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VANISHING PROFESSIONS AS A WAY OF DIVERSIFICATION AND INCREASING PROFESSIONAL
QUALIFICATIONS ON LABOUR MARKET

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**Vanishing Professions as a Way of Diversification and Increasing
Professional Qualifications on Labour Market**



Developed by Munzur University

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Executive Summary

This document has been prepared in order to define and describe the training activities foreseen in VILMA project. Munzur University from Turkey is coordinating the activity of developing the training methodology and curricula in the context of the base for all further activities done in the project. On the other hand, the contribution of the other partners is foreseen in terms of responsibilities for national content and development.

The training activities are developed in order to assure the relevance of the developed materials, to adjust them accordingly to stakeholders' feedback and to start creating training activities. As stated in the application, three products are foreseen to be developed within the VILMA project:

1. OUTPUT 1 - State of the Art (SoA)

The purpose of this output is to try to find answers for what kind of vanishing professions should be taken under consideration during realisation of the project, which of vanishing crafts are the most useful for patients, bring the best results as a tool for therapy, which handicrafts brings opportunities on labour market in specific countries etc. etc.

The particular reports will be collected by the partner (SoA) responsible for the IO and issued as an overall report presenting needs of the engaged institutions on the background of the experts opinion based on the situation in specific countries. This summary will depict tendencies in applying of occupational therapy in countries involved in realisation of the project, but also will become an input for further development of the subject.

2. OUTPUT 2 - The training methodology and curricula (Munzur Uni)

The purpose of the training methodology and curricula is to help understand and provide knowledge about general concept of trainings and theoretical background for the occupational therapy using vanishing crafts as a method or tool helping in achievement of positive results and improvement of patients health.

These deliverables summarize the main information on the VILMA training methodology, a combination of , modules delivered on the web site, with the aim of helping partners, institutional stakeholders and other relevant parties implementing plans of teaching activities (curricula), training materials (from simple to complexity) including elaboration of plans for specific vanishing professions, scenarios for video materials to provide transparent, articulate and visually coherent output; - technical guidelines and requirements of the training materials, which are required to provide proper technical quality of developed materials. **The training materials, being open access educational resources, will create the grounds for possible further elaboration of occupational therapies during workshops and other activities.**

The training methodology will consist of following aspects:



Chapter 1, *Introduction*, explains **the general concept of trainings and theoretical background for the occupational therapy** using vanishing crafts as a method or tool helping in achievement of positive results and improvement of patients health and in more detail the subject of this document, how the training activities will be developed, and presents methodologies and didactical structures.

Chapter 2, *User Group Selection*, details the procedures for the identification of the user groups. It explains how the user groups should be selected, what should be **the target audience and other relevant specifications**. Trainees' characteristics, competences and skills are also defined.

Chapter 3, "*Modules*", gives more details about the training structure, module topics and learning specifications. **It consists of plans of teaching activities (curricula)**, content ,providing coherency and proper, rational order of training materials (from simplicity to complexity) including elaboration of plans for specific vanishing professions (developed by each partner).

Chapter 4, *Materials*, presents the typologies of materials and documentation to be utilized and produced during the training course. This section consists of **scenarios for video materials** to provide transparent, articulate and visually coherent output; **technical guidelines and requirements of the training materials**, which is required to provide proper technical quality of developed materials.

The training materials are divided into 2 groups. The first: block of video materials and the second - complementary to the first: text materials available on the web site.

The training materials will be also grouped according to the range and sort of presented vanishing crafts and their usability for occupational therapy.

The training materials will be developed according to the methodology elaborated in the first stage of the project. Strict and accurate following of the methodology is a key to success and utility value of outputs. Materials must bring educational potential along with therapeutic usability, which will allow for using them as a tool for therapy and method for elevation of vocational skills, knowledge and competences.

The training materials are about to service both, therapists and patients. For therapists the repository with training materials will work as grounds for building the therapy model and also will give chance of raising their competences. For patients materials became a chance for successful therapy as well as possibility of obtaining new abilities which can help them to compete on the labour market.

The various criteria adopted to evaluate the course results through the training activities are described in **Chapter 5, *Success indicators***.

