

How can the youngsters requiring specialized education successfully manage to perform adequately on the labour force market?

The pros and contras of the competence based education scheme



*Martin János Specialized Secondary School*

## *The philosophy of the institution:*

*"Efficient and complex assistance to be rendered to satisfy real demands."*



The *Martin János* Specialized Secondary School undertook to implement the specialized education of the handicapped youngsters, and, through numerous ideas and differential educational methods, it is able to give a chance for life for people in a backward position. A school staff with relevant proficiency, pedagogical empathy, and professional qualification have been working to implement all this and to solve the issues.

To keep the satisfaction of our partners monitored and surveyed as well as to prepare and audit the self-assessment of the institution are necessary in order for our school to render its services on a higher level, because the citizens have been reacting increasingly sensibly to the quality of the school services.



We must adapt to the new, business type approach and the competition between the service providers. This requires team thinking, and tenacious and steadfast team work that the school staff has proven during the years.

Our school owns recognized results and traditions, but it is also prepared to revive and to meet increased expectations.





The **objective** of our school is to become an institution that is capable of adapting to and influencing the market status quo and to render high standard services. The pedagogical programme and local curriculum of our school that determine the operation and development of our institution have been completed in view of the experiences and requirements in this given situation.

The educational phases of our students have been based on each other. The "mandatory" and "facultative" lessons represent an integral entity both in the public knowledge and professional programmes.



The following aspects have a major role: rehabilitation, remedial education, talent development and care, the operation of the integration and competence development programme, learning based on individual scheduling, developments, labour force market programmes, and the implementation of education and training in a project based framework.

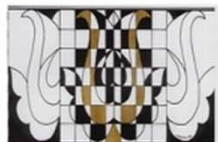
Our specialized training development strategy has been completed in view of the development tendencies of Hungary, the NORTHERN REGION of Hungary, and the city of Miskolc. As a result, a competence based and project based modular education scheme has been initiated.



# What do we do actually? What is our "ars poetica"?



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Well, our primary task and objective is to construct an integrated, inclusive competence based, activity oriented, action motivating, and experience providing education and training scheme and to create individual learning ways and individual strategies – and to support employment on the labour force market, as well as to perform remedial education, to search for talents and to develop them. I passionately believe that each child is talented in something, and it is the teachers' task to identify that area. We have been working on it, thus we have been elaborating it with undiminished enthusiasm.

More importantly, we must open a gateway toward innovation and opportunities, for the teachers of other schools toward learning from each other, as well as toward network based learning in cooperation with other schools and professional associations in order to maintain intraprofessional cooperation.

