

ESTEEM

In October 2007 organisations from the UK, Bulgaria, Malta, Greece and Turkey began work on a two-year funded project, **ESTEEM** (Empowerment through Study Training Enabling Education & Mentoring). The Leonardo da Vinci funded project is transferring a previously successful project, Access to Professional Training (APT), to new countries, regions and target groups.



The aim of the **ESTEEM** project is to enable people who may face disadvantage to have access to opportunities to get the skills and qualifications they need to enter the labour market.

The project is targeted at:

- Disabled people;
- People from lower socio-economic groups;
- People from ethnic groups;
- People returning to learning;
- People with mental health difficulties.

ESTEEM aims to empower these disadvantaged groups by helping them to take more control of the development of their learning by creating a **personal learning portfolio** that they can carry on into their training and employment.

For further information about the project, check out their website; www.esteem-apt.eu or contact George Taylor at DeMontford University: gtaylor@dmu.ac.uk

Research Results

The project partners would like to thank the University of Ioannina, Greece for compiling the research results and producing a comprehensive report. Here are a few comments made by stakeholders who completed the research proforma:

"I have worked with all these [groups] in a Further Education setting, I have also worked with deaf/blind students, semantic pragmatic disorders, fragile x & other rarer syndromes, ABI. Each have their own specific needs & adjustments & issues dependent on the learning programme" (UK)

"I teach NVQs which are assessment based, practical course which makes integration of disabled people of all ages easy as everyone works at the same pace with peer support when necessary" (UK)

"Although they might not be diagnosed with ADHD, I have a feeling that I teach least 5 students with this disorder. I developed ways of engaging their attention with humour and by being more caring" (Turkey)

"Students with hearing impairments or oral issues are allowed to produce oral presentations in written form or with the assistance of a friend" (Turkey)

"In my school, there is a room for people with disabilities because we are not geared to meet their needs" (Turkey)

Second Transnational Meeting of the Partners

The second Transnational Meeting of the QATRAIN2 project took place in Edinburgh, UK on 17th & 18th April 2008. The event took place at the Royal Terrace Hotel which was set in the heart of Edinburgh.

The first day of the meeting covered the following:

- Change in Turkish partner
- Issues arising from the National Steering Group meetings held in February;
- Updates from the test sample of the research questionnaire and amendments to the research proforma as a result;
- Dissemination materials (leaflets, newsletter, PPT templates & webpage);
- Dissemination & Valorisation activities.



The second day focused on the proposed structure of the web resource and its associated toolkit. The group also discussed issues around translation and received feedback from the External Evaluator.

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QATRAIN2

Quality Assurance & Accessible Training 2

Project No LLP-LdV-TOI-2007-UK-065

Start: 01 November 2007 End: 30 October 2009



Overview of QATRAIN2

QATRAIN2 (Quality Assurance and Accessible Training 2) will enable teachers and trainers to help the integration of disabled people into mainstream Vocational Education and Training (VET) by removing unintended barriers to their entry and successful participation. Such improvements will open to disabled people a wider range of opportunities and qualifications that will enhance career options and be a major step to reduce discrimination against them.

Full accessibility for disabled people to mainstream VET requires adjustments in teaching, learning and assessment. Teachers and trainers are best positioned to do this but competence concerning provision for disabled people in VET is not a feature of teacher training in most countries. QATRAIN2 is in the process of transferring to VET a resource with a very successful track-record in tertiary education.

Two new countries are participating (Romania and Turkey) and new websites are being developed in all 5 countries specifically to address the needs of users in VET. This will be an important resource to be drawn on in initial and continuing teacher training. It will be complemented by a toolkit for identifying needs and promoting the use of the project's resources in meeting these needs and by an introductory tutorial concerning the teaching of entrepreneurialism as an example of how barriers can be resolved.

The partnership includes a strong range of experience and user groups and is well-integrated into stakeholder networks at national and European levels. The impact of the project will raise awareness of, and enable staff to respond to, increased participation in mainstream VET by disabled people - which has been shown to be a powerful combination for change in tertiary education

Project Activities

1. A test sample of the stakeholder research proforma was conducted by the Lead Partner who then amended the proforma in light of feedback.
2. Each partner conducted interviews with 30-50 stakeholders & collated information in a database.
3. Partner 3 produced a report detailing the research results to identify the learning activities to be included on the web resource.
4. A variety of dissemination activities have been conducted including TV & Radio broadcasts.
5. All partners have held a second National Advisory Group meeting.
6. A second Transnational Meeting of the project partners was held in Edinburgh, UK.
7. A Bilateral Meeting was held between the UK and Romanian partner in Bucharest, Romania.
8. There was a change in Turkish partner from KMI to BCD.
9. The webpage template design was agreed by the partners and information uploaded onto the website by partner 1.
10. Resources for toolkit have been identified by partner 1 and are currently being translated by the other partners.

What's Next?

1. The partners to ensure that the web resource for their country is fully functional by October 2008.
2. Each partner to conduct a test and review of the web resource.
3. Each partner to conduct a third National Steering Group meeting.
4. Joint Dissemination Event to be held in Istanbul, Turkey in September 2008.

