

Project

Commitment to persons at risk of social exclusion: Rights and Quality of Life

CONTENTS OF THE COURSE

MODULE
0 - FRAMEWORK OF THE TRAINING
1 - INTRODUCTION
2 - PARADIGM OF THE SOCIAL INCLUSION
3 - The RIGHTS of persons at risk of social exclusion (UN and European legislation)
4 - PARADIGM OF SUPPORT
5 - THE QUALITY OF LIFE PARADIGM
6 - CONCLUSIONS, EVALUATION, INFORMATION ABOUT NEXT STEPS

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It is not a training course, but rather awareness raising, therefore everything should be based more on a reflection done through dynamics and not through a forma transfer of contents.

Materials

During

1st SESSION

- * *Ball of wool*
- * *Sheets with the roles to play during the role playing*
- * *Document Imagine (to be handled between sessions if not used during one of the sessions)*
- * *Videos*
- * *Questionnaire of "Rights" by student*

2nd SESSION

- * *Sheets for the Who is Salvo? Dynamic*
- * *Post-its or sheets of paper*
- * *Evaluation questionnaire*

Later

- * *Dimensions of quality of life*
- * *Imagine*

MODULE 0:

FRAMEWORK OF THE TRAINING COURSE

TIMING: 10 MINUTES (Slides 1 to 3)

WHAT DO WE AIM AT? GOALS

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Framework the training into the strategy for Quality of Life and the Rights of the people who receive support at ARTHA, which is a strategy for the entire organisation in which the professionals and their commitment are a key element for the social inclusion.

CONTENT/ARGUMENTS:

CONTENTS	DIDACTICS	T
<p>1. Scope of the training</p> <p>2. Development of the leading team</p> <p>SLIDES 1 to 3</p>	<p>This course is a training that should be given to the highest number of professionals within the organisation who work in all the functions, positions or levels because all of them – somehow – add value thanks to our work.</p> <p>It is, in fact, the first practical action of a broader strategy to improve the supports we provide, introduce improvement, and reinforce the things we are doing very well: based on an ethical commitment, facilitating access to persons to their rights as citizens in order to enhance their quality of life.</p> <p>This action starts at the commitment of the organisation to this goal; this is why this course is proposed to the staff members under the title “The Commitment ...”, because the task is sometimes complex (and not complicated) and it is many time hard; it is the commitment of all to this goal what we try to explain and value.</p> <p>A Leading Team for Quality of Life has been set up, made up of professionals representing all the types of services provided by ARTHA, and this team is going to coordinate and encourage this strategy with actions like this one and other ones that are being designed. At the end of the course we will elaborate on the details.</p> <hr/> <p>The contents of the course are those indicated in the table of page nr. 1</p> <p>Module 3 will be given by (NAME of the trainer in rights).</p>	<p>T</p> <p>10'</p>

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	<p>We would like to tell you that we are not going to give “master classes” here about the content as we believe that it is not the goal of this course neither is it the way to digging these concepts, but rather we are going share some guidelines of what means the Social Inclusion, Support and Quality of Life Paradigms and we will try to go more in depth based on the reflections and experiences of the group itself.</p>	
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<p>MODULE 1</p> <p>INTRODUCTION AND EXPECTATIONS</p> <p>TIMING: 50 MINUTES (Slides 4 to 11)</p>
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WHAT DO WE AIM AT? - GOALS

- Getting to know the group members
- Creating a relaxed atmosphere, encouraging all to participate.
- Making a first approach to the contents of the course, mainly to the mission of our organisations, the quality of the services, and an introduction to the concept of quality of life.

CONTENT - DEVELOPMENT

CONTENTS	DIDACTICS	Time

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<p>1. Approaching the mission of our job.</p>	<p>What do I make dynamic: with the What do I make slide at back.</p> <p>On the slide nr. 6 there is an empty factory with the ARTHA logo so we start discussing about what is made there, at the ARTHA factory and what we make: similarities and differences, how we are similar and what make us equal.</p>	<p>15'</p>
<p>2. Quality of the service</p>	<p>Later, two slides are shown about a restaurant in order to briefly explain how this service works. Customer, supplier, satisfaction, goals of the service... (The idea is to introduce the concept of quality of the service)</p>	<p>5'</p>

