

EXPERIENCE PROJECT GUIDE

**OUR STRENGTH IS EXPERIENCE – INNOVATIVE TRAINING
PROGRAMME FOR EXPERTS BY EXPERIENCE**

2019



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1. ABOUT THE EXPERIENCE PROJECT AND PARTNERS

About the EXPERIENCE project

Transition of a person with disability (PWD) from inactivity to employment in a sheltered workshop, his/her transition from a sheltered workshop to the open labour market and/or his/her retention in employment requires a whole range of activities, that can only be carried out by competent experts.

There is a range of supporting public employment services available for PWD, however, the capacity of these services does not meet the requirements at the national level in any partner country due to the lack of qualified professionals. Organisations working in the non-profit sector play an increasingly important role in filling in this gap.

The main objectives of the project were to contribute to improving the quality and increasing the intensity and volume of cooperation between institutions promoting employability and employment of PWD, to contribute to the professionalization of organisations, increase the knowledge of PWDs in general by engaging them in the innovative training program for the Experts by Experience and to support the (re)integration into the labour market.

The project involved 4 partner institutions active in the field of providing consulting, educational and special services for the disadvantaged groups in four countries: Slovak Republic, Hungary, Romania and Turkey.

The main product of the project is the Innovative training program for Expert by Experience in the form of blended-learning.

The project defines the “Experts by Experience” as PWD who have personal experience with the challenges of disability and, who managed to handle them due to some specific skills, attitudes, methods and competences gained during an innovative training and, who can also use their experience to the benefit of other PWD.

The training program was developed by an international expert team based on 11 identified effective practices and methods in the field of professionals training summarized in the Electronic Collection and the conclusions of workshops organized with the participation of 79 labour market actors in partner countries.

The Innovative training program for “Experts by Experience”, including a theoretical e-learning education and a practical experiential form of learning, has been successfully tested in all partner countries with 8 lecturers and 49 PWD.

After completing the training, the “Experts by Experience” would work in non-profit organizations and thus facilitate the reintegration of PWD to the labour market.

The project had a positive impact on the staff of partner organisations, contributed to obtaining new knowledge and to the development of their professional, methodological and social competences. The international cooperation between partner organisations has intensified during the project cycle. Project activities at national level contributed to the creation of partner networks between experts and organisations operating in different sectors. The innovative training programme has been integrated in the educational portfolio of each partner organisation and made available for other candidates. Participation in the pilot testing of the education programme has contributed to increase the knowledge and develop competencies of participants. Project activities supported the lifelong learning process of people with disabilities and their reintegration into the labour market.

Partners



<http://www.ozbuducnost.sk/>

The main objectives of Civil Association Spoluprácou pre lepšiu budúcnosť – Veľký Meder (Teamwork for a better future) is to promote and develop activities for the active participation of citizens at the local, regional, national, and international level in various fields of social life. The CA undertakes its professional activities from 2012 in three different fields: in the field of client services, adult education and project management. Since its founding, the association is successfully developing its activities in order to fulfil its objectives in the area of cooperation building with employers, NGOs and institutions that perform similar activities in the Slovak Republic as well as in the states of European Union.

Currently CA cooperates successfully within international projects nearly with 40 organizations from 15 EU countries in the area of lifelong guidance promotion and education and in increasing of employability of jobseekers, with an emphasis on disadvantaged groups, including people with disabilities.



www.humanprofess.hu

Human Profess Non-profit Ltd. was established by three private persons in 2010. The target groups of the company are disadvantaged people such as disabled people, unemployed people, women, career entrant young people and older people. Besides them, we are offering our services for professionals, civil organisations, for-profit and non-profit institutions and local governments.

The company undertakes professional activity in four different fields:

1. Labour market services
2. Adult training activity
3. Knowledge and innovation transfer
4. Writing and managing tenders for external clients

The vision of our enterprise: we are an organisation fighting for the equal opportunities and labour market rehabilitation of disadvantaged groups. We wish to preserve our stability by being a multifaceted organisation, which is providing its services for several sectors, and is at the same time flexible and striving for innovation.

The Christian Foundation Diakonia was established in 2002 by the Reformed Church of Transylvania in order to support people in need. In the next years the Foundation Diakonia opened local branches with own legal entity in different regions of Romania, like Sf. Gheorghe, Cluj Napoca, Targu Mures, Reghin and Brasov.

The first great social project initiated by Diakonia was the home care service. At the moment the Foundation Diakonia Sf. Gheorghe runs home care services in more than 30 villages and 3 cities from county Covasna.

Since 2006 it runs activity for PWD-s, in 2009 was built the Irisz House, Day- care Centre for disabled people, with different kind of therapy development activities, like: music therapy, ludo-therapy, handy-crafts, swimming, theatre-group, dancing and art therapy.

Since 2011 we have a Day- care Centre for children in need from Sf. Gheorghe and since 2014 a Day Centre for Roma and socially disadvantaged children from Valea Crisului. At the moment it runs a project to support more the 200 school-children in 13 villages with warm meal and after-school program.

Private Dost Vocational and Rehabilitation School, being located in a rural area of Ankara, is a non-governmental and special educational and rehabilitation institution. The institution was established in 2000 and has 19 years of experience. Cooperates with many experts such as sociologists, psychologists, physiotherapists, child development experts, special education experts, case managers and family therapists. With these experts implements different educational modules on different types of disabilities and disadvantaged groups. Apart from educational programs, we give counselling to families with disabled children through helping them to cope with their problems associated with disabilities. Also, we are helping them to develop their working capacity and make it easier them to find suitable jobs.

The education centre assists about more than 300 disabled people and disadvantaged groups who either attend the activities in the school or get home care services. The Association provides education directly to disabled children-youth-adults, to the parents and the personal assistants of the disabled people, and to staff.

2. SUMMARY OF TRAINING PROGRAMS, GOOD EXPERIENCES, BEST PRACTICES IN PARTNER COUNTRIES

Electronic Collection is the collection of training programs, good practices, best practices to train experts in partner countries, to increase the skills and competencies of mentors, special and professional counsellors who provide advisory and training services to promote employability and to increase employment of PWDs. The collection was one of the starting documents for developing EXPERIENCE training programs. It aimed the professionalization of organizations for the reintegration of people with disabilities into the labor market.

The collection involves 3 examples from each of Slovak Republic, Hungary and Romania; and 2 examples from Turkey. So, it involves 11 examples from 4 partner countries.

The selected good practices and examples are below:

Training of Competence Balance Advisors

The Competence Balance Methodology was developed in France. In 2005, the European Federation of Competences Balance Centres was set up at European level to develop a quality charter establishing common rules concerning methodological and ethical issues.

A training program for Competency Balance Advisors is designed for experienced professionals in the field of career guidance or related activities. Entry into the training programme is conditional on the fulfilment of specified qualification and professional requirements. The objective of the training program for the Experiences Balance Advisors is to ensure that the participants received the necessary general competencies, expertise and skills and were able to realise a balance their competencies with clients in accordance with the defined quality criteria using career guidance tools.

Duration of modular training program is 48 hours for presence in three blocks and has the following contents:

1. Introduction to Competence Balance
2. Stage of Information Collection in the Competence Balance
3. Final stage of the Competence Balance
4. Supervision (Independent implementation of the balance of competencies with five clients)

Skills training for effective practice - STEP

STEP was created by an international team who examined the worldwide evidence for what works in employment counselling. The goal of STEP training is to enhance advisors' skills in the provision of employment advice. The purpose of the training is to provide the participants with the techniques to manage an effective counselling interview when working with disadvantaged clients. In training programme can participate people with an interest in acting as advisors in the field of providing effective employment counselling services, who are meeting the required qualifications and professional criteria. Duration of training is 50 hours face to face, of which 12 hours are theoretical preparation and 38 hours are practical skills training. STEP training in following structure was adapted to the conditions in the Slovak Republic and accredited by Ministry of Education of Slovak republic:

1. Personality of a career advisor and cooperation with the client
2. Developing clients' self-efficacy
3. Design & application of group events / learning
4. The labour market and the building of partner networks
5. Planning
6. Ethics

7. Adapting to changes in the labour market
8. Choice of Occupation
9. Finding a job
10. Competing for work
11. Keeping the job
12. Cooperation with the employer - Excursion to the employer

Career guidance in conditions of hearing impairment

The trainings were realized within the IS EQUAL project "Educating beyond the border of silence" between 2005 and 2007. The content of the training was prepared based on K.A.B.A. Slovakia know-how, which has been pursuing career guidance and professional orientation since 1997 and the Model: Steps to a career path, according to the experience of PF UK in Bratislava.

The aim of the training was to train teachers from schools in the field of career guidance and to increase the level of training in the provision of career guidance services also in the hearing impairment surroundings.

Duration of the training programme was 5 days within 40 hours, focused on 30% theory and 70% for practical exercises and had following modules:

- Career guidance process
- Orientation in the labour market
- Key qualifications and their importance in choosing a profession (ability to communicate and co-operate, ability to solve problems and creativity, ability to take responsibility, independence and performance, etc.)

The training was implemented, highly appreciated by the participants mainly due to new methods of working with the client and new knowledge about the work of career advisor that they never met before.