The curricula (innovative curriculum) will describe learning outcomes and structure the entire course. Basing on the curriculum assumptions all training materials will be elaborated in the frame of IO 3.



The purpose of this output is to highlight the development of the curricula which will be decisive point for building the whole structure of the training, its length in time, the range of information, which will be presented to trainees.

The new curricula which will be elaborated within the project realization it's a primary task and one of the main project results. The curricula will describe amount of information as well as its distribution according to the time schedule.

CHAPTER 1: Introduction

Taking into consideration the **Principles of adult learning: from easy to difficult from the simple to the complex from general to detail from the known to the unknown** and also how the adult people learn, the VILMA training methods will be adapted to trainees abilities ,learning experiences and working conditions.

The training methodology, curriculum and all teaching materials will be developed in English, then will be translated into all partners languages and will be available online as open educational resources.

Needs analysis will be conducted on the beginning of the project realisation. *This activity is dedicated to detection of real needs of the project stakeholders in the field of training materials based on occupational therapy.* After the need analysis partners decide which of the vanishing handicrafts are elaborated by specific partner. The analysis is executed by means of Panel of Experts.

1.1 Overall Training Methodology

1.1.1 General Concepts of Training

It is essential to select the structure and methodology that will be the most effective for its training environment.

The scenarios developed as part of the training methodology of VILMA will ensure:

- Friendliness;
- Accessibility;
- Intuitiveness along with real educational value.

Proper technical quality of delivered materials will be ensured by following technical guidelines provided in the training methodology.

The training materials are **divided into 2 groups. The first: block of video materials** and the *second* - complementary to the first: **text materials available on the web site.**



The training materials will be also grouped according to the range and sort of presented vanishing crafts and their usability for occupational therapy.

The training materials will be developed according to the methodology elaborated in the first stage of the project. Strict and accurate following of the methodology is a key to success and utility value of outputs. **Materials must bring educational potential along with therapeutic usability, which will allow for using them as a tool for therapy and method for elevation of vocational skills, knowledge and competences.**

The video materials will present vanishing crafts from the basic terms, activities and skills gradually towards more and more complicated, allowing for achievement of new capabilities with every lesson. **The structure will be indicated by plan of teaching activities (curricula) prepared as a part of training methodology.** This will ensure an appropriate range of materials, their duration and formal similarity.

All materials will be available under the creative common license and target to service both, **therapists and patients** throughout Europe. *For therapists* the repository with training materials will work as grounds for **building the therapy model** and also will give chance of **raising their competences.** *For patients* materials will become a chance for **successful therapy** as well as possibility of **obtaining new abilities** which can help them to compete on the labour market. The project will be made known through European conferences, environmental protection events and publications.

The main characteristics of the VILMA training are:

- Simple in form;
- Friendly in access;
- Possible integration between modules;
- Focused materials, feedback and support;
- Ideal for target group and representatives;
- Customization of modules program and training design;
- Provide ongoing guidance and support;
- Provide step-by-step, research-proven materials.

The text complementary materials will mainly contain **practical guidelines to video presentations including suggestions and tips of use for particular materials or tools.** The choice of presented training materials will be taken on the basis of previously elaborated need analysis. It is worth to remember that besides its utilitarian value the training materials will bring cultural benefits by saving vanishing handicrafts from being forgotten by people focused on modern technologies.

Training methodology consisting of scenarios and technical guidelines will be a complete set of tips and indicators and each partner should strictly follow them. To deliver consistent output all partners should:

- *prepare a workplace for the trainer of vanishing crafts,*
- *prepare relevant set of materials required for proper execution of presentations,*



- *to be able to provide the right trainer for the disappearing professions and if necessary an assistant for the trainer, as well as attendants of learners,*
- *prepare required technical equipment and staff able to use it,*
- *follow the guidelines included in the scenario and the technical guide (parts of the training methodology)*

Successful realisation of the crucial project's output is a resultant of close cooperation between partners and exact implementation of rules elaborated in the training methodology.

