IN-WORK

Training handbook and training materials for the supervisors, professors, and teachers and for the project officers and support staff

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Introduction

This training handbook and training materials are done in the Inclusive Community in Work (IN-WORK) -project. The IN-WORK project's aim is to develop and foster an inclusive culture, by developing and testing a model of intervention focused on relations between inside and outside the university, and engaging people involved. The project adopts the work-integrated learning method, which includes work-based learning to support people with special needs to undertake meaningful learning experiences with the world of work. The main objective of the project is to design and pilot a model of intervention that will allow universities to leverage their community networks to foster a culture of inclusivity and create work-integrated learning activities for young people with special needs, both inside and outside the university.

The handbook and all material are designed for the trainers to help them to plan and implement training for the university staff and other stakeholders who are guiding and supervising students with special needs in the work integrated learning (WIL). It is also developed to help teachers, other university staff, and supervisors outside universities promote inclusion.

It is important to note that when choosing material for your training group, you consider the starting level of the participants and their needs and desires. Feel free to edit the material for the needs of the group. The material has been designed to enable collaborative learning. Therefore, try to make the most of the participants' own experiences, ideas, and knowledge. This increases inclusivity and inclusion. At the same time, it supports the agency of the participants.

The training material includes three sections:

1) Training handbook
2) Training material (Power Point slides) for supervisors, professors, and teachers and
3) Training material for project officers and support staff

Materials are available is English, Finnish, Italian and Spanish. It is also allowed to translate it to your own language.

1. The aims and the objectives of the training programs

The training's main aim is to raise awareness about inclusion and universal design among the university staff and to increase their skills in dealing with people with special needs. As a result, work-integrated learning possibilities and supportive guidance for students with special needs will be increased.

The specific objectives of the trainings are:

- To design and develop processes and procedures to increase the openness of the university.
- To promote an inclusive culture through co-creation with stakeholders, by training academic and support staff of the universities on methods, processes, and procedures to implement WIL and by co-designing with stakeholders joint WIL activities.

2. Target groups

The training programs are designed for anyone who is involved in students' work- integrated learning in Higher Education, e.g., supervisors, professors, teachers, and other university staff.

You can use the handbook if you coordinate and arrange trainings for the staff at your HE-institution and want to train staff members to consider the individual needs of learners, build work-integrated learning experiences suitable for them, and develop inclusive practices together with working life. The training materials are suitable also for people who are interested in work integrated learning (WIL) and want to learn more about it.

Since the work of different staff groups at the universities differs in terms of work-integrated learning for students with special needs, the training material was specifically tailored for two distinct target groups:

- supervisors, professors, and teachers and
- project officers and support staff.

When planning trainings for your university, please, check which material best suits the needs of the group, even we have done one suggestion. The duties, tasks and responsibilities of the university staff are determined according to the universities' own practices and procedures in your country, and you may need to adapt the material according to the needs of your own university staff.

It is possible to organize separate trainings for separate groups of staff members, but if the training is organized as a joint training for the staff, it can increase co-responsibility inside the university as well as promote culture of inclusion in the community. It also helps participants of the training to co-create and consider the WIL activities and procedures from a wider perspective and define what kind of support the student may need in different working environments and work tasks. The professors, supervisors and teachers are best acquainted with the specific needs of students, while maybe other staff members know the requirements and expectations of the work and co-operation organizations better. Joint training fosters collaboration between different staff groups and makes student guidance more effective and higher quality. However, it is good to note that different staff members and staff groups may have diverse needs for training and may be interested in slightly different things.

The proposal of the IN-WORK project is that part of the training is shared, and some parts are carried out separately for different groups according to the needs of participants as follows:

- A common module for both groups concern inclusion and the needs of students. This module focuses on inclusion of youths between education and work, addressing topics such as physical and digital accessibility, universal design principles, quality of life for all and social impact of inclusion for people with special needs.
- The module for supervisors and professors focuses on traditional internships and traineeships for people with special needs, including digital tools to facilitate accessibility.
- The module for teachers gives information on how to combine didactics, work-integrated learning, and curricular courses and how to organize joint projects and workshops with stakeholders.
- The support staff, those who deal with students both for classroom and out-of-the-classroom activities, may want to concentrate to needs and resources of the institution for people with special needs, approaches to deal with the target group and how to overcome potential problems and obstacles.

It is important to ask participants' needs beforehand of the training and organize the training according to their wishes.

3. The structure of the trainings

The trainings are based on the material produced in the IN-WORK project. You can find the documents on the webpage Guidelines – In-Work Project (in-work-project.eu).