Business communication and protocol supplementary training

The aim of Communication subject is that the participant acquires and be able to apply the different techniques of contact keeping, recognizing the nature and the content of the relationship. In terms of his relationships, he should be controlled by consciousness, he should be able to manage the communication process, he should be fastidious about using the language elements of business culture, and he should be able to adapt to the expectations of office and business life according to the situation, as well as to protocol and other behavior rules. Furthermore, he should also adapt to the expectations of office and business life, as well as to protocol and other behavior rules. Furthermore, it is also an aim to adapt to the working environment, he should take part actively at teamwork, and he should be able to manage conflicts arising in his surroundings, as well as stress at work. Duration of training is 3 days a week, 6 x 45 minutes every day. Training has the following structure:

1. Business language culture
2. Communication forms of business, office life
3. Business communication
4. Protocol in the Office
5. Digital communication in the Office
6. International protocol
7. Office relationships
8. Conflict management at work
9. Negotiation technique

Preparative training for teachers training cumulatively disadvantaged students in the field of labour market-related information and opportunities

Labour market training of pedagogists teaching students living with cumulative disadvantages and special education needs was elaborated in order to enable professionals dealing with students living with cumulative disadvantages and special education needs to enable them to provide efficient help in preparation for job seeking and employment. Those, who attend the training will have a good grounding in basic notions and information related to employment, support opportunities and helping organisations. ; they get to know such basic job seeking techniques that can be applied efficiently on the labour market (introduction card, CV, communication techniques related to job interview); they will be able to transmit a realistic picture about the labour market, and thereby they will be able to raise students' awareness about their own job seeking; they will be able to lead an own group course preparing for looking for a job on the labour market, and for getting into employment. The target group of the training are the professionals dealing with people living with a disability, and non-disabled, but disadvantageous people, or professionals dealing with students staying in a disadvantaged situation. Duration of the training is 1 day (5 hours). 3 sections can be differentiated from each other within the training day:

- Section 1 Basic notions and basic information related to the labour market
- Section 2 The operation of the labour market
- Section 3 Job seeking techniques

Training of team leaders for holding personal trainings built on behaviour therapy

In the framework of the programme, the professionals prepare for the dual leading of team workshops held with the method of cognitive behaviour therapy. So, the acquisition of theoretical and practical knowledge of the cognitive behaviour therapy-approached training material about handling the specific problems of the target group of the disabled and long-term job-seeker people living with reduced working capacity can be built on these. The admission criteria provide that the professionals attending the training have a basic knowledge in psychology and pedagogy as a result of their previous studies, and they have proper information about the labour market due to their working experiences (primarily employment advisors, mental hygienists, social workers, social pedagogists, teachers). Duration of the training is 8 training days, altogether 48 hours (6 hours/day). Before the training, it is necessary to get to know individually with the literature related to the leading of the training, at home. Following the training, during the time of the personal training built on cognitive behaviour therapy, a role advice session is provided 6 times during the time of personal training built on cognitive behaviour therapy.

The programme consists of 8 modules:

- Module 1 Getting to know with the given literature and with the method of distance learning
- Module 2 Group having own experiences
- Module 3 Getting to know cognitive behaviour therapy method
- Module 4 Labour market knowledge
- Module 5 Team management knowledge
- Module 6 Getting to know with the training material made for the unemployed
- Module 7 Team management practice
- Module 8 Role advice

Efficiency of Assisted Labour

The social mediator, through mediation from a social perspective, engages in the social problem faced by individuals, groups and disadvantaged communities in order to improve their social situation and to facilitate relations within the individual-family-community triad.

The social mediator's activity is complex, taking into account that it can be a mediator between two cultures. He has to adapt his behaviour and intervention to the specificities of the situations in the families in which he intervenes, taking into account ethnic needs, habits and traditions. The social mediator knows the legislation on the social protection of the beneficiaries, whether they are elderly, children, adults, Roma, etc., and facilitates the observance of their rights. At the same time, it provides information and guidance to beneficiaries, focusing on jobs, labour market dynamics and day-to-day management. Target groups of the training are professionals who work with people with disabilities, social mediation specialization in assisted employment. Duration of the training is 42 hours. Through this program you will acquire the following skills:

- Interpersonal communication;
- Multidisciplinary teamwork;
- Ensuring professional development;
- Realization of the intervention plan;
- Guiding the beneficiaries to solve problems related to the application of the legal provisions;
- Preparing the files for the target group beneficiaries;
- Providing the beneficiary with the Local Authorities;
- Monitoring and giving support in managing the beneficiary's everyday life;
- Drawing up the activity report on the situation of the beneficiaries.

Training for the profession of SOCIAL WORKER Course support and practical applications

Social worker is the qualified person whose intervention is found in the primary services sector and the protection of child services (residential services for the disabled child.)

The social worker also intervenes at community level to play an active role in identifying community-based risk cases and individual risk situations. Is a member of multidisciplinary team that provides specialized support services for the child/adult risk in the community or in a situation of separation from his/her family and for whom a special protection measure has been taken.

The main activities the social worker has to carry out are: activities identified in the intervention plan, identification of community-based risk cases and identification of risk situations for the beneficiary, support of the beneficiary in activities to maximize the degree of personal autonomy, supporting the practice of the beneficiary's independent life skills, supporting the development of social, his cognitive skills and his support in the activities of maximizing the degree of social autonomy. The training was developed and tested in a project involving 6 organizations.

Target groups of the training were professionals who work with people with disabilities, social worker (medium level). Training contains two units:

Units of general competence

Specific competence units

Special Education Practicing for Teachers, Trainers and Experts

Training was organized to develop knowledge, sensitivity and skills of special education trainers. It includes disability and special education regulations in Turkey, knowledge on how to develop psychological challenges of people with disabilities and their parents, how to develop empathy for them,

types of disabilities and best ways of attitudes and training for each type of disability, behavioral aspects and ethical issues. Special education teachers have been educated on these in their universities, so, this training program aims to develop their knowledge and skills and emphasize the importance of their work again. This program is designed as a kind of in-service training. Content of the training has been prepared by special education experts, psychologists, academicians and counselors. Duration of the training is 80 hours.

Training contains following modules:

- Module 1 Ethics in special education
- Module 2 Turkish Laws on Special Education and best international practices
- Module 3 Attitudes towards people with disabilities
- Module 4 Approaches on examining personal differences
- Module 5 Natural education methods and techniques
- Module 6 Applied behavioral analysis
- Module 7 Developing individualized training programs
- Module 8 Program adaptation process
- Module 9 Teaching concepts and skills in daily life to persons with disabilities
- Module 10 Classroom management in special education
- Module 11 Family education and counseling in families of persons with disabilities
- Module 12 Language and communication skills education
- Module 13 Educational and behavioral assessment and evaluation

Special Education Course

This course was designed and implemented in order to develop training skills of target group and enable them to help special education teachers. Individuals earning the qualifications required by the profession can work in special education and rehabilitation centers in line with the qualifications they gain. With the help of this certificate program, it is aimed that trainees are able to follow individual development, physical and cognitive development, language development, psycho-motor development as well as the preparation of special education plan, design of leisure time activities, game and music activities, planning of music, and social skills, costumes, educational toys, and filling toys.

The training is implemented online. There is no need for classroom materials, participants can access the lectures via Internet. There is no limit for participant amount since the training is provided via online learning platform. Anyone who has completed high school is allowed to participate to the program. However, main target groups are: physiotherapists, rehabilitation experts, child development specialists, guidance counselors, audiologists, psychologists, nursery service providers. Duration of the training is 270 hours.

Content of the training program:

- Definition and variations of disability
- Children in need of special education
- Special education area
- Atatürk's importance to children and education
- Classification of disabled persons
- Children with mental retardation
- Requirements for children requiring special education
- In intelligent children
- Music and art development studies (education)
- Toilet training in intelligent children
- Reading-writing and mathematics education in intelligent children

3. RESULTS OF REGIONAL WORKSHOPS

The aims of regional workshops were to identify the opinions, experiences, achievements, possibilities, suggestions and recommendations of labour market actors through informal discussions that are related to:

1. examples of good practice in the field of counselling and training in the preparation of people with disabilities for the labour market,
2. examples of good practice in the field of training services for advisors dealing with people with disabilities
3. the involvement of "Expert by Experience" in the counselling process.

Every country organised regional workshops in a following schedule

Country	Dates	Participants
Slovakia	29/11/2017	Representatives of the Project coordinator organisation – Spoluprácou pre lepšiu budúcnosť Representatives of the Office of Labour, Social Affairs and Family Komárno Employers - operators of sheltered workshops Representatives of non-governmental organizations to support people with disabilities Private entrepreneurs Number of participants: 17
Hungary	16/02/2018	Representatives of the Project partner organisation – Human Profess Közhasznú Nonprofit Kft. Representatives of the Labour Organization of the Government Office, Szombathely Local Government Employers Rehabilitation consultants Professionals and people and with disabilities Private entrepreneurs Number of participants: 13
Romania	09/02/2018	Representatives of the Project coordinator organisation – Fundatia Crestina Diakonia Representatives of the Labour Office of Covasna County Employers - operators of sheltered workshops Mentor of the disabled employees Private entrepreneurs who has employees with disabilities Other private entrepreneurs Number of participants: 11
Turkey	04/04/2018	Special education teachers, trainers, advisors and mentors, people with disabilities and their families, counselors, academics, psychologists, sociologists and representatives of associations, foundations and NGOs that are working on special education and people with disabilities Number of participants: 38
		Total number of participants: 79

The partnership developed some questions on which during the workshop participants would give their opinions and come to a general conclusion.

In addition to the good experience mentioned in the previous section of project guide, others have been identified, of which we are mentioning followings:

Slovakia

Specialized Courses for Clients - Supported Employment Agency, non-profit organisation in Bratislava. Provides basic and specialized counselling and courses for clients in the following areas: World of Work, PC course, Creative courses focused on various techniques of creating "re-use products", Trivium (practicing of reading, writing, counting), Individual mobility course and city orientation, Waiting Course, Etiquette, Garden Work Course. Courses are primarily designated for Supported Employment Agency clients.

Innovative Training Programme for People with Disabilities - Motivational training to promote the reintegration of people with disabilities on the labour market was developed within the framework of the international project SUCCESS. Training has been developed by partner organizations based on identified factors of successful reintegration into the labour market on the basis of international experiences and focused on developing competencies and increasing the employability of people with disabilities.

Hungary

Support of programmes facilitating labour market integration of people living with reduced working capacities - The overall aim of the programme is to facilitate the employment of people living with reduced working capacities – thereby strengthening their social participation – by employer and social awareness raising. The direct aim is to provide further operation and development of programmes that have already been successful for years – the Acknowledgement awarded to employers employing people with disabilities, programmes entitled Shop with Heart, and World is Better with Us.