The overall training objectives: what is expected to be achieved through training? In our case the training resources will support the main objective of this project **which develops training materials helpful in therapeutic processes based on ergotherapy - the therapy through the work.** This objective will be achieved by providing training for both the therapists - including trainers, instructors, tutors, assistants, moderators and any other staff trained and permitted for work with people needing or requiring therapy and help and the patients/ clients, all those who require therapy and/or support (physically and/or mentally disabled people, homeless and unemployed, socially excluded etc.) and by equipping them with training materials that they will use to help people from these groups.

The project continues long tradition of occupational therapy used by specialists to help different groups of people requiring aid and/or support because of their disabilities or difficult social position. The project turns to traditional handicrafts as demanding manual skills, concentration on the subject and group cooperation.

The project responds to awareness and education gap for two main target groups of the project i.e. therapists and patients that elevates their qualifications giving them more capabilities on the labour market and creating opportunities for (re)building social associations, the results of which can be considered as educational, social and vocational.

Who needs the training: *and any categories of trainees that will increase training effectiveness?* In our case the training is needed by many social groups. The project influences therapists, trainers, assistants and tutors participating in the project by increasing their vocational capabilities. It also acts on patients/clients, who come from various social groups.

The therapists, including trainers, instructors, tutors, assistants, moderators and any other staff trained and permitted for work with people will develop and enhance their vocational knowledge, skills and competence in the field of therapy they are able to conduct. They will become more flexible and open for the new methods and be able to better react for their patients' needs. Those who will be directly involved in creation of the “training materials” will become true experts with ability of further spreading of the ideas and model of occupational therapy by means of vanishing professions.

The patients/clients (physically and/or mentally disabled) who require therapy and/or support will benefit from workshops by getting new skills and knowledge, which may be helpful on



labour market, giving the chance of self-determination and personal independence and autonomy.

Some individuals will achieve new skills and abilities, which may be helpful on the local or regional labour market.

The centers engaged in the project can organise patients in social companies working for centres or making products, which can be sold locally or via internet. There are also business companies employing disabled people for different works including handicraft or works requiring high manual skills. Such results of the project address the local and regional impact.

The expected learning outcomes: *what each trained person is expected to do and expect to know, in different stages and at the end of the training.* The expected impact of the project can be considered on two levels:

- **Direct impact** on participating patients and therapists/assistants: the project contributes to strengthening educational and vocational competence, social inclusion and emotional engagement. The developed training materials will create chances for enhancement of qualifications profitable on the labour market and bringing opportunities for social inclusion for patients. ***Therapists and assistants participating in the project will enhance their professional competence*** by learning new methods, which allow them for more efficient work with their patients. The project will give them chance for extending flexibility and ability of adapting to the needs of patients. Having new training materials, they will be able to choose most effective and proper method of therapy. It will result in growing number of successful therapies. The knowledge and skills they obtain will implement into ***growth of their professional capabilities and raise quality level of their therapy practice***. Thus, the new abilities will have impact on cooperation with patient as well as will enhance their position on the labour market.

Patients participating in the project, taking part in the training focusing ***on handicraft professions*** will be able to expand their skills ***by practicing of a manual labour***. There is a chance, that abilities gained through participation in courses will encourage them for their own works and will contribute to growth of entrepreneurship or - at least - strengthen their position on labour market. It is commonly and often met practice, that ACCs conducting work therapy, sell results of the work in the nearby shops or charity auctions. From such perspective, even strongly disabled patients can contribute to the economic situation of the ACCs.

The patients/clients will also benefit from emotional involvement during the trainings and have an opportunity for a better social inclusion and development of interpersonal relations.

- **Indirect impact** on other ACCs and any aid organizations by providing new, enhanced training materials. As the key result of the project activities, there will be created ability to develop new models of therapy based on vanishing professions, which will be well matched to the needs of specific groups of patients. All successors and indirect beneficiaries of the project



will be able to take over and adapt to their needs the newly developed training materials, elaborated with the idea of easy adaptation to local needs and particular requirements of patients.

Both groups of beneficiaries impacted by the project conduce to better social functioning of patients/clients and strengthening vocational and professional capabilities of therapists and assistants working in aid centres all over the Europe.