The trainings are practical. Practical trainings help participants to reflect on their own way of working and supports them in developing their work. The trainings raise awareness of working methods that strengthen inclusivity. They are based on joint knowledge building, where the trainer(s) and participants share their experiences, knowledge, and development ideas. Through these, a collective understanding of the matter is formed, innovative ideas are born, and prevailing practices are changed.

The training programs for both groups consist of one preliminary assignment and four modules: "Understanding the needs", "Methodology", How to engage stakeholders" and "Evaluation", but you can emphasize the content and the scope of processing different themes according to the needs of the target group. The different needs of the participants have also been considered in the training material.

**Trainings: 1) Training programme for supervisors/professors/teachers
2) Training for staff on procedures for work-integrated learning**

a common module on inclusion of youths between education and work, addressing topics such as physical and digital accessibility, universal design principles, quality of life for all, social impact of inclusion for people with special needs

a module for **supervisors,** addressing online and traditional internships and traineeships for people with special needs, including digital tools to facilitate accessibility

a module for **teachers**, addressing didactics for work-integrated learning in curricular courses, from consultancy-based projects to joint workshops with stakeholders, etc.

a module for **project officers and support staff** (depending on the institution: those who deal with students both for classroom and out-of-the-classroom activities), addressing needs and resources of the institution for people with special needs, approaches to deal with the target group and to overcome potential problems and obstacles.

| UNDERSTANDING THE NEEDS | INTRODUCE METHODOLOGY GUIDELINE | HOW TO ENGAGE STAKEHOLDERS | EVALUATION |

Picture 1: Training modules

Each module includes two themes. The total duration of the training is 8 hours. You can decide (together with the participants) how long one theme will be. The length of a theme can vary depending on what issues are important to the group and what is the aim of the training. However, make sure that the total length of the themes is 8 hours.

Hereafter a summary of Modules and Themes.

Modules		Learning objectives	Timing
1st Module	UNDERSTANDING THE NEEDS Theme 1: INCLUSION Theme 2: WHAT ARE SPECIAL NEEDS	Become familiar with the concept of inclusion and special needs	2 h
2nd Module	METHODOLOGY Theme 3: WHAT IS WIL? Theme 4: HOW TO ORGANIZE WIL	Know the WIL concept and the rules to organize WIL experiences	2 h
3rd Module	HOW TO ENGAGE THE STAKEHOLDERS Theme 5: ENGAGEMENT OF THE STAKEHOLDERS Theme 6: WORKSHOP - WHAT TO DO IN PRACTICE	Know who the stakeholders are and how to effective engage them	2 h
4th Module	EVALUATION Theme 7: THE INTERESTS OF PARTICIPANTS Theme 8: EVALUATION PLANS	Know how to set evaluation criterias and plans	2 h

The trainings can be conducted either online, on hybrid-model or onsite. Online training can be implemented asynchronously or synchronically. If you build the training to be independent of time and place, make videos of the training material and make sure that you clearly instruct the participants' progress. Remember to also inform the participants about how they will reach you and how they will receive guidance when they need it.

4. Content of trainings

4.1 The first module: Understanding the needs

The aim of the first module is to build a framework for trainings, and it is meant for both groups. This module focuses on students' needs for specific support and inclusiveness in education and working life. The first module includes three parts:

- preliminary assignment
- the training themes no 1 and 2

This module is based on the IN-WORK document "Needs, resources, obstacles and opportunities for youths with special needs in insertion to work" (Guidelines – In-Work Project (in-work-project.eu)). This module is common for both training groups.

4.1.1 The preliminary assignment

The trainings begin with a preliminary assignment. Its purpose is to orientate participants to the topic and help them reflect on their previous experiences. It also provides information on what kind of experiences and knowledge participants already have and what they expect from the training. You can ask participants to submit the assignment to you in advance. The assignment can also be discussed at the first meeting with the participants. This assignment will also help you plan your 7th theme meeting, which is a workshop and is based on the needs and expectations of the participants.

The assignment:

Answer the following questions:

a) What experiences do you have with young people with special needs? What has been rewarding about working with them? What has been challenging? In which way have you changed your own activities when you have guided and supervised students who have had special support needs?
b) What does the word inclusion mean to you?

Send your answers to the trainer in the format of your choice (text, mind map, video, podcast, etc.).

As a trainer, inform the participants how and when to submit an assignment to you. It is also valuable to tell the participants whether you give personal feedback on the assignment or is it only discussed in the first meeting.

4.1.2 Theme No 1: Inclusion

This theme sheds light on the concept of inclusion and related concepts. It also briefly introduces the IN-WORK project, in which the training material has been created. During the first meeting, it is important to familiarize the participants with each other and orientate them on the training.

