

INCREASE TRAINING CURRICULUM

GENERAL PRINCIPLES

Intellectual Output 2

created by the
INCREASE project partnership



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INCREASE

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INCREASE Training Curriculum

General Principles

Created by
Jugend am Werk Steiermark GmbH, AT
with the support of the
INCREASE project partners

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for youth workers in residential youth care and crisis intervention centres**

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GENERAL PRINCIPLES

The **aim and implementation** of this training is clearly focussed on the practical use for the learners. The learners are residential youth care workers (RYCW) who work with young people aged 13 to 18 (YP 13/18) with overlapping problems who live in residential youth care homes (RYCH). The legal frame for it is mainly based on legal provisions in the field of youth care, but is also influenced by legal provisions for people with disabilities and asylum seekers. The training focusses on extending the learners' competences with regard to the following aspects:

- RYCW need to act, in a supportive and helpful manner, in crisis situations with YP 13/18.
- RYCW should be able to reduce crisis situations by implementing preventive and prophylactic measures.
- RYCW should be aware of the need for cooperation, be able to organise cooperation and cooperate with other disciplines and external institutions/people.

Curriculum basics

The training programme (and its methodology) is geared towards small groups with about ten participants. The programme was implemented as a pilot training between February 2017 and May 2017 in all partner countries (except for Germany). The training was evaluated twice: (1) ongoing - with a point score at the end of each training day and/or after a change of trainers; (2) final - at the end of the entire training with questionnaires for participants, trainers and organisers. The feedback was summarised and analysed in a report, which was created by the partners from Germany. Based on this report, the final version of the curriculum was adapted.

Order of modules and responsibilities for the development:

- Introduction: Organisational matters, getting to know each other etc. (AT)
- Module 0: Basic principles/terms and attitudes (AT)
- Module 1: Internal cooperation and teamwork (RO & UK)
- Module 2: Interdisciplinary anamnesis and diagnostics (GR supported by DE)
- Module 3: Cooperation, networking and interrelated disciplines (AT supported by DE)
- Module 4: Innovation in social pedagogy, social work and youth work (IT supp. by DE & RO)
- Roundup: Feedback, Evaluation etc. (DE)

Weight of modules:

| | | | |
|-----------------|--------------|--------------------------------------|-------------------|
| • Introduction: | 0180' | (4 learning hours à 45 min.) | |
| • Module 0: | 0270' | (6 learning hours à 45 min.) | 0,25 ECVET |
| • Module 1: | 0855' | (19 learning hours à 45 min.) | 0,75 ECVET |
| • Module 2: | 0675' | (15 learning hours à 45 min.) | 0,50 ECVET |
| • Module 3: | 0810' | (18 learning hours à 45 min.) | 0,75 ECVET |
| • Module 4: | 0765' | (17 learning hours à 45 min.) | 0,75 ECVET |
| • Roundup: | 0090' | (2 learning hours à 45 min.) | |
| Total: | 3645' | (81 learning hours à 45 min.) | 3,00 ECVET |

Requirements for participation as a learner (target group)

The learners of the INCREASE training programme should meet the following requirements:

- They should be staff and/or volunteers who have been working in residential youth care homes (RYCH) for a minimum of one year and a maximum of seven years, regardless of their education/training/job title/etc. The focus lies on the field of work rather than the position in the institution.
- They are required to actively and directly work with young people at the time they participate in the training.
- They should be able to attend the training as a whole (face-to-face obligatory; if, in special cases, this is not possible trainers/organisations will find a solution with the learner).
- They should be interested in fulfilling the training tasks (e.g. distant-learning) and willing to do so; they should be on time, be active, raise issues and concerns, etc.
- They must have access to the internet and they must have an e-mail account.

Requirements for the trainers

The trainers for the INCREASE training programme should meet the following requirements:

- They should be experienced in residential youth care work.
- They should be willing to cooperate with other disciplines/institutions/people; interdisciplinary thinking/competences are needed.
- They should have a knowledge of experts in the fields covered by the course and they should be willing to invite them into the course to pass on their knowledge/expertise, if the need arises; also, they should be able to lead excursions.
- They should be experienced in working with groups of learners (basics, such as group forming etc., should be clear); and they should be firm with regard to time management.
- They need to be prepared and ready to use an e-learning/distant learning platform on the Internet (e. g. take part in forum discussions, explain the basics of the platform to the learners, upload/download material, etc.).
- They should be available via e-mail, phone or any other kind of communication tool to support participants if needed.
- They must be able to carry out the assessment of the modules.
- They must have a knowledge of English (certain materials might only be available in English, and the trainer should be able to explain the content to the learners).
- They must be prepared to take part in the evaluation process of the training/curriculum.

