



VOCATIONAL TRAINING FOR ADHD LEARNERS
COMPENDIUM OF GOOD PRACTICES
ANNEX 2 – FULL CASE REPORT

Q4ADHD - Quality Assurance in VET for learners with ADHD

Sofia University "St. Kliment Ohridski"
National Association of Resource Teachers, BG
Finance & Banking, Organisational & HR Development Association
IT* International Telematic University UNINETTUNO, IT
FORO Technico de Formacion, ES
Stiftelsen Kursverksamheten vid U-auniversitet, SE
Science for You, GR
Dimitra Education & Consulting S.A., GR

<http://qa-adhd.uni-sofia.bg/>

<http://tools4adhd.eu/>

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Programme Description

After graduation, a person have the skills to work as a gardener and has a developed broad knowledge of sustainable green environment. During training, students perform tasks in Gunnebo green environments. In addition, there are two training LIA periods when a person works in real-life situations in such workplaces as houses, cemeteries, display gardens, city gardens, city parks, nurseries, rehab gardens, nature reserves or management companies. The program provides individualized support to students with disabilities.

After the training, a person can work as:

Gardener

Specialization: health, culture and environment

Specialization: green rehabilitation

Specialization: Conservation

Specialization: historical settings

Specialization: urban gardening

After graduation, a person has an ability to deal with the issues and tasks he (she) faces in the role of gardener. A person has advanced knowledge of management, planting, cultivation and surrounding nature, with particular focus on the main customs of green environment, ecology and sustainability.

Labour market

There are two clear trends in the gardening industry. One is a shift towards experiential and usual customs of green environments and a greater awareness of the need for ecological sustainability. The industry is largely based on seasonal employment, but the competitive skills that you receive gives you a good opportunity to work even during the winter months - such as the environment host, consultant or innovative entrepreneur.

Requirements

In addition to basic eligibility for VET following specific knowledge is required:

Passed / E in the courses Soil and plant biology, Caring for outdoor environments, Plant Knowledge 1, Plant Knowledge 2 or equivalent education / knowledge;

Or:

Equivalent education / knowledge, such Preparation Course from GRvux and 24 months of general work experience of at least part time;

Or:

24 months work experience of at least half time in the industry and pass knowledge and skills tests (with validation);

Or:

Higher education related to the environment (e.g. biologists, environmental scientists, agronomists, archaeologists, landscape architect) or equivalent and pass knowledge and skills tests (with validation). 24 months of general work experience for at least halftime.

GENERAL INFORMATION		
VET Provider	<i>Folkuniversitetet, Kursverksamheten vid Göteborgs universitet</i>	
VET provider Website	http://folkuniversitetet.se	
Country(ies) of programme coverage	<i>Sweden</i>	
Professional Field	<i>Gardener</i>	
Accreditations	<i>If the VET program description include its accreditation at Regional/National level; Professional association level</i>	EQAVET I1
Duration of the program	<i>N/A. 24 weeks of Learning-at-workplace</i>	
Programme launch Year	<i>N/A</i>	
N. of editions since the launch	<i>N/A</i>	EQAVET I3
N. of participants per edition /	<i>25</i>	EQAVET I3
Last edition	<i>2016</i>	
% Male and Female	<i>65% female, 35% male</i>	EQAVET I8
ADHD % (average)	<i>5%</i>	EQAVET I8
ADHD students (total of all editions)	<i>N/A</i>	
% of Students with other specific learning needs (average) total of all editions	<i>7-8%</i>	EQAVET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations			X	X		
	SMEs			X	X		
	Large Enterprises						
	Trade Unions						
	Other, please specify						

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students			X ¹			

Professional Qualification or diploma	Yes
Reference to EQF/NQF Level	EQF – 5, SeQF – 5
Programme content (brief description)	<p>Urban farming 20 points</p> <p>The course will provide students with knowledge on how urban agriculture projects managed and developed for various activities and users, for example, school gardens, neighborhoods and culture trout farming. Course also deals with planning and implementation of urban farming techniques adapted to global climate challenges with a focus on food security and sustainable urban development. The course</p>

¹ The ADHD association provides expertise.

includes 50% practice in existing urban farming projects. The internship includes the task of helping to plan, manage and implement a smaller project tailored to business goals and users.

Master thesis 25 points

Course gives the student an opportunity to demonstrate acquired knowledge and experiences during all the training through writing reports or equivalent tasks. The student will work independently with a customer basis, current circumstances and will be able to present their project orally and in writing.

Functional plant material 20 points

Course will give students in-depth knowledge of functional plant material (annuals, biennial plant, perennials, ligneous and bulbs) suitable for park and garden based site preferences, aesthetics, maintenance level, hardiness, economy and planting potential.

Entrepreneurship and entrepreneurial approach 20 points

The course presents self-employment and its aspects as an alternative to employment after graduation. Course also covers creativity, idea and method in relation to the entrepreneurial process. After completing the course students will acquire basic knowledge of entrepreneurial skills and have knowledge of the practical details at the start of their own business. The student will also be able to reflect the entrepreneurial approach.

Perception of green space 20 points

Course will give students skills of space measurement and site analysis, drafting and design technology, color and shape teaching and learning materials. The course also provides knowledge about the design of green areas based on customer / user preference and needs. The course also includes project planning and cost estimates and the development of a management plan.

Horticulture and park management 55 points

The course will provide advanced knowledge and skills in crop-growing and maintenance of park areas with sustainability and with a base of traditional craftsmanship and ecological and ergonomic methods.

Leadership 20 points

The course will provide basic knowledge about leadership and group dynamics, project and process management as well as on how small projects can be financed and applied. Furthermore, the course will provide knowledge on how to supervise a team. Students will learn to plan, implement and evaluate activities in public parks and gardens.

LIA 1 60 points

The student under the supervision will take care of green areas according to each environment's specific conditions. The student reflects on how the environment is used, who the users are and give suggestions for further tend adaptation.

LIA 2 20 points

The student will independently manage the green environments based on each environment's specific conditions. Students design a management / activity plan which takes into account the environment users. Students will work in a historic cultural environment, health environment, urban farming environment, environmental conservation and management environment: municipality, housing companies or cemetery.

Nature conservation, cultural heritage and human 35 points

The course will provide students with knowledge and skills to independently take stock and evaluate green environments, natural and cultural values. Based on their observations, students should be able to plan, control and execute practical management measures that clarify historical identity, promotes biodiversity and develop people's opportunities for recreation and experiences. Students will be able to adapt measures of different types for green environments and of different conditions.

Trees and tree care 30 points

The course will provide knowledge about the trees' role in biodiversity and historic landscape. The course will also give students the tools from an ecological perspective to plan, prioritize, execute and control the management of tree environments. The course includes training with chainsaw certificate.

Gardening for Health and Development 30 points

The course will provide knowledge of garden therapy history, nature-assisted theory and practice and basic knowledge of care related to

	<p>health and quality of life. Students learn to assess and plan the cultivation of activities for outdoor environments for different target groups on health, development and well-being. Students will be able to analyze a green environment based on different groups' needs and be able to plan and conduct appropriate activities in different ways to take advantage of a green environment from a user and business perspective adapted.</p> <p>History of Garden Art 5 points</p> <p>Course puts history of gardens in a chronological context. Factors that influenced the development of the garden art over time are illustrated and analyzed. Students should be able to derive plant material, form elements and design of a garden or park regarding a historical epoch.</p>
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TRAINING PROVISION

TEACHING STAFF

VET Provider training of trainers	<i>Regional Healthcare Council developed methodologies for training educational staff. Municipalities provide trainers to actually train the teachers.</i>	
Trainers' professional level in the specific professional field <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one senior expert (10+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one mid-senior expert (5+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one middle-manager or director managing a business unit (or enterprise) working in the specific field</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in other Vocational training programs;</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in corporate training programs;</i> 	EQAVET I2
Trainers' teaching skills	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one certified trainer (certification from training organization)²;</i> 	

² All the trainers are from business sector and they receive a short pedagogical training. Teachers in theoretical subjects must have pedagogical certificates, issued by the Ministry of Education.

<i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • Teaching staff includes at least one trainer is certified or attended a continuous learning program about training of trainers, teaching to train, teaching and learning processes; • Teaching staff includes at least one trainer with specific pedagogic knowledge (i.e.: degree in pedagogy or psychology, post-diploma, master courses or short learning programs in educational sciences, etc.) 	
<p>Trainers' expertise in delivering education programs to ADHD students</p> <p><i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • Teaching staff includes at least one trainer certified for ADHD students training; • Teaching staff includes at least one psychologist for dealing with ADHD students • Teaching staff include trainers who already delivered VET programs for ADHD students 	

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture	<p>Create structure, and help the child to distinguish each subject, teachers and classrooms.</p> <p>Helping the child to come to class on time and with the right school supplies.</p>	
Training program and specific adaptation for ADHD students	<p>There is a national program on adaptation for ADHD students:</p> <ol style="list-style-type: none"> 1. How to prepare for the rehabilitation 2. How to adapt pedagogical approach 3. How to enhance students' social skills and competences 4. How to manage students' behavior in the classroom 	
Teaching Support tools	<ul style="list-style-type: none"> • Giving the child a regular schedule where the lesson patterns, facilities and teachers as far as it can not be changed. • To make a simple chart with different color codes to help the student to distinguish between classes, facilities and breaks. 	

	<ul style="list-style-type: none"> • <i>Using color coding to highlight different parts of the school curriculum, such as classrooms, subjects and teachers.</i> • <i>To ensure that the student has a clock that can facilitate and increase awareness of the importance of sticking to the schedule.</i> • <i>Ensuring that procedures and schedule training program to showcase what is expected</i> 	
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LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	Methodology: testing, practical tasks, group discussions.	
Specific approach for evaluation of ADHD learners	<p><i>The following evaluation tools are efficient in working with students with ADHD:</i></p> <ul style="list-style-type: none"> • <i>Tests done by everyone in the class.</i> • <i>Completing homework.</i> • <i>More informal confirmation of the positive behavior that facilitates daily learning, for example, be focused.</i> • <i>Quantitative monitoring of progress using an agreed development plan</i> 	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>N/A, close to that of other students</i>	EQAVET I3
Completion rate for ADHD students	<i>Varies, a little less than for the other students (around 5%).</i>	EQAVET I4
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked down	<i>75%-80%</i>	EQAVET I7
VET provider implements placement strategies for ADHD?	<i>Yes. Special working places are specifically reserved for such students.</i>	EQAVET I5
Placement rate (%)	<i>100%</i>	EQAVET I5

VET provider implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>Yes</i>	EQAVET 16
Personal testimonies of ADHD students	<i>N/A</i>	

Programme Description

Graphic designer / communications production is a further development of the previous successful training of Visual communication. The program includes 76 weeks of which 18 weeks are LIA (Learning at work). Through the collaboration with Campus Nyköping Learning Partner can now offer the opportunity for students with special needs.

The training course is open to all who is looking for it. If the number of eligible applicants exceeds the number of places for the training a choice to be made among all qualified applicants.

Working as a graphic designer, communications producer or web administrator after this education is in demand in the business world. The training will enable a person to understand and make use of the methods available for the publication of advertising, both digitally and in print.

18 weeks of training time is LIA (learning at work), which gives the opportunity to put theoretical knowledge into practical performance in a specific company and provides good opportunities for employment after graduation.

After the training, you should have knowledge of:

- usability, UX and usability concept
- the agile method's principles and basic definitions;
- typography and readability and graphic design principles in different printing and publication methods;
- image editing for print and web;
- a printed format and scope, paper and materials, as well as pre- and post-processing methods;
- how to build a web page with HTML and CSS;
- measurement of media, contact quality, commitment, conversion and ROI (return on investment);
- development including user patterns (interaction patterns);
- sketch, visual presentations and graphic mock-up;
- CMS tool WordPress;
- sales call parts and needs analysis;
- basic legal issues that affect a producer's communications work;
- contractual negotiations with consumer or company;
- copyright and freedom of the press law;
- The training is a qualified professional education Higher VET.