The programmes entitled **World is Better with Us** are embracing a cooperation that bring together the actors of civil sector, the state, the local government and the business sector. In terms of this, altogether more than 130 people living with a reduced working capacity have been given working opportunity. In the past years, interest towards workers living with a reduced working capacity has started. The aim of year 2016 was e.g. to involve as many employees working in the public administration as possible in a training held by disabled people, that provides help for establishing an inclusive environment.

Rehabilitation Employment Programme - The government started an employment programme in 2017. The programme facilitates that people having reduced working capacities and employers find each other. In order to achieve that, among others, a rehabilitation development centre and a national advisory network was established, with regional advisors. In order to set up such a new workplace, the employee must be professionally prepared, his abilities and skills have to be tested, but also the professional preparation of employers is an important task. Employment of people living with reduced working capacities has become „varied”, and employers have opened the market of several products and services for them, due to the programmes.

Romania

Integration with assisted employment - The Supported Employment is an international specialized integration service at a workplace implemented in order to assist and mediate an employment for a category of vulnerable persons performing a transitional period, from school to a place of work or from an extended period of inactivity to employment resumption. The purpose is to facilitate the integration services development into three directions: services offered to vulnerable person, consulting services and training to companies, training of specialists and assistance of specialists in supported employment.

Vocational education: a successful road towards independence - The purpose of the Vocational Education Program is to offer young people the opportunity to acquire an independent life, although they belong to a vulnerable group. This independence refers to obtain a workplace and a salary in accordance with the skills and abilities of their work. Vocational training is not a preparation for some profession; it is an activity through which required necessary knowledge is learnt for employment in a workplace: rules at the workplace, responsibilities, adult behaviour, communication at the workplace, socializing with superiors, and orientation in a new space.

In Turkey disability issues are handled by primarily special education teachers. Though there are also mentors, advisors and counselors their number is very few. Special education mainly are of theoretical knowledge in curricula, but little practicing. There is a lack of class materials according to different levels and types of disabilities.

All these trainings contribute to the motivation of participants and thus encourage their reintegration into the labour market.

Counselling services for people with disabilities

Employment counseling services for people with disabilities **in Slovakia** are provided within state and non-state employment services.

State employment services – Offices of labour, social affairs and family

The Labour Office provides information and advisory services free of charge to the citizens, job seekers, candidates as well as to employers.

The information and advisory services include services in the field of career choices, finding or changing a job recruitment adaptation of employees in a new job position.

Professional Advisory Services are addressing the problems associated with the active involvement of job seekers, synchronisation of their personal capabilities to comply with the requirements for a specific job, facilitate the decision-making and adequate behaviour of job seekers, as well as their social and occupational adaptation.

Information and Consulting Centre (ICC) at the Office of Labour, Social Affairs and Family - The clients visiting ICC can find a broad range of information (in electronic form as well as hard copy documents) on the labour market and active labour market policies to help them reintegrate to the labour market, as well as professional papers, leaflets, promotional materials, register of secondary schools and universities, catalogue of employers and investors in the region including information on the working conditions and types of qualifications, social schemes and job possibilities

Non-State Employment Services - Supported Employment Agency is a legal entity or natural person providing services to people with disabilities, a long-term unemployed people and to employers focused at facilitating employment obtaining or maintaining employment, or facilitating employee obtaining from people with disabilities and long-term unemployed citizens.

In **Hungary**, clients with disabilities are supported by state institutions, accredited NGOs and interest protection organizations.

The Employment rehabilitation administrators are available at the local headquarters of Labour Organisations. They are doing their job assigned to them rehabilitation authority of first instance at the employment departments of district offices of county government offices. On county level, they also have central contacts, and they also hold consultation days at local, district headquarters.

Employment rehabilitation administrators provide different types of services for job seekers with disabilities living with reduced working capacities:

- they explore the current state of the client, they fill in a data sheet based on medical, social and employment rehabilitation needs;
- bearing in mind qualifications and professional practices, the specific direction of the rehabilitation for rehabilitation able clients is indicated
- they prepare a rehabilitation plan for them, which is modified time to time, as needed;
- if necessary, external experts are involved into the development;
- they provide information about the labour market situation of the given area;
- they provide information about employment rehabilitation; etc.

Besides the one offered by the labour organisation, also a rehabilitation advice opportunity operated by the accredited service providers is available for the clients. There are 36 employment rehabilitation service providers available at 269 venues, providing the individual and further group services

In Romania there are no Professional Advisory Services who are addressing the problems associated with the active involvement of job seekers, synchronisation of their personal capabilities to comply with the requirements for a specific job, facilitate the decision-making and adequate behaviour of job seekers, as well as their social and occupational adaptation.

The Labour Office, has no special education or counselling services for disadvantaged people specially for PWDs. Some isolated initiative where held but not with long term results even in training specialist in assisting employment even for people with disabilities seeking for job. The EU projects (POSDRU 2007-2013) in this sense created some organs but where not sustainable. When the grand was finished most of them where closed and disappears (ex Brasov).

Non-State Employment Services - The NGOs has no resources for develop such special services but they still working hard with the small but good trained and motivated staff in this lot of time foul battle.

In Turkey, the care of people with disabilities is provided by special departments of the Ministry of Education (it is responsible for implementing government policies education, rehabilitation and counseling services to PWDs) and Ministry of Family and Social Policies, which is focused on disability and elderly services.

Some other government institutions have also counseling services for PWDs; but they are few. For example, some municipalities employ counselors for PWD needs, as well as supporting them socially, economically and culturally. Some hospitals have family counseling divisions for PWDs. But, these are not a part of systematic counseling targeted services.

Private sector has also lots of PWD counseling, advising or mentoring services. Nonetheless, private sector for PWD services is not so developed in Turkey. Most PWDs and their families cannot afford private sessions. So, there are few private opportunities for disability counseling, mentoring and advising; and there is not any data for these firms, companies, etc. Thus, these services are mostly provided by government in Turkey. All government institutions have some opportunities and services for PWDs with respect to their area of work; and regulations oblige private sector to provide advantages to PWDs thanks to recent developments in Turkey. Particularly, companies that work in social services field have been obliged to employ psychologists, counseling experts, mentors or advisors. These provide counseling/advising/mentoring to PWDs they work with or clients with disabilities.

Involvement of “Experts by Experience” into the counselling process

It is important to involve Experts by Experience in the counselling process, make use of their potential as they have experiences that can be effective and motivating for other people with disabilities in a similar situation. By appropriate training tailor-made to these skilled citizens, we can prepare suitable mentors – Experts by Experience for people with disabilities.

The most important knowledge of Expert by Experience	Vocational knowledge - knowledge of the labour market, basic knowledge of relevant laws, knowledge of who provides employment services for people with disabilities (PWD).
The most important characteristics of Expert by Experience	Know how to define boundaries of competence, individual approach to each PWDs, ability to increase the empathy of healthy citizens, increasing self-confidence and motivation of PWD, individual approach to each PWD, positive relation to the target group, knowledge of the situation of the target group, positive relationship to life, support to involve into the society, self-development.
The most important Skills and Competencies	Comprehensive communication skills - active listening, selective listening, communication with the client's language, credibility, reliability, empathy, tolerance, patience, conflict management, teamwork, management skills, ability to pass on information about the labour market, ability to develop basic client skills (writing, reading, understanding the read text, counting), creativity, assertive behaviour, life regime.
Recommended forms of training	Experiential learning, group training, e-learning, blended-learning

Summarizing all the information discussed at the workshops we can conclude that there are a lot of problematic issues on special education, trainings, profesional advisory services in every country. The good knews is that there are some good initiatives, but its sustainability is uncertain, because of financial support, lack of professionals, continuity, etc.

Taking into consideration the suggested recommandations from the partner countries it served as a basis for the training material, an innovative training programme for Experts by Experience.

4. INNOVATIVE TRAINING PROGRAM FOR EXPERTS BY EXPERIENCE IN THE FORM OF BLENDED-LEARNING

The aim of the Expert by Experience training is to train helpers based on life path relationship, who make use of what they have experienced in their life, their own life experiences for other people. In the framework of the training, they acquire behaviour forms, skills and methods that they are able to apply professionally for the benefit of labour market and social integration of the people with disabilities. The innovative training programme for the Experts by Experience includes a theoretical learning material, practical tasks and an e-learning material prepared based on the theoretical part.

The theoretical and practical part of the training material, which can be downloaded from the website of the project in English, Slovakian, Hungarian, Romanian and Turkish languages, discusses the learning material of the Expert by Experience training in 14 chapters. It is recommended to study the theoretical learning material in detail, everybody has a chance for that within a time span suitable for his own scholar qualification, professional knowledge and abilities.

The first, the third, the sixth, the seventh, the eighth, the ninth, the tenth and the twelfth chapters are not only important for beginner helpers, but they are also advantageous for people having different previous education (experienced teachers and trainers, social workers, psychiatrists and psychologists), if only for the sake of orientation and clarity. *The second, the fourth and the fifth chapters* are especially for beginner helpers, as this knowledge is not unknown for those, who have psychological, social and pedagogical previous education and experiences. In the case of *the eleventh chapter*, the acquisition and the transfer of knowledge takes place with an entirely different approach and up to a different level *in the case of* beginner candidates and candidates having some kind of previous qualification. The interesting point of the knowledge of the *thirteenth chapter* is that depending on what kind of previous qualification one has, different information will be regarded as new for them. While being aware of what is written down in the *fourteenth chapter* is not necessarily a question of previous qualification, but rather of experiencing.

The structure of the theoretical background material is as follows: it starts from the basics and it evolves step-by-step, also exploring relationships to the theoretic vortex of the implementation of the target to be implemented. That's why some topics, methods keep returning repeatedly in more and more detail, or from another aspect.