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<p>3. Introduction to concept of quality of life</p>	<ul style="list-style-type: none"> - Lastly, these ideas are presented in order to dig into and introduce the Quality of Life Model: <ul style="list-style-type: none"> o What quality of life do we make? o Who is the customer / supplier? o How do we know if we make what the customer wants? o In what way this task determines my job and the tasks of the team? o What satisfies me about my job ... What added value do I generate that motivates me and involves me more in the task of contributing to the quality of life of the people at risk of social exclusion? <p>All the ideas put forward can be classified in quality of life dimensions (depending on the time we have) but in any case the goal is to know that what we do is to make / provide services to improve the quality of life and the quality of life model we will come back to later a more understandable concept.</p> <hr/> <p>Dynamics to present: The spider web: A circle is made and we introduce ourselves (name and job) and we say what we expect from the course; and we toss the ball to someone. The dynamics ends when everybody has introduced and after the web has been created.</p> <p>During this dynamics we leave the slide with the corresponding questions of content nr. 3, so that each student can answer them.</p>	<p>15'</p>
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TEACHING MATERIALS:

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1. Materials for the presentation:
 - a. PPT with the explanation of the contents of the module
2. Materials to use in the class:
 - a. Introduction dynamics: the spider web. A ball of wool is needed.
 - b. Dynamics: What do I make? Power Point.
3. Materials to hand out to the teachers:
 - a. Introduction dynamics: the spider web. A ball of wool is needed

Dynamics: What do I make? Power Point

MODULE 2:

PARADIGM OF SOCIAL INCLUSION

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TIMING: 60' (SLIDES 12 TO 19)

WHAT DO WE AIM AT? GOALS

- Work out the concept of social inclusion and the impact on the people.
- Being aware of the importance of training as mean to access to a job in the local geographical context (Example of young people social inclusion, VIDEOGIOVANI project)
- Encouraging sympathy towards the persons at risk of social exclusion we work with on a daily basis.

CONTENT-DEVELOPMENT

CONTENTS	DIDACTICS	T
1. The attitudes towards the persons at risk of social exclusion 2. The concept of social inclusion	Dynamics: Conducting one or the other dynamics will depend on the characteristics of the students and their needs. 1) Role playing (See appendix). It will be conducted provided that the group cooperates and participates. 2) Should the group be little participative or a resisting one you can read the "Imagine" document phrases. Students will be asked to identify real situations that are similar to those in the document. Reflection upon these phrases and contributions of the students.	T 40'
	Show videos to reflect on the importance of training as mean of the social inclusion to access to a job in the local geographical context (several videos to choose): http://www.youtube.com/watch?v=EVudeyJXt7Y http://youtu.be/YQ_u6V2d-0	5'
	Theoretical contents: power point presentation about the concept of social inclusion and what it means to be a person. Underline the fact that the social exclusion is not something acquired or innate, this is the environment and the society in general those who give way to the exclusion. The barriers that	15'

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	lead to social exclusion are put by the environment and the society.	
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TEACHING MATERIALS:

1. Materials for the presentation:
 - a. Power point presentation
 - b. videos
2. Materials to use in the class:
 - a. Sheets with the roles of the role playing
3. Materials to hand out to the teachers:
 - a. Appendix with the role playing dynamics.
4. Materials to hand out to the students:
 - a. Sheets with the roles of the role playing

APPENDIXES.

Dynamics 1: Role playing.

The participation of the students will be requested to play a series of situations. Roles will be distributed and a couple of minutes will be allotted for the students to learn their roles. Then, the situation is acted out. Once ended, the participants (and the others acting as observers) will evaluate and say how they felt, encouraging to reflect upon the attitudes we all have regarding at risk of social exclusion and how they affect their quality of life.

The situations to be acted out are chosen according to the characteristics of the group and the people at risk of social exclusion they usually work with (support needs, ages...). Ten minutes are allocated to each situation.

SITUATION 1

Actor 2 is requested to leave the room to study the role, while someone reads the role to Actor 1 out loud so that everybody knows what happens in reality and can start sympathise with him/her.

ACTOR 1

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You are a person at risk of social exclusion and you have difficulties to appropriately concentrate yourself in relation to the group and that often causes lack of attention in the classroom and situations of conflict towards the teachers. One day, you are in the classroom and you decide to leave it without saying a thing to somebody. Consequently, you leave hurried the classroom, by giving up what you were doing. If you are yelled at or reprimanded you become even more nervous, in order to put off people so that they stop overwhelming you.

ACTOR 2

You are a teacher who trains persons at risk of social exclusion. One of the students is very agitated and he/she is not making his/her duties. Suddenly, he stands up to leave the classroom. You try to make him/her think about the importance of respecting the rules established within the group, but when you see he/she is not paying attention to you, you get angry and end up yelling at him/her, rising your voice.

