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BYDGOSZCZ VOCATIONAL TRAINING INSTITUTION**



**Lifelong Learning Programme
Leonardo da Vinci, Development of Innovation**

QualiMoVET

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Introduction

The works concerning introduction of modular programmes in Poland started in 1990's. The money from the European Social Fund helped significantly. Polish experts participated in many studio meetings abroad, in workshops and trainings.

At the end of 1990's, first modular programmes were established in Poland. They focused on the fact that the modern graduate has to function effectively on the job market, which needs general preparation and learning the basic skills on the field of vocational and lifelong learning. Such graduate should also be open, imaginative, able to learn and train continuously and should know how to assess his/her own skills as well.

Realization of modular programme ensures learning by the students the skills specified in the programme basis for the vocation training and the preparation for the lifelong learning.

Available literature, polish and foreign experiences and the MES methodology of the ILO were used in works on choosing the educational contents and building of the modular programmes. Pursuant to the MES methodology the adult training programmes were established in the frames of TOR#9, the aim of which was, among others, to increase the vocational mobility of adults. The above mentioned programmes are built of the set of modules of vocational training and corresponding modular units isolated according to set criteria. The modular unit is a part of a module of training in a vocation that covers a logical and possible to be done part of work with a specified beginning and end.

- 1) The modular programme "short orders cook" was approved by the Minister of Education in 2006.
- 2) The modular programme "hairdresser" was approved by the Minister of Education in 2006.

The Structural Programmes and the Community Initiative EQUAL make it possible to create the support methods for the target group. The methods deal with:

- 1) school support realized by class tutors, teachers, education experts, school psychologist and job counselor.
- 2) Out-of-school support realized by pedagogical-psychological advice centers, social support centers, family support centers.

Description of the modular programme: “short orders cook”	
Dimension	Quality indicators
1. Curriculum/competency standards	
	<p><u>Are there any specific conditions of the curriculum and the didactics?</u> Yes, there are. The modular programme for the job of short orders cook was approved by the Minister of Education in 2006 and contains:</p> <p>1) Programme and organizational job training guidelines, which consist of: job description, job frameworks, job qualifications, recommendations concerning the organization of the didactic process with the modules list and the didactic map of the programme</p> <p>2) Training plan</p> <p>3) Modules</p>
	<p><u>Is access to the programme /module flexible/open?</u></p> <p>Yes, it is. The programme has a flexible structure and the modules and units it is built of can be easily updated, modified, supplemented and changed in case it is needed. The training process, according to the modular programme, can be realized in a two-year vocational school for youth and for adults as well. The number of hours dedicated for the execution of the modular units can change. It depends on the training methods and didactic tools used by the teacher/instructor.</p>
	<p><u>Is the curriculum competence-oriented/based?</u></p> <p>Yes, it is. The programme allows to prepare students to carry out specific works mainly by realization of the tasks similar to those carried out on the work-place.</p>
	<p><u>Does the curriculum ensure the development of:</u></p> <p>a) <u>Key competencies?</u></p> <p>b) <u>Vocational competencies?</u></p> <p>Yes, it does. In the programme the teaching-learning process is oriented on getting notable results in the form of the well formed intellectual and practical job-skills.</p>
	<p><u>Do the programmes/modules allow flexibility:</u></p> <p>a) <u>Concerning the demands of the individual?</u></p> <p>b) <u>Concerning the competencies of the individual?</u></p> <p>c) <u>Concerning the interests of the individual?</u></p> <p>d) <u>Concerning the connectivity of programmes or modules?</u></p> <p>e) <u>Concerning partial and full qualifications?</u></p> <p>Realization of the programme helps to stimulate intellectual and motorial activity of the student. It allows the individualization of the teaching process. Thanks to the flexible structure of the programme the modules can be updated, modified, supplemented and changed in case it is needed. The modules are divided into modular units. Each of such units forms self-contained whole. Realization of the modules and modular units aims makes it possible to get the qualifications for the specific job tasks.</p>

	<p><u>Is the curriculum work-process oriented?</u> Yes, the programme is oriented on the general and specified vocational education. The general vocational education allows to obtain the qualifications related with the basis of the job. It also makes it easier to change the vocation in future.</p>
	<p><u>Which forms/methods of evaluation are used?</u> a) <u>To measure output requirements</u> b) <u>To measure the acquisition of competencies</u> c) <u>To measure the competencies and applicability of the pedagogical personnel</u></p> <p>ad a Measuring of the training outputs is done by: 1. Diagnostic test, which informs about the students stage of preparation to accomplish the modular unit aims. The outputs are used for the training process proper planning. 2. Form test, which is held systematically. The evaluated features are: knowledge, skills and behavior as well. Notes are given for the oral speeches, writing, exercises and the project accomplished. Based on that info teacher can update the training process systematically.</p> <p>ad b Measuring of the acquisition of competencies is provided by summative assessment, which give feedback about the modular unit aims accomplishment. The knowledge and intellectual skills are evaluated by the oral and writing tests. Practical skills are tested by monitoring the work of students and by the low-simulated practical tests.</p> <p>ad c Measuring of the pedagogical personnel competencies is provided by: 1) Diagnostic inspections – monitoring of the effects of students knowledge, skills and behavior; 2) Teacher-appraisal inspections – showing the strengths and weaknesses of a teacher, feedback and the improvement plan; Then there are held after-inspection interviews. - Besides, there are also gathered opinions of students and parents about the teacher and the teacher’s self-appraisal.</p>
<p>2. Learning support system and infrastructure</p>	
	<p><u>Is there any counseling provided before students enter the programme/module?</u> Pursuant to the Education System Act, both in lower-secondary and secondary schools the interschool system of counseling is obligatory. It is also obligatory to lead the classes on choosing the further education path. Before a students enters the programme „short orders cook”, he/she can use a job counseling in his/her lower-secondary school which is based on: - Educational and vocational information - Presentation of the school and job expectations and confronting them with the student’s self-evaluation. Besides, students can use help of pedagogical-psychological advice bureau which can help such students to choose they path of further vocational education or upper-secondary school. It also helps in carrer planning.</p>