1. Who is the Expert by Experience?

Firstly, the theoretical background material of the training clarifies who can be an Expert by Experience at all, what it means to be an Expert by Experience, what kind of duties he has and what are the limits of the competence of an Expert by Experience. These are presented through situations that are easy to understand and through a real case study.

2. Personality of the Expert by Experience

Besides getting to know the basic concepts related to the personality, also those social and methodological competences will be highlighted that are necessary for this professional work. Furthermore, it is indispensable to explore the relationship of competences and self-management.

3. The importance of communication skills in the practice of the Expert by Experience

In this profession, the most important point is to have a proper communication with the client. Therefore, besides the advantages and the disadvantages of each types of communication, also disorders and their reasons were given a place in this chapter, and the I-message, the assertive communication, the nonverbal communication and rules of communicating with clients having different disabilities have also been highlighted in this chapter.

4. Conflict management

Also, the Expert by Experience can inevitably get into a conflict situation with the client. It is important that the expert recognizes the situation that he is aware of the fact what stage the conflict is at, what kind of conflict it is, and applying which conflict management strategy is the most efficient solution.

5. The importance of time management in the practice of the Expert by Experience

The chapter starts with the right implementation of time analysis and prioritization. Then the principle (Pareto) and the method (Eisenhower) of correct scheduling are introduced. At the end, causes triggering stress, its impacts made on performance and management strategies are mentioned – in relation to activity, explanation and suggestion.

6. Individual work of Expert by Experience with people with disabilities

The needs analysis and the career development plan of clients are presented step by step. Besides that, also the motivation of the client, the strategies related to it, the opportunities and the way of self-development are also mentioned.

7. Group counselling

Besides its advantages and disadvantages, groupwork, group rules, group dynamics, the coordinator rule of the expert by experience and the managing if the problems of participants having different personalities are also presented in detail.

8. Partner networks of the Expert by Experience – Multidisciplinary Team

The chapter deals with the basics of groupwork, its advantages and disadvantages, its barriers and elements, and it continues with efficacy and the related key competences, and finally, it ends with the role of the Expert by Experience.

9. Information on the labour market

There are unique information that can be used in the practise about every partner organisation. The three priorities are advice services, the training and the employment structure. You can find detailed information about opportunities and procedure next to the contacts.

10. Breaking barriers to equal access to work for people with disabilities

The starting point is the job assessment, and within it, its parts, then it continues with the topics of accessibility, not only regarding mobility, but we get a full-range information. The preparation of the surroundings for the employment of the disabled person, and the influence of the surroundings on the human performance play a key role. The involvement of the psychosocial

surroundings and the entrepreneurial surroundings are described in special detail from the point of corporate social responsibility (CSR). Then after recruiting and screening, we reach job analysis and job specification that are important from the point of the expert by experience. At the end, it concludes with the adaptation principles that are also important for the employers.

11. The psychological and psycho-pedagogical assessment

The chapter focuses on the information groups that are necessary for compiling the individual and employee profile as well as the definitive of the personality. A complete picture can be established about vocational qualification and about skills, abilities and attitudes. Then it continues about components of the psychological and psycho-pedagogical profile of the applicant. After this, we can read about the components of the psychological and psycho-pedagogical profile of the applicant, as well as about the methods, the way of its formation, and about the professionals taking part at its compilation. Then, as a tool of integration, we can also gain information about supported employment and its methodology.

12. Personal development and development of skills for the labour market

Related to self-knowledge of people, besides Johari window, it is represented by SWOT analysis (strengths – weaknesses – opportunities – threats). In order to develop self-confidence and self-acceptance, and in order to prepare for an unknown situation, or for a right goal setting, the SMART plan (specific – measurable – achievable – realistic – time-bound) will be exhibited. After that, we can read explicitly about the value of self-confidence of the disabled and about the practical advice related to its development. Then their communication skill is highlighted separately regarding the organisational/employment aspect, and the emphasis is on the multiplicative impact of proper communication(al skill). At the end, it is also defined in the form of practical good advice what the expert by experience should take into consideration, in order to be able to communicate well.

13. Tools and techniques of job seeking strategy

The topic is detailed along the steps of job seeking. Namely, first, the emphasis is on the sovereignty of the definition of the target job, including the list of those things in which the expert by experience can support the client in this step. Then the attention is focused on the on potential component elements of extensive contact network of the client and further information sources can be found in a summarized way. The figure entitled “Job seeking habits and application procedures on the labour market” is released as an important element of the chapter, the point of which should not only be necessarily known only by the expert by experience, but it should also be communicated with the client as well, or he should be guided into the proper direction. After that, we are given specific instructions and examples for the preparation of the aforementioned SMART plan. Then getting in touch with the employer on the phone or by the internet, and looking for a job is taken into the foreground with a similar focus, i.e. what should the expert by experience draw the attention of the client. Furthermore, we can gain information about the advantages, disadvantages of the different CV types, about the circumstances of their usability and also about the latest trends in this area. Both in the case of the CV and of the motivational and cover letter, the expert should call the attention of the disabled person to a number of very important things. The general, expectable and touchy issues of telephone interview also come up besides polite appearance and correct verbal and nonverbal utterances.

14. Keeping (maintaining) the job

The chapter starts with the own tasks of the client and with the opportunities of the helping and mediating role of the expert by experience. Then you can find unwritten rules about related personal and social competences, untold advice. Then some good advice related to groupwork. Finally, the personal factors targeting the keeping of the job are enlisted.

Practical training material

The structure of the practical training material served the following purposes:

- Each day should also consist a whole round.
- Key skills should be dealt with several times.
- Each task should involve several topics at the same time.
- The dynamics of the training should rise continuously.

At the end, also those tasks were worked out, the application of which can only be possible in case of group members that know each other up to a certain level.

The recommended time span of the practical learning material is 3 days. In the framework of this, it includes 37 practices and exercise sheets belonging to them that can be extended as necessary by 6 optional tasks marked with Roman numbers. At each of the practical tasks, reference was made to the relationship with chapters of the given theoretical part.

1. Who is the Expert by Experience?

Getting to know each other and group formation continues with the brainstorming of the participants about who, in their opinion, can become an expert by experience. In the framework of the training, it is necessary to define the competence limits and the tasks.

2. Personality of the Expert by Experience

It is also the brainstorming about the name of the programme taking place on the first day of the training that is suitable for this purpose, because this is the time, when competence limits are defined. And approaching to the end of the training, the task entitled "What makes me a good Expert by Experience" makes experts by experience conscious of the fact that they have abilities, personality features that they can make well use in their work.

3. The importance of communication skills in the practice of Expert by Experience

This task is already practised on the first training day at the task entitled „Question and feedback“ that targets the expansion of knowledge and the development of skills. Also practical interviewing is mentioned, through the exercises „We do not communicate“, the “Active listening“, the „Statue of a successful person“, „The how many percentage of communication“, the „One-way communication, communication losses“, the „representation of emotions“, the „What can be in client?“, the „Skills fair“, „the Devil’s Advocate“, the „Job interview“, the „Motivation, closing points of the client relationship“, i.e. many times on each day of the training.

4. Conflict management

The right conflict management can also be learnt during the practical interviewing, one can gain practice in the application of questioning and feedback techniques. This task also helps experts by experience to make a continuously adaptable set of questions of their own that they can use for their work later. The task entitled “The active listening” helps about how one can be able to give a feedback to a disabled person, which facilitates open communication and getting to know each other. The exercise entitled “What can be in the client” is meant to compensate the distortions, unreal thoughts of the experts by experience about the client. There is an exercise of this type on each training day.

5. The importance of time management in the practice of the Expert by Experience

The only, yet remarkable task about this is making a SMART plan together with the client. The task can be the most efficient tool of motivating the clients for action during the individual and groupwork later on. There they will have to act according to the SMART plan, and record their tasks and experiences.

6. Individual work of the Expert by Experience with people with disabilities

Getting to know with each other at the beginning of the training, i.e. interviewing, and the introduction of the partner helps to ease the fear against the unknown, the stranger, and develops attention concentration. In the task entitled “Johari window”, the expert by experience also broadens his knowledge gained about client by gaining direct experience, and he can estimate how realistic the self-image of the client is. The exercise entitled exercise made on others helps about how it is possible to give a feedback for disabled people that helps their self-assessment, but still broadens his image about himself, thereby enabling him to evaluate himself in a more realistic way. During the task related to the basic rules of interviewing, the competence limits come up and are further fine-tuned again. While practising interviewing and needs assessment, the prioritisation, the proper gathering of information, and the analysing skill develops while doing the task. This task helps them to prepare their own data sheet and have it interpreted in a correct way.

7. Group counselling

Getting to know with each other at the training is followed by making a group, the most important moment of which is to lay down the group rules that are accepted by all. The opening and closing event of each training day is related to this topic, which serves the fact that the participants attend the training by leaving behind their difficulties, problems and that they speak about the period spent so far of the training. The task entitled jigsaw also has a team building character.

8. Partner networks of Expert by Experience – Multidisciplinary Team

The aim of the task entitled „Labour market actors’ (network)” is also to get the candidates find their place and role as an expert by experience in the system.

9. Information on the labour market

In the case of disabled people, the task entitled „Devil’s advocate” is indispensably important also in order to get them be aware of their own value. The proofs and arguments mentioned are recorded/ quantified on the blackboard that confirms the level of reality within the participants. The previously mentioned

exercise entitled Labour market actors' (network) helps experts by experience to direct the disabled people to the right place with their problems.

10. Breaking barriers to equal access to work for people with disabilities

This task actually includes personalized tasks that work efficiently if the participants of the training already know each other from earlier. In the framework of the exercise entitled "Design a store!", one has to take into consideration the viewpoints of physical accessibility. The exercise helps experts by experience about how to make job adjustments at work.