TRAINING FOR SUPERVISORS, PROFESSORS AND TEACHERS		
Slide	The main point of the slide	To note
2: Understanding the needs	Open the aims of the module	Orientate participants and check if they have same objectives as the training has
3: You are warmly welcome to this training!	It is important to know who belongs to the group. During the introduction tour, the atmosphere of the group is formed.	If you organize the training asynchronously, participants can introduce themselves with the videos or texts and pictures.
4: Some words about the training	Open the structure of the module	
5-7	Background for training	
8-15	Basic concepts	

16: What do we want to achieve?		This slide is not accessible for people with visual impairment. You must explain not only the terms but also the picture for them.
17- 20: National legislation		You have to add your national legislation on slides
21: Read more, e.g.	This slide shows some examples of extra material just to inspire participants to learn more about the topic	If you want, you can add other books, articles, videos, podcasts, etc. to this slide. Please, also add references that are in your native language to make the material linguistically accessible for everyone.

TRAINING FOR PROJECT OFFICERS AND SUPPORT STAFF		
Slide	The main point of the slide	To note
2: Understanding the needs	Open the aims of the module	Orientate participants and check if they have same objectives as the training has
3: You are warmly welcome to this training!	It is important to know who belongs to the group. During the introduction tour, the atmosphere of the group is formed.	If you organize the training asynchronously, participants can introduce themselves with the videos or texts and pictures.
4: Some words about the training	Open the structure of the module	
5-7	Background for training	
8-15	Basic concepts	
16: What do we want to achieve?		This slide is not accessible for people with visual impairment. You must explain not only the terms but also the picture for them.

17- 20: National legislation		You have to add your national legislation on slides
21: Read more, e.g.	This slide shows some examples of extra material just to inspire participants to learn more about the topic	If you want, you can add other books, articles, videos, podcasts, etc. to this slide. Please, also add references that are in your native language to make the material linguistically accessible for everyone.

4.1.3 Theme No 2: What are "Special Needs"?

This session focuses on the special needs of young students. It should be noted that there are differences in the definition and classification of "support needs" by country and administration. There are also country-specific differences in legislation. As a trainer, please check the policy and practices in your home country before the training and customize the material suitable for the training organized by you.

TRAINING FOR THE SUPERVISORS, PROFESSORS AND TEACHERS		
Slide	The main point	To note
22-29	Students with special needs, one definition	You can add your own definitions of special needs. Also, discuss of the definitions in different countries.
31-35	Studies carried out in IN-WORK project	Research introduction and referring them to participants´ own experiences.

TRAINING FOR THE PROJECT OFFICERS AND SUPPORT STAFF		
Slide	The main point	To note
22-29	Students with special needs, one definition	You can add your own definitions of special needs. Also, discuss of the definitions in different countries.
31-35	Studies carried out in IN-WORK project	Research introduction and referring them to participants´ own experiences.

4.2   The second module: Methodology

This module introduces the concept of Work Integrated Learning (WIL). IN-WORK-project adopted the work-integrated learning method, which includes work-based learning (internships and traineeships) to support people with special needs to undertake meaningful learning experiences with the world of work.

WIL supports the personal skills of students, provides experiences of working life, helps them identify their own strengths and supports employment. WIL supports the guidance skills of workplace tutors in situations where students need special support. The experiences gained can give confidence to guide students who need special support from supervisors.

Work-integrated learning also gives employers and employees the opportunity to review their own prejudices and increase their understanding of the factors affecting the employment and retention of special groups. It encourages social responsibility and greater diversity in the workplace.

The university plays an essential role in initiating and maintaining cooperation between students in need of special support and working life and thus building a more inclusive society. With WIL, the university can develop its own curricula, teaching practices and competencies of the staff. Teachers can update their own knowledge and be better informed about what is happening in working life and what kind of competence requirements are needed in today's working life.

The module is based on the IN-WORK document Methodological guidelines to design, develop and implement work-integrated learning activities (IN_WORK Pedagogical guidelinest_WP2_v4.pdf (in-work-project.eu)).

Note that this theme is a part of supervisors`, professors` and teachers` practical work and they might be interested in how to organize a new action of WIL for their students, while the other university staff (project officers and support staff) can be more eager to know administrative procedures and the development of them, so adapt your training to the needs of different groups even the theme is same in the separated trainings.

4.2.1 Theme No 3: What is WIL?

The third topic of the training is Work-integrated learning. Increasing and strengthening WIL in the learning of students with special needs was a key objective of the IN-WORK project. This theme is discussed in more detail in the document "Methodological guidelines to design, develop and implement work-integrated learning activities". This session examines Work-Integrated learning and diverse ways to implement it.