The needs of both target groups will be satisfied by creating innovative, but embedded in tradition, materials useful for therapy. The library of video recordings will fulfil the need of handy archive helpful for any therapeutic work.

The scope of the training methods, such as face-to-face intensive sessions, provision of block of video materials and the second - complementary to the first: text materials available on the web site. In the training of VILMA project, the training materials will be also grouped according to the range and sort of presented vanishing crafts and their usability for occupational therapy and its advantages to patients.

It can be highlight that the online learning program of the training course aims to provide:

- Competency to analyzing and identifying needs of representatives of target group; take responsibility of planning development of the main steps for the training program; prepare plan of VILMA; choose proper range of use positive attitude; to adapt own behavior to circumstances in identifying and solving problems, prepare plan of using suitable instruments for delivering the training activities/methods.
- A good **opportunity to develop practical skills and abilities** in the area of lifelong learning adapted to the requirements of creating new opportunities for patients/clients and therapists/assistants to strengthen educational and vocational competence, social inclusion and emotional engagement. The developed training materials will create chances for enhancement of qualifications profitable on the labour market and bringing opportunities for social inclusion.

The training contents is being satisfactory adapted to each country needs and to the European context.

At the end of the online learning experience a VILMA certificate of attendance will be distributed to the trainees.



1.1.2 Theoretical Background for the Occupational Therapy

The OT is a form of rehabilitation dedicated for disabled people. It involves participation in artistic workshops, mobility exercises and integration activities. Its aim is to increase the efficiency of manual, intellectual and physical abilities of attendants. Participation in occupational therapy is important for the psyche of people with disabilities - allows them to forget about their own limitations, develops sensitivity, builds self-esteem and adapts to life in society. The OT is a treatment and rehabilitation by means of specific actions, activities and jobs that can have an educating and therapeutic value.

The ultimate goal of OT is “to facilitate overall well-being and quality of life by supporting an individual’s ability to engage in important and meaningful activities”. Originating from the findings that psychiatric inpatients had better outcomes when they were engaged in performing work, occupational therapy is based on the belief that participation in purposeful activities is the basis for a meaningful life. OT refers to all activities of a human which he/she wants to participate. It does not only refer to one’s profession. When the role of occupational therapists is considered it enables the child or adult to participate as fully as possible in society and to meet his or her individual and family goals

The roots of OT are reaching back into ancient ages. In 18th-century Europe the OT was rediscovered for the needs of reformed hospital system. The Arts and Crafts movement that became popular on the turn of 19th/20th century also impacted occupational therapy. Arts and crafts were utilized as a way of promoting learning through doing and provided an outlet for creative energy and a way of avoiding the boredom that was associated with long hospital stays, both for mental and physical illnesses. The OT proved its utility value when it came to treatment of both World Wars veterans, suffering physical injuries as well as mental trauma.

This broad spectrum of OT practice allows occupational therapists to work in many different settings, work with many different populations and reach many different results.

An occupational therapist works systematically through a sequence of actions known as the occupational therapy process, which is dynamic and adjustable to specific, individual requirements.

1.2 Training Objectives

Overall objective: The VILMA project is aimed to develop new training methodology, materials for training and integrate into the new curriculum. The training will put particular focus to empower creativity and innovation, to learn traditional vanishing jobs and methods in therapeutic processes based on ergotherapy to participate in positive visions regarding the topic of VILMA.

This objective will be achieved by providing training for the groups of therapists, trainers, assistants, tutors who will get chances for enhancement of educational and vocational competence, social inclusion and emotional engagement. and the patients/clients (physically and/or mentally disabled) who require therapy and/or support and come from various social groups and to support improvement of their quality of life.



Specific objectives:

- to support handicraft activities related to vanishing jobs identified as a therapeutic tool.
- to support the OT is a treatment and rehabilitation through specific actions, activities and jobs that can have a educating and therapeutic value.
- to support knowledge about O.T. through handicrafts related to vanishing jobs.
- to support skills about O.T. through the application of artistic activity programs on vanishing jobs.
- to support participation in artistic workshops, mobility exercises and integration activities to increase the efficiency of manual, intellectual and physical abilities of attendants.
- to support participation in occupational therapy for the psyche of people with disabilities to allow them to forget about their own limitations, develop sensitivity, build self-esteem and adapt to life in society, support improvement of quality of life.
- to support utilizing arts and crafts as a way of promoting learning through doing and providing an outlet for creative energy and a way of avoiding the boredom that was associated with long hospital stays, both for mental and physical illnesses.