SITUATION 2

ACTOR 1

You are an unemployed young person (Carlo) at risk of social exclusion and are watching television at home. Today, they televise a football match that is very important for you and you don't want to miss it at all. A friend of you (Paolo) calls you to inform you about an advertisement published on the website of a very well-known multinational, which is searching candidates to work abroad, but it is compulsory to have knowledge of English language. Paolo suggests that both of you could sign up meanwhile an English conversation course to improve your English level and to have more opportunities to get the job. Given that leave your country goes not into your life plan, you do not listen to Paolo and you seems almost unpleasant because he has called you during the football match.

ACTOR 2

You are the friend (Paolo) who tries to help and to motivate Carlo to search a job. Carlo has awarded a degree some years ago but he does not try to update his competences, given that he considers that he will find a job sooner or later tank to people contacts of his parents. In fact, he is waiting for the reply of one of these "promised" jobs, but it does not mean that he gets the job. Paolo tries to encourage him to sign up together some English course to improve the language and to be able to submit an interesting application towards the multinational that are searching candidates to be employed.

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SITUATION 3

You are in the hallway and you have just submitted a C.V. to a staff selection process undertaken by a temporary work agency. There are two professionals belonging to this temporary work agency who are talking each other and you are walking towards the bottom of the corridor and you be present at their conversation by chance.

ACTOR 1

There are two of you, professional staff belonging to the temporary work agency at the corridor when an user goes next to. You are having the next conversation (each one will play his role during the dialog):

Actor 1: Have you seen how many C.V. have been received for the electrician job requested by XXX company?

Actor 2: Yes, it is true but they seem so naïve.

Actor 1: In effect, you have nothing to look around, would you come to the staff selection of a part-time electrician that has to work morning and afternoon during 6 months?

Actor 2: And in addition it is compulsory to spend 1 month as free probationary period... what a cheek! Once concluded the contract he has 95% of probability to be replaced with another one, as it was happened in some occasion.

Actor 1: It is true, I remember well, to be honest, in principle I would not submit any C.V. to that company...

Actor 2: Neither do I, the salary can be only used for paying for the transport to go to work and it is still not enough...

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ACTOR 2

There are two of you, professional staff belonging to the temporary work agency at the corridor when an user goes next to. You are having the following conversation (each one will have a role in the dialogue):

Actor 1: Have you seen how many C.V. have been received for the electrician job requested by XXX company?

Actor 2: Yes, it is true but they seem so naïve.

Actor 1: In effect, you have nothing to look around, would you come to the staff selection of a part-time electrician that has to work morning and afternoon during 6 months?

Actor 2: And in addition it is compulsory to spend 1 month as free probationary period... what a cheek! Once concluded the contract he has 95% of probability to be replaced with another one, as it was happened in some occasion.

Actor 1: It is true, I remember well, to be honest, in principle I would not submit any C.V. to that company...

Actor 2: Neither do I, the salary can be only used for paying for the transport to go to work and it is still not enough...

ACTOR 3:

You are the user passing by the corridor and you are walking towards both professional staff of the temporary work agency, by listening their conversation by chance, which are talking each other about a staff selection process that has just started towards this temporary work agency. As soon as you heard what they are saying, you feel discouraged and you are almost decided to throw in the towel. It has been said to you that there was a lot of staff demand for electrician professional qualification and that it was about a stable job, but after having been present at this conversation, your mind is not as clear as in the past.

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SITUATION 4

ACTOR 1:

You are an unemployed woman that is attending a job interview to work in secretary department of an import/export company. During the interview, made in French language, mobile of interviewer rings 2 or 3 times and you sense that it is about personal calls. Moreover, his assistant has entered 2 times while the job interview was happening to ask if 2 candidates of the candidates list had to be called. The interviewer ask you to not stop your speech in despite of the presence of the secretary. This situation makes feel you bothered, from one side interruptions do not let you concentrate and on the other side your speech concerns personal questions. (gained competences, features of your personality, abroad personal experience, etc.).