	<p><u>Is there a need to clear the situation of the target group/individual before introducing a programme or module (something like assistance: e.g. if there are family, drug etc. problems)?</u></p> <p>In order to execute the programme in an effective way the teacher has to know his/her students, to know not only their mental characteristic but also have information concerning their life conditions and their families. The teacher needs to have the knowledge of the skills of the class group as a whole. It is vital for the students improvement and it also prevents the occurrence of failures.</p>
	<p><u>Does the possibility exist to embrace/rely on the culture/environment of the individual?</u></p> <p>Socially disadvantaged students in most cases come from dysfunctional families and to obtain any help from those families is almost impossible. But the well developed system of social help allows to try activating that environment.</p> <p>In that matter we can count on the aid from the Social Help Points and the Family Help Centers.</p> <p>The Social Help Point is responsible for:</p> <ul style="list-style-type: none"> -Preparation and execution of gmina's social problems solving strategies. -Providing shelter, food and cloths to the people in need. - Financial aid in the form of credit bill for the homeless and other people who cannot afford the health care contributions, etc. -Personal care, also specialistic, in the place of living. -Other; <p>The Family Help Center is responsible for:</p> <ul style="list-style-type: none"> -Preparation and execution of powiat's social problems solving strategies. -Specialistic counseling. -Organization of care in foster families (financial aid, etc.) -Taking care of children partially or fully deprived of parental care. -Financial aid for becoming independent and continuing education for people leaving such facilities. -Help in integration for people socially disadvantaged. -Help in integration for refugees. -Informing about rights and legal matters.
	<p><u>Is any assistance provided for the target group/individual to reveal if they have entrance problems before starting the programme or module (e.g. language problems etc.)?</u></p> <p>Yes, it is. Already at the stage of lower-secondary school there is a pedagogical-tutelary diagnosis provided, which enables the problems to be discovered and, if possible, solved.</p>
	<p><u>Is the target group involved in decision making about the programme?</u></p> <p>The target group has some influence on the process of establishing the programme. The modular programme has highly formalized frameworks, it allows however a flexible approach toward the teaching-learning process. It makes it possible to individualize the path of education and the needs of the target group are taken into consideration.</p>

	<p><u>Is the programme accessible for the target group/individual?</u> Yes, the programme is accessible for the target group. There are planned in the programme some traineeship in the gastronomy firms or in the units with access to a kitchen. Besides, if there is a need students can take a compensatory classes such as:</p> <ul style="list-style-type: none"> - General vocational compensatory classes; - Vocational compensatory classes; - Compensatory classes preparing for the vocational exams;
	<p><u>Is any assistance provided to remove psychological barriers of learning?</u> Yes, it is. Both students and their parents are provided with different kinds of support in order to eliminate the psychological barriers. Forms of psychological support:</p> <ul style="list-style-type: none"> - Sociotherapeutic and other classes of therapeutic nature (group or individual). - Integrational classes. - Profilactic classes (concerning nicotine, alcohol and drugs addictions, HIV and AIDS). - Educational classes of different kinds of social topics. - Consultations for parents. - Consultations for teachers.
	<p><u>Is any individualized pedagogical assistance/guidance/support provided for the target group?</u> Yes, different kinds of pedagogical assistance is provided for the target group. Forms of pedagogical support:</p> <ul style="list-style-type: none"> - Compulsatory classes for students with significant learning problems. - Corrective-compensating classes for students with specific problems in learning. - Speech-therapy.
	<p><u>Is individualized feedback regularly provided?</u> Yes, the feedback is provided in the form of:</p> <ul style="list-style-type: none"> - Class tutor opinion; - Opinion of a teacher leading didactic or therapeutic classes; - School psychologist/counselor opinion. <p>All those opinions are presented to the parents and school headmaster after the support or by the end of semester.</p>
<p>3. Preconditions of the target group before entering a programme/module</p>	
	<p><u>Do selection procedures for the target group exist before they start a programme or module, e.g. analysis of competencies?</u></p> <p>The only conditions for starting education in a school that realizes the programme of „short orders cook” are:</p> <ol style="list-style-type: none"> 1) Graduating from a lower-secondary school; 2) Lack of health contraindications for working as a short orders cook;

	<p><u>Do associated programmes for parents exist?</u> The very programme do not include associated programmes for parents. However, the education system provides such support in many different kinds. Parents can count on help from:</p> <ol style="list-style-type: none"> 1) School counselor, who: <ol style="list-style-type: none"> a) Organizes and provides different kinds of pedagogical support for parents. b) Takes educational and profilactic activities concerning students. c) Organizes individual learning and support for the foster families. 2) School psychologist, who: <ol style="list-style-type: none"> a) Recognizes and describes the educational situations in order to support the improvement of a student and to draw the proper forms of pedagogical-psychological support. b) Organizes and leads many different kinds of psychological support for the parents. c) Supports parents in solving their problems. d) Enables the development of parents pedagogical skills.
	<p><u>Are the members of the target group functional literate?</u> <u>Have the members of the target group the basic skills (writing, reading, arithmetic)?</u> As the most students entering the programme are graduees from lower-secondary schools it is actually impossible for the members of the target group (in the case of this programme) to be illiterate. But there are cases of functional illiteracy among that group, which significantly hinder such students the ability to read – understanding the text, to write – orthographic and grammar mistakes and to count – not only strictly in mathematic sense but also in everyday life.</p>
	<p><u>Have the members of the target group IT skills?</u> Students from the target group have usually rather low IT skills, which makes it difficult for them to participate in, for example in e-learning trainings.</p>
<p>4. Process and support of acquisition of competencies</p>	

	<p><u>What competencies can be acquired during the programme or the module?</u></p> <p>In the result of accomplishing the programme, the student should gain the following skills:</p> <ol style="list-style-type: none"> 1) To apply the rules of rational diet; 2) To judge the quality of products and meals; 3) To choose the products for meals and drinks; 4) To store the products and ready meals; 5) To prepare products for sale in the fast food facilities; 6) To prepare meals and drinks offered in the fast food facilities; 7) To use different techniques of meals and drinks preparation; 8) To prepare the menu card for the small entities and gastronomy points; 9) To assess the prices of meals and drinks; 10) To use tools and machines used for production and transportation of meals and drinks; 11) To provide proper maintenance of the tools and machines; 12) To obey the rules of food healthy quality protection; 13) To follow the work safety and hygiene, fire safety and environment protection rules; 14) To organize the ergonomic work place; 15) To know the first aid rules; 16) To communicate with other work process participants; 17) To follow the provisions of the Labour Code; 18) To follow the provisions of the law concerning the job he/she's doing; 19) Use different sources for gathering information; 20) To run business activity;
	<p><u>Is it possible to develop vocational competencies by completing this programme or module?</u></p> <p>Yes, the development of the vocational skills is ensured by used training methods, among which the dominating role play practical exercises, guiding text method and the projects method.</p>
<p>5. Process and support of validation of competencies</p>	
	<p><u>Are competencies recognized/validated on the basis of how they are formed?</u></p> <p>Yes, the testing of the competencies is held systematically during the education process. During each modular unit a teacher should perform practical exercises and check the effects of learning.</p> <p>At the end of the education process each student should take an exam before the Regional Examination Board. Such exam recognizing the vocational competencies is called the vocational exam and it is a form of an assessment of the level of knowledge and skills within the frames of given vocation. Those frames are described in the competency standards being the basis for the vocational exam.</p>

Are they tested in a valid and objective way?

The vocational exam is held pursuant to the Minister of National Education regulation once in a school year – between June and August, in the date set by the Central Examination Board Director. The exam is held by the Regional Examination Board.

The exam contains of two stages:

- written stage (divided into two parts)
- practical stage

Written stage:

Written exam is organized in the form of test and is divided into two parts during which the student has to solve:

- **in the first part** – exercises checking knowledge and skills relevant to the qualifications in the given vocation;
- **in the second part** – exercises checking knowledge and skills in the topic of employment and running a business activity.

Written exam takes place in the school the student graduated from. Only in specific cases the director of the Regional Examination Board can appoint other school as the place where the written exam should take place. The person responsible for organization of the written part of the vocational exam is the head of the school supervisory board – the headmaster of the school.