11. The psychological and psycho-pedagogical assessment

The task entitled "Johari window" means a great help in the preparation of the profile. And by doing the task entitled "I am..." we can get to know the personality of the other person as well. Therefore, we have a chance to deepen our knowledge about the personality.

12. Personal development and development of skills for the labour market

The importance of the subtopic is shown by the fact that there is at least one task on each day of the training, in which self-knowledge, self-confidence and communicative skill development are taken as the focus of attention, even getting to know with each other already at the beginning of the training provides several occasions for the development of the communication skill and for the assessment of the self-knowledge situation. The exercise entitled "We don't communicate" facilitates the detection, interpretation of "nonverbal communication tools". The task entitled "Active listening" investigates how it is possible to give a feedback to disabled person that facilitates open communication and getting to know each other. While in the case of the exercise entitled "The statue of a successful person", the aim is the introduction of successfulness as a topic, and the observation of the role of communication channels.

13. Tools and techniques of job seeking strategy

The task entitled "The representation of emotions" develops the nonverbal toolbar, and it also provides help for its interpretation. The task entitled "Devil's advocate" is not only useful from the point of the values, but also because of the development of the validation of one's own interest. The task entitled "The difficulty of job seeking" helps the participants of the group by using the method of reframing, so that they have a look at the problem also from another point of view, and that they also look for alternative solutions. While its *reverted* version helps to change the way of thinking of experts by experience and clients about the complicating factors. The task entitled „Job seeking pyramids" affects the fulfilment of the performance needs, the self-assessment and it also highlights the fact that success is also the own responsibility of the job seeker. The practice of „Passive job seeking – speculative job seeking" has the same aim.

14. Keeping the job

No separate tasks were made specifically for this chapter, because the direct or indirect aim each of each of the exercises is to get and keep the job.

5.E-LEARNING AND ELECTRONIC PLATFORM

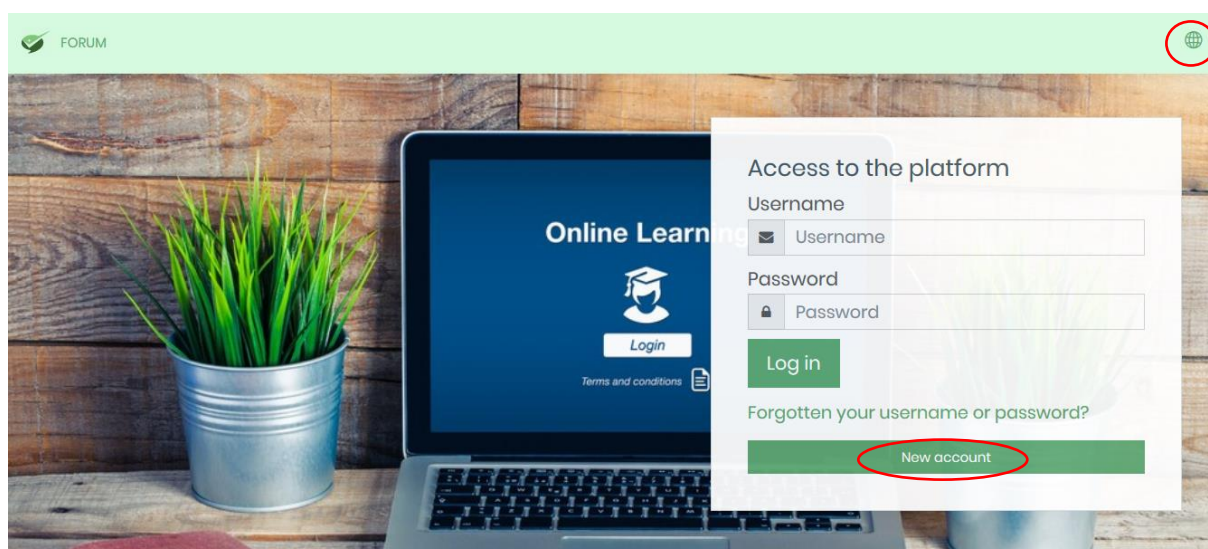
The objective of this section is to introduce the operation and using of the electronic platform. The EXPERIENCE platform enables to persons concerned - people with disabilities to obtain the theoretical knowledge which are necessary to carry out the activity of an Expert by Experience.

E-learning platform

User registration

In order to obtain the access to educational materials which are freely available on a five-language e-learning platform, you have to create an account at <https://moodle.experience-erasmusplus.eu/>. You can register as a user. Registration procedure:

1. Select the language of the learning by clicking on the GLOBUS icon at the top right of the screen
2. You can create an account by clicking on *New Account*
3. Fill out the registration form of new registration in *New Account*
4. You will receive a message in your mailbox by turn
5. Read it and click on the link in the message
6. Thereby your account will be confirmed and you will be logged in
7. After these steps you will have access to the whole course. For your logging in will be sufficient only a username and password (in the form mentioned in the registration form).



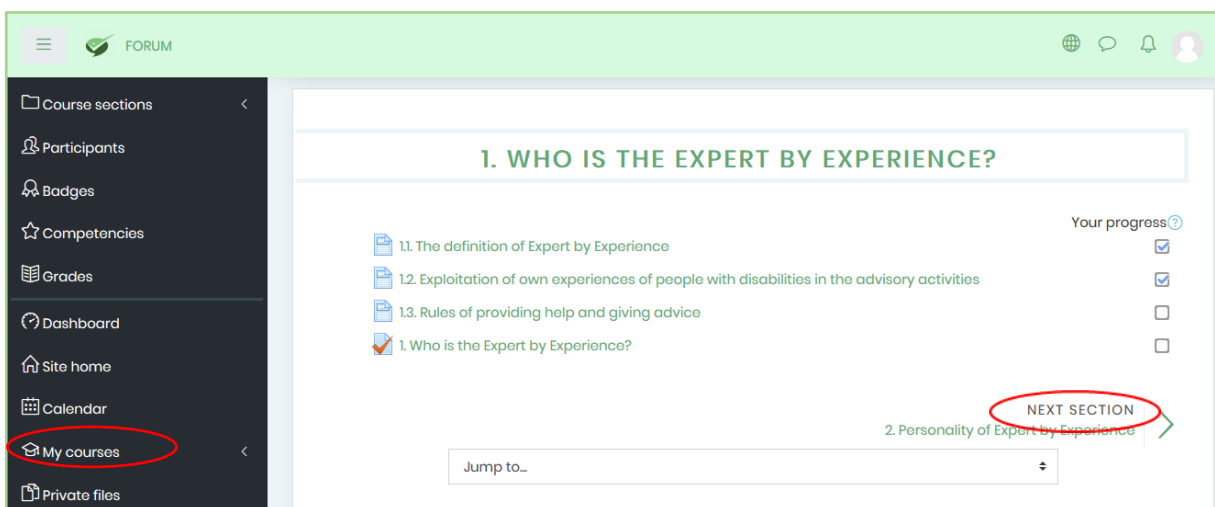
Profile (password change, settings)

If you have trouble with logging, check out whether you have entered the correct username or correct password. If you have forgotten your login data, on the homepage click on “*Forgotten your username and password?*” which are under the button login. For recovering your password please enter your login

name or email address. If the system finds you in the database, you will receive a message in your email-box which will include your instructions for repeated logging. After logging, you can change your password in *Settings*.

Educational materials on the E-learning platform

You can access to educational materials by clicking the appropriate icon (My courses) in the navigation menu on the left side of the screen. Education is divided into 14 topics in accordance with theoretical material. It is actually a theoretical part in the short form, which is freely available on a five-language e-learning platform: <https://moodle.experience-erasmusplus.eu/>. Clicking on *My courses* and consequently on the main topic will roll up individual subtopics which will be opened by clicking on them. Each topic also includes a test. Tests are integrated at the end of the theoretical curriculum and contain for each topic 5-6 questions with option of one correct answer. The platform allows you to evaluate the test and, in case of incorrect answers, you can return to the test questions until your theoretical knowledge is at the required level. Ticking off the activity beside the title you can use for the observation of your progress while you are in graduation of the education. By clicking on *Next section* you can continue with the next topic.



The screenshot displays the Moodle interface for a course section titled "1. WHO IS THE EXPERT BY EXPERIENCE?". On the left, a dark sidebar navigation menu lists various options, with "My courses" circled in red. The main content area shows a list of subtopics with progress indicators:

Subtopic	Your progress
1.1. The definition of Expert by Experience	<input checked="" type="checkbox"/>
1.2. Exploitation of own experiences of people with disabilities in the advisory activities	<input checked="" type="checkbox"/>
1.3. Rules of providing help and giving advice	<input type="checkbox"/>
1. Who is the Expert by Experience?	<input type="checkbox"/>

At the bottom right, a "NEXT SECTION" button is circled in red, with a green arrow pointing to the right. Below it, the text "2. Personality of Expert by Experience" is visible. A "Jump to..." dropdown menu is located at the bottom center.