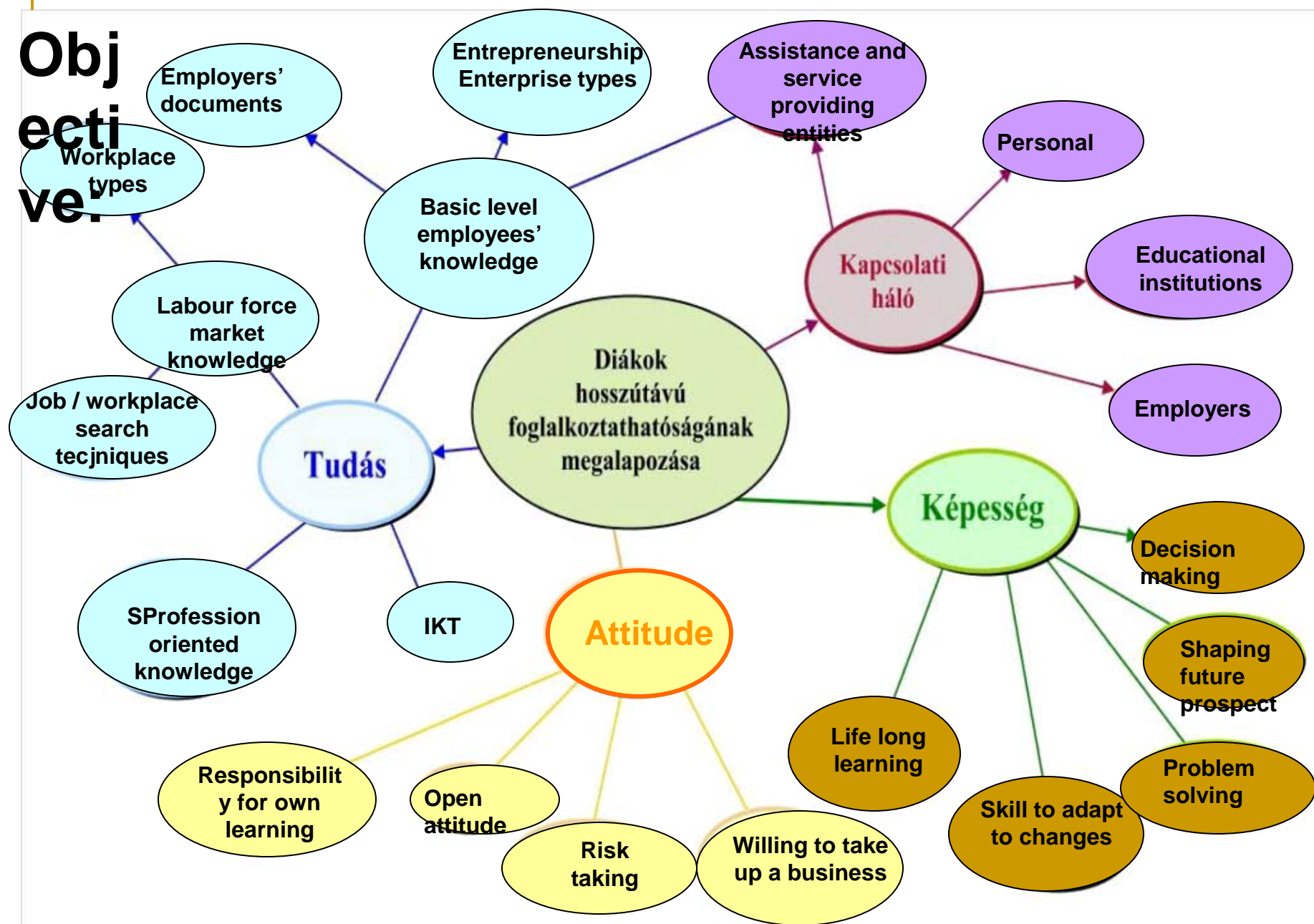


In order for youngsters requiring specialized education to attain success on the social labour force market, their integration into the labour force market of the world of labour of active people must be enhanced that can contribute to the creation of a more complete and quality lifestyle.

In order to implement the above, we make efforts to elaborate our tender and application profile that would suit our aim to find such programmes and to implement such projects that, by strengthening and supplementing each other, contribute to the development of such techniques, schemes, and an organization that will be capable of performing these very difficult, but important tasks and of solving the issues arisen.