Requirements:

Applicants must have specific eligibility with at least a passing or grade 3 in Swedish language or Swedish as a second language, courses A and B.

Anyone who does not have the corresponding transcript may do a special test in Swedish for determining eligibility.

GENERAL INFORMATION		
VET Provider	<i>Learning Partner</i>	
VET provider Website	http://www.learningpartner.se/index.html	
Country(ies) of programme coverage	<i>Nyköping, Sweden</i>	
Professional Field	<i>Graphic designer, communications producer or web administrator</i>	
Accreditations	<i>Swedish National Agency for Vocational Education</i>	EQAVET I1
Duration of the program	<i>76 weeks</i>	
Programme launch Year	<i>N/A</i>	
N. of editions since the launch	<i>N/A</i>	EQAVET I3
N. of participants per edition	<i>25</i>	EQAVET I3
Last edition	<i>2016</i>	
% Male and Female	<i>60% male, 40% female</i>	EQAVET I8
ADHD % (average)	<i>4-6%</i>	EQAVET I8
ADHD students (total of all editions)	<i>N/A</i>	
% of Students with other specific learning needs (average) total of all editions	<i>5-10%</i>	EQAVET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organisations			X	X		
	SMEs			X	X		
	Large Enterprises						
	Trade Unions						
	Other, please specify						

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students			X			

Professional Qualification or diploma	Yes	
Reference to EQF/NQF Level	<i>EQF – 5, SeQF - 5</i>	
Programme content (brief description)	Project management with agile elements	25 p
	Sales Technology and needs analysis	20 p
	Graphic design and concept design	50 p
	Leadership	10 p
	Marketing and communications knowledge	20 p
	Marketing and guidelines for publishing	15 p
	Medieval and channel strategy	10 p

	Personal communication	10 p
	Print Production	40 p
	Moving Image	20 p
	Storytelling and text production	30 p
	Web production	40 p
	Learning to work	90 p
	380 points	
	5 points is equivalent to a week of training, total 76 weeks of education	

TRAINING PROVISION

TEACHING STAFF

<p>VET Provider training of trainers</p>	<p><i>Special trainer, provided by municipalities. Training on educating students with special needs.</i></p>	
<p>Trainers' professional level in the specific professional field <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one senior expert (10+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one mid-senior expert (5+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one middle-manager or director managing a business unit (or enterprise) working in the specific field</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in other Vocational training programs;</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in corporate training programs;</i> 	<p>EQAVET I2</p>
<p>Trainers' teaching skills <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one certified trainer (certification from training organization);</i> • <i>Teaching staff includes at least one trainer is certified or attended a continuous learning program about training of trainers, teaching to train, teaching and learning processes;</i> • <i>Teaching staff includes at least one trainer with specific pedagogic knowledge (i.e.: degree in pedagogy or psychology, post-diploma, master courses or short learning programs in educational sciences, etc.)</i> 	
<p>Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer certified for ADHD students training;</i> • <i>Teaching staff includes at least one psychologist for dealing with ADHD students</i> • <i>Teaching staff include trainers who already delivered VET programs for ADHD students</i> 	

TRAINING PROVISION

<p>Delivery Model</p>	<p><i>Mixed (combination of in-class and distance)</i></p>	
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Building/Physical environment architecture	<i>Same as for other students, however, individual needs are always discussed.</i>	
Training program and specific adaptation for ADHD students	<p><i>The adaptation / training approach includes the following points:</i></p> <ul style="list-style-type: none"> ● Review the material all the time. Repetition can create structure. This increases the possibility that students who have attention problems, at least perceive the information once. ● Clarify and emphasize important information. Do the main points of the most interesting. ● Break up long lessons into shorter sections. Help preserve focus and attention. ● Look at the students when talking to them. Engaging a student in order to get back its interest in the lesson. ● Correct and return the written work as soon as possible. Students can learn more by immediate feedback. ● Use language and examples that the student can relate to. ● Encouraging questions. The more actively involved a student is, the better his/her attention is maintained. ● Use role play. Give life to learning. 	
Teaching Support tools	<i>Interactive blackboards, color coding, visual materials</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	N/A	
Specific approach for evaluation of ADHD learners	<i>The same testing system. The students with ADHD get more informal confirmations and positive feedbacks, especially in front of others. ADHD learners are provided with additional support, such as checklists and timetables.</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	95%-100%	EQAVET 13
Completion rate for ADHD students	8% less than other students	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked down	75-85%	EQAVET 17
VET provider implements placement strategies for ADHD?	Yes	EQAVET 15
Placement rate (%)	100%	EQAVET 15
VET provider implements surveys to analyze application of acquired skills and knowledge on the workplace?	Yes	EQAVET 16
Personal testimonies of ADHD students	N/A	

Programme Description

In this course a person will learn how to develop systems for Web and other platforms. As a software developer you work mostly in team and solve problems when new products and services in IT are created.

With this course of 2.5 years a person becomes a sharp programmer in .NET platform even if he (she) has never written any code. In simple words, it is the way into the programming profession for all those who want but do not have any prior knowledge. The training course also suits people who are already programming but want to sharpen their skills.

For more than 15 years, the institution has successfully driven training system development and this course is their absolute latest and most updated training. Among other things, they provide a course around the Internet of Things and how to program different types of gadgets.

The program is provided full-time and learners have classes three days a week at the premises in Liljeholmen, Stockholm.

During the training institution's network also contacts with developers and companies in the industry. Learners are out for practice one third of the training time and after their last internship they will probably be offered a permanent job.

Institution also cooperates with Cloud Nine, HiQ and Evry.

Through close collaboration with Iris Hadar, institution has also allocated resources for applicants with the need of special educational support in this program.

In this institution they want to teach a person what he (she) needs and that all students really get the chance to keep up with their own terms. Therefore, institution has a pedagogical approach based on problem-based learning and consists of such blocks:

Lectures & Reading

Teaching and lessons with the teachers, both theoretical and practical. Students are also given time for personal study and reading.

Technical tools

With the help of the learning portal, students always have access to the lessons and learning materials online.

Help & Tutorials

The goal of the institution is that everyone completes the program. Every student has personal responsibility for their studies, but teaching staff will do everything they can to support students.

Problem-based learning

Problem-based learning means that you are faced with real challenges and problems to solve. You will be motivated to learn new things all the time to find solutions to the problems. In many tasks

are you working in teams with other students, and you solve the case and problems together. It's a fun way to work as well as a realistic way of working, because you will be working just as a team with colleagues in your future work as a software developer.

Internship

The program has a clear focus on the professional role. Students have two internship periods with practical lessons 25 weeks in total.

The company has its own supervisor and gets real information and case solving in the workplace. The studies between practice sessions prepare students and teach them what they need to know to really get as much as possible and be able to contribute with real skills in the workplace.

This is an optimal opportunity to both learn quite a lot and make contacts for future job in the industry.

Requirements:

Minimum Pass, E or 3 of the following courses:

Mathematics 2a, 2b or 2c (Mathematics B)

English 5 (English A)

If the training gets more applicants than places applicants may need to make an entrance examination. In this case the test consists of three parts: logic, English and verbal tests.

GENERAL INFORMATION

VET Provider	<i>Lernia</i>	
VET provider Website	https://www.lernia.se/	
Country(ies) of programme coverage	<i>Sweden</i>	
Professional Field	<i>Programming. A software developer of WEB, .NET and other platforms.</i>	
Accreditations	<i>Accredited by National Agency for Higher Vocational Education</i>	EQAVET I1
Duration of the program	<i>2,5 years</i>	
Programme launch Year	<i>N/A</i>	
N. of editions since the launch	<i>N/A</i>	EQAVET I3
N. of participants per edition	<i>25</i>	EQAVET I3
Last edition	<i>August 2016</i>	
% Male and Female	<i>Approximately 60% of male, 40% of female</i>	EQAVET I8
ADHD % (average)	<i>25% (5 out of 20 last year)</i>	EQAVET I8
ADHD students (total of all editions)	<i>N/A</i>	
% of Students with other specific learning needs (average) total of all editions	<i>3-6%</i>	EQAVET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations				X	X	
SMEs				X	X		
Large Enterprises							
Trade Unions							
Other, please specify							

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Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students			X ³			

Professional Qualification or diploma	Yes
Reference to EQF/NQF Level	EQF – 5, SeQF - 5
Programme content (brief description)	<p>The content of education is governed by a management team consisting of companies from the industry, representatives of the students and from Lernia. Together they decide what content should be so that the program is always updated for the needs of the industry and leads to job. Preliminary content and structure is as follows:</p> <p>Introduction to web development</p> <p>The programme starts with a short course that introduces professional role, industry, systems and the educational concepts that would be used.</p> <p>Basic Programming</p> <p>As the education does not require prior knowledge of programming a five-week course in basic programming is included.</p> <p>Object Oriented Programming</p>

³ Swedish ADHD association is always available for expertise for students with ADHD, their parents and VET-providers

Object-oriented programming (OOP) is the foundation of all modern systems. Several weeks are spent with this issue.

Web Client Programming

Modern and advanced HTML, CSS and JavaScript.

Testing of applications

Working with test-driven development today is as important as being able to program. It is about building applications and systems that work and have as little bugs as possible.

Web Development with ASP.NET

Almost all systems and applications live one way or another through the web. Therefore, the course is focused on this, and more specifically on ASP.NET under a full course.

Real-Time Programming

Almost as opposed to web development course takes a look on real-time programming, which is closer to the hardware and machinery.

Introduction to the Internet of Things (IoT)

The course is it about the Internet of Things, IoT. Here a person will learn to program connected gadgets which are both more hardware-but also with a focus on network communications and sending data flows over the network.

User interface design

As a system, it is also good to keep track of how user interfaces should be designed. This course is with an extension so that a person can also make the important deliberations of the interface through the creation of better user experience.

System development with agile methods

Today almost all programmers work in projects controlled by agile methods. It has become something of a standard in the industry, and therefore, a person learn as Scrum as Agile project methodology.

Entrepreneurship

In the IT world, primarily as a software developer, it is easy to create your own products and services and monetize them. If a person wants to start his(her) own business after graduation, a programme has this little shorter course around being an entrepreneur and all that it entails.

Internship at the workplace

	<p>During a total of 25 weeks divided into two periods a person is out for business and uses the knowledge he (she) has gained and puts them into practice.</p> <p>Master thesis</p> <p>The program includes 10 weeks of master thesis where a person gets the chance to show what he (she) can do and build a project on their own.</p>
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TRAINING PROVISION

TEACHING STAFF		
VET Provider training of trainers	<i>Special trainers are provided by municipalities. These trainers train teachers to work with students with special needs. Furthermore, Regional Healthcare Council developed methodologies for training educational staff to work with students with special needs.</i>	
Trainers' professional level in the specific professional field <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one senior expert (10+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one mid-senior expert (5+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one middle-manager or director managing a business unit (or enterprise) working in the specific field</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in other Vocational training programs;</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in corporate training programs;</i> 	EQAVET I2
Trainers' teaching skills <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one certified trainer (certification from training organization);</i> • <i>Teaching staff includes at least one trainer is certified or attended a continuous learning program about training of trainers, teaching to train, teaching and learning processes;</i> 	

	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer with specific pedagogic knowledge (i.e.: degree in pedagogy or psychology, post-diploma, master courses or short learning programs in educational sciences, etc.)⁴</i> 	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer certified for ADHD students training;</i> • <i>Teaching staff includes at least one psychologist for dealing with ADHD students</i> • <i>Teaching staff include trainers who already delivered VET programs for ADHD students</i> 	

TRAINING PROVISION

Delivery Model	<i>In-class training, and blended (in-class + distance)</i>	
Building/Physical environment architecture	<i>N/A</i>	
Training program and specific adaptation for ADHD students	<p><i>The teaching staff includes a special pedagogue (who studied 3 years more).</i></p> <p><i>The training program and adaptation includes:</i></p> <ul style="list-style-type: none"> - <i>Individual program</i> - <i>Individual meeting every week for 2 hours (helping to start studying, continue studying)</i> - <i>Teachers help more to the students with ADHD</i> - <i>The students get 50% more time</i> 	
Teaching Support tools	<i>Using color coding in the material or on the board, emphasizing key points and reinforcing visual learning.</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	<i>Tests and assignments</i>	
Specific approach for evaluation of ADHD learners	<i>Same evaluation method as for students without ADHD, but extra support is given</i>	

⁴ All the trainers are from business sector and they receive a short pedagogical training. Teachers in theoretical subjects must have pedagogical certificates, issued by the Ministry of Education.