Written stage of the vocational exam takes 120 minutes. For the people with special educational needs the length of the exam can be changed but not more than 30 minutes can be added.

Practical stage of the vocational exam:

During the practical part the student has to fulfill the exam task that proves his/her practical skills in the frames of the given vocation qualifications.

The practical stage takes part in the Examination Point which is appointed by the director of the Regional Examination Board:

- school,
- practical training facility;
- lifelong learning training facility;
- authorized employer;

The practical stage cannot take less than 180 minutes and more than 240 minutes. For people with special educational needs it can be added not more than 30 minutes.

The exam is held by the examination teams appointed by the director of the Regional Examination Board. The assessment is made by the examination team which consists from examination experts not being the teachers and instructors of the people taking the exam. Such assessment is final.

	<p><u>Are special tools used to recognize/validate informally or non-formally acquired competencies?</u></p> <p>The exam that confirms the vocational qualifications is a form of assessment of the level of knowledge and skills within the given vocation, specified in the standards regarding the requirements being the basis for the exam. The standards are proposed and prepared by the Central Examination Board and then they need approval by the Minister of Education in the form of resolution.</p> <p>The existing standards for given vocations have been approved by the resolution of the Minister of Education and Sport from 03.02.2003 of the requirements standards being the basis for the exam confirming the vocational qualifications (Journal of Law, No. 66, Item 580 as amended). The full texts of those standards were published separately as an appendix to the above mentioned resolution.</p>
	<p><u>Who recognizes/validates informally or non-formally acquired competencies and how?</u></p> <p>To acquire the vocational title of short orders cook, a graduatee has to take the vocational exam and pass it before the Regional Examination Board. The vocational title can be also acquired by taking the exam before the State Examination Boards appointed by the Education Offices and operating in connection with:</p> <ul style="list-style-type: none"> - Practical Training Centers - Lifelong Learning Centers - Vocational schools <p>The equal title of journeyman can be acquired by passing the exam before the Examination Board existing within the Craft Chamber</p> <p>People who have acquired vocational competencies informally or non-formally (for example, during the vocational trainings) and have at least two years of experience in the job of short orders cook can take the vocational title exam before the State Examination Board or can take the journeyman title exam before the Craft Chamber Examination Board.</p>
<p>6. Methods and tools for encouraging learning</p> <p>a) School-based</p> <p>b) Out of school</p>	
	<p><u>Is counseling provided through the programme or module?</u></p> <p>During the programme the student is provided with the following types of counseling:</p> <ol style="list-style-type: none"> 1) School counselor and psychologist when it comes to the vocational development, self-learning and improving of vocational qualifications 2) Educational-psychological advice bureau when it comes to the vocational education, possibilities of vocational development, improvement of qualifications or re-qualification.
	<p><u>Do individualized learning pathways exist?</u></p> <p>Individualized learning pathway is mostly introduced during the traineeship in a gastronomy facility. Such training is supervised by a master cook who has the pedagogical qualifications. In such cases he/she works individually with a student who thus learns not only the practical side of the job but also the ethics, how to talk to the client and how to serve him/her, how to run a business. The student also learns the rights and obligations of an employee.</p>

	<p><u>Do practice based methods exist?</u> Each and every modular unit contains the practical exercises and tasks. The testing of the acquired skills is also done in the form of practical tasks. Besides, the student has the training period when he/she has the possibility to learn the practical side of the job and to learn how to run a business activity in the frames of given vocation.</p>
	<p><u>Is reflection on the learning process encouraged?</u> During the education path the student is provided with the following types of counseling:</p> <ol style="list-style-type: none"> 1) School counselor and psychologist when it comes to: <ul style="list-style-type: none"> - the vocational development, - self-learning - improving of vocational qualifications 2) Educational-psychological advice bureau when it comes to: <ul style="list-style-type: none"> - the vocational education, - possibilities of vocational development, - improvement of qualifications or re-qualification. - Self-learning work advices - Introduction of methods improving the learning effectivity - Job counseling - Supporting students in choosing their vocational education path; - Support in career planning; 3) job counselor when it comes to:: <ul style="list-style-type: none"> - Giving the educational and vocational information - Showing the students, their parents and teachers additional sources of information on the regional, state, European and worldwide level concerning the job market, development trends in the world of jobs and employment, the use of skills and talents for the future job purposes, EU educational programmes and other. - Giving the students and parents individual advises; - Teaching how to plan their careers. - Cooperation with institutions supporting the interschool job counseling system.
<p>7. Recognition of partial/full qualifications</p>	
	<p><u>Are modules connected to develop vocational competencies?</u> The programme consists of 3 modules and 15 modular units. Based on the list of modules and modular units a didactic map of the programme has been created. The map is a scheme of connections between modules and describes the order in which those modules should be realized. It is the basis of a didactic planning process. Possible change in the order of modules or modular units realization should be prefaced with the detailed analysis of the didactic map of the learning curriculum.</p>
	<p><u>Does the programme or do the modules aim for the development of vocational competencies?</u> The modular programme „short orders cook” aims for teaching the vocation and the specific modular units are focused on development of vocational competencies.</p>

	<p><u>Is it possible to get to know different workplaces during the placement?</u></p> <p>During the vocation training the student can have a traineeship in many different employers which gives him/her the opportunity to learn and experience different kind of gastronomy business activities.</p> <p>Besides, after finishing training the graduatee can be placed by the Regional Job Office into other gastronomy facilities which allows him/her to get additional vocational experience and knowledge of the job market.</p>
	<p><u>Does the possibility exist to get a certificate from companies on the base of the placement?</u></p> <p>According to the Polish law regulations such situations are not allowed. The business entity can however give recommendations and references that can help in the process of job searching.</p>
	<p><u>Does cooperation with other institutions/providers of similar programmes or modules exist?</u></p> <p>Such cooperation exist only on the stage of organization of the vocational exams before the Regional Examination Boards.</p>
<p>8. Employability</p>	
	<p><u>How are regional labour market demands taken into consideration when introducing a programme or module?</u></p> <p>The Ministry of Education and Sport noticed that it is very important for the vocational education to be a respond for the job market needs. For a few years now, there have been works going on to establish the qualification standards for the given vocations. In 2003 the Minister of Education issued a regulation of requirements standards being the basis for the exams testing the vocational qualifications.</p> <p>Modular programmes do not only teach the vocation but also drill the self-training.</p> <p>In regions there are provided researches of the job markets mostly by the Regional and Local Job Offices and by the local governments as well. There are also held some social consultations concerning the needs of employers and the educational potential of training facilities in the given region.</p>
	<p><u>Are the demands of the regional labour market satisfied?</u></p> <p>In the case of the short orders cook vocation the demands of the regional job market are quite satisfied. The graduatees can find a job in:</p> <ul style="list-style-type: none"> - Short orders facilities; - Fast foods - restaurants - coffees - pubs - schools - hospitals <p>The graduatees can also run their own business activity.</p>
	<p><u>Do any partnerships with companies exist to realize/help the transition from learning to working?</u></p> <p>Schools very often cooperate with companies which enables the students to take part in the vocational traineeship and after graduating the companies very often offer job for such students.</p>

