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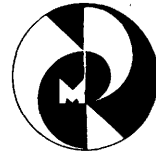


MULHOUSE REHABILITATION  
CENTER

A STUDY OF THE TRAINING PROGRAMM  
FOR TRAINING TEACHERS OF DISABLED ADULTS



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**A STUDY OF THE TRAINING PROGRAM  
FOR TRAINING TEACHERS OF DISABLED ADULTS**

**Presented by Mr. Marc LACAUD, Chief of Training Service  
Mr. Charles ROSCHITZ, Secretary General of the Study**

## PROLEGOMENA

The Mulhouse Rehabilitation Center (MRC) wishes to present the following study to the European Community Commission on the occasion of the Second Seminar for Administrative Staffs of the Vocational Rehabilitation of Disabled Adults which will be held in Mulhouse from December 10 to December 14, 1973.

### Origins of the study

The study received priority among the various activities of the European Community Commission to further rehabilitation and the effort to eliminate any distinction between Disabled persons and others.

The exchange of experiences between the countries of the Community is one of the Commission's realistic attempts to harmonize and develop useful measures in the field of vocational rehabilitation. During the seminar held at the Heidelberg Center for the Vocational Rehabilitation of the Disabled in June 1972, the rehabilitation staffs had exchanged ideas and experience in preparing the Disabled for a certain degree of rehabilitation, systems and methods of vocational rehabilitation and ways of recording successful reclassification. The training and advancement of trainers and rehabilitation specialists was a subject submitted to the various groups which decided to go more deeply into it during the seminar to be held from December 10 to December 14, 1973 at the M.R.C.

Our contribution to this meeting will deal with the training and advancement of teachers in French establishments for the vocational of training of Disabled adults.

The pedagogical training of those who, in turn, will be training, of Teachers and Trainers in Adult Vocational Rehabilitation Centers is, in our country, under the aegis of the National Association for the Vocational Training of Adults (AFPA). We solicited and obtained the help of this organization in carrying out the present study. The General Administration of Labor and Employment and the Assistant Administrative Staff in charge of Vocational Training, Ministry of Labor, and of Labor and Population have kindly offered us their support for which we wish to thank them.

### Subject of the study

In 1966, with the development of its establishment, the M.R.C. obtained the assistance of the Center proper for the training of AFPA training-teachers. Pedagogical training experience of the total teaching staff within the institution gave us a great deal of food for thought. (See Section A of Study)

Further, various vocational rehabilitation centers faced with specific problems of pedagogy and training, asked the AFPA to conduct some training sessions for their instructors. We thought it would be interesting to pinpoint the needs which underlay both these requests. We therefore proceeded to make inquiry of all centers of adult vocational rehabilitation and a number of teachers in these establishments. (See Section B of Study)

The analysis of M.R.C.'s experience, the results of the inquiry and especially the training needs expressed by the teachers themselves seemed to authorize the elaboration of a training project for training-teachers which became the title of the study. (See Section C of Study)

### Goal of the study

Here we must say that in setting up a program project at the end of our study, this goal remained contingent. Our principal preoccupation which was twofold went even further : to set up the trainers themselves a training and improvement plan and to get the opinion of all the members of the rehabilitation team, a multi-discipline team, by definition.

### Methodology of the study

On the basis of existing facts at the M.R.C. since 1966, two multi-discipline groups involved, consisting of trainers, other members of the institution and AFPA training leaders suggested a number of hypotheses regarding the training of training-teachers and measures that would satisfy their needs. In one section of vocational rehabilitation, they took particular pains to see how trainees on the one hand and training-teachers on the other, could apply, live through and profit by a training experience based on these hypotheses.

An inquiry by questionnaire addressed to the 57 French establishments for the Vocational rehabilitation of Disabled adults and that conducted by interviews with 224 trainers in 22 establishments were prepared by a mixed AFPA/MRC team. Material obtained from these two studies that was deemed valuable was then used to set up a projected program for training training-teachers. We took into account the following :

- the diversity of situations in the various vocational rehabilitation centers
- the more and more complex nature of the trainees handicaps
- the disparity in the status of the trainers
- the acuteness of the needs of those in basic pedagogical training as well as those in advanced training in psycho-pedagogical and technical fields.

The experience of MRC trainers and the data collected by the inquiry were submitted to the critical analysis of sixty French specialists in the vocational rehabilitation of Disabled adults, in adult training, in training training-teachers and representatives of administrations involved who met at the MRC on June 12 and 13, 1973. The advance training project for training-teachers was discussed at this time by those attended the study sessions.