IMPACT AND RESULTS		
Participation rate of ADHD students during the programme	<i>The same as for students without ADHD</i>	EQAVET I3
Completion rate for ADHD students	<i>6-10% less than for the students without ADHD</i>	EQAVET I4
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked down	<i>Approximately 80%</i>	EQAVET I7
VET provider implements placement strategies for ADHD?	<i>Yes</i>	EQAVET I5
Placement rate (%)	<i>100%</i>	EQAVET I5
VET provider implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>Yes</i>	EQAVET I6
Personal testimonies of ADHD students	<i>N/A</i>	

Programme Description

A person gets advanced knowledge in accounting, business law and tax law as well as related fields such as business, payroll and financials. Students learn to deal with and understand the business system Visma SPCS. In addition to the theoretical knowledge in economics, a person also gets practical experience in accounting and administration.

After training a person will be able to perform independent current accounting, costing and budgeting, as well as tax returns for businesses. The financial statements and annual reports will be natural graduates.

LIA - Learning at work

During a total of 22 weeks the studies are located at a workplace on the so-called Learning in work, LIA. During LIA a person gets the supervision and further develops the skills in a real environment and emergency situations.

The program gives a person the chance to work as an accountant, bookkeeper, business economist, accountant and auditor assistant. Students get good opportunities to develop their professional role. Today there is a clear shortage of people with the right skills, in both private and public sectors.

Training meets the first step in the theoretical requirements before an authorization under the FAR and SRF. In order to obtain authorization and achieve the title of certified accountant five years of practical experience in an accounting firm and more theoretical knowledge are needed.

Classes are smaller than normal classes on a higher professional education, with a maximum of 25 students. Teaching is conducted in the rooms adapted for people with any type of disability. Moreover, a person can get an individual study, additional teacher support and custom knowledge tests.

Extended support may apply to a person who has mental, neuro-psychiatric or physical disabilities, or to someone who for other reasons need more support in their studies. Anyone, even people without a disability, can also apply for these courses.

The training meets the same criteria as any higher vocational education which means that there is a demand for accountants in the labour market and the labour involved in the application and education.

Partners from labour market:

Euroform, Resema, Tranås kommun, Attends, Ekonomibyårån, baks & co, Mjölby kommun, Holavedsgymnasiet, KPMG, PwC, OEM, Cheap Monday.

GENERAL INFORMATION		
VET Provider	<i>TUC (Tranås Utbildningscentrum)</i>	
VET provider Website	http://www.tucsweden.se/	
Country(ies) of programme coverage	<i>Sweden</i>	
Professional Field	<i>accountant, bookkeeper, business economist, accountant and auditor assistant</i>	
Accreditations	<i>Swedish National agency for Vocational education</i>	EQAVET I1
Duration of the program	<i>85 weeks</i>	
Programme launch Year	<i>N/A</i>	
N. of editions since the launch	<i>N/A</i>	EQAVET I3
N. of participants per edition /	<i>25</i>	EQAVET I3
Last edition	<i>2016</i>	
% Male and Female	<i>N/A</i>	EQAVET I8
ADHD % (average)	<i>Different each year, from 0% to 10%</i>	EQAVET I8
ADHD students (total of all editions)	<i>N/A</i>	
% of Students with other specific learning needs (average) total of all editions	<i>From 0% to 40%</i>	EQAVET I8

PROGRAMME DESIGN							
Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations			X	X		
	SMEs			X	X		
	Large Enterprises						
	Trade Unions						
	Other, please specify						

		1	2	3	4	5	6
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		(no evidence of participation in the design or delivery of the program)	(mentioned in the program description)	(promotes and supports the program)	(in the technical committee of the VET program)	(acts as tutors / mentors in the program delivery)	(not applicable)
Other Relevant Stakeholders:	ADHD students		X				
	ADHD students' parents associations	X					
	Associations working with ADHD students	X					

Professional Qualification or diploma	Yes
Reference to EQF/NQF Level	<i>EQF – 5, SeQF – 5</i>
Programme content (brief description)	<p>Business systems and Accounting, 40 points</p> <p>The course provides students with practical skills in using business systems and to increase students' understanding of the business system structure and their role in organizational management, basic knowledge of accounting with a focus on external accounting. After completing the course students will receive theoretical and practical knowledge in the use of the business system Visma SPCS Administration.</p> <p>Tax Law, 50 points</p> <p>The course provides students with the knowledge of the subject of taxation. Furthermore, students should be able to suggest potential tax allocations in the financial statements. After completing the course, students should also have an understanding of how to apply legal information.</p> <p>English for economists, 10 points</p> <p>The course will give students the knowledge of how economic terms are called in English. After the course students should be able to deal with economic English, both written and oral.</p> <p>Master Thesis, 10 points</p> <p>After completing the course, students should have opportunities based on knowledge, skills and competencies they have acquired during the training to complete a master thesis with theoretical and practical roots as well as analyzing and questioning approach. In cooperation with the LIA workplace a student will explore a topic more deeply with a link to the completed courses. The task / substance should be tested and determined</p>

in consultation with the supervisor at the LIA company and approved by the instructor.

Financing and calculating, 20 points

The course will provide students with an understanding of financial control instruments, methods and tools used to control the company and plan activities. After the course students should be able to collect, organize and process the data, to create calculations and budgets.

Business economy, 20 points

The course provides students with knowledge in the field of business economy. The students should have knowledge of different types of business, business concepts and the relationship between its various parts. Furthermore, students should have an understanding of business economy role in society and overall economy, the knowledge of company taxes and fees, income and expenses, and the balance sheet and profit. Marketing plans and marketing, together with the company's mission and brand insight into a company's strategy.

Commercial Law, 50 points

The course will provide knowledge of the rules and laws governing financial transactions and their effects. Students should be able to interpret and establish agreements and propose solutions to legal problems, especially in matters of employment. They should be able to apply key legal concepts of civil law, primarily relating to property law. Furthermore, students should be able to analyze and draw up legal documents that can occur in business, and to critically reflect on legal positions regarding the application of the relevant rules in the fields the course. After completing the course, they should be able to use basic knowledge and demonstrate an understanding of the various sources of law and their application in the context of the law which the course covers. They should be able to identify and resolve less complex concrete legal issues in the area, as well as reflect on the selected / elected solutions plausibility and consistency.

Management Accounting, 20 points

The course will give students additional knowledge in accounting with a focus on management accounting.

Communication, 10 points

The course will develop and strengthen students' social skills and provide understanding and insight into the importance of communication with a focus on the future professional role. The course will also provide greater knowledge and understanding of the importance of communication by the students get to practice and develop their ability to describe, analyze and reflect in both speech and writing.

Concern accounting, 10 points

The course will give students general knowledge about the meaning of a concern, concern accounting and various concern concepts. The students will also get an insight into what it means to practically be part of a concern.

LIA (Learning at work) 1, 25 points

After the LIA student will have knowledge of the industry and knowledge of the professional roles available at the LIA company. Student will also learn about the work environment and the various professional roles existing in the accounting industry. Students should be able to reconnect to the previously acquired knowledge, both theoretical and practical, and independently conduct occurring duties at the LIA company.

LIA (Learning at work) 2, 40 points

After the LIA students should have a thorough theoretical and practical knowledge in the accounting field. Student will be able to independently perform the appropriate tasks on the LIA company, associated with the courses.

LIA (Learning at work) 3, 45 points

After the course students will increase practical skills and be able to independently perform the appropriate tasks in the accounting field. Students, together with the company explore a topic more deeply with a clear link to the completed courses. The study is presented in a thesis. The substance to be investigated in consultation with the supervisor at the LIA company and approved by the instructor / training coordinator.

Salary administration, 20 points

The course will give students knowledge in the salary field, which rules and laws should be applied, and how to practically perform salary calculations.

Practical financial management, 20 points

The course will give students the ability to analyze and summarize decisions and assess the economic impact different decisions might have. Student should be able to handle situations associated with economic decision making.

Accounting, 35 points

The course will give students theoretical and practical knowledge in the accounting.

TRAINING PROVISION

TEACHING STAFF

<p>VET Provider training of trainers</p>	<p><i>Trainings for educating students with special needs, including ADHD.</i></p>	
<p>Trainers' professional level in the specific professional field <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one senior expert (10+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one mid-senior expert (5+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one middle-manager or director managing a business unit (or enterprise) working in the specific field</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in other Vocational training programs;</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in corporate training programs;</i> 	<p>EQAVET 12</p>
<p>Trainers' teaching skills <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one certified trainer (certification from training organization);</i> • <i>Teaching staff includes at least one trainer is certified or attended a continuous learning program about training of trainers, teaching to train, teaching and learning processes;</i> • <i>Teaching staff includes at least one trainer with specific pedagogic knowledge (i.e.: degree in pedagogy or psychology, post-diploma, master courses or short learning programs in educational sciences, etc.)</i> 	
<p>Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer certified for ADHD students training;</i> • <i>Teaching staff includes at least one psychologist for dealing with ADHD students</i> • <i>Teaching staff include trainers who already delivered VET programs for ADHD students</i> 	

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture	<i>Smaller classes (25 instead of 35 students).</i>	
Training program and specific adaptation for ADHD students	<p><i>The main teaching approach is individual approach to each student with special needs.</i></p> <p><i>Individual study plan is developed together for each of such students, taking in account what will be best for him or her.</i></p> <p><i>The approach includes special teaching and examinations, individual after class sessions, more time to finish tasks, any other help required, up to reading to students. If a student emigrated from another country and has problems with Swedish language, (s)he also gets additional help.</i></p>	
Teaching Support tools	<i>N/A</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	<i>Criteria not available. Knowledge is assessed through tests, assignments, and group discussions.</i>	
Specific approach for evaluation of ADHD learners	<i>ADHD learners are evaluation with the same test as everybody, but in accordance to their individual plan</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>Same as for the students without ADHD, thanks to the extra support from the school</i>	EQAVET 13
Completion rate for ADHD students	<i>The program completion percentage for ADHD students participants is 8% less compared to the total number of students enrolled</i>	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked down	<i>Employment rate for ADHD students is approximately 80%, while for students without ADHD this number is approximately 85%. 13% of all employed in Sweden have ADHD or related disorder. There are special working places for those, whose disability is complicated (5% of all work places).</i>	EQAVET 17
VET provider implements placement strategies for ADHD?	<i>Yes, obliged by law.</i>	EQAVET 15
Placement rate (%)	<i>100%</i>	EQAVET 15
VET provider implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>Yes</i>	EQAVET 16
Personal testimonies of ADHD students	<i>N/A</i>	

Programme Description

Electrical engineers are essential in the society and many more will be needed in the coming years. The need for electrical engineers in the areas of integrated systems, industry, construction and infrastructure is huge.