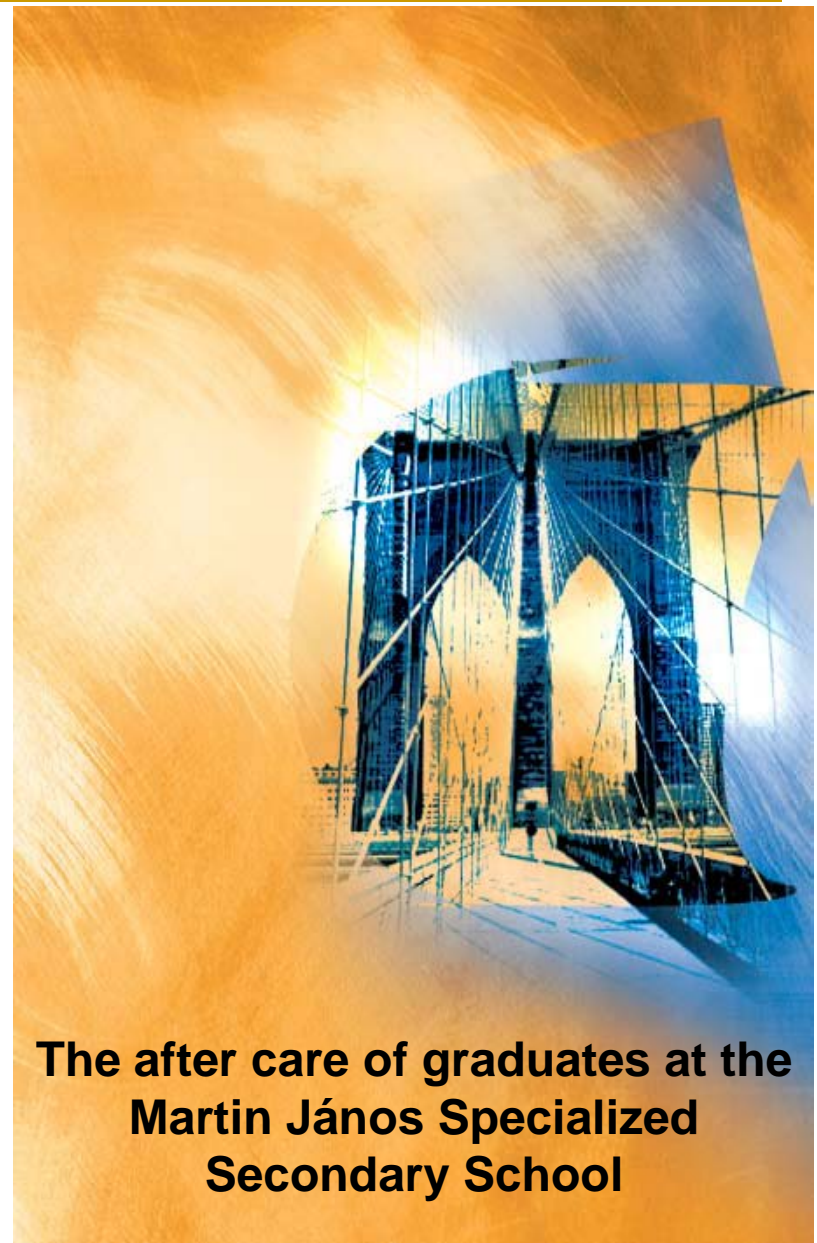
# Objective





## Career follow-up system

In order to construct the career follow-up system, our school applied for the so-called *After Care Model Programme* to be implemented that would assist the youngsters to enter the open labour force market.



**The after care of graduates at the  
Martin János Specialized  
Secondary School**

# Its content elements



- A short description of the group of future employees and of their status quo
- The description of the status quo of the actual local labour force market
- Preparation for employment and the elaboration of individual plans
- The methodological experiences of employment support
- Principal follow-up activities



# The model programme: Conclusion



- Interviews for the purpose of quality assurance
- Programme start
- About the trainings
- Job search and vacant positions
- Individual assistance plans
- Personal data disclosure
- The planned documentation scheme of the individual assistance option ("diary")
- Liaison with the countryside
- Illusory self-assessment, self-recognition
- The problems of those who cannot keep their jobs





# Efficaciousness



- Integration into the labour force market
- Preparation for employment
- Persisting employment
- Partner satisfaction
- Employers' satisfaction



# CFuS - Career Follow-up Scheme

## Indicators:

### Integration into the labour force market

- Accepted value / optimal value
- 30% of those participating in the programme will be employed
- 80% of those participating in the programme will be employed

### Preparation for employment

- Accepted value / optimal value
- 70% of those participating in the programme will become competent for employment
- 90% of those participating in the programme will become competent for employment