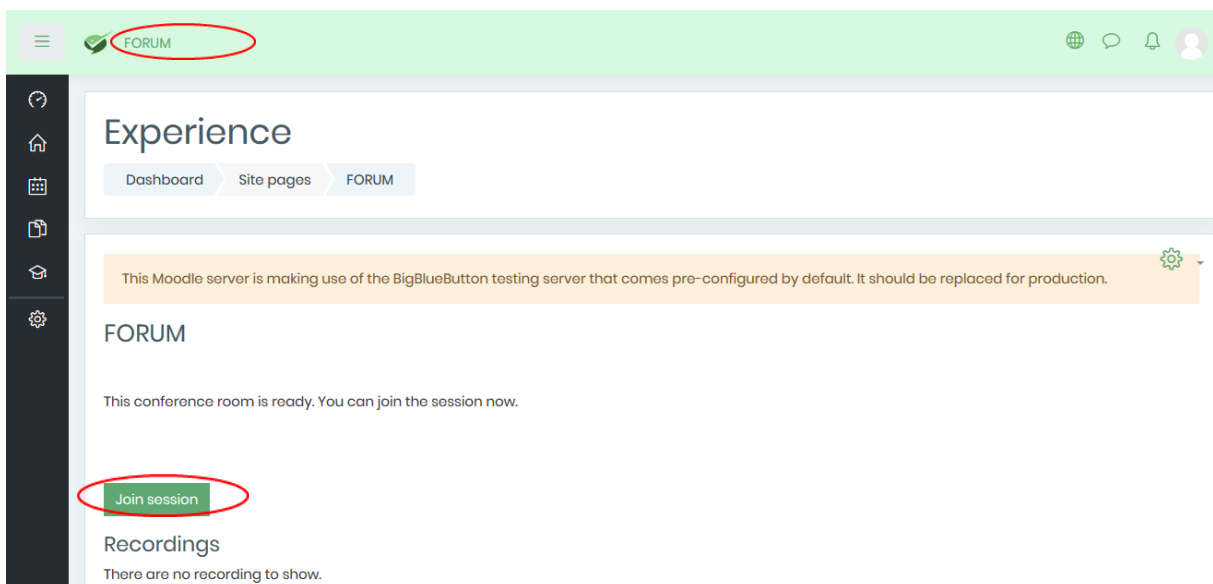
During theoretical preparation you can be in touch with your trainer. There may also be utilised an on-line conference room where you can consult with a trainer or among the students, ask for clarification, discuss or obtain the feedback.

The electronic platform for the exchange of experiences between participants of education, trainers and professionals

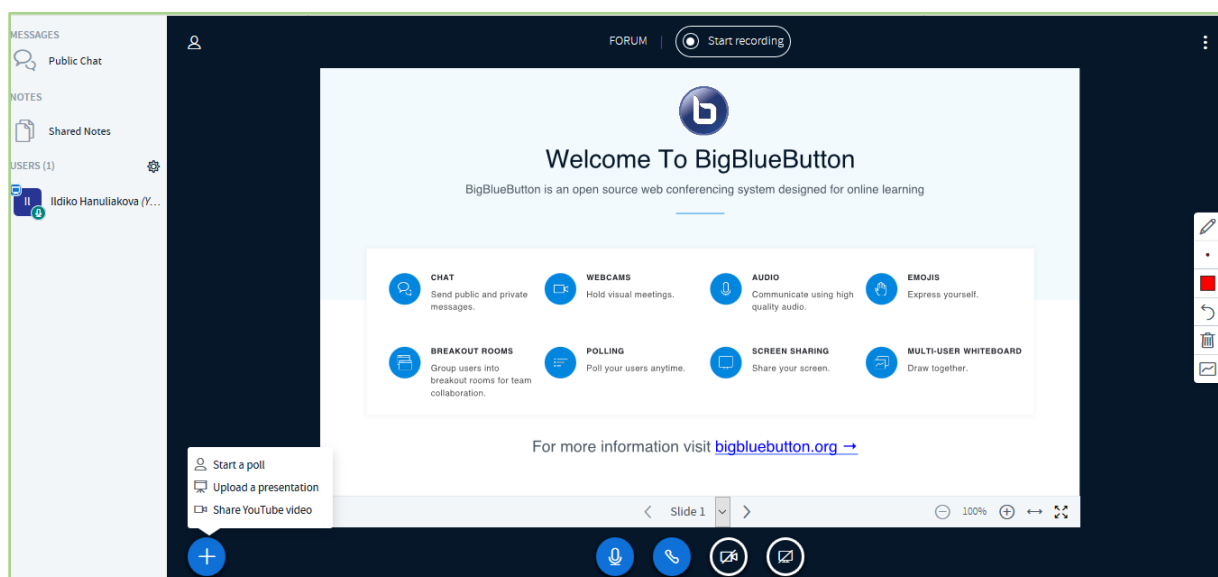
One of the planned results of the project was also a platform for the exchange of experiences between experts. A webinar room on an e-learning platform will allow to the registered users to easily share information and discuss on-line, exchange experiences between experts, as well as discussion with participants of education with the trainer and each other without a trainer.

The BigBlueButton Internet conference system has been set up in the EXPERIENCE on-line education system for this purpose. Through the conference system, trainers can realise on-line courses, virtual consulting hours and work with a group of far-away students. BigBlueButton enables you in real time to share photos, videos, audio recordings, send emoticons, chat, screens, and recording contents for subsequent playback.

You can access to the electronic platform by clicking on the FORUM at the top left of the screen and consequently on the "Join session".



EXPERIENCE conference room looks like as follows:



Function *Presentation*

Platform users can upload the files in format of documents MS Office or PDF. Use the button + and *Upload presentation* for uploading the presentations on the bottom left of the screen.



Function *Chat*

Users can involve in a group discussion which can be seen for everyone in the conference room, or to choose a particular user and have a private conversation with him/her.

Function *Web-camera*

A Web-camera can be used by several users simultaneously. If you want to share a web-camera, select the web-camera symbol button which is on the panel with menus. Firstly you obtain a video preview. You can set sharing quality. If you want to start with sharing, click on the button located at the bottom right window with the preview.

6. PILOT TESTING OF THE TRAINING PROGRAMME AND EVALUATION

Implementation of Experience Test Trainings

Implementation of testing of educational programmes was carried out in 4 partner countries: Slovakia, Hungary, Romania and Turkey in January and February 2019. 49 learners and 8 trainers participated to the testing phase. Participant numbers from partner countries were as below:

	Slovakia	Hungary	Romania	Turkey	Total
Learners	11	10	18	10	49
Trainers	2	3	1	2	8
Total	13	13	19	12	57

Test training learner participants were 29 females and 20 males who were between ages 18 and 58. Almost all learner participants were secondary vocational school or secondary school graduates at their highest. There were also few high school and university graduates.

All participants were informed of the training process before the trainings were took place through internal meetings of partner organizations. Evaluation questionnaires were conducted to trainer participants as well as learner participants before and after test trainings were implemented so as to evaluate the effectiveness of Experience educational materials. Evaluation questionnaires involved participant expectations about the trainings, their level of confidence for to be employed as advisors or lecturers for PWDs and their perspectives of skills and knowledge they have, before the trainings. And they involved participant opinions about the pedagogical contents and e-learning platform.

A. Skills Evaluation

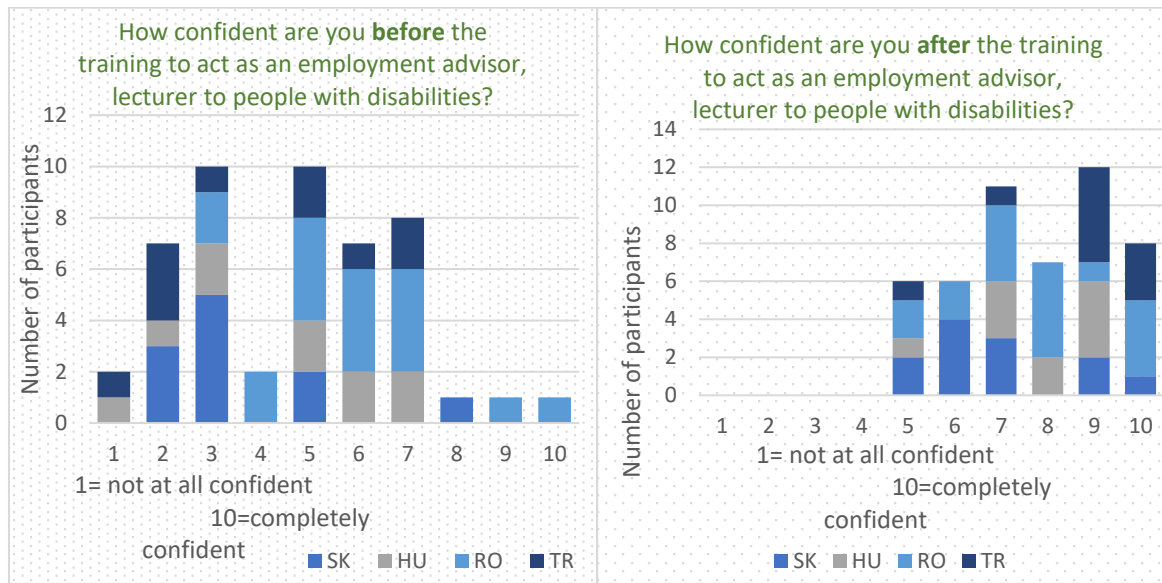
Prior to the start of the testing phase, partners were conducted the questionnaires focused on identifying of self-esteem in the area of providing the counselling activities for people with disabilities, on identifying of the level of knowledge and skills in the field of cooperation with people with disabilities. After completing the training, we measured the increasing level of knowledge and skills in selected areas by the same questionnaire (e.g.: communication, team cooperation, time management, individual counselling, group counselling, labour market information, job search tools and techniques, job sustaining).

Opinions of participants on themselves

How confident are you before and after the training to act as an employment advisor, lecturer to people with disabilities?

When we compare the results of the questionnaire before and after the test trainings, we see that the trainings were well-directed and effective. When the graph of participant feedbacks close to the normal distribution and the weighted average is about 4.67 before the trainings, it is left-skewed and its weighted average is about 7.74 after the trainings. It means Experience educational materials were successful in increasing self-confidence of participants for to be employed as advisors or lecturers of people with disabilities. Since project Experience aims to increase self-esteem of trainers with

disabilities in working on other PWDs; we can say the materials met this aim. Please see the graphs below for this analysis.