The training is divided into three parts: the electrical design, automation and electrical machines. A person will learn how to create drawings and technical documents for electrical installations, but also project management and writing technical reports. Plus, a person gets skills for "General jurisdiction" of the Electrical Safety Authority.

During the LIA period you can choose your own direction.

The management group for the electrical engineer training are such companies:

Imtech, Cowi, Öresundskraft AB, SWECO Systems, Emil Lundgren, Coor Service Manga Communal, EIO and Skanska.

After the training:

There is a great shortage of engineers in Sweden, and they are needed twice as many as they are trained. There is a bright future predicted in the labour market for electrical engineers in the coming years.

Requirements:

Final grades from high school or equivalent (basic eligibility varies depending on when you completed your education), with at least 90% passing grade. Your rating of 2500 points will cover 2250 points and will be approved.

General admission can be shown by scanning your original ratings e.g. high school, adult education or college and enclosing it with your application. It is also possible to take clear photos of the original score and upload them. It is very important that you check that it is possible to read everything. Excerpts from the rating databases will not be accepted to prove your eligibility.

If you lack basic qualifications you can show that you have the appropriate experience e.g. working experience. This shall be supported by employer's certificate for example.

Selection is made basing on special test. The applicant have to do three tests in mathematics, Swedish and English in addition to an interview. The aim is to assess the basic conditions needed to be able to benefit from the program. The tests and the interview are scored and then an overall assessment of all four elements is made. The tests can be individually adjusted according to the needs of the applicants.

GENERAL INFORMATION		
VET Provider	<i>Yrkeshögskolan i Helsingborg</i>	
VET provider Website	http://yh.helsingborg.se/	
Country(ies) of programme coverage	<i>Helsingborg, Sweden</i>	
Professional Field	<i>electrical engineer, electrical technician, electrical planner, calculator, electrical designer, automation engineer or project manager in the energy and electric installation or industrial companies.</i>	
Accreditations	<i>Swedish National agency for Vocational education</i>	EQAVET I1
Duration of the program	<i>2 years</i>	
Programme launch Year	<i>The year in which the first edition of the VET program was provided</i>	
N. of editions since the launch	<i>N/A</i>	EQAVET I3
N. of participants per edition	<i>25</i>	EQAVET I3
Last edition	<i>15th August 2016</i>	
% Male and Female	<i>70% male, 30 %female</i>	EQAVET I8
ADHD % (average)	<i>2-3 students</i>	EQAVET I8
ADHD students (total of all editions)	<i>N/A</i>	
% of Students with other specific learning needs (average) total of all editions	<i>N/A</i>	EQAVET I8

PROGRAMME DESIGN								
Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19	
	Employer organizations			X	X			
	SMEs			X	X			
	Large Enterprises							
	Trade Unions							
	Other, please specify							

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students			X	X	X	

Professional Qualification or diploma	Yes
Reference to EQF/NQF Level	EQF – 5, SeQF – 5
Programme content (brief description)	<p>Semester 1</p> <p>Electrical calculating</p> <p>Electric power systems and electrical safety</p> <p>Electrical engineering mathematics</p> <p>Mathematics and electricity</p> <p>Semester 2</p> <p>Electrical design and construction</p> <p>LIA1 (Learning at work)</p> <p>Semester 3</p> <p>Automation Engineering</p> <p>Project management and communication</p> <p>LIA2</p> <p>Semester 4</p> <p>Electric power, electrical machinery and traction</p> <p>LIA3</p> <p>Master thesis</p>

TRAINING PROVISION

TEACHING STAFF

<p>VET Provider training of trainers</p>	<p><i>A special education teacher is in staff or hired externally from the association working with ADHD</i></p>	
<p>Trainers' professional level in the specific professional field <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one senior expert (10+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one mid-senior expert (5+ years of experience) in the professional field</i> • <i>Teaching staff includes at least one middle-manager or director managing a business unit (or enterprise) working in the specific field</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in other Vocational training programs;</i> • <i>Teaching staff includes at least one trainer who already delivered training about this specific field in corporate training programs;</i> 	<p>EQAVET 12</p>
<p>Trainers' teaching skills <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one certified trainer (certification from training organization);</i> • <i>Teaching staff includes at least one trainer is certified or attended a continuous learning program about training of trainers, teaching to train, teaching and learning processes;</i> • <i>Teaching staff includes at least one trainer with specific pedagogic knowledge (i.e.: degree in pedagogy or psychology, post-diploma, master courses or short learning programs in educational sciences, etc.)</i> 	
<p>Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i></p>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer certified for ADHD students training;</i> • <i>Teaching staff includes at least one psychologist for dealing with ADHD students</i> • <i>Teaching staff include trainers who already delivered VET programs for ADHD students</i> 	

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture	<i>The classes are smaller than normal, with a maximum of 25 students per class. In addition, the premises where the education is accessible to people with disabilities of any kind</i>	
Training program and specific adaptation for ADHD students	<p><i>There is a team in the school, ensuring the implementation of The Social Services Act. According to this Act, schools are obliged to provide everyone the possibility to study.</i></p> <p><i>When it comes to students with disabilities, including ADHD, there is a special education teacher (“specialpedagog”), who works with them.</i></p> <p><i>The approach to ADHD students consists in the following measures:</i></p> <ul style="list-style-type: none"> - <i>Extended study time</i> - <i>Individual meetings with profound effect</i> - <i>Constant advising students</i> - <i>Evaluating students’ strengths and weaknesses (through a test)</i> 	
Teaching Support tools	<i>N/A</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	N/A	
Specific approach for evaluation of ADHD learners	<i>Students are given extra time, custom evaluation tests.</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>Not tracked by the school</i>	EQAVET 13
Completion rate for ADHD students	<i>N/A, but lower than regular students</i>	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked down	<i>For programme graduates in general – 90%, not tracked specifically for ADHD students.</i>	EQAVET 17
VET provider implements placement strategies for ADHD?	<i>VET provider provides internships equally to all of the students (including the ones with ADHD)</i>	EQAVET 15
Placement rate (%)	<i>100%</i>	EQAVET 15
VET provider implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>Yes. VET provider also gets the feedback from the employers (for all students, including the ones with ADHD).</i>	EQAVET 16
Personal testimonies of ADHD students	<i>N/A</i>	

Programme Description

The professional school for clothing is an official vocational school that offers skills and knowledge in the area of fashion, clothing, design etc.

GENERAL INFORMATION

VET Institution	<i>Professional/vocational secondary school for clothing "Elisaveta Bagryana" – Byala Slatina town</i>	
VET Institution Website	https://pgoelbag.alle.bg/	
Educational Field	Fashion, clothing and design	
Accreditations	NA	EQAVET I1
Duration of the program	2 years	
How long your institution is implementing specific programmes / strategies for ADHD students	No data	
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	4	EQAVET I3
% Male and Female	No data	EQAVET I8
ADHD %	1%	EQAVET I8
% of Students with other specific learning needs (average) total of all editions	No data	EQAVET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify	X					

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students	X					

Professional Qualification / Diploma	High school Diploma
Reference to EQF/NQF Level	EQF 4/ NQF 4
Specific Programme content / strategy (brief description)	

TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers		
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<p><i>There are two special educators (resource teachers) entitled to offer basic and specific support to any students with special educational needs, incl. those with ADHD. They are professionals in the field of special education.</i></p> <p><i>There's also a psychologists who works with the students.</i></p>	

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture		
Training program and specific adaptation for ADHD students	Individual Educational Plan	
Teaching Support tools		

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology		
Specific approach for evaluation of ADHD learners	<i>No data</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>No data</i>	EQAVET 13
Completion rate for ADHD students	<i>No data</i>	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	<i>No data</i>	EQAVET 17
Does the VET Institute implement placement strategies for ADHD?	<i>No data</i>	EQAVET 15
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>No data</i>	EQAVET 16
Personal testimonies of ADHD students	<i>Comments / summaries of available interviews with ADHD students who attended the program; references. If any</i>	

GENERAL INFORMATION

The Enaip (ACLI - National Vocational Education Authority) is an entity of education and vocational training, born in 1951 and rooted throughout the country. It is based in 210 offices located in various regions, and its overall objective is to promote orientation and integration into the labor market through a high-quality education system through a person-centered approach, enhancing and supporting human, civil and professional expertise, in close relationship with labor policies and local development. It with strongly emphasizes the role of the Regions and local authorities. In particular, the aims that Enaip Veneto aims to achieve with its activities, are as follows: - promoting vocational training, the acquisition and growth of not only technical and professional, but also transversal skills, to grow active and responsible citizens; - promoting training in a lifelong learning dimension; - promoting an inclusive vocational training, that is, with attention to vulnerable and marginalized groups; - promoting guidance and facilitating integration into the world of production and labor; - enhancing and promoting entrepreneurship.

VET Institution	ENAIP National Vocational Education Authority	
VET Institution Website	http://www.enaip.it/	
Educational Field	VET	
Accreditations	Enaip Veneto, whose Head Office is based in Padua, is a social enterprise and non-profit organization that adheres to national Enaip. It has been recognized by decree n. 1788 of 1982 by the Veneto Region, as an entity that operates under the law n. 845/1978 "Framework law on vocational training" and under the regional law 30 January 1990, 10 "Order of the vocational training system and organization of the regional labor policies".	
Duration of the program	<i>Permanent</i>	
How long your institution is implementing specific programmes / strategies for ADHD students	<i>Since 1982 to present</i>	
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	<i>45 (last update 2014)</i>	
% Male and Female	<i>No available</i>	

ADHD %	<i>0.01% out of 14.000 adolescents who addressed CSF (Centers for vocational training)</i>	
% of Students with other specific learning needs (average) total of all editions	99.9%	

PROGRAMME DESIGN

	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
Labour Market Involvement	Employer organizations	X	X				
	SMEs					X	
	Large Enterprises					X	
	Trade Unions					X	
	Other, please specify					X	

		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
Other Relevant Stakeholders:	ADHD students					X	
	ADHD students' parents associations					X	
	Associations working with ADHD students					X	

Professional Qualification / Diploma	yes
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Reference to /NQF Level	<i>No data</i>
Specific Programme content / strategy (brief description)	<p>The PDP is composed of four parts: 1) the student's anagraphic data (filled out by the CSF Tutor): - personal details, educational institute of origin, diagnosis (for ADHD); - School career; - Family dynamics; - Emotional situation. 2) Description of input skills (by the CSF Tutor): - cognitive area; - Linguistic area; - Affective area / relational; - Area of autonomy. 3) Personalized Education (edited by each trainer): - classroom education; - Teaching in the laboratory; - Audits in progress; - Compensatory and dispensatory learning tools. Compensatory and dispensatory tools, provided by Law 170/2010 for DSA, can be applied to relieve ADHD. These tools consist of special educational flexibility measures for education courses and training in higher education (art. 5 L. 170/2010); - Learning goals (will be identical to those provided by the annual training standards of the relevant professional profile or can be simplified in order to be fulfilled by the student); - Stage training (indicate any measures and objectives to be pursued); - Educational and emotional / relational goals (by the Programme Board). 4) Monitoring (by the Programme Board): a balance of the effectiveness of made on the use of compensatory and dispensatory tools, and on the relational and emotional situation of the student. A consequent plan of action in response to the monitoring is programmed.</p>

TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	Psychologists, social workers, psychotherapists, educators, teachers,	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<i>Learning</i> <i>Social and interpersonal skill</i> <i>Scholl-work integration</i>	