### Persisting employment

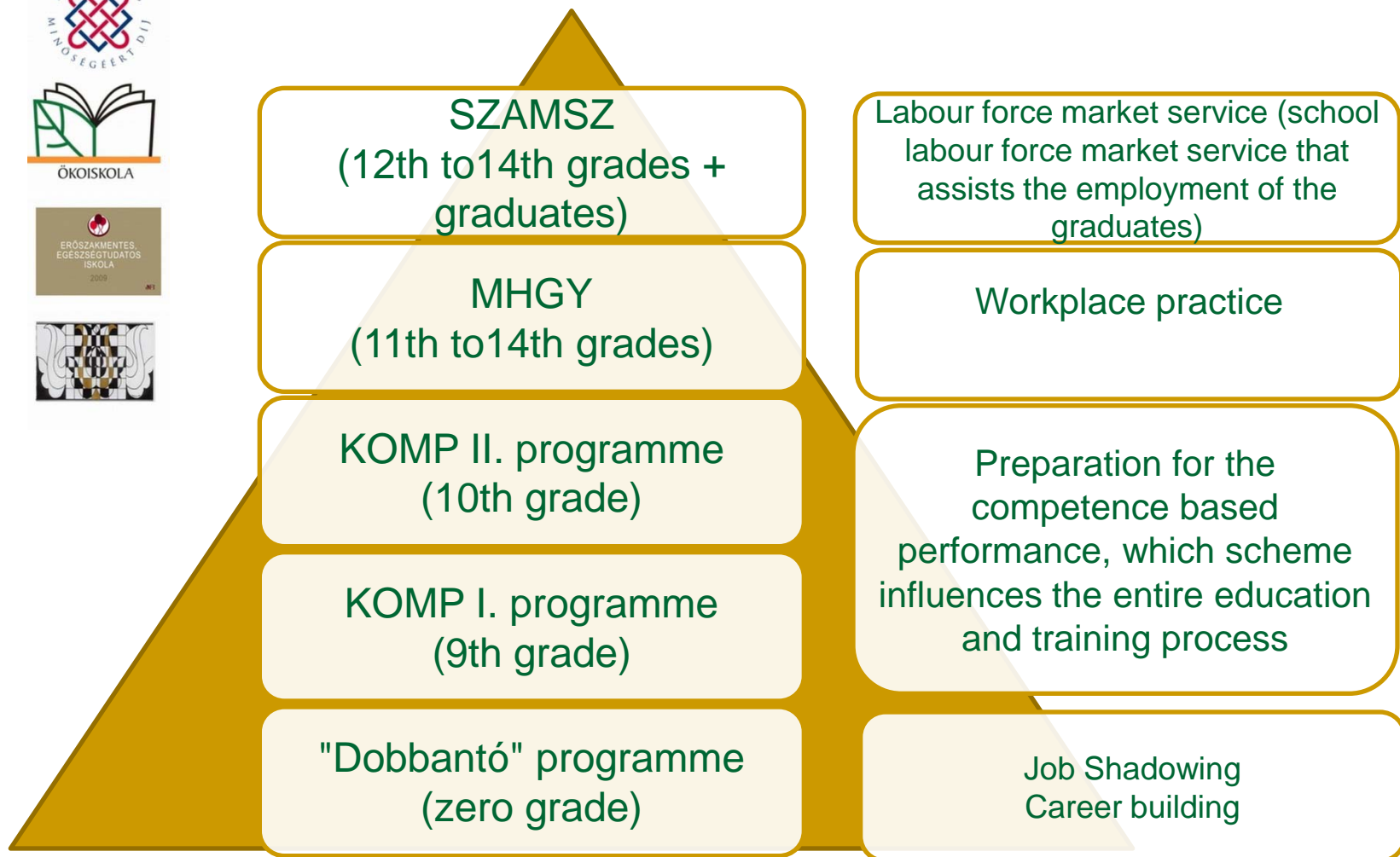
- Accepted value / optimal value
- 30% of those employed can keep their jobs for 3 months
- 80% of those employed can keep their jobs for 6 months

### Employers' satisfaction

- Accepted value / optimal value
- 60% of the employers are satisfied with the employees
- 90% of the employers are satisfied with the employees



# The structure of our labour force market programmes





"Dobbantó" programme  
(zero grade)