1.3 Training provision

All training materials have to contain information useful for the groups of therapists, trainers, assistants, tutors and patients/ clients. It was emphasized – as a guideline that the training content must be concentrated on the vanishing jobs in the context of specific (cicim, macrome, bakery, saddlery, pottery) handicraft activities identified as a therapeutic tool.

Trainees should gain at the end of the training experience solid improvement, as a direct result from the learning activity, in problem solving and decision making in several aspects related to the traditional handicrafts as the source of occupational therapy.

The training materials will be developed both in national language of the partners and in English language then teaching materials will be integrated and implemented with e-learning platform as open educational resources.

This package of activities will include improving and updating of the training methodology, updating and developing a content of subject. The effect of this package will be the curriculum and training materials for VILMA.

All modules in national language version must be tested as end of module evaluation. It means that each partner will test the modules in national language.



To consider someone as a trained person, it is obligatory for the person/student/trainee to go through and pass the assessment of the modules.

• **Training provision**

The agreed proposal was to develop 5 modules:

O2/A1 -cicim weaving in O.T. module TEYD (TR)

O2/A2 -macrame in O.T. module MU (TR)

O2/A3 -bakery in O.T. module POLO (IT)

O2/A4- saddlery in O.T. module ARID (PL)

O2/A5- pottery in O.T. module INNOSOUTH (ES)

• **Expected results**

The training courses are intended to provide an intensive and interdisciplinary sequence of on-line work and face to face work . At the end of the course, participants should be able to:

- Use the VILMA learning environment/training program and to export the learning experience through their daily activities;
- Ensure an operative integration of VILMA knowledge into O.T. therapy;
- Communicate the VILMA knowledge acquired through learning experience/training program to other stakeholders in the area.
- The therapists will obtain materials helpful while creating the model of occupational therapy based on the traditional handicrafts requiring manual activity, which can be precisely tailored for specific group.
- The therapists and patients will increase their qualifications, gain knowledge and skills required for more efficient therapy sessions.
- The therapists will strengthen their position on labour market and become more flexible.
- The training materials will combine the educational value with protection of a disappearing cultural heritage.
- Elaboration of materials will create excellent opportunity for exchange of experience between specialists from various part of Europe which will result with multicultural output easily understandable throughout the whole Europe and potentially all over the world.



CHAPTER 2: Learners/Representatives Group Selection

2.1 The need analysis

Need analysis conducted on the beginning of the project realisation. This activity is dedicated to detection of real needs of the project stakeholders in the field of training materials based on occupational therapy. After the need analysis partners will decide which of the vanishing handicrafts will be elaborated by specific partner. The analysis will be executed by means of Panel of Experts.

The training activities that will be carried out within the VILMA project addresses a wide spectrum of target groups from the groups of therapists, trainers, assistants and tutors. As we agreed in the application the project identified the users and their knowledge level in regard to the vanishing jobs an OT.

Taking into consideration the need analysis, it is strongly suggested, to involve and to develop the European current requirements and results with the purpose to lead to a high level of performance and understanding.

The form of training materials should be processed through usual technologies and requirements – using multimedia elements and web technologies, mainly social networks. In terms of the content, the processed information should be brief, clear and pertinent in order to obtain the expected results.

2.2 The trainees/representatives

Project consortium includes all the skills, recognized expertise and competencies required to carry out all aspects of the project work plan.

This product's goal will help people from the groups of therapists, trainers, assistants and tutors participating in the project by increasing their vocational capabilities and raise quality level of their therapy practice. It also acts on patients/clients, who come from various social groups by focusing on handicraft professions that will be able to expand their skills by practicing of a manual labour.