Methodologies and didactic aspects - general remarks

Based on the RYCW survey results in IO1, the following decisions were made:

- The teaching will be 50 % face-to-face (presence learning) and 50 % distance learning (e-learning).
- The face-to-face (presence) units will be held on max. five days.
- Some parts of the training need to be taught in a certain sequence; some face-to-face units go hand-in-hand with a distance unit as a preparatory or wrap-up activity. Therefore, the entire sequence and the time structure of the modules is illustrated in chapter 5.
- Rather than classical teacher-centred approaches, group work, self-reflection and reflection in groups with the use of case studies (vignettes) or own cases is preferably used.
- Each module includes both theoretical content as well as practical content (case-study learning, problem-based learning).
- Due to the different situations with regard to the education of RYCW in the individual facilities and countries the curriculum, in addition to the basic-level content, also includes complementary advanced-level content in the form of distance/e-learning activities and excursions to facilities of other disciplines or with other areas of responsibilities.
- Each module has its own final assessment. It is a post-module assessment with two case studies from the person's working area (single and/or group crisis situation) with answering/elaborating concrete questions or working out work assignments on the basis of the respective module. These questions/assignments focus on the acquisition of competences by the participants.

Excursions to consolidate interdisciplinary competences

The basic purpose of excursions is to support the network with structures, systems, approaches, and people to foster mutual understanding and establish personal relationships as an important basis for future work. As part of this training, excursions are optionally offered to allow sufficient space for theoretical and practical knowledge and for the development of competence to act.

The decision on what facility or area of responsibility to visit is made ...

- by considering the participants' interests/needs;
- by the end of the second face-to-face (presence) day.

Excursions do not take place before the end of the third face-to-face (presence) day. Recommended facilities/areas of responsibilities include:

- youth welfare office; child- and youth-psychiatric wards in hospitals or doctors' practices, police, judiciary, probation services, educational/training services for young people with particularly striking behaviour (e.g. schools, work and employment services etc.), special counselling services (e.g. drug abuse, sexual assault etc.).

Learning platform for participants

A learning platform tool has to be provided for the participants to access materials that are made available for distance learning.

Sequence of modules/units of the training programme (distribution of learning hours)

The entire training can, as was the case in the pilot training, be implemented during five presence days (see table below).

| Day 1 | | | | Day 2 | | | | Day 3 | | | | Day 4 | | | | Day 5 | | | |
|----------------------|------|---------|-----|---------------------|------|---------|-----|---------------------|------|--------|-----|---------------------|---------|--------|-----|---------------------|---------|--------|-----|
| Contents/Activities | | | | Contents/Activities | | | | Contents/Activities | | | | Contents/Activities | | | | Contents/Activities | | | |
| F2F | Min | DL | Min | F2F | Min | DL | Min | F2F | Min | DL | Min | F2F | Min | DL | Min | F2F | Min | DL | Min |
| Intro | 135 | Intro | 45 | 1.3.1. | 15 | 1.3.6. | 50 | 2.3.1. | 60 | 2.3.3. | 75 | 3.2.1. | 15 | 3.2.2. | 45 | Excursion 2 | 180 | | |
| 0.1.1. | 125 | 0.1.3. | 115 | 1.3.2. | 30 | 1.3.10. | 50 | 2.3.2. | 90 | 4.1.6. | 75 | 3.2.3. | 15 | 3.2.7. | 45 | | | | |
| 0.1.2. | 10 | 0.1.4. | 20 | 1.3.3. | 50 | 1.3.14. | 50 | 4.1.1. | 25 | 4.1.7. | 60 | 3.2.4. | 35 | 3.3.2. | 45 | 3.2.8. | 65 | 3.3.5. | 30 |
| 1.1.1. | 5 | 1.1.5. | 50 | 1.3.4. | 40 | 2.1.4. | 60 | 4.1.2. | 15 | 4.2.1. | 30 | 3.2.5. | 50 | 4.2.6. | 60 | 3.3.3. | 30 | 3.3.6. | 60 |
| 1.1.2. | 25 | 1.2.4. | 25 | 1.3.5. | 5 | 2.2.2. | 90 | 4.1.3. | 25 | 3.1.2. | 60 | 3.2.6. | 10 | 4.2.7. | 45 | 3.3.4. | 10 | 4.3.4. | 50 |
| 1.1.3. | 50 | 1.2.5. | 40 | 1.3.7. | 50 | 2.2.3. | 60 | 4.1.4. | 45 | 3.1.6. | 60 | 3.3.1. | 10 | 4.3.1. | 55 | 4.3.2. | 60 | | |
| 1.1.4. | 5 | 1.2.8. | 25 | 1.3.8. | 15 | 2.2.4. | 60 | 4.1.5. | 25 | 3.1.9. | 60 | 4.2.2. | 30 | | | 4.3.3. | 50 | | |
| 1.2.1. | 5 | 1.2.10. | 30 | 1.3.9. | 5 | | | 3.1.1. | 10 | | | 4.2.3. | 45 | | | Round-up | 90 | | |
| 1.2.2. | 25 | 1.2.12. | 50 | 1.3.11. | 15 | | | 3.1.3. | 30 | | | 4.2.4. | 30 | | | | | | |
| 1.2.3. | 5 | | | 1.3.12. | 20 | | | 3.1.4. | 75 | | | 4.2.5. | 30 | | | | | | |
| 1.2.6. | 50 | | | 1.3.13. | 50 | | | 3.1.5. | 10 | | | | | | | | | | |
| 1.2.7. | 10 | | | 2.1.1. | 45 | | | 3.1.7. | 40 | | | Excursion 1 | 180 | | | | | | |
| 1.2.9. | 5 | | | 2.1.2. | 50 | | | 3.1.8. | 10 | | | | | | | | | | |
| 1.2.11. | 5 | | | 2.1.3. | 10 | | | | | | | | | | | | | | |
| | | | | 2.1.5. | 45 | | | | | | | | | | | | | | |
| | | | | 2.2.1. | 30 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| Total Minutes | 460 | | 400 | | 475 | | 420 | | 460 | | 420 | | 270 | | 295 | | 305 | | 140 |
| Learning Hours | 10,2 | | 8,9 | | 10,5 | | 9,3 | | 10,3 | | 9,4 | | 6 | | 6,5 | | 6,7 | | 3,1 |
| Optional for Partic. | | | | | | | | | | | | | 180 / 4 | | | | 180 / 4 | | |