Competence based  
development

BRIDGE to the world of jobs

A programme according to  
individual scheduling

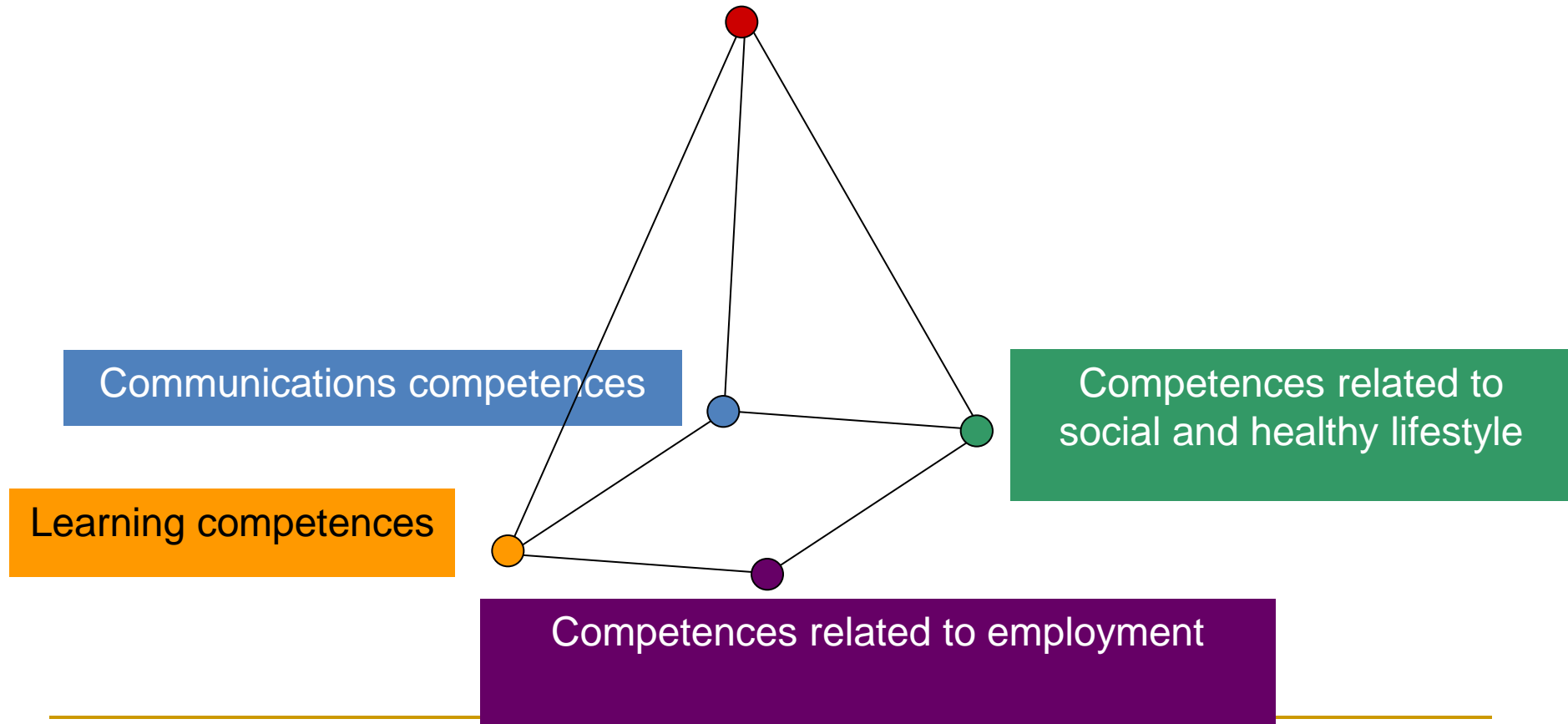
Career planning & building  
competences

Competences linked to  
employment and the world of  
jobs

Employees' fundamental  
competences

# Key competences of the Dobbantó Programme

Employees' fundamental competences and those for career building



# What is it all about?



- Methodological issues?
- Efficaciousness?
- Pedagogical culture?
- Pedagogical viewpoint?
- Competence is not a methodological issue
- It is an issue of chances
- It is a pedagogical viewpoint





# What is a competence anyway?



- "It is an ability to solve complex tasks in the actual context successfully"
- - cognitive and practical skills
- - attitudes
- - emotions
- - values



focus – SNI students

Development of self-  
recognition

KOMP I. programme  
(9th grade)

"Dobbantó" programme  
(zero grade)

Development of social  
competences

Career orientation

Preparation for choosing a  
profession

KOMP II. programme  
(10th grade)

KOMP I. programme  
(9th grade)

"Dobbantó" programme  
(zero grade)

Processing the observations

Job shadowing on the open  
labour force market

Preparation for job shadowing

General development of the  
competences



Intermediating role

Workplace practice  
(11th to 14th grades)

Testing work(places) / jobs on  
the open labour force market

KOMP II. programme  
(10th grade)

Vertical experiences

KOMP I. programme  
(9th grade)

Rotation

"Dobbantó" programme  
(zero grade)

Processing the  
experiences

Expedient development

SZAMSZ  
(12th to 14th grades +  
graduates)

Labour force market service

Open labour force  
market

Protected  
employment

Workplace practice  
(11th to 14th grades)

Making contact

KOMP II. programme  
(10th grade)

Survey, recognition

KOMP I. programme  
(9th grade)

Workplace  
preparation

Preparation  
(student, family)

Workplace  
identification,  
employment search

"Dobbantó" program  
(zero grade)

Escort

Individual and group  
follow-up

SZAMSZ  
(12th to 14th grades +  
graduates)

Workplace practice  
(11th to 14th grades)

KOMP II. programme  
(10th grade)

KOMP I. programme  
(9th grade)

"Dobbantó" program  
(zero grade)

Testing many work / job types  
on the open or protected labour  
force market

Testing many workplace types  
under the circumstances of the  
open labour force market

Multitype job shadowing under  
the circumstances of the open  
labour force market

Testing many work / job types  
under protected circumstances

# Competence oriented education development and our individual labour force market programmes that prepare for employment



Complex – an individual career plan and the operation of programmes that assist employment, which supports the individual preparation of students requiring special education at specialized and extra specialized secondary schools for employment as well as the implementation of the competence based education system. It further enhances the establishment of active cooperation between players interested in the education and training of the target groups and in their employment.

