard Office pack	90 min
Self-made employment contract	<ul style="list-style-type: none"><i>Letter method</i><i>Dscussion round</i><i>Watching the video</i><i>Feedback</i>		<u>Face to face:</u> Handouts Pens & Markers Paper Flipchart	<u>Online:</u> Jamboard Office pack	60 – 90 min
How do I want to work? <i>Different working conditions</i>	<ul style="list-style-type: none"><i>Watching the video</i><i>Clarification of questions of understanding</i><i>Discussion</i>		<u>Face to face:</u> Handouts Pens & Markers Paper	<u>Online:</u> Jamboard Office pack	60 min

	<ul style="list-style-type: none"> • <i>Feedback</i> 				
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MODULE 3: PERSONELL

LEARNING OUTCOMES:

- Knowledge: understand and organise employee reference documentation, further education opportunities for employees, understand employees' rights relating to family situation, **understand the concept of home office, what is required, allowed and not allowed understanding of regulations relating to all kinds of retirement**
- Skills: exchange in a group, practice signing spontaneously, express own opinion in front of the group, argument, allow a change of perspective, filter and cluster information, observing important information, structuring information, creativity, defining terms in a simple way, sign to written comprehension, reading skills, widening vocabulary (signed and written) **train attention, train to work independently, finding and preparing information, independent internet research, being able to explain terms in a simple way**
- Competence: be able to request relevant reference documentation, and to choose and organise relevant further education opportunities, working independently and/or team work, be able to claim family related rights, **be able request and organise home office, be able to claim invalidity and retirement rights**

UNIT	TEACHING METHODS		MATERIALS AND EQUIPMENT	DURATION
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work certificate, job reference and letter of recommendation	<ul style="list-style-type: none"> • Discussion (fishbowl method) • Visualize results • Watch the video • Compare results 		Face to Face: space for a circle of chairs flip chart writing materials internet access	Online: Jamboard Office pack	<i>60 min</i>
Work and education	<ul style="list-style-type: none"> • Watch video • Draw a mind-map 		Face to face: smartphone/tablet/laptop paper drawing materials	Online: Jamboard Office pack	<i>90 min</i>
work and family	<ul style="list-style-type: none"> • Watching the video • Answering questions • Group discussion with solution sheet • Collecting terms 		Face to Face: laptop/tablet/mobile writing materials moderation card flip chart	Online: Jamboard Office pack	<i>60 min</i>
Home office	<ul style="list-style-type: none"> • Introduction • Watching the video • complete the true or false • self-study task 		Face to Face: laptop/tablet/mobile writing materials moderation card flip chart	Online: Jamboard Office pack	<i>60 - 90 min</i>
Retirement and invalidity part 1	<ul style="list-style-type: none"> • Watch the video • Define terms • Compare results with whole class 		Face to face: handouts Flipchart writing materials internet access	Online: Jamboard Office pack	<i>60 min</i>
Retirement and invalidity part 2	<ul style="list-style-type: none"> • „Speed Dating“ Interviews • Watch the video 		Face to face: handouts writing- and drawing	Online: Jamboard	<i>60 - 90 min</i>

	<ul style="list-style-type: none"> • Draw a picture 	materials paper internet access	Office pack	
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MODULE 4: COMMUNICATION & ACCESSIBILITY

LEARNING OUTCOMES:

- *skills: list and know the possible communication equipment and how to request them, define and recognize the phases of a conflict at work, identify general and legal pros and cons of self-disclosure*
- *knowledge: know the country specific details, Know and identify different forms of accessibility and compensation of disadvantages*
- *competence: develop strategies to solve a conflict at work, Understand the different forms of discrimination*

UNIT	TEACHING METHODS		MATERIALS AND EQUIPMENT		DURATION
communication equipment	<ul style="list-style-type: none"> • Game: Tell me what you see • Video presentation • Q&A to video • Discussion • Self-study tasks & assignments 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	<i>75 min</i>

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conflict at work	<ul style="list-style-type: none"> • Role play • Video presentation • Q&A to video • Self-study tasks & assignments: case studies 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	<i>75 min</i>
self-disclosure	<ul style="list-style-type: none"> • Two truth and a lie • Write an epitaph • Video presentation • Q&A to video, Exercises/games • Discussion • Self-study tasks & assignments: Questionary 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	<i>75 min</i>
Non-discrimination, accessibility and compensation of disadvantages	<ul style="list-style-type: none"> • The privilege walk • Video • Q&A to video, • One word game – Speed dating • Self-study tasks & assignments: short quiz 		Face to face: Handouts Pens & Markers Paper Flipchart	Online: Jamboard Office pack	<i>75 min</i>

ASSESSMENTS & CERTIFICATION

The assessment will be held through the outcomes of competency self-assessment completed by trainees at the end of each module. The self-assessment consists of several multiple choice questions (1 for each unit in the module) and questions on the subjective empowerment of the participants (1 for each unit in the module).

At the end of the training, trainers can fill in a word template for the course certificate with the full name of the participant. The template should include the modules done by the participant.