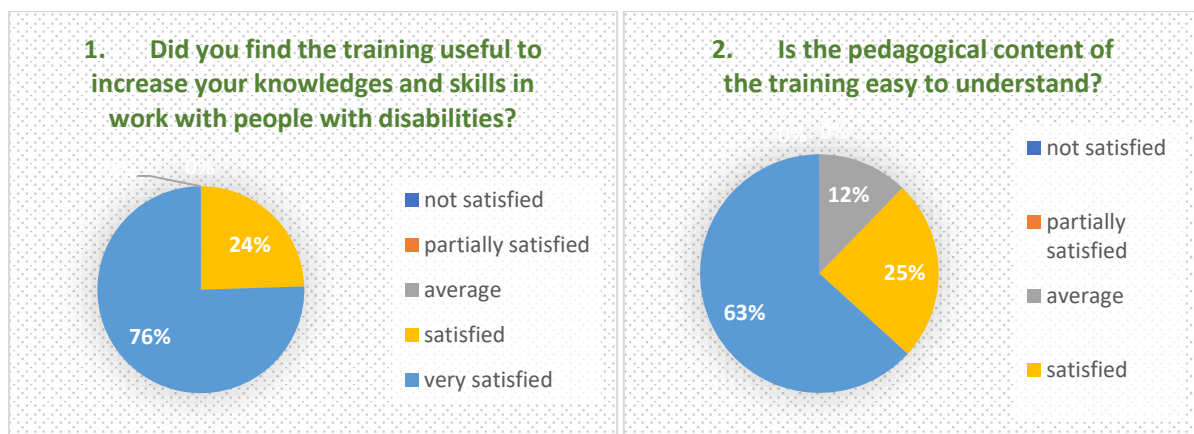
B. Training evaluation

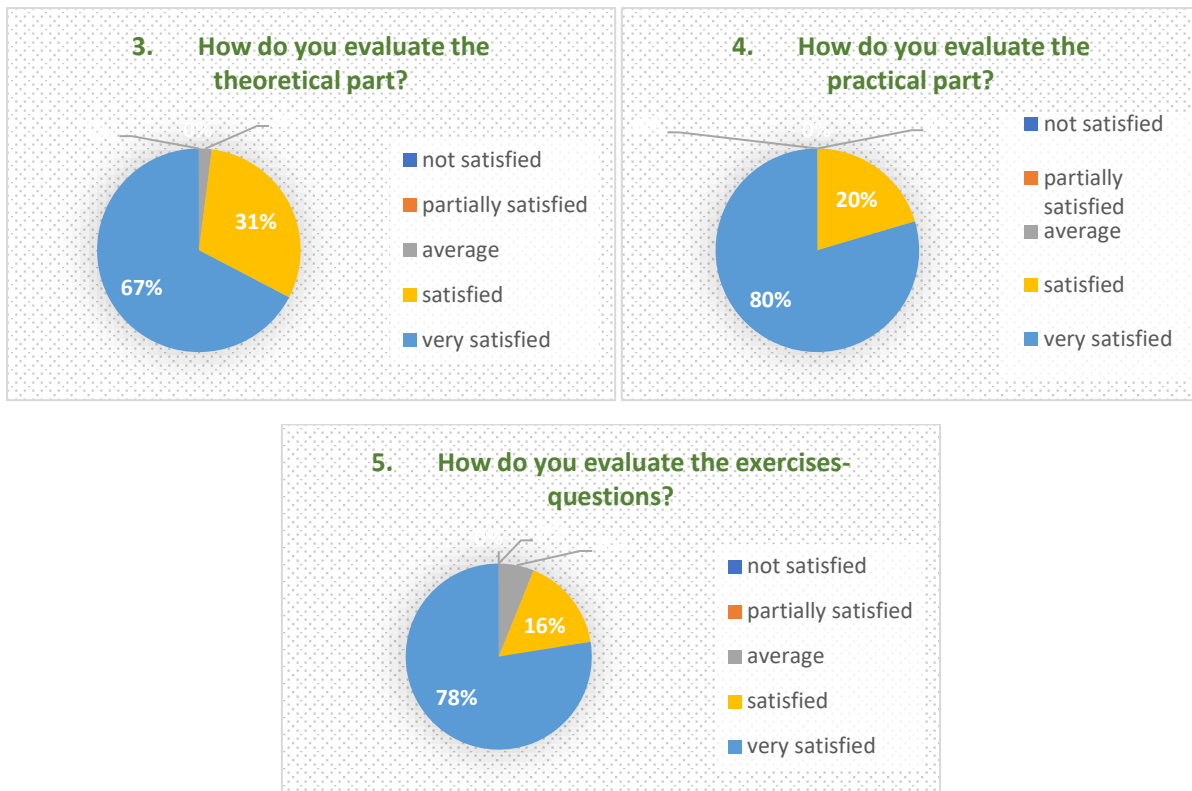
At the end of the testing phase, both trainers and learner participants evaluated the content of training materials, the e-learning platform, the electronic platform, and at the same time they expressed to the opportunity to utilise the obtained skills at work.

Within the pilot testing, all exercises were carried out in accordance with the practical part. The participants were provided with a theoretical basis to the individual topics. The knowledge obtained they could complement by self-study from the materials found on the e-learning platform. Participants, as the homework, worked out the tests within e-learning.

Training evaluation questionnaire for learners after the pilot training

Questions concerning the pedagogical contents



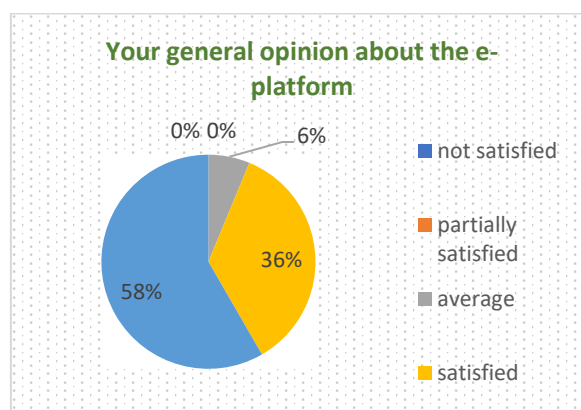


Concerning pedagogical content;

- 76% of the learner participants were very satisfied and 24% of them were satisfied from the usefulness of training in increasing their skills and knowledge for working on PWDs.
- About 88% (63% + 25%) of the participants found the pedagogical content easy to understand.
- 98% of them were very satisfied or satisfied from the theoretical part of the educational materials.
- 100% of them were very satisfied or satisfied from the practical part of the trainings.
- 94% of them found the exercises and questions very satisfied or satisfied; whereas only 6% found them average.
- No one reported dissatisfaction or partial satisfaction for these questions.

So, we can say that pedagogical contents of Experience educational materials and trainings were of high quality.

Questions concerning the e-learning platform



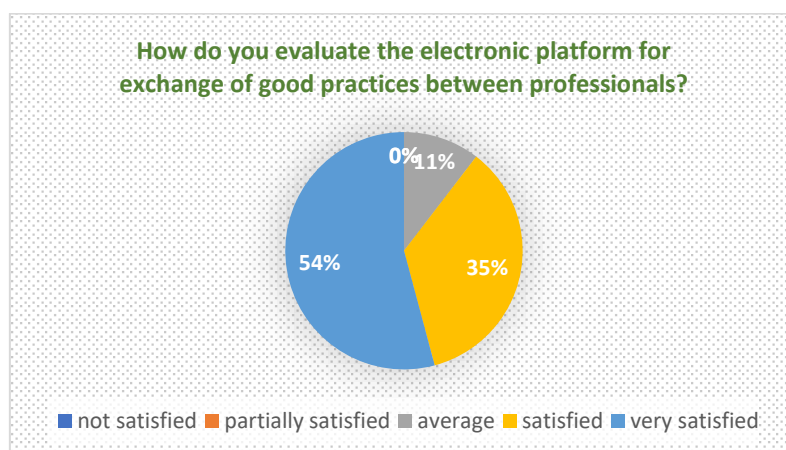
Concerning e-learning platform;

- About 96% of the learner participants found the ease of use of the e-learning platform very satisfactory or satisfactory.
- 100% of them found the usability of navigation menu very satisfactory or satisfactory.
- About 96% of them rated the graphic design of the e-learning platform very satisfactory or satisfactory.
- About 94% of them evaluated the e-learning platform very satisfactory or satisfactory.
- No one found dissatisfactory the ease of use, usability of navigation, graphic design and overall e-learning platform.

Thus, we can say the e-learning platform is easy to use, attractive in graphics and beneficial.

Questions concerning the electronic platform for exchange of good practices between professionals

As we see on the graph, 54% of learner participants found the electronic platform for exchange of good practices between professionals very satisfactory and 35% of them found it satisfactory. 11% found this characteristic average. So, we can say the platform also reached to this target.