TRAINING FOR SUPERVISORS, POFESSORS AND TEACHERS		
Slide	The main point	To note
36-46	What is WIL, introduction to WIL and the ways of organizing it	

TRAINING FOR PROJECT OFFICERS AND SUPPORT STAFF		
Slide	The main point	To note
36-42	What is WIL, introduction to WIL and the ways of organizing it	

This theme is crucial part of the training for supervisors, professors and teachers. They are responsible to organize training and connect it to the curriculum. They have to understand what WIL is, how to plan, implement and evaluate it and how to tailor it suitable for the students with the special needs.

Theme also applies to the support staff, so they should understand why WIL is necessary. They may also be involved in e.g., curriculum development, so it is good for them to understand how WIL is connected to the curriculum.

4.2.2 Theme No 4: How to organize WIL?

The fourth theme focuses on organizing work-integrated learning for students with special needs and thus this it is mainly meant for the supervisors, professors and teachers. During the session, participants discuss together what is important to be consider before, during and after WIL to make learning as safe, educational and capacity-building as possible for the student.

In the training for support staff, also this theme is more administrative. In training, it is a good idea to check e.g., the following questions: what kind of agreements are needed with workplaces, who takes care of insuring students, what kind of support measures and aids outside the educational institution students have access to, etc. Support staff training focuses on how to enable students to learn as well as possible in the workplaces/work life activities, while teachers ensure that learning objectives are achieved, and students are getting enough guidance and support. Note, that these administrative questions are university-specific, and as a trainer of the support staff you must find out about the practices and administrative instructions of your own organization. If the support staff has a role of co-operation with other organizations and authority in WIL, it is good to deal with these forms of cooperation in training.

TRAINING FOR THE SUPERVISORS, PROFESSORS AND TEACHERS		
Slide(s)	The main point	To note
48	Learning to recognize the factors that can support or hinder a successful transition from education to work	
49-53	Phases of the WIL-process. What to do step by step.	

TRAINING FOR THE PROJECT OFFICERS AND SUPPORT STAFF		
Slide(s)	The main point	To note
43-47	Learning to recognize the factors that can support or hinder a successful transition from education to work	
48-49	Phases of the WIL-process. What to do step by step.	

4.3 The third module: How to engage stakeholders?

On this module the participants identify the most important stakeholders and plan collaborations with them. The key issue of the training is engaging stakeholders to promote inclusion and work integrating learning for students with special needs. No one can build an inclusive WIL alone, but it requires several actors and good co-operation between them. That is why it is important to find key stakeholders and build permanent, effective, and sustainable cooperation with them.

Note, that the stakeholders for supervisors, professors and teaches and for support staff can be totally different. In both trainings it is important to define the right stakeholders and promote co-operation with them.

4.3.1 Theme no 5: Engagement of the stakeholders

The first theme of this module is focusing on who the key stakeholders are and what their role and responsibilities are in WIL.

TRAINING FOR THE SUPERVISORS, PROFESSORS AND TEACHERS		
Slide	The main point	To note
54-60	Engagement of the stakeholders	Participants learn to recognize their main stakeholders and their roles and responsibilities

TRAINING FOR THE PROJECT OFFICERS AND SUPPORT STAFF		
Slide	The main point	To note
52-55	Engagement of the stakeholders	Participants learn to recognize their main stakeholders and their roles and responsibilities

4.3.2 Theme no 6: Workshop

Before embarking on a work-integrated learning process, several crucial factors require thoughtful consideration. First and foremost, it is essential to identify and address the specific support needs of the students involved. Additionally, careful deliberation should go into selecting the most optimal learning environment and location tailored to each student's requirements.

Moreover, a vital aspect of the preparatory phase is ensuring that both students and representatives from the working world are well-versed in the learning objectives and the

strategies to accomplish them. This knowledge is paramount in facilitating a smooth and productive WIL experience for all parties involved.

This session is a workshop where participants concentrate on stakeholders and make concrete suggestions and plans to engage stakeholders and promote co-operation.

TRAINING FOR THE SUPERVISORS, PROFESSORS AND TEACHERS		
Slide	The main point	To note
61-64	Strategies for involving the stakeholders	You can organize discussion of best practices by Learning café-method or use another methos more suitable for the participants of the training

TRAINING FOR THE PROJECT OFFICERS AND SUPPORT STAFF		
Slide	The main point	To note
56-59	Strategies for involving the stakeholders	You can organize discussion of best practices by Learning café-method or use another methos more suitable for the participants of the training

By organizing a learning cafe, you can create a dynamic and engaging learning experience that encourages active participation and collaboration among participants, but you can choose another method as well. We recommend a learning café, because it is an informal and interactive learning environment that encourages participants to engage in open discussions, share knowledge, and collaboratively explore topics of interest. It provides a more relaxed and social setting compared to traditional training methods, fostering a sense of community, and promoting active learning. The participants of training have diverse experiences of co-operation with stakeholders and they can learn a lot from each other.