ACTOR 2:

You are a professional staff belonging to the temporary work agency. You are in charge of job interviews of interested candidates for an import/export secretary job. You listen the candidate woman but meanwhile your mobile rings, you are 2 or 3 calls incoming, 2 ones from friends to organise you weekend plans and another one from your girlfriend that is angry with you as he does not want you go with your friends. This make you distract several times and the rhythm of the interview is not constant. Furthermore, while you are resuming the job interview, your assistant enters 2 times without knocking: she shows you the list of candidates and she ask for you if she has to contact 2 candidates from the list that are still not arrived. Meanwhile, the candidate woman is answering questions concerning personal questions (gained competences, features of your personality, abroad personal experience, etc.), but it is not time to keep waiting (there are other women/men candidates that are waiting for their appointment) and you ask the woman candidate do not stop her speech in despite of the presence of the secretary. This situation makes feel the candidate bothered, you also think that being able to adapt oneself to both circumstances and unforeseen is necessary in a job and life context, as in this current situation.

ACTOR 3:

You are the secretary of the import/export company. You has had to contact all candidates for the staff selection of import/export secretary job, as your colleague was missing, who is usually in charge of this task. You have to enter into the room where the job interview is happening to make an important question and you do not hesitate to enter to ask a solution for your

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problem. This situation makes feel the candidate bothered, but you could not care less about it (be bothered is her problem), as you also think that being able to adapt oneself to both circumstances and unforeseen is necessary in a job and life context, as it was happened to you.

MODULE 3:

The RIGHTS of the persons at risk of social exclusion.

Timing: 120' (Slides 20 to 41)

CONTENT	WHO	DEADLINES
Explaining the training course of trainers Introduction of the speakers	Support Staff Trainer	0,00 – 0,10
Key documents for training on Rights	Trainer	0,10 - 0,15
Active social inclusion	Trainer	0,15 - 0,25
What are: <ul style="list-style-type: none"> - the Human Rights - Civil and political Rights - Other Human Rights 	Trainer	0,25 – 0,30
Universal Declaration of Human Rights: general principles Right to work, to a favourable remuneration Right to a free and compulsory elementary education Right, equal opportunities of men and women and non-discrimination	Trainer	0,30 – 0,55
Convention. Rights	Trainer	0,55 – 1,10
Charter of Fundamental Rights of the European	Trainer	1,10 – 1,15

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Union Right of workers to be informed and consulted Right of access to a free placement service Right to working conditions which respect his or her health, safety and dignity	Support Staff	
European Social Charter Right to social integration and participation in the life of the community Right to vocational guidance and to vocational training Right to benefit from social welfare services	Trainer	1,15 – 1,20
Materials to work on the rights	Trainer	1,20 – 1,25
Dynamics Questionnaire Sharing conclusions	Support Staff	1,25 – 1,50
Closing	Trainer	1,50 – 2,00

MODULE 4:

THE SUPPORT PARADIGM

TIMING: 60 minutes (Slide 42 to 49)

WHAT DO WE AIM AT? GOALS

- ✓ What are supports?
- ✓ Reflecting upon the way the adaptation of persons influences the context and the use of the necessary “supports”

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- ✓ Encouraging a professional motivation towards research and the use of supports the persons need to facilitate their autonomous acting and **improve the quality of their life**

CONTENTS - DEVELOPMENT

CONTENTS	DIDACTICS	Timing
1 The individual supports: the right to the persons to achieve the highest possible autonomy levels	Dynamic Who is Salvo?: Two groups of students are set up with and two tables with information are given to two people, one with a social exclusion perspective and another one based on the perspective of the person and his needs of support; the groups are asked to prepare an Individual Plan for this person. The column on the left, the two Jorges, on the perspective of the disability, and of the supports he needs.	30'
2 The change in the vision based on the difficulties of the persons according to the support needs in different environments, which improves the quality of life of people		
3 Supports allow us to overcome the differences between the demands of the context and the skills of the people	With the material of the PPT presentation it is important to reflect upon the use of individual supports in all the domains of the person ((social, work, leisure, etc.) which would allow for higher opportunities for personal growth and integration into the community, and therefore, improving the quality of life.	30'
4 The importance of the direct care professionals in the knowledge of the people, their more immediate priorities and their needs of support.		

TEACHING MATERIALS:

- 1 Materials for the presentation:
 - a) PPT for the presentation of the module's contents
- 2 Materials to work out in the classroom:

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- a) Dynamics Who is Salvo?:
- 3 Materials to hand out to the teachers:
 - a) Dynamics Complete Who is Salvo?
 - b) PPT
- 4 Materials to hand out to the students

MODULE 5:
 THE QUALITY OF LIFE PARADIGM
TIMING 90 minutes (Slide 50 to 65)

NECESSARY MATERIALS

- Post-its or sheets of paper and blackboard.