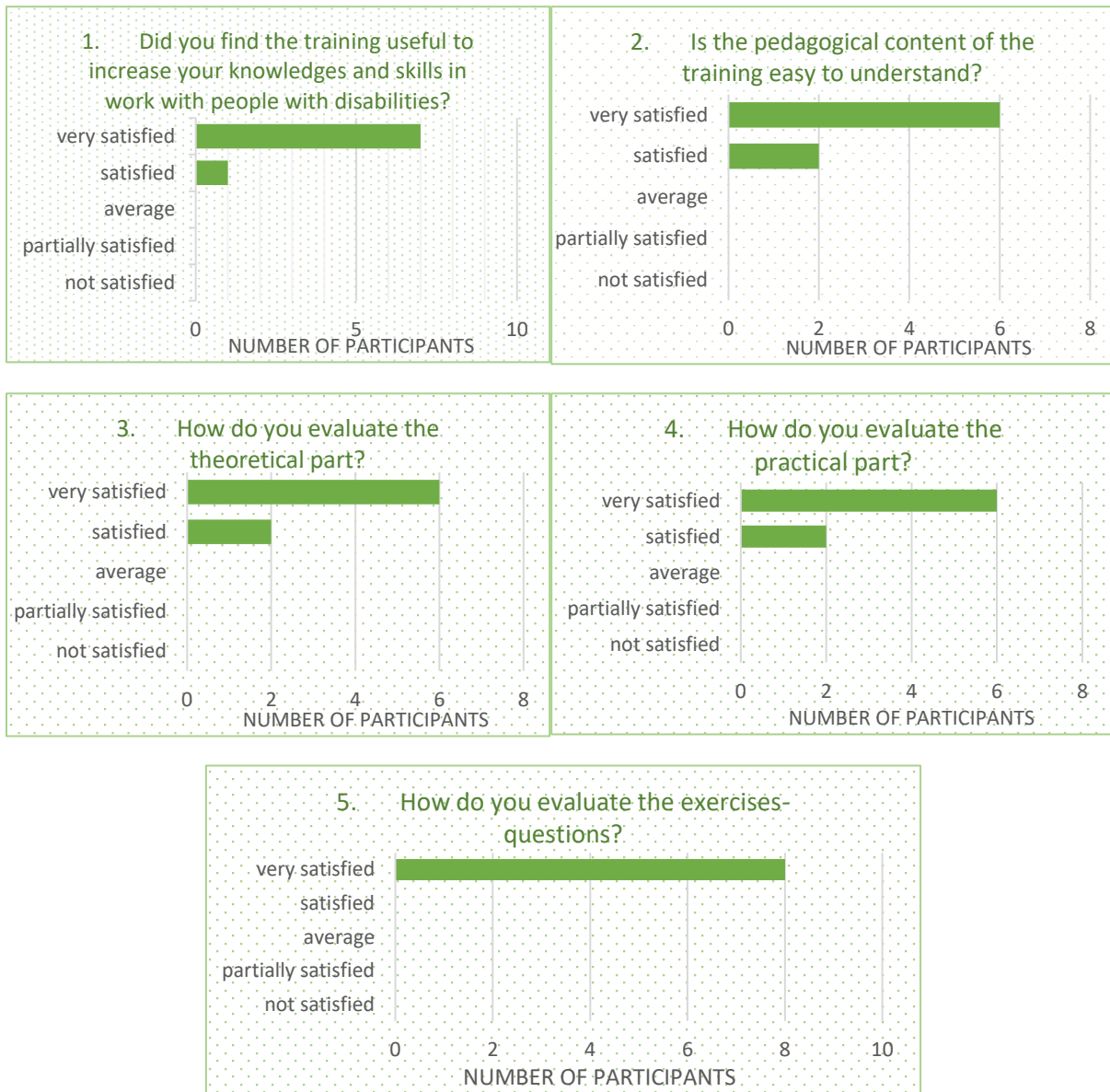


Few of them complained about the timing and the lack of creative illustrations and practical exercises. Totally 94% of the learner participants think the training was successful in teaching skills to use at work.

So, many of participants reported they are willing to continue to better levels of education after these trainings. That is good for demonstrating participants' appreciation for Experience trainings and educational materials. Learner participants clearly want to work for PWDs and they think more education and trainings increase their chance for to be employed. Relevant authorities or project implementers should consider the shortage of education and trainings for these people.

Training evaluation questionnaire for trainers after the pilot training

Questions concerning the pedagogical contents

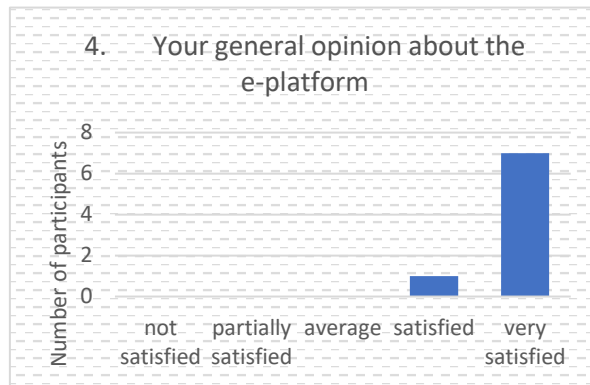


Concerning pedagogical content;

- 7 of the trainer participants were very satisfied and 1 of them were satisfied from the usefulness of training in increasing their skills and knowledge for working on PWDs.
- All of the participants (6+2) found the pedagogical content easy to understand.
- 100% of them were very satisfied or satisfied from the theoretical part of the educational materials.
- All of them were very satisfied or satisfied from the practical part of the trainings.
- 100% of them found the exercises and questions very satisfied or satisfied.
- No one reported dissatisfaction, average satisfaction or partial satisfaction for these questions.

So, we can say that, as well as learners' perspectives, pedagogical contents of Experience educational materials and trainings were of high quality from trainer participants' perspectives.

Questions concerning the e-learning platform

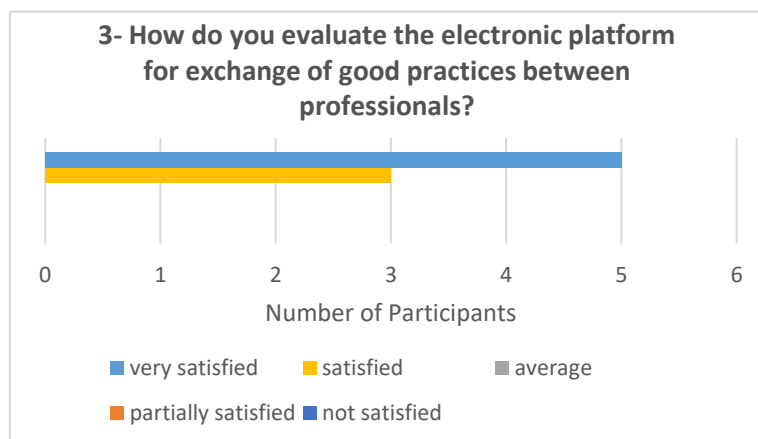


Concerning e-learning platform;

- All of the trainer participants found the ease of use of the e-learning platform very satisfactory.
- 100% of them found the usability of navigation menu very satisfactory.
- All of them rated the graphic design of the e-learning platform very satisfactory (7) or satisfactory (1).
- 100% of them evaluated the e-learning platform very satisfactory or satisfactory.
- No one found dissatisfactory, partially satisfactory or average the ease of use, usability of navigation, graphic design and overall e-learning platform.

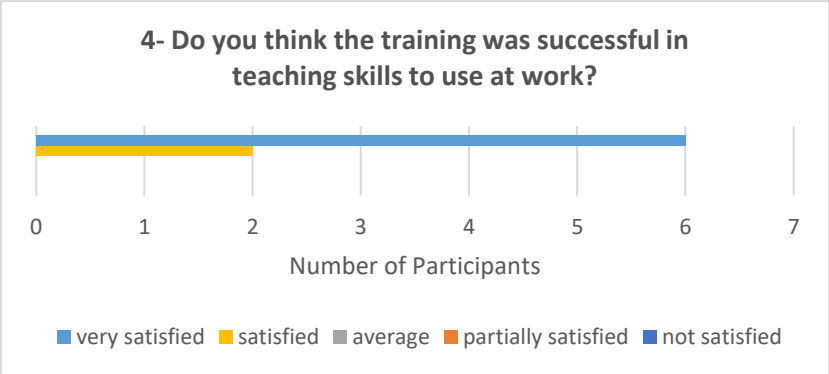
Thus, we can say the e-learning platform is easy to use, attractive in graphics and beneficial.

Question concerning the electronic platform for exchange of good practices between professionals



As we see on the graph, 5 of trainer participants found the electronic platform for exchange of good practices between professionals very satisfactory and 3 of them found it satisfactory. No one found this characteristic average or dissatisfactory. So, we can say the platform also reached to this target.

Do you think the training was successful in teaching skills to use at work?



Totally 100% of the trainer participants think the training was successful in teaching skills to use at work. Hence, in line with learners’ opinions, trainers also suggested to develop and continue Experience trainings or similar trainings for the sustainability of the project, to deepen some of the topics: personal development, self- esteem, conflict management and to ensure continuous mentoring of participants during work.

7. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

All in all, evaluations in all partner countries indicated that both learners and trainers appreciated educational materials and test trainings of project Experience. No negative opinions were reported by the training participants. Test trainings and e-learning platform were particularly hailed by the participants. Many training participants emphasized that Experience trainings or similar trainings should be implemented more in order to provide better services for PWDs.

Participants considered it very necessary within counseling activities to engage with people with disabilities, to provide them with an assisting hand in solving of their problems. They welcomed the possibility of studying the theoretical materials through the E-learning platform as well as the possibility of obtaining feedback on their level of knowledge through tests found on the E-learning Platform.

Feedbacks of the participants in different partner countries didn't follow different patterns; they were so similar. This demonstrated that Experience educational materials were created with excellent coordination and cooperation of 4 different partner organizations from different countries and they can be applied in all European countries. Project Experience educational materials should be promoted by special education authorities.

Recommendations

In the process of providing counselling services in addition to governmental institutions, an important role also play non-profit organizations, supported employment agencies, in which Experts by Experience can assist to other citizens with disabilities.

At the same time, the results of the project pointed out to the need for education the mentors, counsellors, career advisers and other professionals involved in providing counselling services for citizens with disabilities for the reason of improving service quality and streamlined of provided assistance.

It is welcomed to involve Experts by Experience in the counselling process, who, through their own learning-enhanced experiences, can contribute to the improving of integration the citizens with disabilities into the labour market.

In the process of forming the personality of Experts by Experience, it is recommended to introduce continuous mentoring at workplaces, with the objective of their motivation, guidance and thus improving the quality of their activities.

In the educational process, it is appropriate to use the method of combined education, to use the possibilities of education through information and communication technologies in accordance with the requirements of the present time period (e-learning, webinars, electronic platform for the exchange of experiences among experts).

In their lifelong learning process, it is recommended to participate in further educational activities which are focused on personal development, strengthening the self-confidence, guidance counselling interviews, and conflict resolution while practicing in the same time the practical skills in model situations.

There is a need to strengthen the active cooperation of all labour market actors, i.e. cooperation between employers, non-governmental institutions, employment-supported agencies, and educational institutions, state and public organizations to promote the reintegration of the target group into the interim labour market and / or to an open labour market.