Figure 1: Overview sequence of modules/units of the training programme (distribution of learning hours across five days)

Recommendations for the implementation of the training

Based on the implementation of the training (pilot in several countries) and feedback from participants, trainers and organisations, the following recommendations can be made. They should be considered when applying the training curriculum and planning and implementing an INCREASE training, provided sufficient time and financial resources.

An extension of the training from 5 to 6 days:

- a) to provide sufficient time for the individual modules to convey the content adequately and according to the level of the participants.
- b) to reduce the amount of distance learning parts and integrate these parts more into the face-to-face parts: A change from 50:50 to 2/3 face-to-face (48.5 learning units à 45 minutes) and 1/3 distance learning (32.5 learning units à 45 minutes) is suggested.
- c) to provide time for discussion of the distance learning tasks in the face-to-face part (duration: approx. 45 minutes per training day). (This suggestion is also intended to shorten the preparation time and support time of the trainer regarding the distance learning parts.)

A flexible handling and implementation of the curriculum respectively of individual modules:

- a) to be able to react and respond to the interests, needs and competences of the individual participant groups. Use a short questionnaire that will be answered by the participants before the beginning of the training (duration: approx. 15 minutes).
- b) to allow the implementation of a further educational training depending also on resources of time, budget etc. (Note: obtaining the INCREASE-certificate is only possible by the completion of all modules.)

A minimum of a two weeks' time span between each training day is recommended

- a) to provide sufficient time for the participants to do the distance learning parts of each training day.
- b) to support the development of new knowledge, skills and competences of the participants by giving them enough time to work with and to understand the provided learning materials

A minimum of a four weeks' time span after the end of the training is recommended

- a) to provide sufficient time for the participants to complete the assessment parts of each module which is part of the distance learning.
- b) to achieve a high number of the participants who complete the training with certificate.

Certificate of the training

After they have finished the INCREASE training and successfully elaborated, in writing, the tasks and questions at the end of the modules, the participants receive a certificate of participation. In an annex to the certificate, the issuing organisation certifies the trainers' assessments with regard to the competences acquired by the learners (see annexes GP-A01 and GP-A02).

Further aspects to be considered when carrying out the training:

- pay attention to the socio-political circumstances cause that maybe will affect the recruitment of trainers and participants (e.g. when implementing the pilot training in Greece due to the fast changes during the refugee crisis there were challenges to detect the right participants and trainers).
- allow time for the evaluation of the training regarding the aspects of a continuous improvement of the training as well as a further adaptation to the participants (duration: approx. 10 - 15 minutes per day).
- consider the possibility to pursue a train-the-trainer approach for the effective continuation and the sustainability of the curriculum.
- the opportunity to use the curriculum for the training of volunteers who are foreseen in residential youth care homes as additional support for the young people would need another pedagogical approach (e.g. RYCWs as trainers; cf. chapter 8).

Usability of the INCREASE training for volunteers in the residential youth care system

Just like paid professional staff, volunteers need to be adequately trained to work with vulnerable young people. In this framework there were guidelines developed as part of the training curriculum based on the input provided by Volunteering Matters staff with considerable experience in managing volunteers who support children and young people in residential and foster care.

During their work with vulnerable young people, it is possible that they will be confronted with challenges in their role. So, in order to ensure that their actions do not aggravate the situation, it is important that they get a proper introduction:

- in the youth care framework,
- into their place in it and the role they are expected to play,
- about relevant actors for them to contact and their contact details.

In an adapted and suitable format the INCREASE curriculum provide them with these insights. In the annex GP-A03 you can find reflections on the suitability of the activities of the INCREASE curriculum for volunteers.

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List of abbreviations used in the curriculum

DL = distance learning

DSM = Diagnostic and Statistical Manual of Mental Disorders

ECVET = European Credit system for Vocational Education and Training

F2F = face to face learning

ICD = International Statistical Classification of Diseases and Related Health Problems

PTSD = post-traumatic stress disorder

RYCH = residential youth care home

RYCW = residential youth care worker

YP 13/18 = young people aged 13 to 18

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