The VILMA project will involve various participants from the beginning. Stakeholders will be involved for methodological consultation during elaboration of the first intellectual output - training methodology and curriculum.

The biggest involvement of participants will be during multiplier events. Each partner will invite minimum 20 participants for workshop and will present and discussed elaborated products.

In addition, thanks to dissemination via social media, potential users will have occasion to communicate with project consortium and to suggest own ideas.

More than a simple visit, the website enables visitors to learn more about the project, consult/login/download Intellectual Outputs and most importantly interact with the training



content of VILMA project. On the other hand, the project will inform relevant partners from other EU projects about own outcomes.

CHAPTER 3: Modules 3.1 Training Structure

The objective of the training is to provide participants with the required knowledge and practice to use the VILMA knowledge and components as needed. The European Qualifications Framework are to be considered, as described in the approved project, necessary to define the level of difficulty and competence for each module.

It can be noticed that this is the main reason why all existing materials and new methods/instruments have to be developed and adapted to the requirements of the target group.

According to the common decision training content transferred from base VILMA project has to be updated in the context of target group's needs, which means that all training materials have to contain information useful for therapists, trainers, assistants and tutors as well patients/ clients.

It was emphasized – as a guideline that the training content must be concentrated on the modern methods/instruments in the context of the quality of the air and its effects.

The materials will be designed in the attractive and usable way and integrated into the web, available to download on creative common license. The extended curriculum will be available both in English language and all partner languages. The project's web site will be developed as an e-learning web site.

Video resources will be updated according to the latest trends to follow the updated training methodology and to support attractiveness and simple access to the training.

Training needs will be investigated to adapt a vocational training platform oriented to the EU priority improving quality assurance systems in VET.

The training materials will be written in English by the different partners in charge of the chapters and then, once tested, evaluated and agreed, translated into national languages by all partners for the final release.

All partners will start to work on preparation relevant training materials. It will be prepared on the common templates and there will be limited amount of the high-quality content. After preparation of this content there will be executed quality cross checking done by responsible partners.

With the purpose to achieve a high level on interest and performance the training materials will be in compliance with definitions for the trainees' achievements (EQF - European Qualifications Framework definitions).



The result will be an e-learning platform with a general Module of level 2 and level 3 of EQF and a detailed module of level 4 of EQF for the production and management of OT, with an introduction to management of OT through traditional handicrafts.

• **Descriptors defining levels in the European Qualifications Framework (EQF)**

Level	Knowledge	Skills	Competence	Example
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy	Lower secondary school (FI)
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems	GCSE Grades A*-C UK)
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities improvement of work or study activities	Abitur, Vocational school



"Learning outcomes":	Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence
"Knowledge":	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
"Skills":	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
"Competence":	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

3.2 Module design

After having evaluated the potential participants' needs and interest level, the training modules have been developed to be accessed in a flexible and customizable manner.



Also in accordance with the Training Need Report the online model will be designed interactive, also including a sequence of significant answer/response enabling the user to improve progressively own competence and obtain the relevant level certification (from level 2 to level 4).

The topics to be covered during the training are mentioned in the Training Provision point.

Each "Module" will be made of two parts, the first one "basic", Level 2 and 3 the second one "expert" Level 3. After having carefully read the first part, a test based on 10 questions will be available and, in case of successful performance, a certificate will be released, corresponding to the acquired competence level. The same procedure will be followed for the second part.

One significant case study will be provided by each partner for each module and duly presented, based on a template with description of the didactic process and related competencies (EQF 2, 3 and 4), also including pictures and short video clips.

Therefore, the proposed model should be constituted as follows: VILMA Training Modules.

- Each partner will be responsible for translations of own mother tongue and applying the teaching materials, by organizing sessions with target groups.
- Each partner will be also responsible for dissemination of the project activities at national (or international whenever possible).
- Each partner will provide a model of leaflet presenting the Program and VILMA project objectives and outputs.