TRAINING PROVISION

Delivery Model	Formazione&Lavoro Journal Hynnova Formazione&Lavoro Journal Line guide Operational models Protocols Agreements with entities	
Building/Physical environment architecture	NORTHERN ITALY Piemonte - www.enaip.piemonte.it Liguria - www.aesseffe.com Lombardia - www.enaiplombardia.it Veneto - www.enaip.veneto.it Trentino - www.enaip.trentino.it Friuli Venezia Giulia - www.enaip.fvg.it Emilia Romagna – enaip.emilia.it CENTRAL ITALY Marche – enaip.marche.it Tuscany - www.enaip.toscana.it Umbria - www.enaipformazione.it Lazio and Campania - www.enaipimpresasociale.it SOUTHERN ITALY Puglia - www.enaipimpresasociale.it Basilicata - www.enaip.basilicata.it Sardinia - www.aclisardegna.it Sicily - www.asaform.it	

Training program and specific adaptation for ADHD students	<p>- Encouraging collaborative learning supporting activities in small groups - Setting up of peer tutoring - Supporting and promoting a strategic approach in the study using teaching devices facilitating learning (pictures, maps ...). - Teaching the use of extra-textual devices for the study (title, paragraphs, images, ...)</p> <p>- Soliciting links between new information and information already acquired each time a new topic starts. - Promoting inferences, integrations and connections between the knowledge and disciplines. - Dividing the goals of a task in "sub-goals"</p> <p>LABORATORY ACTIVITIES - Encouraging collaborative learning supporting activities in small groups - Providing mentoring actions - Supporting and promoting a strategic approach in the study, using teaching devices facilitating learning (pictures , maps ...). - Teaching the use of extra-textual devices for the study (title, paragraphs, images, ...) - Soliciting links between new information and information already acquired each time a new topic is started. - Promoting inferences, integrations and connections between the knowledge and disciplines. – Dividing main goals into "sub-goals"</p>	
Teaching Support tools	<p><i>Assessment of the learning process</i></p> <p>Compensatory and dispensatory tools</p>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	Monitoring tools and qualitative report on <ol style="list-style-type: none"> 1. Use of compensatory and dispensatory tools 2. Emotional and relational situation 3. Plan of action in response to the monitoring 	
Specific approach for evaluation of ADHD learners	<p>The Veneto Region, acquiring methods of child management with ADHD according to ministerial criteria, provides a Personalized Learning Plan (PDP) for every child with this and a more detailed tool that allows, after collecting the specific characteristics of the student, to customize the training "re-tuning" the educational objectives, introducing dispensatory or compesatory instruments. This process affording supports the student in achieving the same objectives of the group-class. The PDP is mainly drawn by students' tutors but rely also on external figures (parents, psychologists, psychiatrists, support teachers</p>	

	if any, etc.) to gather enough information for a complete knowledge of the boy.	
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IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>0.01</i>	
Completion rate for ADHD students	<i>100</i>	
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	<i>no data</i>	
Does the VET Institute implement placement strategies for ADHD?	<i>Yes</i>	
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>Yes</i>	
Personal testimonies of ADHD students	<i>Andrea's story: accessible through documentation of the University of Padua</i>	

SELF-REPORT OF ADHD SYMPTOMS IN UNIVERSITIES

On the basis of the paucity of research examining the structure and prevalence of attention-deficit/hyperactivity disorder (ADHD) symptoms in university students, scholars aimed at validating the bi-dimensional structure of conceptualization of ADHD (i.e., inattention and hyperactivity-impulsivity) in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV American Psychiatric Association, 1994), using a self-report questionnaire. Factor analyses supported a bi-dimensional symptom structure. Italian students reported significant scores of inattention and hyperactivity-impulsivity symptoms. The implications of this study could be useful for identifying university students with ADHD and planning tailored learning programs.

GENERAL INFORMATION

VET Institution	<i>University of Padua</i>	
VET Institution Website	http://www.unipd.it/universita http://scholarworks.gvsu.edu/psy_articles/14	
Educational Field	<i>High Education</i>	
Accreditations		
Duration of the program	<i>Not available</i>	
How long your institution is implementing specific programmes / strategies for ADHD students		
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	<i>The Italian sample was composed of 15 students (total recruited sample = 197)</i>	
% Male and Female	<i>15 male, 0 female</i>	
ADHD %	<i>7,4%</i>	
% of Students with other specific learning needs (average) total of all editions	<i>Not available</i>	

Programme Design

	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
Labour Market Involvement	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify	X					

		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
Other Relevant Stakeholders:	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students	X					

Professional Qualification / Diploma	<i>no</i>
Reference to EQF/NQF Level	<i>no</i>
Specific Programme content / strategy (brief description)	Italian participants were volunteer second-year students from one of three psychology classes at the Università di Padova. They were asked to complete the questionnaire during a class period, and they were free to decline participation. Participants were asked to provide demographic information about themselves (i.e., age, gender, academic class, and current grade

	point average) and their parents (i.e., occupation). Next, each participant completed a 24-item questionnaire that included questions derived from the DSM-IV criteria for ADHD. Questionnaires were completed on an independent basis and returned to one of the investigators.
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TRAINING PROVISION

TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	<i>University Padua staff</i>	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<p><i>All members of the research group are experts in the field of ADHD in adults and more specifically they are scholars and directors of clinical trainings in the area of ADHD.</i></p> <p><i>Their skills are related to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Methodology and Assessment</i> <input type="checkbox"/> <i>Clinical and General Psychology</i> 	

TRAINING PROVISION

Delivery Model	Academic publications, congresses, research reports	
Building/Physical environment architecture	<i>University classes</i>	
Training program and specific adaptation for ADHD students	<i>Not applicable</i>	
Teaching Support tools	<i>Not applicable</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	A 24-item questionnaire, the Young Adult Rating Scale (YARS), was constructed by the investigators and included 17 items derived directly from the DSM-IV ADHD symptom list (i.e., 9 inattention and 8 hyperactivity-impulsivity symptoms). An additional 7 items were included to address potential difficulties that university students could encounter in association with ADHD symptoms. All items were completed on a 4-point Likert scale ranging from 0 (never or rarely) to 3 (very often). Students were asked to respond to these items regarding their behavior over the past 6 months, in accordance with DSM-IV guidelines.	
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Specific approach for evaluation of ADHD learners	The Practice Parameters for the Assessment and Treatment of Children, Adolescents, and Adults with Attention-Deficit/Hyperactivity Disorder recommend that the DSM-IV criteria for ADHD be used in the identification of adults with the disorder (Dulcan & Work Group on Quality Issues, 1997).	
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IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>100%</i>	
Completion rate for ADHD students	<i>100%</i>	
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	<i>No data</i>	
Does the VET Institute implement placement strategies for ADHD?	<i>No data</i>	
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>Not applicable</i>	
Personal testimonies of ADHD students	<i>Not available</i>	

CASE TITLE: *FEDERICO CAFFÈ VET INSTITUTION*

GENERAL INFORMATION

VET Institution	<i>Federico Caffè VET Institution</i>		
VET Institution Website	<i>www.federicocaffe.gov.it</i>		
Educational Field	<i>Industrial / Surveying Science</i>		
Accreditations	<i>VET Diploma in Industrial / Surveying Science The above mentioned diploma is recognized by the MIUR – Italian Ministry of education. Thus, it is recognized by all private / public bodies at National, Regional and Local level.</i>		EQA VET I1
Duration of the program	<i>5 years</i>		
How long your institution is implementing specific programmes / strategies for ADHD students	<i>4 years (since 2012)</i>		
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	<i>3 students. 1 moved to the Institute in the school year (s.y.) 2014/2015.</i>		EQA VET I3
% Male and Female	<i>2 male; 1 female</i>		EQA VET I8
ADHD %	<i>0,16% of the total of the enrolled students (for the s.y. 2016/2017)</i>		EQA VET I8
% of Students with other specific learning needs (average) total of all editions	<i>The percentage can be provided only for the following school year: s.y. 2015/2016: 9,92% of the total of the enrolled students s.y. 2016/2017: 12,17% of the total of the enrolled students</i>		EQA VET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify	X					

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X		X			
	Associations working with ADHD students	X			X	X	

Professional Qualification / Diploma	<i>VET Diploma in Industrial / Surveying Science</i>
Reference to EQF/NQF Level	<i>EQF 4</i>
Specific Programme content / strategy (brief description)	-

TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	NO	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • Teaching staff includes at least one trainer certified for ADHD students training; X Teaching staff includes at least one psychologist for dealing with ADHD students • Teaching staff include trainers who already delivered VET programs for ADHD students 	

TRAINING PROVISION

Delivery Model	Training delivered only in classroom (face-to-face)	
Building/Physical environment architecture	<p>Following the criteria agreed and shared among the teachers, the students' desks are organised in "U", with the teacher's desk placed in the middle and the blackboard on one side, near the ADHD student s' desk. Some students have been identified as trainers, in rotation, of the ADHD student.</p> <p>When necessary, other educational environments are exploited – gym and IT Lab.</p>	
Training program and specific adaptation for ADHD students	<p>Educational programmes are designed and adopted according to the students' learning needs, trying to enhance their weakness points.</p> <p>Structure of the educational day:</p> <ol style="list-style-type: none"> 1. Entrance in classroom 2. Presentation of the educational activities (contents and working time) 3. Frequent break (agreed with students) 4. Recreational activities (agreed with students) 5. Tests / homeworks delivering <p>The educational strategies implemented are based on the cooperative learning methodology (structured in working groups). The students with ADHD cover</p>	

	<i>different roles and tasks according to their potential and knowledge level on the educational contents, and carry out works based also on the peer tutoring methodology.</i>	
Teaching Support tools	<i>Interactive blackboards, tablet and computer with specific software to design conceptual maps in support of ADHD students' learning.</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	<i>The evaluation is aimed to assess the achievement of the learning objectives in the short, medium and long period. Relational, behavioral aspects and the learning rhythms are the main indicators taken into consideration and assessed through specific observation / evaluation grids</i>	
Specific approach for evaluation of ADHD learners	<i>For the assessment, beside the "objective" evaluation, is quite relevant the meta-cognitive process: the ADHD student' self-evaluation on the achievement of the learning outcomes.</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	-	EQAVET 13
Completion rate for ADHD students	-	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	-	EQAVET 17
Does the VET Institute implement placement strategies for ADHD?	-	EQAVET 15
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	-	EQAVET 16
Personal testimonies of ADHD students	-	

CASE TITLE: LEOPOLDO PIRELLI VET INSTITUTION

GENERAL INFORMATION

VET Institution	"Leopoldo Pirelli" VET Institution		
VET Institution Website	www.leopoldopirelli.it		
Educational Field	<ul style="list-style-type: none"> - <i>Economic: Administration Finance and Marketing; IT Systems for Business; International Relations for Marketing;</i> - <i>Technological: Engineering, Environment and Territory; Geo-technical;</i> - <i>Languages;</i> - <i>Evening courses in : Administration Finance and Marketing</i> 		
Accreditations	<ul style="list-style-type: none"> - <i>VET Diploma – Economic field - Administration Finance and Marketing</i> - <i>VET Diploma – Economic field - IT Systems for Business</i> - <i>VET Diploma – Technological field - Engineering, Environment and Territory</i> - <i>High School Diploma in Languages</i> <p><i>The above mentioned diplomas are recognized by the MIUR – Italian Ministry of education. Thus, they are recognized by all private / public bodies at National, Regional and Local level.</i></p>		EQAVET 11
Duration of the program	<i>5 years</i>		
How long your institution is implementing specific programmes / strategies for ADHD students	<i>5 years (since 2011)</i>		
N. of ADHD students who attended your iVET	<i>3 students (one per each school year – s.y.)</i>		EQAVET 13

Institution since the implementation of these specific programmes / strategies			
% Male and Female	<i>0,3% on annual basis</i>		EQAVET 18
ADHD %	<i>0,2 % male, 0,1% female</i>		EQAVET 18
% of Students with other specific learning needs (average) total of all editions	<i>3,3 % on annual basis</i>		EQAVET 18

