



WELCOME TO MULTIPLIER EVENT ERASMUS+ FUNDED PROJECT

TETRAS

Enhancing transfer of transversal skills for social inclusion

Improving competences of educators
Focus: successful social inclusion of people with cognitive disabilities for the transfer of transversal skills

Pannel 1

Improving beliefs and skills for adult educators to realize transfer and successful social inclusion

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Support of the Committee Inclusive Territories Environment and Health



What are the current beliefs of educators that promote transfer and successful social inclusion?

- TETRA-S project provides to the educators, working with people with cognitive needs, opportunities to assess their current beliefs towards learning potential and to enhance them by attending different webinars and read the training materials published in our MOOC course. From the implemented pilot phase as well as based on the personal observations made by partners within TETRA-S project, the current beliefs are typically associated with:
 - The learning potential of people with cognitive needs that is pretty much dependant on the personal, social, and economic factors
 - The access to inclusive education and assistive/digital technologies that addresses the individual needs of learners with cognitive needs
 - The access to the community resources that allows people with cognitive needs to participate in different programmes/activities to improve their social skills and independent living abilities and as a final result to find suitable employment



Our TETRA-S webinars on the digital beliefs from educators and students perspective

TETRA-S COURSE - PART B (EN)

Global Training Progress 88%

COURSE OVERVIEW
3/4 activities done

ASSESSMENT OF LEARNING POTENTIAL BELIEFS
0/2 activities done

MODULE 1. LEARNING POTENTIAL BELIEFS
3/5 activities done

RE ASSESSMENT OF LEARNING POTENTIAL BELIEFS
1/1 activities done

SELF ASSESMENT FOR DIGITAL BELIEFS
1/1 activities done

MODULE 2: DIGITAL BELIEFS

Background

Common belief: adults with intellectual disabilities lack transversal skills as they cannot adapt easily to change (memory and problem-solving skills).

Evidence shows that:

The Educator may act as facilitator and have a significant positive impact by creating "bridges" into real-life demands.

Language: English

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MODULE 2: DIGITAL BELIEFS

Interview with Boris – tech fan and a person with an intellectual disability

Kan je ons iets vertellen over de training die je onlangs volgde? 'De mensen van het gemeenschapscentrum hadden me erover verteld. Ze legden me uit dat het me zou helpen om mijn werk beter te doen.'

Language: English

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What are the current beliefs of educators that may hamper the transfer and successful social inclusion?

- According to the common opinion of educators in Bulgaria, who took part in the testing of the MOOC course, what may impede the transfer of knowledge and achieving of successful social inclusion when it comes to the negative beliefs is:
 - The fixed mindset of educators who may believe that people with cognitive needs should learn only basic concepts related to daily living and leisure time activities
 - That as a person with cognitive needs they should take part in the occupational therapy activities or working in specialized workshops not on the open labour market, where the environment is competitive, and overly stressful, hence not appropriate for these people
- TETRA-S Project try to break these stereotyped beliefs by suggesting informative webinars and training materials on the learning potential



What activities could be organised in order to support the belief system of educators?

- Flexible training courses on topics such as:
 - Training of transversal skills
 - Powerful learning environment
 - Use of digital tools to support people with cognitive needs more effectively
 - Transfer of skills into the real life situations
 - All these topics are in the heart of TETRA-S MOOC course
- Encouraging educators to reflect on their work on a daily basis as well as to upgrade their expertise in order to provide good quality and up to date type of support

TETRAS THE CLIA MODEL:
DE CORTE, VERSCHAFFEL AND MASUI, 2004
Enhancing transfer of transversal skills for social inclusion



What are the key skills that educators have to obtain in order to be able to facilitate transfer when teaching/counselling?

- Skills to:
 - Adapt the training materials/tasks to meet the individual needs of each learner
 - Adjust the teaching styles depending on the level of a person and their ability to master new concepts
 - To combine different approaches when teaching new or more complex concepts
 - To link what is taught with the individual context of a person with cognitive needs
 - To use conventional teaching strategies such as breaking the task into smaller steps, role-play games or brainstormings, with modern digitally based approaches such as serious educational games, digital brain-training platforms, voice assistants etc.
 - These types of teaching are also promoted in our TETRA-S MOOC course



What are the conditions that educators should consider when designing training programmes for social inclusion of people with cognitive needs?

- When designing such programmes, the educators should first ask themselves the following questions:
 - Does my training programme meet the accessibility standards in the different dimensions of the concept of accessibility?
 - Is it based on topics that are important to people with cognitive needs themselves, not only on the widely promoted by the policy makers strategic objectives?
 - Does my programme involve up-to-date topics that are of common interest for people with cognitive needs?
 - Does the programme address the different learning modalities?
 - Does the programme allow participants to acquire new skills and apply them into the practice for long-term period?



How the exchange of good practices can be supported on both national and EU level?

- The exchange of knowledge and good practices lies on the core of successful social inclusion, therefore it should be encouraged through:
 - Thematic study visits, where professionals could observe good practices and exchange useful ideas
 - Collaboration on national and international projects/activities where academicians, NGO, NGO representatives, trainers, employers, and other key stakeholders work together to design contemporary courses that are in-line with the real needs of people with disabilities and the interests of the communities
 - Strengthening the cooperation and peer support among professionals who provide training and support of people with cognitive needs
 - Maintenance of informal platforms for exchanging opinions, resources and recommendations for improving the quality of life of all people including those with cognitive needs



"Thank you for being a part of the experience and for staying with us. Let's take a well-earned break and savor a festive lunch together."



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