3.3 Structure of the modules:

Introduction: INTRODUCTION TO OCCUPATIONAL THERAPY and VANISHING PROFESSIONS

- **Module name**
- **Rationale & Overview**
- **Module Objective**
- **Module Contents/ Topics**
- **Module Duration**
- **Target Group**
- **Prerequisites**
- **Educational Technologies, Tools and Equipment**
- **Learning-Teaching Methods and Techniques**
- **Learning Outcomes**
- **Guiding Questions**
- **Vocabulary**
- **Resources and Useful Links**
- **Questions for Self-Evaluation**



MODULE 1: CICIM WEAVING MODULE in O.T.

- **Module name**
- **Rationale & Overview**
- **Module Objective**
- **Module Contents/ Topics**
- **Module Duration**
- **Target Group**
- **Prerequisites**
- **Educational Technologies, Tools and Equipment**
- **Learning-Teaching Methods and Techniques**
- **Learning Outcomes**
- **Guiding Questions**
- **Vocabulary**
- **Resources and Useful Links**
- **Questions for Self-Evaluation**

MODULE 2: MACRAME MODULE in O.T.

- **Module name**
- **Rationale & Overview**
- **Module Objective**
- **Module Contents/ Topics**
- **Module Duration**
- **Target Group**
- **Prerequisites**
- **Educational Technologies, Tools and Equipment**
- **Learning-Teaching Methods and Techniques**
- **Learning Outcomes**
- **Guiding Questions**
- **Vocabulary**
- **Resources and Useful Links**
- **Questions for Self-Evaluation**

MODULE 3:BAKERY MODULE in O.T.

- **Module name**
- **Rationale & Overview**
- **Module Objective**
- **Module Contents/ Topics**
- **Module Duration**
- **Target Group**
- **Prerequisites**
- **Educational Technologies, Tools and Equipment**
- **Learning-Teaching Methods and Techniques**



- **Learning Outcomes**
- **Guiding Questions**
- **Vocabulary**
- **Resources and Useful Links**
- **Questions for Self-Evaluation**

MODULE 4: SADDLERY MODULE in O.T.

- **Module name**
- **Rationale & Overview**
- **Module Objective**
- **Module Contents/ Topics**
- **Module Duration**
- **Target Group**
- **Prerequisites**
- **Educational Technologies, Tools and Equipment**
- **Learning-Teaching Methods and Techniques**
- **Learning Outcomes**
- **Guiding Questions**
- **Vocabulary**
- **Resources and Useful Links**
- **Questions for Self-Evaluation**

MODULE 5: POTTERY MODULE in O.T.

- **Module name**
- **Rationale & Overview**
- **Module Objective**
- **Module Contents/ Topics**
- **Module Duration**
- **Target Group**
- **Prerequisites**
- **Educational Technologies, Tools and Equipment**
- **Learning-Teaching Methods and Techniques**
- **Learning Outcomes**
- **Guiding Questions**
- **Vocabulary**
- **Resources and Useful Links**
- **Questions for Self-Evaluation**

CHAPTER 4: Training materials

The transfer of innovations from VILMA project are based on the transfer of the training resources - plans of teaching activities (curricula), training materials (from simple to complexity)



including elaboration of plans for specific vanishing professions, scenarios for video materials to provide transparent, articulate and visually coherent output; - technical guidelines and requirements of the training materials, which is required to provide proper technical quality of developed materials.

All materials will show vanishing handicrafts and advantages of therapy based on vanishing professions bringing best effects to specific patient. This result consists of video materials elaborated during the project realisation, showing specific kinds of vanishing craftsmanship selected by specialist involved in the project and possibilities of further use of the developed materials in the work of therapists (also those who are not directly engaged in the project). The video materials will be completed by text information containing practical suggestions for the best implementation of the video presentation (for example technical information about necessary equipment, materials etc.).

The text information will be available on the project website.

All printable materials such as curricula, plans for specific vanishing professions, scenarios for video materials, technical guidelines and requirements of the training materials will be prepared as pdf format and the upper limit of which is 15 pages for each document. Also for providing attractiveness materials should contain interactive illustrations/images/schemes but no more than 5 pages.

Ten (10) video material with English subtitles will be prepared. The volume of the video materials content should be comparable to the VILMA project, which means that upper limit of 5 minutes for each.