	<p><u>Is there any assistance provided to help with finding a job?</u> Help in finding job is offered mostly by the Local Job Offices which provide graduates with:</p> <ul style="list-style-type: none"> - job counseling - placements - vocational trainings - improvement trainings - cofinancing in the case of starting their own business <p>What's more, there have recently been created some private job centers that also help finding jobs. A great help in that matter also show Voluntary Labour Corps which are especially engaged in the work with our target group.</p>
	<p><u>Does counseling exist after the end of the programme or module?</u> After graduating the school the graduate can use help of Psychological-Educational Counseling when it comes to the vocational development, vocational qualifications improvement, career planning and job market awareness.</p>
	<p><u>Does follow-up exist after the programme or module?</u> After graduating from the school training in the short orders cook vocation, the graduate can continue his/her education in the 3-year gastronomical technical school and in a result acquire the title of technician cook.</p>
	<p><u>Do cooperation with companies exist?</u> <u>If yes:</u></p> <ul style="list-style-type: none"> a) <u>how is this organized?;</u> b) <u>are companies anyhow rewarded for their willingness for cooperation or workplace provision?</u> <p>The companies who accept students for the traineeship and for the vocational training receive donations after such student acquires the technician title. Such companies can also accept a graduate for a placement from the Local Job Office. In such cases the graduate is paid by the Job Office.</p>
9. Methods and tools of social integration	
	<p><u>Is the certificate at the end of the programme or module recognized by:</u></p> <ul style="list-style-type: none"> a) <u>the companies?</u> b) <u>The society?</u> <p>After passing the vocational exam the graduate gets the certificate of acquisition of the vocational title of short orders cook. The specimen of the certificate is described by the resolution of the Minister of Education and thus they are recognized by everyone, both companies and the society.</p>
	<p><u>Does vocational/occupational mobility and cross company flexibility exist?</u> One of the main goals of the modular programme is vocational mobility among the students. That's why one of the modular units is called 'running business activity'. Making the vocational mobility of the target group stronger can be obtained by participation of the group members in different types of trainings improving their vocational qualifications, language learning or IT trainings.</p>

	<p><u>Is it possible to find a job for the target group/individual – providing employment for a longer period of time?</u> <u>In which sectors are members of the target group mainly employed?</u> Members of the target group can participate in year-long placements proposed by the Local Job Offices or in the subsidized employment that also takes a year. Members of the target group mostly find jobs in the gastronomy branch.</p>
	<p><u>Does an advancement of vocational mobility and flexibility of the target group/individual exist after programme /module completion?</u> Finishing the short orders cook programme gives a vocational education and passing the vocational exam gives a vocational title of a short orders cook. The graduate can continue his/her education in a 3-year technical school and after passing an vocational exam acquire the technician cook title. Then he/she can also improve his/her qualifications by practice and vocational improvement on the workplace. Then after the time specified in the law regulations (6 years of work) he/she can take an master exam in the vocation of a short orders cook.</p>
<p>10. Pedagogical personnel</p>	
	<p><u>What special qualifications do those dealing with the target group have?</u> Qualifications for being a teacher in a vocational school has a person who: 1) graduated from the 2nd level studies (MA degree) in a faculty required by the taught subject or classes and has the pedagogical qualifications (certified) 2) graduated from the 2nd level studies (MA degree) in a faculty which in the educational standards for that faculty contains the specific topics being the part of the taught subject or classes and has the pedagogical qualifications (certified) 3) graduated from the 2nd level studies (MA degree) in a faculty other than the above mentioned types and then graduated from post-graduate studies in the scope of taught subject or classes and has a pedagogical qualifications (certified); 4) graduated from the 1st level studies (BA degree) in a faculty required by the taught subject or classes and has the pedagogical qualifications (certified) 5) graduated from the 1st level studies (BA degree) in a faculty which in the educational standards for that faculty contains the specific topics being the part of the taught subject or classes and has the pedagogical qualifications (certified) Qualifications for being a practical classes teacher has a person who: 1) Has qualifications specified above 2) has a certificate of graduation from the pedagogical technical study 3) has a standardized secondary education certificate from a technical school or equal of a responding faculty together with the certificate of acquiring the technician title corresponding to the type of taught subject or classes and has the pedagogical qualifications (certified). 4) has a master title in the taught vocation and has the pedagogical qualifications</p>

	<p><u>What special competencies are needed to work with the target group?</u></p> <p>The teacher working with the target group should be able to:</p> <ul style="list-style-type: none"> - Observe students and recognize their needs - Cope with difficult and crisis situations - Mediate - Know the rules of interpersonal communication - Held classes in a nonconventional way - Psychologically react for the acts of aggression - Deal with stress
	<p><u>Where and how are these competencies developed?</u></p> <p><u>How are they trained to be able to deal with the target group?</u></p> <p>Teachers working with the target group can develop their skills by post-graduate studies or qualification courses of:</p> <ol style="list-style-type: none"> 1) oligofrenopedagogics 2) resocialization 3) sociotherapy 4) special pedagogics <p>They can also participate in many different thematic trainings.</p>
	<p><u>Is the personal appropriateness of the pedagogical personnel validated?</u></p> <p><u>If yes, how is this done?</u></p> <p>The work of a teacher is being a subject of assessment. Existing educational law names two possibilities:</p> <ul style="list-style-type: none"> - teacher's work assessment: <ul style="list-style-type: none"> - teacher's achievements assessment; <p>the school headmaster together with the pedagogical board, pursuant to the general criteria set in the regulations, establish specific criteria of the work assessment (exemplary, good and negative) and the specific criteria of a positive and negative assessments of the teacher's achievements.</p>
	<p><u>Is the pedagogical personnel involved in target group relevant decisions?</u></p> <p>The pedagogical personnel supervises the target group and thus should take part in the decision making process of the group. Very useful in accomplishing that aim are so called educational classes during which both the class tutor and the target group can discuss about didactics, education, school and environment problems. Class tutor supports his/her students and represents them before the school headmaster and the rest of pedagogical personnel. Furthermore, the class tutor stays in contact with parents of his/her students and during the meetings with parents informs them about problems of the target group.</p>
	<p><u>Is any special encouragement for the pedagogical personnel provided?</u></p> <p>Pedagogical personnel can count on an encouragement from the school headmaster, school counselor and a school psychologist.</p>

How and how frequently is their further training organized?

A teacher is obliged to continuously improve his/her qualifications. That is why teachers working with the target group are still and still taking part in many different trainings, courses or thematic conferences.

Furthermore, the school headmaster organizes a few times per year some short courses during the pedagogical meetings. Those courses are necessary from the further work with the target group point of view.

The funds for teachers training are also parts of the budgets of the bodies supervising schools.