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify	X					

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students			X	X		
	ADHD students' parents associations				X		
	Associations working with ADHD students						
	Other: Local Health Agency			X	X		
	Other: Students' tutor					X	

Professional Qualification / Diploma	<ul style="list-style-type: none"> - <i>VET Diploma – Economic field - Administration Finance and Marketing</i> - <i>VET Diploma – Economic field - IT Systems for Business</i> - <i>VET Diploma – Technological field - Engineering, Environment and Territory</i> - <i>High School Diploma in Languages</i>
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Reference to EQF/NQF Level	EQF 4
Specific Programme content / strategy (brief description)	<p><i>The educational strategy and methodologies applied are aimed at addressing the ADHD students' learning needs by improving the attention level performance, emotional intelligence (how to manage impulsive behaviors), and the relational skills.</i></p> <p><i>The ADHD students keep a better level of attention when supervised by another person. That's why the interactive educational methodologies are preferred: dialogical lecture, cooperative learning, tutoring, lab activities. These methodologies offer more time to the social interaction between students and teachers – by comments, discussions, practical presentations etc. – more stimulating for ADHD students (in particular).</i></p> <p><i>The following Educational strategies and tools implemented are suggested also by the Ministry of Educational Guidelines 4089/2010:</i></p> <ol style="list-style-type: none"> <i>1. using of iconic resources and tools</i> <i>2. reducing the test / exam length</i> <i>3. dividing the test / exam in more part / sessions</i> <i>4. offering frequent and instant gratifications</i> <i>5. implementing assessment procedures ex ante and ex post</i> <i>6. organizing the school environment in order to reduce / minimize the possibility of distraction</i> <i>7. Defining with the classroom (all the students) few and clear common rules of behaviors</i> <i>8. Defining, together with the ADHD students, few realistic educational and behavioral goals to be achieved in the short period (within few weeks)</i> <i>9. Supporting students in developing / improving their organizational skills: organise the educational materials on the desk and using the school diary</i> <i>10. Supporting the students' learning and the communication / attention skills development thorough the use of diagrams, grids, conceptual maps and key words</i> <i>11. Fostering the use of computer and multimedia encyclopedia and dictionaries etc.</i> <i>12. Avoiding punishments such as more homework, less recreational moments, exclusion from social activities (e.g. school trips)</i>

TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	NO	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<p>X Teaching staff includes at least one trainer certified for ADHD students training;</p> <ul style="list-style-type: none"> Teaching staff includes at least one psychologist for dealing with ADHD students Teaching staff include trainers who already delivered VET programs for ADHD students 	

TRAINING PROVISION

Delivery Model	The training is delivered only in classroom (face-to-face)	
Building/Physical environment architecture	<p>The Institute takes into consideration the architectural aspects can influencing the ADHD students' learning (interiors, desks organisation, delivering of accessible tools and materials) in order to minimize their distractions (according to indications of the National Health Institutions).</p> <p>The Institute is an innovative training structure offering IT, chemistry/physics and languages labs, museum and media centres accessible to the ADHD students. It organizes drama, cultural and sport activities and internship in companies.</p> <p>Classrooms are equipped with interactive blackboards, tablets and computers with specific software to design conceptual maps in support of ADHD students' learning.</p>	

<p>Training program and specific adaptation for ADHD students</p>	<p><i>Delivering of Individual Educational Plans Personal for ADHD students, according to the National Law 104 / 92; D.M.27/12/2012; C.M. n.8/2013.</i></p> <p><i>In order to guarantee the ADHD students' training, the School Board adapts the programme to the students' educational needs developing Individual Educational Plan.</i></p> <p><i>The Individual Educational Plans are based:</i></p> <ul style="list-style-type: none"> - <i>the observation and the initial assessment of students' skills;</i> - <i>the definition of specific learning objectives (considering the National Guidelines on ADHD students' learning);</i> - <i>the organization of stimulating teaching contexts;</i> - <i>the use of different educational methods;</i> - <i>the planning of teaching / learning activities (learning outcomes and scheduling) taking into account the students' knowledge starting levels</i> - <i>the assessment strategy and procedures to improve / boost the students learning</i> <p><i>The ADHD students' specific educational needs are considered also for the implementation of the WBL based on school programme (Alternanza Scuola Lavoro - National Law 107/2015) that foresees, for iVET students, 400 hours of training activities within working environment.</i></p> <p><i>For ADHD students have been developed WBL projects based on individual training projects, in consideration of their personal skills and training needs.</i></p> <p><i>The Institute promotes extra school activities/ projects in order to boost ADHD students' educational knowledge and interpersonal / social skills (e.g. Progetto Debiti Zero; Progetto Potenziamiento del Metodo di Studio; Laboratorio Musicale, Teatrale; Progetto Sport e Benessere).</i></p>	
<p>Teaching Support tools</p>	<p><i>Interactive blackboards, tablets and computers with specific software to design conceptual maps in support of ADHD students' learning.</i></p>	



<p>Assessment criteria and methodology</p>	<p><i>The “Individual Educational Plan” (IEP) developed for the ADHD students includes also specific assessment criteria, identified and adopted by the Class Board, in consideration of the personal student’s disturb and needs (according to the art.10 DRP 22/6/2009, n. 122, and the related DM n. 5669 12/07/2011 for the application of the Law 8/10/2008, n.170; the Guidelines included in the DM n. 5669 / 2011 and in the CM n. 8 of 6/3/2013). The Class Board develops the IEP on the basis of a medical official certification attesting the students’ disturb. In this case, the assessment should be considered as an “evaluation of the processes” in order to support the students’ school integration, rather than a “performance assessment”. The following evaluation grid is generally adopted.</i></p> <table border="1" data-bbox="379 904 1442 1211"> <thead> <tr> <th>Objective</th> <th>Vote</th> <th>Method applied for the achievement</th> </tr> </thead> <tbody> <tr> <td>Objective not achieved and problems</td> <td>2/3</td> <td>Not delivered, opponent behaviour</td> </tr> <tr> <td>Objective not achieved</td> <td>4</td> <td>Totally assisted and not collaborative</td> </tr> <tr> <td>Objective partially achieved</td> <td>5</td> <td>Assisted</td> </tr> <tr> <td>Objective substantially achieved</td> <td>6</td> <td>Partially assisted</td> </tr> <tr> <td>Objective achieved in a satisfying way</td> <td>7</td> <td>With autonomy</td> </tr> <tr> <td>Objective completely achieved</td> <td>8/9</td> <td>With autonomy, self-confidence and active</td> </tr> <tr> <td>Objective completely achieved</td> <td>10</td> <td>With autonomy, self-confidence and proact</td> </tr> </tbody> </table>	Objective	Vote	Method applied for the achievement	Objective not achieved and problems	2/3	Not delivered, opponent behaviour	Objective not achieved	4	Totally assisted and not collaborative	Objective partially achieved	5	Assisted	Objective substantially achieved	6	Partially assisted	Objective achieved in a satisfying way	7	With autonomy	Objective completely achieved	8/9	With autonomy, self-confidence and active	Objective completely achieved	10	With autonomy, self-confidence and proact
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<p>Specific approach for evaluation of ADHD learners</p>	<p><i>In the assessment process particular attention is placed on the ADHD students’ behaviour in the class room. Since the ADHD influences the students’ actions, teachers try to avoid negative evaluation regarding incorrect behaviour generally due to biological factors. About the assessment approach, written exams are generally divided in more sessions. ADHD students are offered more time for the elaboration and are invited to read / check the test carefully before delivering it to the teacher. The evaluation of the test is more focused on the contents rather than on the style, considering how the disturb can cause the written mistakes. In the oral exams, students are invited by the teacher to think about the correct answer carefully, offering more time and a second chance for its elaboration, if necessary.</i></p>																								

IMPACT AND RESULTS			
Participation rate of ADHD students during the programme	-		EQAV ET I3
Completion rate for ADHD students	<i>All the enrolled students completed the training path (100%)</i>		EQAV ET I4
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	-		EQAV ET I7
Does the VET Institute implement placement strategies for ADHD?	<p><i>In order to support the students' integration, the Institute provides a job and academic guidance service, organise / participate at seminars events, and offers internship opportunities in order to boost the students' competences.</i></p> <p><i>The service is personalized according to the students' needs and skills.</i></p> <p><i>In particular are carried out labs / practical activities in the classroom (within the Institute) , or outside, within companies with the support of external experts and tutors, and internships abroad</i></p> <p><i>In their training path within companies, each ADHD students are supported by a school trainer (one-to-one training relation).</i></p>		EQAV ET I5
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	-		EQAV ET I6
Personal testimonies of ADHD students	-		

CASE TITLE: MARIA'S WORLD FOUNDATION

Programme Description

The main mission at Maria's World Foundation is to improve the quality of life mostly of people with intellectual disabilities and the life of their families and help them achieve their full potential as individuals by providing access to high-quality services, developmental training and possibilities for gainful employment that are suited to their needs. In addition the Foundation often works with individuals with multiple disabilities, among them ADHD.

The "Worlds" Day Care Centre is one of the projects of Maria's World Foundation. It was started in July 2013. Since then it has enabled 30 young people with intellectual difficulties and often with additional disabilities, to acquire work and life skills in order to improve their personal independence and quality of life. The aim of the Day Care Centre is to provide an inclusive, accepting and stimulating environment that promotes development and offers daily activities for people with intellectual difficulties aiming to improve the quality of their life and build skills and attitudes that enable their social integration. The center promotes and supports the social, economic, emotional, educational and cultural development of each client as proof that each individual is capable of developing their full potential and becoming a valuable member of the community. The Day Care is open to people aged 18 plus years. The Day Care Centre is also a place of learning different work skills. In the professional kitchen under the supervision of a professional chef, they learn how to prepare different meals. In the atelier where scented hand-crafted candles and soap bars are made, they learn persistence and how to combine different colors, forms and aromas. The art atelier is intended for clients who like making hand-made artefacts, giving free reign to their imagination and creativity with the support of an expert in the area.



GENERAL INFORMATION

VET Institution	<i>Day center "Worlds" at Foundation "Maria's World"</i>	
VET Institution Website	www.mariasworld.org	
Educational Field	<i>Day care center</i>	
Accreditations	<i>NA</i>	EQAVET I1
Duration of the program	Individual duration	
How long your institution is implementing specific	<i>No data</i>	

programmes / strategies for ADHD students		
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	No data At the current moment (2016-2017) there are 2 individuals with ADHD along with other disabilities	EQAVET I3
% Male and Female	No data	EQAVET I8
ADHD %	No data	EQAVET I8
% of Students with other specific learning needs (average) total of all editions	No data	EQAVET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify	X					

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students			X			

Professional Qualification / Diploma	no
Reference to EQF/NQF Level	no
Specific Programme content / strategy (brief description)	<p><i>Yes, there is a special Guidelines developed in the day center for work with ADHD individuals. It includes the following strategies:</i></p> <ol style="list-style-type: none"> <i>1) Individual and independent work - not in the group.</i> <i>2) Work in a separate room without other youths.</i> <i>3) Giving clearly limited and visibly located workplace.</i> <i>4) Clear framework.</i> <i>5) Giving tasks that are very precise and clear with simple description of all details.</i> <i>6) Communication with an equal and peaceful tone of voice.</i>

- | | |
|--|---|
| | <ul style="list-style-type: none">7) Frequent movements during work activities.8) Specific methods to help concentration – e.g. coloring of small details, performing mechanical, repetitive activities.9) Encouragement to recognize emotions and try to develop strategies for changing behavior and regulating emotional state.10) Social and communicative skills11) Time management skills. |
|--|---|

TRAINING PROVISION

TEACHING STAFF

<p>VET Institution training of trainers</p>	<p><i>In-service training is done in the Foundation and in the Day care center.</i> The team members often get experience in social care in countries, such as the Netherlands, the UK, the United States, etc. and after returning home, spread their experience through short courses and on-spot experience sharing.</p>	
<p>Trainers' expertise in delivering education programs to ADHD students</p> <p><i>(please select one or more if needed)</i></p>	<p>Most of the staff working in Maria's World Foundation are qualified specialists:</p> <ul style="list-style-type: none"> - Special educators, incl. university students in special education; - Social worker; - Psychologist; - Family therapist etc. - Group supervisor. 	