The objective of the programmes is to convince the participants of the institution to get employed and to remain employed instead of obtaining the final certificate only.





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Its particular feature is that, in harmony with other developments at schools and through the utilization of their effects, it generates organizational changes within the institution by activating and involving the players (teachers, educators, the institutional frame, parents, other partners) by connecting the specialized educational activity with the information of the employers and real employment best practices.



The institutional development, institutional frame, and intrainstitutional cooperation routine evolves in the course of the cooperation that propels the educators to apply and develop new methods and devices that enhance the learning environment and development process and to introduce them to and exchange them with other institutions that participate in such cooperation.

As regards its theory and priorities, this programme builds upon up-to-date and real demands; it intensifies the participants' whole activity and it also focuses on the development of the (students' and educational) competences that are required at the workplaces.





As regards the institution, a serious challenge and task has arisen: the training assortment has been upgraded in order to incorporate up-to-date competences required for employment into the training courses, and we have been operating a continuously maintained and increasingly expanding pool of contacts in order to gain relevant information in concern to the labour force demands of the region and their changes and to harmonize our training assortment with such factors.







In order to do so, the developments for the support of employment completed at the institution have not been pertained only to the final grades, but they have become an integral part of the training and educational procedure directly from the point of enrolment onwards. In addition to the acquired pool of knowledge, the fundamental labour force market knowledge as well as the employees' and performance competences are also provided with the students.

A development scheme that derives from the students and their requirements is offered in the course of the programmes, which development, nevertheless, affects the entire institution by concerning the operation of the entire school. A quality development system that has a student oriented approach is built in the course of the programme, which system enhances the integration and inclusion of students requiring specialized education into the labour force market in a way that it enables the development of competences that can be utilized on the labour force market.



## A few general properties of the traditional program

## A few general properties of the labour force market programme

Content based

Competence based

General objectives

Its objectives are specific

Teaching and educator  
oriented

Learning and student  
oriented

Theory oriented

Practice oriented

Prepared for team level  
progress

Prepared for individual level  
progress

Plans for chronological  
periods

Builds on performance

Its assessment is generally  
focused

Its assessment is  
performance focused

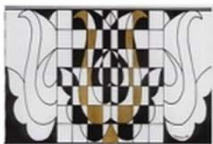
# New elements



- Individual learning:
  - IPP /Individual Progress Plan/
  - Career follow-up:
    - EÁT /Individual Integration Plan /
- Team operation
- Career building
- Student support
- Cooperation with the
  - coach and the mentor
  - Mentor – two teachers system
  - Optimal expectations
  - Incorporating know-how techniques (by proficiency and experiencing)
  - School service



# The operation of the school service (THE DUTCH ADAPTATION)



In order for the students to learn more about the world of work, they can try to perform work in reality: environmental protection (selective waste collection), office duties, kitchen assistance, cleaning, and maintenance duties, etc. that will help them be introduced to the life of the school staff and acquire practical experiences.

Four students in each class are to perform duties in shifts in a real workplace environment biweekly according to a previously set plan within the framework of practical education.



# Results



What has changed:

- Syllabus content
- The role of the teachers
- The concept of the teachers toward the learning process
- The methods
- The educational and training culture
- The viewpoint
- The will to learn, to learn, and knowledge
- The learning environment
- The learning period – project activities – portfolio system
- The correction quality





# "Bridge to the world of real work and jobs"



- The integration into work performance and the preparation for working is conscious
- The employers' demands determine the foundation of the preparation procedure
- The preparation for work is based on the employers' real demands (local, regional, national)
- "Responsibility for own destiny and learning,,
- The improvement of the competence to get adapted to the changes (LLL, future prospect)
- The active operation of the internal and external net of contacts
- The key character of the programme is the educator that is open-minded, active and has a complex viewpoint