Description of the modular programme: "hairdresser" 514[01]	
Dimension	Quality indicators

1. Curriculum/competency standards	
	<p><u>Are there any specific conditions of the curriculum and the didactics?</u></p> <p>Yes, there are. The modular programme for the job of hairdresser was approved by the Minister of Education in 2006 and contains:</p> <p>1) Programme and organizational job training guidelines, which consist of: job description, job frameworks, job qualifications, recommendations concerning the organization of the didactic process with the modules list and the didactic map of the programme</p> <p>2) Training plan</p> <p>3) Modules</p>
	<p><u>Is access to the programme /module flexible/open?</u></p> <p>Yes, it is. The programme has a flexible structure and the modules and units it is built of can be easily updated, modified, supplemented and changed that they could meet the requirements of economy and the local job market. The training process, according to the modular programme, can be realized in a three-year vocational school for youth and for adults as well. The number of hours dedicated for the execution of the modular units can change. It depends on the training methods and didactic tools used by the teacher/instructor.</p>
	<p><u>Is the curriculum competence-oriented/based?</u></p> <p>Yes, it is. The programme allows to prepare students to carry out specific works mainly by realization of the tasks similar to those carried out on the work-place.</p> <p>The main goal of training in the hairdresser vocation is to prepare the student to perform works of a women's and men's hairdresser on the worker's level and to give them the knowledge and competencies necessary for the learning continuation in the school and out-of school forms.</p>
	<p><u>Does the curriculum ensure the development of:</u></p> <p>a) <u>Key competencies?</u></p> <p>b) <u>Vocational competencies?</u></p> <p>Yes, it does. In the programme the teaching-learning process is oriented on getting notable results in the form of the well formed intellectual and practical job-skills.</p> <p>The programme contents are described in the general vocational and strictly vocational modules. The modules are divided into modular units. Each of them contains the contents that constitute some whole. Their realization makes it possible to master the skills allowing for the specific job stage to be done properly.</p>

	<p><u>Do the programmes/modules allow flexibility:</u></p> <ul style="list-style-type: none"> a) <u>Concerning the demands of the individual?</u> b) <u>Concerning the competencies of the individual?</u> c) <u>Concerning the interests of the individual?</u> d) <u>Concerning the connectivity of programmes or modules?</u> e) <u>Concerning partial and full qualifications?</u> <p>Realization of the programme helps to stimulate intellectual and motorial activity of the student. It allows the individualization of the teaching process. Thanks to the flexible structure of the programme the modules can be updated, modified, supplemented and changed in case it is needed. The modules are divided into modular units. Each of such units forms self-contained whole. Realization of the modules and modular units aims makes it possible to get the qualifications for the specific job tasks.</p>
	<p><u>Is the curriculum work-process oriented?</u></p> <p>Yes, the programme is oriented on the general and specified vocational education. The general vocational education allows to obtain the qualifications related with the basis of the job. It also makes it easier to change the vocation in future. The general and detailed education requirements are specified in the programme basis for the vocational training.</p>

	<p><u>Which forms/methods of evaluation are used?</u></p> <p>a) <u>To measure output requirements</u> b) <u>To measure the acquisition of competencies</u> c) <u>To measure the competencies and applicability of the pedagogical personnel</u></p> <p>ad a Measuring of the training outputs is done by:</p> <ol style="list-style-type: none"> 3. Diagnostic test, which informs about the students stage of preparation to accomplish the modular unit aims. The outputs are used for the training process proper planning. 4. Form test, which is held systematically. The evaluated features are: knowledge, skills and behavior as well. Notes are given for the oral speeches, writing, exercises and the project accomplished. Based on that info teacher can update the training process systematically. <p>ad b Measuring of the acquisition of competencies is provided by summative assessment, which give feedback about the modular unit aims accomplishment. The knowledge and intellectual skills are evaluated by the oral and writing tests. Practical skills are tested by monitoring the work of students and by the law-simulated practical tests.</p> <p>ad c Measuring of the pedagogical personnel competencies is provided by:</p> <ol style="list-style-type: none"> 3) Diagnostic inspections – monitoring of the effects of students knowledge, skills and behavior; 4) Teacher-appraisal inspections – showing the strengths and weaknesses of a teacher, feedback and the improvement plan; <p>Then there are held after-inspection interviews. Besides, there are also gathered opinions of students and parents about the teacher and the teacher’s self-appraisal.</p>
<p>2. Learning support system and infrastructure</p>	
	<p><u>Is there any counseling provided before students enter the programme/module?</u></p> <p>Pursuant to the Education System Act, both in lower-secondary and secondary schools the interschool system of counseling is obligatory. It is also obligatory to lead the classes on choosing the further education path. Before a students enters the programme „hairdresser”, he/she can use a job counseling in his/her lower-secondary school which is based on:</p> <ul style="list-style-type: none"> - Educational and vocational information - Presentation of the school and job expectations and confronting them with the student’s self-evaluation. <p>Besides, students can use help of pedagogical-psychological advice bureau which can help such students to choose they path of further vocational education or upper-secondary school. It also helps in carrer planning.</p>

	<p><u>Is there a need to clear the situation of the target group/individual before introducing a programme or module (something like assistance: e.g. if there are family, drug etc. problems)?</u></p> <p>In order to execute the programme in an effective way the teacher has to know his/her students, to know not only their mental characteristic but also have information concerning their life conditions and their families. The teacher needs to have the knowledge of the skills of the class group as a whole. It is vital for the students improvement and it also prevents the occurrence of failures. Very special role in clearing the situation of the target group plays a class tutor.</p> <p>In the work of a class tutor we can separate three categories of activities:</p> <ol style="list-style-type: none"> 1. research-supervision activities. 2. intervention activities: protection of the students rights in the school, class group, family; help in a difficult situations; 3. profilactic activities;
	<p><u>Does the possibility exist to embrace/rely on the culture/environment of the individual?</u></p> <p>Socially disadvantaged students in most cases come from dysfunctional families and to obtain any help from those families is almost impossible. But the well developed system of social help allows to try activating that environment.</p> <p>In that matter we can count on the aid from the Social Help Points and the Family Help Centers.</p> <p>The Social Help Point is responsible for:</p> <ul style="list-style-type: none"> -Preparation and execution of gmina's social problems solving strategies. -Providing shelter, food and cloths to the people in need. - Giving the right to and applying the periodical and special benefits. - Financial aid in the form of credit bill for the homeless and other people who cannot afford the health care contributions, etc. -Personal care, also specialistic, in the place of living. - Creating the gmina's profilactic center for children and families; - Children feeding; -Other; <p>The Family Help Center is responsible for:</p> <ul style="list-style-type: none"> -Preparation and execution of powiat's social problems solving strategies. -Specialistic counseling. -Organization of care in foster families (financial aid, etc.) -Taking care of children partially or fully deprived of parental care. -Financial aid for becoming independent and continuing education for people leaving such facilities. -Help in integration for people socially disadvantaged. -Help in integration for refugees. -Informing about rights and legal matters.