Future Meetings

The third **Transnational Meeting** will take place in Istanbul, Turkey on 25th and 26th

Joint Dissemination Event

Partners in four European projects will hold a joint dissemination event on 24th September 2008 at the Okalip Conference Centre in Istanbul, Turkey. The aim of the conference is to promote the work of the Validating Mentoring 2 (VM2), ETTAD (Enabling Teachers and Trainers), QATRAIN 2 and ESTEEM projects funded by Lifelong Learning Programme of the European Commission.

The participants will have a chance to publicise the work of their projects to date, promote future developments and establish contacts with various organisations and institutions dealing with education and training in Turkey.

The event will start at 1.30pm with a welcome speech from Alper Eliçin of BCD Business Consulting & Development, Istanbul. It will be followed by presentations from representatives of the Turkish Prime Minister's Office and the Ministry of Education.

Time will also be allocated for a plenary session on particular topics such as accessible training, learning through web-based training platforms and mentoring for people with disabilities and those who are disadvantaged. Following this session the delegates will have opportunity to visit stands promoting the individual projects and take part in social activities.

A full report on the outcomes of the conference will be in the next issue of the QATRAIN2 newsletter.

QATRAIN2 Website

MCA, in consultation with the project team at the University of Worcester, created a template for the new QATRAIN2 web resource. This was presented at the second transnational meeting in Edinburgh in April 2008 for the project partners to feedback on. Following their approval, the team at the University of Worcester uploaded information onto the site about the progress of the project, details of the activities to date and an overview of the project partners.

The website can be found at www.qatrain2.eu. If you have any comments about the site or its content, please contact the Project Coordinator, Dr Val Chapman at v.chapman@worc.ac.uk



Project Promotion in Romania

Foundation H was invited by a national television station, Antenna 2 TV, to take part in a programme to discuss the current situation of people with disabilities in Romania on 19th March 2008. During the broadcast, they took the opportunity to promote the SCIPS web resource which offers trainers and teachers the opportunity to learn about different types of disabilities and how to work in a more inclusive way with students with disabilities. Following completion of the Romanian SCIPS web resource in September 2008, it will be linked to www.didactic.ro - a website which provides information to over 53 400 teachers and trainers in Romania.



At the beginning of June 2008 a large dissemination event was organised which took place at the City Mall in Bucharest where leaflets promoting the project were distributed. On 12th September 2008, a second large dissemination event is planned to take place in Bucharest which will focus on how to improve conditions for the trainers, carers, parents and mentors of people with disabilities.



MCA's Dissemination Activities

During May and June in Bulgaria, a variety of different dissemination events were held by a number of organisations. As a result the Marie Curie Association (MCA) team were invited to two large dissemination conferences which provided an opportunity to publicise the work of QATRAIN2.

The first conference, entitled "How to make Bulgarian NGOs well-developed and sustainable", was held on 30th May in Sofia, Bulgaria. MCA was one of 40 participating organisations. Amongst the other attendees were University Professors from all the Universities in Sofia, NGOs dealing with projects for people with disabilities and those who face disadvantage and a range of training organisations. MCA gave a presentation about the success of the initial QATRAIN project and the progress to date of QATRAIN2.



The University Professors were particularly interested in the SCIPS (Strategies for Creating Inclusive Programmes of Study, www.worc.scips.ac.uk) resource and indicated that they would like to be kept informed in any future developments.

The second event took place on 11th and 12th June in Burgas. The event was co-organised by the Bulgarian Ministry of Education and Science and the Ministry of Labour and Social Affairs. Information about the progress and future activities of the QATRAIN2 project and associated promotional materials were disseminated to more than 70 participants including University Professors from Burgas Private University, the Technical University in Burgas and the Shumen University "Asen Zlatarov" and representatives of the educational departments within South-Eastern Municipalities in Bulgaria.



Inclusive Training in Turkey

In Turkey, inclusive training or education for students with disabilities is conducted in the following ways:

1. In mainstream schools - Students with disabilities are educated alongside their peers in a school that is preferably located close to their home. This training can be carried out in either mainstream classes where students are registered to a school and provided with specialist equipment if required, or in specialist classes where students are educated in segregated classes with teachers experienced in disability issues.

2. In specialist schools - Different establishments provide education for students with specific disabilities. However, students can also participate in extra-curricula courses in mainstream schools.

3. Home-schooling - Students requiring additional support can be educated by a home tutor although this is an expensive option and thought to be seldom used.

If a student with disabilities is in hospital following long-term treatment, provision will be made for their education to continue in this setting.

In future, VET students with disabilities will also be able to attend special workshops or protected work places in order to take up a profession under the direction of official institutions.

Although each practice has its own positive and negative sides, it seems that, especially in VET, it is more appropriate to give priority to inclusive training as described in example 1) provided that a sufficient infrastructure is in place. In such instances, training of teachers, including but not limited to VET, is essential. It is believed that by doing so, teachers will be able to work in a more suitable environment, resulting in better support for students with disabilities.

