

INCREASE TRAINING CURRICULUM INTRODUCTION

Intellectual Output 2

created by the
INCREASE project partnership



Erasmus+

Jugend in Aktion
Österreichische Agentur



INCREASE

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INCREASE Training Curriculum Introduction

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

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**INCREASE - Interdisciplinary competence development
for youth workers in residential youth care and crisis intervention centres**

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INTRODUCTION

Objective

Focussing on her/his own practical work, she/he can analyse those challenges and questions regarding specific cases or care situations that are the subject of action-guiding answers and ideas to be developed by her/him as part of the following modules

Implementation Plan

ID 1

The INCREASE training starts with:

- a) a welcome to all participants by the organiser and the trainer (of the first day);
- b) information on the focus, the frame, the key data, etc. of the training and
- c) an overview of the planned construction structure (content, hours, breaks, etc.) of the first two training days and organisational matters (food, location etc.).

Face-to-face:

Plenum
 Welcome
 Presentation/passing on information with optional questions

PPT ID-A01 (except slide 9)

Flip chart sheet with organisational instructions

PC, beamer, flip chart, pens, pin wall, pins, etc.

[25']

ID 2

Getting to know the participants - 'warm-up':

The trainer initiates a guided getting-to-know-each-other, for example with several line-ups in the room. These, however, will only become possible when the participants start talking to each other. As needed, the trainer asks for details of individual people. (Duration per task: a few minutes.)

- alphabetic ranking of participants according to first names
- alphabetic ranking of the participants according to surnames
- shortest to longest distance from the place of work to the course venue
- shortest to longest distance from home to place of work
- shortest to longest time they work in residential youth care

Face-2-face:

Plenum
 Line-ups
 Small groups
 Personal exchange

[60']

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| | <ul style="list-style-type: none"> • youngest to oldest participant • etc. <p>Then, the participants are asked to get together in pairs or several small groups and discuss the following questions:</p> <ul style="list-style-type: none"> • What does, currently, bother me most in connection with my work? • How would I know that the INCREASE training has resulted in a further development of my competences to act? <p>The organisers/trainers might want to provide a small breakfast for this exercise!</p> | |
| <p>ID 3</p> | <p>The trainer starts</p> <p>a) a short collection of contributions regarding the previously asked questions and, in addition, explains</p> <p>b) the understanding of and attitudes for learning in the INCREASE training:</p> <ul style="list-style-type: none"> • Learning together, receiving suggestions, but also giving them... The participants can and should regard themselves as 'experts' in their (socio-) pedagogical area of responsibility (even if they might not yet have a lot of experience) and contribute their expertise continuously. • Initiative in distance learning • Main objective: Development of technical and interdisciplinary competences as carers of young people who live in a residential facility. That should, particularly, make possible a better medium- to long-term inclusion of young people (under the care of child and youth services) into society. • A strong link with their own everyday work: <ul style="list-style-type: none"> a) with previous experiences as carers; b) with the conditions in the facility, the sponsoring organisation, the conditions in the region, ... • encouraging interdisciplinary thinking and acting: <ul style="list-style-type: none"> a) Content and exercises are compiled from the perspectives of various professions and responsibilities and with the focus on the different areas of responsibilities of persons and facilities. | <p>Face-2-face:</p> <p>Plenum</p> <p>Collection</p> <p>Information/suggestions</p> <p>Flip chart, pens, pin wall, pins, etc.</p> <p>[20']</p> |

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| | <p>b) Excursions: Participation optional, advanced level</p> <p>She/He also mentions that the process of learning and capacity building is never really completed. Because, acting in the professional field always needs a focus on the technical, social, etc. trends, specifications and, therefore, also needs; and, particularly in the work with people, it needs a continuous development of the personality of the acting persons because they are 'part of their tools'.</p> | |
| <p>ID 4</p> | <p>The trainer informs the participants on the two planned excursions and on the decision-making process regarding where to go:</p> <ul style="list-style-type: none"> • take place on the fourth and fifth training day; • until the end of the second training day there is the possibility (e. g. with a point scale (each participant has five points to distribute) or based on the introduced cases) to co-decide what facility or area of responsibility to visit. <p>Recommended facilities/areas of responsibility:</p> <ul style="list-style-type: none"> • youth welfare office • child- and youth-psychiatric wards in hospitals or doctors' practices • police and/or judiciary • probation services • educational/training services for young people with particularly striking behaviour (schools, work and employment services etc.) • special counselling services (e. g. drug abuse, sexual violence) • (or other relevant facilities/areas of responsibilities) <p>Note to the trainer: These facilities/areas are listed on a flip chart sheet and can be supplemented during the first two days. By the end of the second day, the ranking/decision will be discussed with the participants.</p> | <p>Face-2-face:</p> <p>Information, ranking by participants, decision</p> <p>Flipchart sheets with possibilities for excursions</p> <p>Flipchart, pens</p> <p>[10']</p> |

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| ID 5 | <p>The trainer informs the participants</p> <ol style="list-style-type: none"> a) on the intended methods, especially the distance learning; b) on the learning platform: structure, access, content, forum, etc.; c) on the first task for distance-learning for the next or, written task, for the third face-to-face day. | <p>Face-to-face:</p> <p>Plenum</p> <p>Passing on information/ clarifying issues</p> <p>Work assignment</p> <p>PPT ID-A01/ slide 9</p> <p>PC, beamer, flipchart, pens</p> <p>[20']</p> |
| ID 6 | <p>With the development of personal and team-based competences for future action within the frame of the (socio-)paedagogical care responsibilities in mind, concretise at least two cases of crises (individual and group care) from your own everyday work and work out specific points regarding the following questions:</p> <ul style="list-style-type: none"> • What are/were the particular challenges in the care of this individual young person or these young people in this group? • What are specific questions that go with these cases? | <p>Distant learning:</p> <p>Self-reflection, case description</p> <p>Also see M0-A01</p> <p>[45']</p> |

ANNEXES AND REFERENCES

ID-A01: PPT: Introduction

INCREASE Project Partnership

Coordinator



jugend am werk _

_ vielfalt wirkt

Jugend am Werk Steiermark GmbH, Austria

Partners



FormAzione Co&So Network, Italy



ARSIS, ASSOCIATION FOR THE SOCIAL SUPPORT OF YOUTH

ARSIS Association for the Social Support of Youth, Greece



Kinder- und Jugend-
psychiatrie / Psychotherapie
Universitätsklinikum Ulm

Universitätsklinikum Ulm, Germany



Directia Generala de Asistentă Socială și Protecția Copilului
Harghita, Romania



Volunteering Matters, UK



E.N.T.E.R. GmbH, Austria