	<p><u>Is any assistance provided for the target group/individual to reveal if they have entrance problems before starting the programme or module (e.g. language problems etc.)?</u></p> <p>Yes, it is. Already at the stage of lower-secondary school there is a pedagogical-tutelary diagnosis provided, which enables the problems to be discovered and, if possible, solved.</p>
	<p><u>Is the target group involved in decision making about the programme?</u></p> <p>The target group has some influence on the process of establishing the programme. The modular programme has highly formalized frameworks, it allows however a flexible approach toward the teaching-learning process. It makes it possible to individualize the path of education and the needs of the target group are taken into consideration.</p>
	<p><u>Is the programme accessible for the target group/individual?</u></p> <p>Yes, the programme is accessible for the target group. There are planned in the programme some traineeship in the gastronomy firms or in the units with access to a kitchen. Besides, if there is a need students can take a compensatory classes such as:</p> <ul style="list-style-type: none"> - General vocational compensatory classes; - Vocational compensatory classes; - Compensatory classes preparing for the vocational exams; <p>The target group has also chance to participate in many fairs, exhibitions and fairs of different thematic sorts connected with the vocation of a hairdresser. Mostly, it gives much bigger chances for development than the standard offer of the local job market.</p>
	<p><u>Is any assistance provided to remove psychological barriers of learning?</u></p> <p>Yes, it is. Both students and their parents are provided with different kinds of support in order to eliminate the psychological barriers.</p> <p>Forms of psychological support:</p> <ul style="list-style-type: none"> - Sociotherapeutic and other classes of therapeutic nature (group or individual). - Integrational classes. - Profilactic classes (concerning nicotine, alcohol and drugs addictions, HIV and AIDS). - Educational classes of different kinds of social topics. - Consultations for parents. - Consultations for teachers.

	<p><u>Is any individualized pedagogical assistance /guidance/ support provided for the target group?</u></p> <p>Yes, different kinds of pedagogical assistance is provided for the target group.</p> <p>Forms of pedagogical support:</p> <ul style="list-style-type: none"> - Compulsatory classes for students with significant learning problems. - Corrective-compensating classes for students with specific problems in learning. - Speech-therapy.
	<p><u>Is individualized feedback regularly provided?</u></p> <p>Yes, the feedback is provided in the form of:</p> <ul style="list-style-type: none"> - Class tutor opinion; - Opinion of a teacher leading didactic or therapeutic classes; - School psychologist/counselor opinion. <p>All those opinions are presented to the parents and school headmaster after the support or by the end of semester.</p>
<p>3. Preconditions of the target group before entering a programme/ module</p>	
	<p><u>Do selection procedures for the target group exist before they start a programme or module, e.g. analysis of competencies?</u></p> <p>The only conditions for starting education in a school that realizes the programme of „short orders cook” are:</p> <ol style="list-style-type: none"> 1) Graduating from a lower-secondary school; 2) Lack of health contraindications for working as a hairdresser; 3) Manual skills; <p>On the other hand, during the education in school, between the modules, a teacher should test the student achievements by so called summative assessment.</p> <p>It allows teacher to make necessary changes in the education process.</p>

	<p><u>Do associated programmes for parents exist?</u></p> <p>The very programme do not include associated programmes for parents. However, the education system provides such support in many different kinds.</p> <p>Parents can count on help from:</p> <ol style="list-style-type: none"> 1) School counselor, who: <ol style="list-style-type: none"> a) Organizes and provides different kinds of pedagogical support for parents. b) Takes educational and profilactic activities concerning students. c) Organizes individual learning and support for the foster families. 2) School psychologist, who: <ol style="list-style-type: none"> a) Recognizes and describes the educational situations in order to support the improvement of a student and to draw the proper forms of pedagogical-psychological support. b) Organizes and leads many different kinds of psychological support for the parents. c) Supports parents in solving their problems. d) Enables the development of parents pedagogical skills. 3) Pedagogical-psychological counseling service, when it comes to: <ol style="list-style-type: none"> a) Parents participation in the speech-therapy; b) Help in solving didactic and educational problems; c) Meetings with parents; d) Giving advices about the work with student at home e) Individual meetings after the diagnosis; f) Common studies about programmes of cooperation in fighting with the problems in school; g) Families therapy h) Short term families therapy i) Group meetings with parents j) Psycho-educational meetings k) Meetings giving info about the structure of vocational education and the factors infecting the learning of a vocation.
	<p><u>Are the members of the target group functional literate?</u></p> <p><u>Have the members of the target group the basic skills (writing, reading, arithmetic)?</u></p> <p>As the most students entering the programme are graduees from lower-secondary schools it is actually impossible for the members of the target group (in the case of this programme) to be illiterate. But there are cases of functional illiteracy among that group, which significantly hinder such students the ability to read – understanding the text, to write – orthographic and grammar mistakes and to count – not only strictly in mathematic sense but also in everyday life.</p>

	<p><u>Have the members of the target group IT skills?</u> Students from the target group have usually rather low IT skills, which makes it difficult for them to participate in, for example in e-learning trainings.</p>
<p>4. Process and support of acquisition of competencies</p>	
	<p><u>What competencies can be acquired during the programme or the module?</u> In the result of accomplishing the programme, the student should gain the following skills:</p> <ul style="list-style-type: none"> - To make sketches and drawings of hairstyles; - To recognize and describe the types, kinds and condition of hair; - To recognize pathological changes and hair damages - To choose methods and preparations of hair and head skin care; - To use hairdressing tools; - To clean, disinfect and maintain the hairdressing tools; - To do the hair care; - To do hair cut; - To choose the methods of hair stylization; - To stylize hair; - To dye hair with different techniques; - To form and cut beards, sideburns and moustache; - To obey the rules of food healthy quality protection; - To follow the work safety and hygiene, fire safety and environment protection rules; - To organize the ergonomic work place; - To know the first aid rules; - To communicate with other work process participants; - To follow the provisions of the Labour Code; - To follow the provisions of the law concerning the job he/she's doing; - To use different sources for gathering information; - To run business activity;
	<p><u>Is it possible to develop vocational competencies by completing this programme or module?</u> Yes, the development of the vocational skills is ensured by use of practical training methods, such as didactic discussions, method of cases, situational, method of the guiding text, practical exercises. The dominating role play practical exercises at the hairdresser. During the programme one thing is very stressed - the self-improving with the use of different information sources, such as vocational literature, Internet, student's books. In the contents of the programme there are taken into consideration the newest technologies, materials and hairdressing tools. The vocational competencies are being checked during the observations of students work during the task performance and by the practical tests.</p>

<p>5. Process and support of validation of competencies</p>	
	<p><u>Are competencies recognized/validated on the basis of how they are formed?</u></p> <p>Yes, the testing of the competencies is held systematically during the education process. During each modular unit a teacher should perform practical exercises and check the effects of learning.</p> <p>At the end of the education process each student should take an exam before the Regional Examination Board. Such exam recognizing the vocational competencies is called the vocational exam and it is a form of an assessment of the level of knowledge and skills within the frames of given vocation. Those frames are described in the competency standards being the basis for the vocational exam.</p>

Are they tested in a valid and objective way?

The vocational exam is held pursuant to the Minister of National Education regulation once in a school year – between June and August, in the date set by the Central Examination Board Director. The exam is held by the Regional Examination Board.

The exam contains of two stages:

- written stage (divided into two parts)
- practical stage

Written stage:

Written exam is organized in the form of test and is divided into two parts during which the student has to solve:

- **in the first part** – exercises checking knowledge and skills relevant to the qualifications in the given vocation;
- **in the second part** – exercises checking knowledge and skills in the topic of employment and running a business activity.