TRAINING PROVISION

<p>Delivery Model</p>	<p><i>In presence</i></p>	
<p>Building/Physical environment architecture</p>	<p><i>Individual working areas and individual working rooms for each ADHD individual.</i></p>	
<p>Training program and specific adaptation for ADHD students</p>	<p><i>At the day care center two young men with hyperactive behavior characteristic work of shredder - destroy unnecessary paper. Each works independently - not in the group.</i></p> <p><i>Each is located in a separate room without other youths.</i></p> <p><i>In their work they are clearly limited and visibly located workplace.</i></p> <p><i>For them a clear frameworks of the workflow is set.</i></p> <p><i>The task is set precisely and clearly with descriptions of all details.</i></p>	

	<p><i>In the communicating with the individuals with ADHD, the tone of voice of the members of the team is equal and peaceful. The communication has to be not too emotional or uplifting.</i></p> <p><i>The movement is extremely important. That is why it is good that during work activities frequent movement for some time is arranged.</i></p> <p><i>Often different methods to help concentration are used - such as coloring of small details, performing mechanical, repetitive activities.</i></p> <p><i>The ADHD individuals are encouraged to recognize their emotions and try to develop strategies for changing behavior and regulating emotional state.</i></p> <p><i>Please report the pedagogical and engagement approach adopted for ADHD students</i></p>	
Teaching Support tools	<i>In the specific case of the 2 individuals with ADHD the tools and equipment are regarding the particular work activity: a shredder.</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	<i>The individuals do come to the Foundation, respectively to the Day care center, with evaluation and written diagnosis.</i>	
Specific approach for evaluation of ADHD learners	<i>No data</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>No data.</i> <i>At the current moment 2 ADHD individuals.</i>	EQAVET 13
Completion rate for ADHD students	<i>No data</i>	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	<i>No data</i>	EQAVET 17
Does the VET Institute implement placement strategies for ADHD?	<i>No data</i>	EQAVET 15
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>No data</i>	EQAVET 16
Personal testimonies of ADHD students	<i>Comments / summaries of available interviews with ADHD students who attended the program; references.</i> <i>If any</i>	

CASE TITLE: COMMERCIAL-INDUSTRIAL EDUCATION CENTRE ZUG (GIBZ)

Programme Description

GIBZ is responsible for imparting vocation-related knowledge and skills as part of basic education and training for positions in the commercial, healthcare and technical-industrial areas. The commercial professions aimed at are predominantly in the construction and service sectors. The healthcare professions aimed at include health specialists and assistants in the areas of health and social services, and the envisaged technical-industrial professions are in the motor vehicle, electro-technology, IT, CAD and engineering fields.

In addition, GIBZ is responsible for running courses as part of advanced professional education and training, based on the basic education and training mentioned above.

GENERAL INFORMATION

VET Institution	<i>Commercial-industrial education centre Zug (GIBZ)</i>	
VET Institution Website	https://www.zg.ch/behoerden/volkswirtschaftsdirektion/gibz	
Educational Field	<i>Commercial, healthcare and technical-industrial</i>	
Accreditations	<i>Amt für Berufsbildung/Office for Vocational Training</i>	EQAVET I1
Duration of the program	<i>3-4 years</i>	
How long your institution is implementing specific programmes / strategies for ADHD students	<i>No data</i>	
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	<i>No data</i>	EQAVET I3
% Male and Female	<i>71,98%/28,02%</i>	EQAVET I8
ADHD %	<i>No data</i>	EQAVET I8
% of Students with other specific learning needs (average) total of all editions	<i>No data</i>	EQAVET I8

PROGRAMME DESIGN

Labour Market Involvement	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify Professional organisations		X				

Other Relevant Stakeholders:		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students	X					

Professional Qualification / Diploma	<i>Federal vocational baccalaureate, Part-time federal vocational baccalaureate</i>
Reference to EQF/NQF Level	<i>EQF Level 3/ Swiss national qualifications framework (NQF) Level 3</i>
Specific Programme content / strategy (brief description)	<i>Basic education The basic education covers the subject of instruction, general education, vocational training and sports lessons: 1 Health services 2 Engineering / Computer Science 3 Building Construction 4 Sport 5 Attestation training</i>

	<p><i>6 Professional Skills</i></p> <p><i>7 Clean Technologies</i></p> <p><i>8 Competence management</i></p>
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TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	<i>Encourage clarity, patience, empathy, humor, calmness</i>	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<i>No data</i>	

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture	<i>Order at the workplace</i>	
Training program and specific adaptation for ADHD students	<p><i>1. Additional time for tasks</i></p> <ul style="list-style-type: none"> ● <i>Individual pause s as needed – retreat if necessary</i> ● <i>Small classrooms with few learners</i> ● <i>Verbal instead of written instructions on tests</i> ● <i>Personal assistant on tests</i> ● <i>Encouragement (regular)</i> ● <i>Clear structures and rules (neither rigid, nor laisser faire)</i> ● <i>Reasonable expectations</i> ● <i>Variety in work – avoid monotonous exercises to increase motivation</i> ● <i>Action planning</i> ● <i>Clear regular procedures</i> ● <i>Short work steps (not too many tasks at once)</i> 	
Teaching Support tools	<ul style="list-style-type: none"> - <i>Order at the workplace (checklists)</i> - <i>Specific learning objectives (help with classification of work steps)</i> 	

	<ul style="list-style-type: none"> - <i>Daily schedule (Checklist) - prevents forgetfulness</i> - <i>Make work steps visible</i> 	
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LEARNING PERFORMANCES ASSESSMENT

<p>Assessment criteria and methodology</p>	<p><i>The following number scale applies, whereby the grades indicate the degree of achievement of the learning objectives in the competency competences:</i></p> <p><i>6 = Learning objectives achieved very well</i> <i>5 = Learning objectives achieved well</i> <i>4 = Learning objectives achieved</i> <i>Scores 4 to 1 = Learning objectives not yet achieved</i></p> <p><i>Assessment of learning, social and self-competences</i> <i>The learning, social and self-competences are assessed on the basis of the following learning objectives: the student</i></p> <p><i>(A) Organizes work sensibly;</i> <i>(B) Appraises own skills realistically;</i> <i>(C) Cooperates with other target-oriented;</i> <i>(D) Behaves respectfully;</i> <i>(E) Motivates for learning;</i> <i>(F) take responsibility.</i></p> <p><i>The perceptions regarding the degree of achievement of the learning objectives are shown on a four-step scale:</i></p> <ul style="list-style-type: none"> * ●●●● = clearly visible * ●●● = sufficiently recognizable * ●● = partially recognizable * ● = not yet recognizable 	
<p>Specific approach for evaluation of ADHD learners</p>	<ul style="list-style-type: none"> ● <i>Checking student's work in short regular intervals (initially several times a day, than at wider intervals as their competence increases)</i> ● <i>Ask for student's feedback in small regular intervals (allow sufficient time for questions)</i> 	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>No data</i>	EQAVET 13
Completion rate for ADHD students	<i>No data</i>	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	<i>No data</i>	EQAVET 17
Does the VET Institute implement placement strategies for ADHD?	<i>No data</i>	EQAVET 15
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>No data</i>	EQAVET 16
Personal testimonies of ADHD students	<i>No data</i>	

CASE TITLE: UNICORN SCHOOL

Programme Description

The Unicorn School provides specialist education for pupils aged 6-16 years who have Specific Learning Difficulties: dyslexia, dyspraxia, dyscalculia and speech, language and communication needs (SLCN).

The school provides a positive, nurturing environment in which every child is helped to build self-confidence, appreciate their learning difficulties and develop their own personal learning style.

Our goal is for every child to flourish at

The Unicorn School, leaving with the confidence to learn, the appetite for study, and the desire to continue to succeed in their education and beyond.

GENERAL INFORMATION

VET Institution	<i>Unicorn School</i>	
VET Institution Website	http://www.unicornoxford.co.uk	
Educational Field	<i>Primary and Secondary School</i>	
Accreditations		EQAVET I1
Duration of the program	<i>8 years</i>	
How long your institution is implementing specific programmes / strategies for ADHD students	<i>No data</i>	
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	No data	EQAVET I3
% Male and Female	No data	EQAVET I8
ADHD %	No data	EQAVET I8
% of Students with other specific learning needs (average) total of all editions	No data	EQAVET I8

PROGRAMME DESIGN

	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
Labour Market Involvement	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify Professional organisations	X					

		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
Other Relevant Stakeholders:	ADHD students	X					
	ADHD students' parents associations	X					
	Associations working with ADHD students			X			

Professional Qualification / Diploma	<i>Level 1 BTEC (Business and Technology Education Council) ; General Certificate of Secondary Education (GCSE)</i>
Reference to EQF/NQF Level	<i>EQF Level 3/Regulated Qualifications Framework (RQF) Level 2</i>
Specific Programme content / strategy (brief description)	<i>General Certificate of Secondary Education (GCSE) programme which enables pupils to achieve a sound bank of essential qualifications. By focusing on a small number of key subjects, pupils have the best opportunity to succeed. Specialist teaching makes the GCSE syllabus accessible to pupils with dyslexia and related learning difficulties. All pupils will undertake at least 6 GCSEs: English Language, English Literature, Mathematics, Combined Science (equivalent to 2 qualifications) and Food Preparation & Nutrition. In addition to this they will be</i>

	<p><i>studying for a Level 1 BTEC in Construction, which is equal to one GCSE. Pupils have the option to undertake an additional GCSE in Art & Design. The GCSE courses have been chosen to play to the pupils' many strengths, avoiding subjects with a heavy bias towards writing, spelling and punctuation; or with an extensive research.</i></p>
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TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	<i>In-service training was introduced to enable class teachers and 1:1 specialists to share best practice and ensure pupils are clear on their targets and what they must do in order to improve.</i>	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>		

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture	<i>Teaching areas where children can be taught on an individual basis with a maximum of two teachers per room</i>	
Training program and specific adaptation for ADHD students	<i>Specialist class teaching, one-to-one tuition, occupational and sensory integration therapy</i> <i>Please report the pedagogical and engagement approach adopted for ADHD students</i>	
Teaching Support tools	<i>Laptops/notebooks employed when appropriate</i>	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	<i>All children are assessed twice a year using the GL Assessments. They are externally marked. These assessments provide valuable information on the progress the children are making and the areas that the staff need to work on. Reading and spelling are assessed twice a year using the <u>York Assessment of Reading for Comprehension (YARC)</u>.</i>	
Specific approach for evaluation of ADHD learners	<i>No data</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>No data</i>	EQAVET 13
Completion rate for ADHD students	<i>No data</i>	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	<i>No data</i>	EQAVET 17
Does the VET Institute implement placement strategies for ADHD?	<i>No data</i>	EQAVET 15
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>No data</i>	EQAVET 16
Personal testimonies of ADHD students	<i>Comments / summaries of available interviews with ADHD students who attended the program; references. If any</i>	

CASE TITLE: *PROYECTO DA*

Díaz Balaguer is an independent educational institution which offers a new educative programme for people with learning difficulties —mainly ADHD— based in a coaching system. There are some ADHD partnerships (CADE and Educación Activa) leading this project.