If you want to use learning café-method in the training, set up different discussion stations or areas within the learning cafe, each dedicated to a specific topic. The main topics in this training are how to organize clear communication channels, collaborative planning, training and development, regular evaluation and inclusive practices – each topic in one discussion station. Assign facilitators to each station who can guide discussions. Define a schedule for the learning cafe, including specific time slots for each discussion round. Allow participants to rotate between stations or choose which discussions they want to join. Foster an inclusive and participatory environment.

Encourage participants to share their experiences, ask questions, and contribute to the discussions. Assign someone to take notes to document key insights, ideas, and recommendations that arise during the discussions. This documentation is important to share with participants after the learning cafe to reinforce learning.

4.4 The fourth module: Evaluation

To enhance learning opportunities for everyone through Work-Integrated Learning (WIL) and foster the development of an inclusive community, it's crucial to gather feedback from all stakeholders involved in WIL activities. Students can assess how their specific support needs were considered and whether they received the necessary support, tools, adequate environmental adaptations, and timely feedback to achieve their learning objectives. Teachers can examine not only students' learning but also the implementation of Work-Integrated Learning (WIL) and the need for further collaboration with the workplace. University staff play a pivotal role in collecting and integrating feedback into the education structures. Stakeholders evaluate these matters from their own perspectives, and systematically collected and utilized feedback also aids them in improving their practices.

In both trainings, evaluation is carried out considering the objectives and target group of the training. If you are conducting the training at the same time, you can combine the evaluation module and organize common meetings with the groups. Supervisors, professors and teachers should hear the thoughts and experiences of support staff and vice versa. If this is not possible, make sure that the assessment information of both groups is passed on to the persons who are responsible for developing the activities and curriculum of the university.

4.4.1 Theme no 7: The interests of the participants

This session is reserved for those matters that the participants find important. As the trainer, agree with the participants on how the theme will be carried out. It can be, for example: A questioning session in which participants prepare questions and answer them together. Participants can give elevator speeches or prepare plays on specific themes. You can also use the pre-assignments to select a session theme that has not yet been covered in training. It is important that participants get a sense of inclusion and participation; that they have been able to influence what is considered important in the training and what issues are dealt with in it.

You can use this session also as a part of evaluation and developing the training. Pay attention to which themes were important to the participants. Consider them when planning your next training.

TRAINING FOR THE SUPERVISORS, PROFESSORS AND TEACHERS		
Slide	The main point	To note
67-68	Collecting participants` aims and wishes and discussing about them	Collective design with participants

TRAINING FOR THE PROJECT OFFICERS AND SUPPORT STAFF		
Slide	The main point	To note
60-63	Collecting participants` aims and wishes and discussing about them	Collective design with participants

4.4.2 Theme no 8: Evaluation plans

The objective of this session is to plan how to gather feedback from various stakeholders. Different stakeholders can provide information on various aspects. It is also important to consider the methods of data collection to ensure that information is obtained comprehensively and at the right time, specifically addressing the intended areas. It is advisable to choose data collection methods that are accessible and inclusive for the feedback providers. IN-WORK-project recommends you make analysis and further processing of the feedback collectively with the stakeholders.

TRAINING FOR THE SUPERVISORS, PROFESSORS AND TEACHERS		
Slide	The main point	To note
69-73	Evaluating the progress from different perspectives	Design the evaluation according to the participants

TRAINING FOR THE PROJECT OFFICERS AND SUPPORT STAFF		
Slide	The main point	To note
64-68	Evaluating the progress from different perspectives	Design the evaluation according to the participants

5. Training for other stakeholders

While planning the trainings, we noticed, that it is crucial to consider how students are guided in different activities that involve integration into workplaces and the professional environment as well as in the internship and traineeship. That's why we recommend that training is also arranged for workplace mentors and other stakeholders outside the university, using training materials. It is important that they understand how to guide and mentor students in need of special support and how to build effective collaboration with the universities. It also strengthens awareness and commitment of the stakeholders for promoting inclusive workplaces and communities.

The University staff are best acquainted with the specific needs of students, while those outside the institution know the requirements of the work. Joint training fosters collaboration between educational institutions and organizations in general and therefore it can be appropriate and cost-effective to organize training together for different target groups.

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