Written exam takes place in the school the student graduated from. Only in specific cases the director of the Regional Examination Board can appoint other school as the place where the written exam should take place. The person responsible for organization of the written part of the vocational exam is the head of the school supervisory board – the headmaster of the school.

Written stage of the vocational exam takes 120 minutes. For the people with special educational needs the length of the exam can be changed but not more than 30 minutes can be added.

Practical stage of the vocational exam:

During the practical part the student has to fulfill the exam task that proves his/her practical skills in the frames of the given vocation qualifications.

The practical stage takes part in the Examination Point which is appointed by the director of the Regional Examination Board:

- school,
- practical training facility;
- lifelong learning training facility;
- authorized employer;

The practical stage cannot take less than 180 minutes and more than 240 minutes. For people with special educational needs it can be added not more than 30 minutes.

The exam is held by the examination teams appointed by the director of the Regional Examination Board. The assessment is made by the examination team which consists from examination experts not being the teachers and instructors of the people taking the exam. Such assessment is final.

	<p><u>Are special tools used to recognize/validate informally or non-formally acquired competencies?</u></p> <p>The exam that confirms the vocational qualifications is a form of assessment of the level of knowledge and skills within the given vocation, specified in the standards regarding the requirements being the basis for the exam. The standards are proposed and prepared by the Central Examination Board and then they need approval by the Minister of Education in the form of resolution. The existing standards for given vocations have been approved by the resolution of the Minister of Education and Sport from 03.02.2003 of the requirements standards being the basis for the exam confirming the vocational qualifications (Journal of Law, No. 66, Item 580 as amended). The full texts of those standards were published separately as an appendix to the above mentioned resolution.</p>
	<p><u>Who recognizes/validates informally or non-formally acquired competencies and how?</u></p> <p>To acquire the vocational title of a hairdresser, a graduatee has to take the vocational exam and pass it before the Regional Examination Board.</p> <p>The vocational title can be also acquired by taking the exam before the State Examination Boards appointed by the Education Offices and operating in connection with:</p> <ul style="list-style-type: none"> - Practical Training Centers - Lifelong Learning Centers - Vocational schools <p>The equal title of journeyman can be acquired by passing the exam before the Examination Board existing within the Craft Chamber</p> <p>People who have acquired vocational competencies informally or non-formally (for example, during the vocational trainings) and have at least two years of experience in the job of a hairdresser can take the vocational title exam before the State Examination Board or can take the journeyman title exam before the Craft Chamber Examination Board.</p>
<p>6. Methods and tools for encouraging learning</p> <p>c) School-based</p> <p>d) Out of school</p>	
	<p><u>Is counseling provided through the programme or module?</u></p> <p>During the programme the student is provided with the following types of counseling:</p> <ol style="list-style-type: none"> 1) School counselor and psychologist when it comes to the vocational development, self-learning and improving of vocational qualifications 2) Educational-psychological advice bureau when it comes to the vocational education, possibilities of vocational development, improvement of qualifications or re-qualification.

	<p><u>Do individualized learning pathways exist?</u> Individualized learning pathway is mostly introduced during the traineeship in a hairdresser enterprise. Such training is supervised by a master hairdresser who has the pedagogical qualifications. In such cases he/she works individually with a student who thus learns not only the practical side of the job but also the ethics, how to talk to the client and how to serve him/her, how to run a business. The student also learns the rights and obligations of an employee.</p>
	<p><u>Do practice based methods exist?</u> Each and every modular unit contains the practical exercises and tasks. The testing of the acquired skills is also done in the form of practical tasks. Besides, the student has the training period when he/she has the possibility to learn the practical side of the job and to learn how to run a business activity in the frames of given vocation.</p>
	<p><u>Is reflection on the learning process encouraged?</u> During the education path the student is provided with the following types of counseling:</p> <ol style="list-style-type: none"> 1) School counselor and psychologist when it comes to: <ul style="list-style-type: none"> - the vocational development, - self-learning - improving of vocational qualifications 2) Educational-psychological advice bureau when it comes to: <ul style="list-style-type: none"> - the vocational education, - possibilities of vocational development, - improvement of qualifications or re-qualification. - Self-learning work advices - Introduction of methods improving the learning effectivity - Job counseling - Supporting students in choosing their vocational education path; - Support in career planning; 3) job counselor when it comes to:: <ul style="list-style-type: none"> - Giving the educational and vocational information - Showing the students, their parents and teachers additional sources of information on the regional, state, European and worldwide level concerning the job market, development trends in the world of jobs and employment, the use of skills and talents for the future job purposes, EU educational programmes and other. - Giving the students and parents individual advices; - Teaching how to plan their careers. - Cooperation with institutions supporting the interschool job counseling system.
<p>7. Recognition of partial/full qualifications</p>	

	<p><u>Are modules connected to develop vocational competencies?</u></p> <p>The programme consists of 7 modules and 31 modular units. Based on the list of modules and modular units a didactic map of the programme has been created. The map is a scheme of connections between modules and describes the order in which those modules should be realized. It is the basis of a didactic planning process. Possible change in the order of modules or modular units realization should be prefaced with the detailed analysis of the didactic map of the learning curriculum.</p>
	<p><u>Does the programme or do the modules aim for the development of vocational competencies?</u></p> <p>The modular programme „hairdresser” aims for teaching the vocation and the specific modular units are focused on development of vocational competencies.</p>
	<p><u>Is it possible to get to know different workplaces during the placement?</u></p> <p>During the vocation training the student can have a traineeship in many different employers which gives him/her the opportunity to learn and experience different kind of hairdressing business activities.</p> <p>Besides, after finishing training the graduate can be placed by the Regional Job Office into other gastronomy facilities which allows him/her to get additional vocational experience and knowledge of the job market.</p>
	<p><u>Does the possibility exist to get a certificate from companies on the base of the placement?</u></p> <p>According to the Polish law regulations such situations are not allowed. The business entity can however give recommendations and references that can help in the process of job searching.</p>
	<p><u>Does cooperation with other institutions/providers of similar programmes or modules exist?</u></p> <p>Such cooperation exist only on the stage of organization of the vocational exams before the Regional Examination Boards.</p>
8. Employability	<p><u>How are regional labour market demands taken into consideration when introducing a programme or module?</u></p> <p>The Ministry of Education and Sport noticed that it is very important for the vocational education to be a respond for the job market needs. For a few years now, there have been works going on to establish the qualification standards for the given vocations. In 2003 the Minister of Education issued a regulation of requirements standards being the basis for the exams testing the vocational qualifications.</p> <p>Modular programmes do not only teach the vocation but also drill the self-training.</p> <p>In regions there are provided researches of the job markets mostly by the Regional and Local Job Offices and by the local governments as well. There are also held some social consultations concerning the needs of employers and the educational potential of training facilities in the given region.</p>