GENERAL INFORMATION

VET Institution	<i>Centro de Estudios Díaz Balaguer</i>	
VET Institution Website	http://diaz-balaguer.es/	
Educational Field	<i>High school</i> <i>(Although it is not a VET institution, they are helping people to acquire the skills to enhance their training experience, which it is extrapolable to VET programs. In fact, in Spain High school is named Basic Professional Training)</i>	
Accreditations	<i>EQF level 3</i>	
Duration of the program	<i>2 years (18 months)</i>	
How long your institution is implementing specific programmes / strategies for ADHD students	<i>2 years (from September 2015)</i>	
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	<i>They can't provide information until next year (March) when the expert responsible of the project will be available to share this quantifiable information.</i>	
% Male and Female	<i>They can't provide information until next year (March) when the expert responsible of the project will be available to share this quantifiable information.</i>	
ADHD %	<i>They can't provide information until next year (March) when the expert responsible of the project will be available to share this quantifiable information.</i>	
% of Students with other specific learning needs (average) total of all editions	<i>They can't provide information until next year (March) when the expert responsible of the project will be available to share this quantifiable information.</i>	

PROGRAMME DESIGN

	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
Labour Market Involvement	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify Professional organisations	X					

		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
Other Relevant Stakeholders:	ADHD students		X				
	ADHD students' parents associations			X			
	Associations working with ADHD students						X CADE Foundation Educación Activa Foundation

Professional Qualification / Diploma	<i>No</i>
Reference to EQF/NQF Level	<i>No</i>
Specific Programme content / strategy (brief description)	<i>In parallel with their studies, the students with ADHD will participate in a program which focused to improve organizational aspects, methodological, as well as emotional and behavioral management.</i>

TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	<i>The Institution does not train their teachers/trainers because they are ADHD experts hired from the Associations involved in the program (CADE Association).</i>	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer certified for ADHD students training from CADE Association</i> • <i>Teaching staff includes at least one psychologist for dealing with ADHD students from CADE Association</i> □ <i>Teaching staff include trainers who already delivered VET programs for ADHD students</i> 	

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture	<i>It is not a specific course, so It is not done in the traditional way (desks are not oriented to the blackboard). The architecture promotes collaborative activities.</i>	
Training program and specific adaptation for ADHD students	<p><i>There are some adaptations to encourage students with ADHD:</i></p> <ol style="list-style-type: none"> 1. <u><i>Neuropsychological training:</i></u> <i>It is oriented to the optimization of cognitive abilities (reasoning, language, attention, memory, executive functions ...), instrumental (reading, writing ...) and to the processes of motivation and emotion involved in the learning processes.</i> <i>Trainers will work on different organizational and planning techniques.</i> <i>The whole process will be lead and guided so that the students achieve autonomy.</i> 2. <u><i>Strategies to manage the feelings:</i></u> <i>Using group activities focused to lead emotions as frustration or low tolerance.</i> 	

	<p>3. <u>Supervision and attention to disruptive or risky behavior</u>: It is based on each particular case, and families are involved in this process.</p> <p>4. <u>Training in methodological techniques and resources</u>: The learning difficulties will be attended in a group context, which provides among others the following benefits: Exchange of thoughts and emotions about how they brave the academic tasks that require effort. This activities offer the opportunity to enrich and share resources and strategies with the classmates. For instances: How to regulate the attentional capacity in a class context with distractions, how to study or to understand complicated subjects, how to carry out homework ... etc.</p>	
Teaching Support tools	Own technological platform to follow their progress (ratings, decisions taken, strategies, calendar, etc.), as well as to improve and facilitate the processes of management and communication between parents, students and teachers.	

LEARNING PERFORMANCES ASSESSMENT

Assessment criteria and methodology	<i>Based on the Spanish educational system, the procedural, conceptual and attitudinal aspects will be evaluated continuously. In addition, exams will be done at the end of each subject.</i>	
Specific approach for evaluation of ADHD learners	<i>The students with ADHD have 4 assessments, as well as the possibility to re-take the exams, to achieve the main goals of the course.</i>	

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	-	
Completion rate for ADHD students	-	
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	-	
Does the VET Institute implement placement strategies for ADHD?	No	
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	No	
Personal testimonies of ADHD students	-	

CASE TITLE: *INTEGRATION CLASS*

Programme Description

“Integration Class” is a form for covering Special Education Needs within the secondary schools, providing tailor made programs for students with special educational needs. **Integration Class** belongs to the mainstream school and operates a separate part-receiving student from all classes where specialized trainers work with students with learning difficulties and therefore express behavioral problems and poor school performance, including students with ADHD, who are in need of further assistance and guidance.

In Greece, the «Integration Class» is a basic, structural, essential element of Special Education providing - for over 30 years- providing individualized guidance to students who have learning difficulties. Therefore, VET providers, very often use the experience gained in those integration classes over the years, to get ideas in improving their educational practices when dealing with adults with ADHD.

GENERAL INFORMATION

VET Institution	<i>Gymnasium - secondary school / Public</i>	
VET Institution Website		
Educational Field	<i>Compulsory education including pre-vocational education</i>	
Accreditations	<i>Certificate Level 3 according to EQF</i>	EQAVET I1
Duration of the program	<i>3 years</i>	
How long your institution is implementing specific programmes / strategies for ADHD students	<i>30 years</i>	
N. of ADHD students who attended your iVET Institution since the implementation of these specific programmes / strategies	<i>Approximately, 3-5 students per year.</i>	EQAVET I3
% Male and Female	<i>No official statistics provided.</i>	EQAVET I8
ADHD %	<i>No official statistics provided.</i>	EQAVET I8
% of Students with other specific learning needs average) total of all editions	<i>No official statistics provided.</i>	EQAVET I8

PROGRAMME DESIGN

	Labour Market Stakeholders	1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the VET program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as trainees for specific units)	QAVET 19
Labour Market Involvement	Employer organizations	X					
	SMEs	X					
	Large Enterprises	X					
	Trade Unions	X					
	Other, please specify Professional organisations	The teacher of "Integration Class" in collaboration with the (general) class teacher designs the program.					

		1 (no evidence of participation in the design or delivery of the program)	2 (mentioned in the program description)	3 (promotes and supports the program)	4 (in the technical committee of the VET program)	5 (acts as tutors / mentors in the program delivery)	6 (not applicable)
Other Relevant Stakeholders:	ADHD students	X					
	ADHD students' parents associations			X			
	Associations working with ADHD students	X					

Professional Qualification / Diploma	<i>No</i>
Reference to EQF/NQF Level	<i>Yes - EQF Level 3</i>

<p>Specific Programme content / strategy (brief description)</p>	<p><i>The “Integration Class” operates in parallel with the official curriculum and students are supported for a few hours per week (maximum 15 hours) in order to become effectively integrated to school.</i></p> <p><i>The teacher of the “Integration Class” in collaboration with the (general) class teacher (and the opinion of the parents) determine the hours of their attendance to integration classes per week. The aim is to keep it to a minimum level in order, students not to loose efficient teaching hours into the general classroom.</i></p> <p><i>In “Integration Class” they use alternative ways of learning and mentoring. The teacher of Integration Class in consultation with the teacher of the general classroom select and configure the curriculum with modifications and adjustments to the needs of students with ADHD.</i></p>
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TRAINING PROVISION

TEACHING STAFF

VET Institution training of trainers	<i>Meetings with School Counselors.</i>	
Trainers' expertise in delivering education programs to ADHD students <i>(please select one or more if needed)</i>	<ul style="list-style-type: none"> • <i>Teaching staff includes at least one trainer certified for ADHD students training;</i> • <i>Teaching staff includes at least one psychologist for dealing with ADHD students</i> • <i>Teaching staff include trainers who already delivered VET programs for ADHD students</i> 	

TRAINING PROVISION

Delivery Model	<i>In presence</i>	
Building/Physical environment architecture	<p><i>It is essential that the environment is organized properly. Specifically,</i></p> <ul style="list-style-type: none"> - <i>Student sits in a place that is relatively free from distraction (for example, doors and windows) in a position where the teacher can easily intervene if the student is not attending.</i> - <i>The student should not be isolated in the classroom but seating should be preferential located front and centre near the teacher.</i> - <i>The student sits in the first desks, allowed to change position/ sit during lesson time.</i> - <i>The student with ADHD fellow students who present as good behavioural role models should be seated close by.</i> 	
Training program and specific adaptation for ADHD students	<p><i>The teacher creates individualized programs, taking in mind the main diagnosis and proposals of the public diagnostic and evaluation center.</i></p> <p><i>The teacher has a constant presence next to the student, reducing the difficulties faced by the student.</i></p> <p><i>The teacher use a variety of methods and techniques, such as,</i></p> <ul style="list-style-type: none"> - <i>A summarized review of previous lessons</i> 	

	<ul style="list-style-type: none"> - Explain and agree with the students what they are expected to learn during the lesson. - Support learning with many explanations - Keep the attention using small presentations during Lectures - Breaking down tasks into a series of smaller steps - Role playing - Peer tutoring (the process between two or more students in a group where one of the students acts as a tutor for the other group-mate(s)). Peer tutoring has been shown to be effective in supporting academic and behavioral gains among students with ADHD. - Constant and multiple repetitions - Following a predefined structured teaching procedure and timetable - Focus on active participation - Frequent breaks - Giving direct, specific and positive feedback and rewards - Questions / supportive dialogue - Educational material: specific and short in extent 	
<p>Teaching Support tools</p>	<ul style="list-style-type: none"> - Educational material with images, graphs. - Interactive whiteboard: There are books in electronic form and relevant links. This makes instruction more visual and allows students to participate actively. - Personal Computers (e.g. resolve exercises by filling gaps). The use of computer attracts the interest of the students, creates a pleasant atmosphere and offers direct praise, satisfying emotionally the student. - Timer: For each exercise, a short-time extension is given in some cases. 	

LEARNING PERFORMANCES ASSESSMENT

<p>Assessment criteria and methodology</p>	<p><i>Students with ADHD in the mainstream secondary schools are evaluated with the same way as the non-disabled students.</i></p> <p><i>The evaluation of the student resulting from:</i></p> <ol style="list-style-type: none"> <i>1) The daily oral examination and the total participation in the teaching learning process,</i> <i>2) written tests,</i> <i>3) homework done by the students in school or at home, as part of daily teaching work,</i> <i>4) synthetic creative work and finally</i> <i>5) the final exams</i> 	
<p>Specific approach for evaluation of ADHD learners</p>		

IMPACT AND RESULTS

Participation rate of ADHD students during the programme	<i>No official statistics provided. Every student with ADHD attends the “Integration Class” in a regular basis.</i>	EQAVET 13
Completion rate for ADHD students	<i>No official statistics provided</i>	EQAVET 14
Employment rate for ADHD students (6 months/ 1 year after the training) if known and tracked	<i>If available</i>	EQAVET 17
Does the VET Institute implement placement strategies for ADHD?		EQAVET 15
VET Institute implements surveys to analyze application of acquired skills and knowledge on the workplace?	<i>For ADHD learners</i>	EQAVET 16
Personal testimonies of ADHD students	<i>Comments / summaries of available interviews with ADHD students who attended the program; references. If any</i>	

Vocational Training for ADHD Learners - Compendium of Good Practices

Annex 2 – Full Case Report

Coordinated by: Alessandro Caforio, Luca Cerniglia (International Telematic University UNINETTUNO)

In the context of:

Q4ADHD - Quality Assurance in VET for learners with ADHD

Project Number: 2016-BG01-KA202-023714 ERASMUS+ PROJECT

<http://qa-adhd.uni-sofia.bg/>

<http://tools4adhd.eu/>



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