WHAT DO WE AIM AT? GOALS

- ✓ Quality of Life Model: Dimensions and indicators: flexibility of the model, creativity to give a response ->Commitment, ethical code->UN Convention
- ✓ Change of roles: Professionals and the organisation
- ✓ Evolution of the services: left to right thought vs. right to left thought.

CONTENTS	DIDACTICS	Time
1 What is Quality of Life? 2 Dimensions of Quality of Life 3 Indicators of Quality of Life 4 Subjective and objective Quality of	DYNAMIC: 5 things I need to have quality of life. 5 things a person with disabilities needs to have quality of life. Each person fills in a post-it with five things that are needed to have quality of life. Then they have to think of a person with intellectual disability they know well and they have to fill in another post-it with the five things this	10´

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Life	person said that are necessary to have quality of life.	
5 Change in roles to implement the Quality of Life Model	You show slide 4 with the quality of life dimensions and the example.	5´
6 Evolution of the services	DYNAMIC: Each person comments about the content of what is written in the post-its and the trainer groups the sentences according the relation existing among them, and he/she puts them in the corresponding quality of life dimension without identifying the name of the dimension. Participants are asked if they agree with the classification proposed and they are also asked to name each dimension. Finally, they are told that the quality of life dimensions are created this way. The conclusion is a model based on common sense, and not theoretical myths.	30´
	Explanation of the slides with the quality of life dimensions.	10´
	Explanation of the rest of the presentation.	30´

TEACHING MATERIALS:

1. Materials for the presentation:
 - PowerPoint presentation
2. Materials to work out in the classroom:
 - Post-its
 - Paper with the quality of life dimensions
3. Materials to hand out to the teachers.

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4. Materials to hand out the students:

- Summary of dimensions, indicators and practical application.

MODULE 6:
CONCLUSIONS, CLOSING, EVALUATION, INFORMATION ABOUT THE FOLLOWING PHASES

TIMING: 45 ' (Slide 66 to 70)

WHAT DO WE AIM AT? GOALS

Draw conclusions and collecting the contributions of the group for feedback; evaluating the entire course; inform about the actions that will be encouraged in the future that are designed to improve Quality of Life and the Rights of persons with intellectual disabilities.

CONTENT/ARGUMENTS:

CONTENTS	DIDACTICS	T
<ol style="list-style-type: none"> 1. Drawing conclusions 2. Evaluating the course 	<p>To close the course, the ideas put forward and shared in the 8 hours of the course are collected, an evaluation is done, and sharing ideas on how to push these models forward in ARTHA.</p>	<p>5'</p>

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	<p>As we could see the social inclusion, quality of life, supports paradigms and the frameworks of the rights of persons at risk of social exclusions are four ideas that are consistent to each other, so it is not possible to understand one of them without the others. However, at each organisation, for each person circumstances vary, and some aspects are more significant in the life of people than others, or they require finding solutions to problems. To do this, it is necessary to:</p> <ul style="list-style-type: none"> - Complete the “What do you carry in your backpack” questionnaire. - Sharing and collect everyone’s idea on a board: each one reads his/her ideas and they are taken down in a summarised way. - Ideas are grouped according to topics, and a discussion starts about the consensus or lack of consensus concerning the ideas; why some aspects are considered and other are not? Does someone want to talk about the most interesting part of the topics addressed? Finally, the group is informed that these conclusions will be sent to the ARTHA Quality of Life Leading Team so that they are considered when it comes to make action proposals. 	50’
<p>1. Information about the actions of the Leading Team</p>	<p><u>NEXT STEPS:</u> the ARTHA Quality of Life Leading Team has established objectives aimed to:</p> <ul style="list-style-type: none"> - Keep encouraging training for professionals together with the ARTHA Training Area, - Promoting the creation of a Quality of Life Leading Team within the organisation (composed by different professionals of the organisation)that can be transferred to other organisations of the local geographical context; - The Leading Team of ARTHA will have to prepare a quality of life plan in order to implement these aspects within the organisation; - On the other hand, a methodology scientifically validated by experts will be applied in order to evaluate the Quality of Life of the users that avail the services provided by ARTHA. Consequently, on the basis of collected information, improvement measures will be implemented; - Parallel to this, work with users will be essential, being them the main agent of the path about social inclusion. 	10’
	<p>An evaluation questionnaire will be provided and filled in according to the quality system implemented in the organisation.</p>	5’

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Managers may, at their request, close the course by presenting their commitment to the Quality of Life Model in a very brief way (5 minutes). If they are present throughout all the session they are requested not to intervene much in order to encourage professionals to take the lead.