Created video archive will create possibility of saving methods and skills of craftsman masters within the handicrafts which slowly vanish in nowadays, modern world. The video archive will be available for everyone interested in old professions.

All materials will be produced by the partners and will be delivered by the common creative license.

CHAPTER 5: Success indicators

In the evaluation process we will follow Donald L Kirkpatrick's training evaluation model - the four levels of learning evaluation. This task involves the definition of the evaluation criteria and how the success of the training will be measured.

An assessment questionnaire based on multiple choice questions will be developed, in order to evaluate the knowledge that has been acquired through the course and the trainees' overall performance capacity. The assessment will take place on the on-line environment, at the last of each module.

A specific user's satisfaction questionnaire will also be employed in order to check the understanding acquired by participants.



Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
<p>1. Reaction</p>	<p>Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example:</p> <p>Did the trainees like and enjoy the training?</p> <p>Did they consider the training relevant?</p> <p>Was it a good use of their time?</p> <p>Level of effort required to make the most of the learning.</p> <p>Perceived practicability and potential for applying the learning.</p>	<p>Typically 'happy sheets'.</p> <p>Feedback forms based on subjective personal reaction to the training experience.</p> <p>Post-training surveys or questionnaires.</p> <p>Online evaluation or grading by delegates</p>	<p>Can be done immediately the training ends.</p> <p>Very easy to obtain reaction feedback Important to know that people were not upset or disappointed.</p> <p>Important that people give a positive impression when relating their experience to others who might be deciding whether to experience same.</p>
	<p>Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience:</p>	<p>Typically assessments or tests before and after the training.</p> <p>Methods of assessment need to be closely related to</p>	<p>Relatively simple to set up, but more investment and thought required than reaction evaluation.</p> <p>Highly relevant and clear-cut for certain training such as</p>



<p>2. Learning</p>	<p>Did the trainees learn what intended to be taught?</p> <p>Did the trainee experience what was intended for them to experience?</p> <p>What is the extent of advancement or change in the trainees after the training, in the direction or area that was intended?</p>	<p>the aims of the learning.</p> <p>Measurement and analysis is possible and easy on a group scale.</p> <p>Reliable, clear scoring and measurements need to be established, so as to limit the risk of inconsistent assessment.</p>	<p>quantifiable or technical skills.</p> <p>Less easy for more complex learning such as attitudinal development, this is famously difficult to assess.</p>
<p>3. Behavior</p>	<p>Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation:</p> <p>Did the trainees put their learning into effect when back on the job?</p> <p>Were the relevant skills and knowledge used?</p>	<p>Observation and interview over time are required to assess change, relevance of change, and sustainability of change.</p> <p>Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool.</p> <p>Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements.</p>	<p>Measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation.</p> <p>Simple quick response systems unlikely to be adequate.</p> <p>Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning.</p>



	<p>Was there noticeable and measurable change in the activity and performance of the trainees when back in their roles?</p> <p>Was the change in behavior and new level of knowledge sustained?</p> <p>Would the trainee be able to transfer their learning to another person?</p> <p>Is the trainee aware of their change in behavior, knowledge, skill level?</p>	<p>The opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way.</p> <p>Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria.</p>	<p>Evaluation of implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging.</p> <p>Behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below.</p>
<p>4. Results</p>	<p>Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee - it is the acid test.</p> <p>Measures would typically be business or organizational key performance indicators, such as:</p>	<p>It is possible that many of these measures are already in place via normal management systems and reporting.</p> <p>The challenge is to identify which and how relate to the trainee's input and influence.</p>	<p>Individually, results evaluation is not particularly difficult; across an entire organization it becomes very much more challenging, not least because of the reliance on line-management, and the frequency and scale of changing structures,</p>



	<p>Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.</p>	<p>Therefore it is important to identify and agree accountability and relevance with the trainee at the start of the training, so they understand what is to be measured.</p> <p>This process overlays normal good management practice - it simply needs linking to the training input.</p>	<p>responsibilities and roles, which complicates the process of attributing clear accountability.</p> <p>Also, external factors greatly affect organizational and business performance, which cloud the true cause of good or poor results.</p>
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