	<p><u>Are the demands of the regional labour market satisfied?</u> In the case of the hairdresser vocation the demands of the regional job market are quite satisfied. The graduates mostly work in services and can find job in Hairdressing entities, thus serving as a both men's and a women's hairdresser. The graduates can also run their own business activity for their own.</p>
	<p><u>Do any partnerships with companies exist to realize/help the transition from learning to working?</u> Schools very often cooperate with companies which enables the students to take part in the vocational traineeship and after graduating the companies very often offer job for such students.</p>
	<p><u>Is there any assistance provided to help with finding a job?</u> Help in finding job is offered mostly by the Local Job Offices which provide graduates with:</p> <ul style="list-style-type: none"> - job counseling - placements - vocational trainings - improvement trainings - cofinancing in the case of starting their own business <p>What's more, there have recently been created some private job centers that also help finding jobs. A great help in that matter also show Voluntary Labour Corps which are especially engaged in the work with our target group.</p>
	<p><u>Does counseling exist after the end of the programme or module?</u> After graduating the school the graduate can use help of Psychological-Educational Counseling when it comes to the vocational development, vocational qualifications improvement, career planning and job market awareness.</p>
	<p><u>Does follow-up exist after the programme or module?</u> After graduating from the school training in the hairdresser vocation, the graduate can continue his/her education in the 3-year technical school and in a result acquire the title of technician hairdresser.</p>
	<p><u>Do cooperation with companies exist?</u> <u>If yes:</u></p> <ul style="list-style-type: none"> a) <u>how is this organized?;</u> b) <u>are companies anyhow rewarded for their willingness for cooperation or workplace provision?</u> <p>The companies who accept students for the traineeship and for the vocational training receive donations after such student acquires the technician title. Such companies can also accept a graduate for a placement from the Local Job Office. In such cases the graduate is paid by the Job Office.</p>

<p>9. Methods and tools of social integration</p>	<p><u>Is the certificate at the end of the programme or module recognized by:</u> a) <u>the companies?</u> b) <u>The society?</u></p> <p>After passing the vocational exam the graduate gets the certificate of acquisition of the vocational title of hairdresser. The specimen of the certificate is described by the regulation of the Minister of Education and thus they are recognized by everyone, both companies and the society.</p>
	<p><u>Does vocational/occupational mobility and cross company flexibility exist?</u></p> <p>One of the main goals of the modular programme is vocational mobility among the students. That's why one of the modular units is called 'running business activity'. Making the vocational mobility of the target group stronger can be obtained by participation of the group members in different types of trainings improving their vocational qualifications, language learning or IT trainings.</p>
	<p><u>Is it possible to find a job for the target group/individual – providing employment for a longer period of time? In which sectors are members of the target group mainly employed?</u></p> <p>Members of the target group can participate in year-long placements proposed by the Local Job Offices or in the subsidized employment that also takes a year. Members of the target group mostly find jobs in the gastronomy branch.</p>
	<p><u>Does an advancement of vocational mobility and flexibility of the target group/individual exist after programme/module completion?</u></p> <p>Finishing the hairdresser programme gives a vocational education and passing the vocational exam gives a vocational title of a hairdresser. The graduate can continue his/her education in a 3-year technical school and after passing an vocational exam acquire the technician hairdresser title. Then he/she can also improve his/her qualifications by practice and vocational improvement on the workplace. Then after the time specified in the law regulations (6 years of work) he/she can take an master exam in the vocation of a hairdresser.</p>

<p>10. Pedagogical personnel</p>	<p><u>What special qualifications do those dealing with the target group have?</u></p> <p>Qualifications for being a teacher in a vocational school has a person who:</p> <ol style="list-style-type: none"> 1) graduated from the 2nd level studies (MA degree) in a faculty required by the taught subject or classes and has the pedagogical qualifications (certified) 2) graduated from the 2nd level studies (MA degree) in a faculty which in the educational standards for that faculty contains the specific topics being the part of the taught subject or classes and has the pedagogical qualifications (certified) 3) graduated from the 2nd level studies (MA degree) in a faculty other then the above mentioned types and then graduated from post-graduate studies in the scope of taught subject or classes and has a pedagogical qualifications (certified); 4) graduated from the 1st level studies (BA degree) in a faculty required by the taught subject or classes and has the pedagogical qualifications (certified) 5) graduated from the 1st level studies (BA degree) in a faculty which in the educational standards for that faculty contains the specific topics being the part of the taught subject or classes and has the pedagogical qualifications (certified) <p>Qualifications for being a practical classes teacher has a person who:</p> <ol style="list-style-type: none"> 1) Has qualifications specified above 2) has a certificate of graduation from the pedagogical technical study 3) has a standardized secondary education certificate from a technical school or equal of a responding faculty together with the certificate of acquiring the technician title corresponding to the type of taught subject or classes and has the pedagogical qualifications (certified). 4) has a master title in the taught vocation and has the pedagogical qualifications
	<p><u>What special competencies are needed to work with the target group?</u></p> <p>The teacher working with the target group should be able to:</p> <ul style="list-style-type: none"> - Observe students and recognize their needs - Cope with difficult and crisis situations - Mediate - Know the rules of interpersonal communication - Held classes in a nonconventional way - Psychologically react for the acts of aggression - Deal with stress

	<p><u>Where and how are these competencies developed? How are they trained to be able to deal with the target group?</u></p> <p>Teachers working with the target group can develop their skills by post-graduate studies or qualification courses of:</p> <ol style="list-style-type: none"> 1) oligofrenopedagogics 2) resocialization 3) sociotherapy 4) special pedagogics <p>They can also participate in many different thematic trainings, such as mediation and negotiation techniques, stress fighting, work with “difficult” student, using new didactic tools, and many other.</p>
	<p><u>Is the personal appropriateness of the pedagogical personnel validated? If yes, how is this done?</u></p> <p>The work of a teacher is being a subject of assessment. Existing educational law names two possibilities:</p> <ul style="list-style-type: none"> - teacher’s work assessment: <ul style="list-style-type: none"> - teacher’s achievements assessment; <p>the school headmaster together with the pedagogical board, pursuant to the general criteria set in the regulations, establish specific criteria of the work assessment (exemplary, good and negative) and the specific criteria of a positive and negative assessments of the teacher’s achievements.</p>
	<p><u>Is the pedagogical personnel involved in target group relevant decisions?</u></p> <p>The pedagogical personnel supervises the target group and thus should take part in the decision making process of the group. Very useful in accomplishing that aim are so called educational classes during which both the class tutor and the target group can discuss about didactics, education, school and environment problems. Class tutor supports his/her students and represents them before the school headmaster and the rest of pedagogical personnel. Furthermore, the class tutor stays in contact with parents of his/her students and during the meetings with parents informs them about problems of the target group.</p>
	<p><u>Is any special encouragement for the pedagogical personnel provided?</u></p> <p>Pedagogical personnel can count on an encouragement from the school headmaster, school counselor and a school psychologist.</p>

How and how frequently is their further training organized?

A teacher is obliged to continuously improve his/her qualifications. That is why teachers working with the target group are still and still taking part in many different trainings, courses or thematical conferences.

Furthermore, the school headmaster organizes a few times per year some short courses during the pedagogical meetings. Those courses are necessary from the further work with the target group point of view.

The funds for teachers training are also parts of the budgets of the bodies supervising schools.