On the basis of all these elements, we propose a program of training training-teachers for Disabled adults and we suggest a number of means adapted to the current situation in France of carrying it out.

### Conclusion

By entrusting to us the French contribution to preparatory studies for the December seminar, the European Community Commission offered to those in charge, to the trainers and personnel of the MRC occasion for enriching reflexion. By evaluating our own experience and comparing it ot that of other establishments, we have deepened our appreciation and better understood the relation between pedagogical and other activities of rehabilitation. In formulating the terms of a teaching project, we have approached our own training and advancement problems more objectively and realized that the attitudes and methods we recommend are the ones we are going to have to put into effect in our rehabilitation activity with the Disableds. For all those who worked on this study, the exchange of ideas was of capital importance and a multi-discipline work experience that seemed to us a model of effective and dynamic collaboration that we shall always try to emulate.

This study is a collective work. At the end of it appear the names and titles of the people who made it possible and supplementarily, a short bibliography of documents which were most valuable to us.

We wish to thank all those whose encouragement gave us the necessary help and means to carry out this study :

<b>Mr. Raymond RIFFLET</b>	<b>Director General of Social Affairs European Community Commission</b>
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<b>Mr. Maurice VILLARET</b>	<b>Director of the National Association for Adult Vocational Training (AFPA)</b>
<b>Mr. Marcel WETZEL</b>	<b>Director of Training Services AFPA</b>
<b>Mr. Guy GOURBAULT</b>	<b>Chief, Central Training Service for Training Teachers AFPA</b>
<b>Mr. Jean LARGUEZE</b>	<b>Chief, Central Psychotechnical Service AFPA</b>
<b>Mr. Jean MORCEL</b>	<b>Chief, Research and Technical Affairs AFPA</b>
<b>Mr. Rene TERRIER</b>	<b>Works Administrator Research and Technical Affairs AFPA</b>

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<b>Mrs. Chantal ALLEMANDOU</b>	<b>Psychologist - AFPA Central Psychotechnical Service Center</b>
<b>Miss Martine BERNARD</b>	<b>Instructor - Functional Training - Central Service for Training Training Teachers AFPA</b>
<b>Mrs. Huguette LEVALLOIS</b>	<b>Psychologist - Central Psychotechnical Service AFPA</b>
<b>Mr. Jean-Max CARASSO</b>	<b>Instructor - Functional Training - Central Service for Training Training Teachers AFPA</b>
<b>Mr. Guido FOTRE</b>	<b>Division of Professional Training and Orientation, European Community Commission</b>
<b>Mr. Pierre Paul LECCE</b>	<b>Works Administrator Pedagogical Study and Research Central Service for Training-Teachers, AFPA</b>
<b>Mr. Gerard MALGLAIVE</b>	<b>Agency for the Development of Permanent Education</b>
<b>Mr. Claude OUZILLOU</b>	<b>Associate Chief of Central Service for Training Training-Teachers. Head, Functional Training, AFPA</b>
<b>Mr. Oleg SASLAWSKI</b>	<b>Works Administrator Pedagogic Experimentation and Orientation Central Service for Training Training-Teachers, AFPA</b>

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The Data-processing Service of the "Le Belloy" Vocational Rehabilitation Center that analyzed the questionnaires.

The various people who participated in the study session of June 12 and 13, 1973 at the MRC.

**A— THE EXPERIENCE OF FORMING A TRAINING  
STAFF CURRENTLY EMPLOYED BY THE  
MULHOUSE REHABILITATION CENTER**



**A — THE EXPERIENCE OF FORMING A TRAINING STAFF  
CURRENTLY EMPLOYED BY THE MULHOUSE REHABILITATION CENTER**

**INTRODUCTION**

In order to review the stages of their training, the training staff of the MRC met in multi discipline groups with those responsible for their training including doctors, psychologists, specialists in the rehabilitation of Disabled adults, the directors of the institution as well as members of the AFPA who were also involved in the training of the staff during the period under consideration.

**SYNOPSIS**

They undertook to :

1. - describe the framework - the MRC - in which the experience developed
2. - summarize with respect to each phase of the experience, the main facts and significant interactions within the institution itself
3. - formulate, on the basis of the foregoing, hypotheses of the expectations and needs, the training program should meet
4. - describe pedagogical group training
5. - propose on the basis of these hypotheses steps for equating ways and means
6. - demonstrate by means of diagrams (appendix a) what was accomplished by the successive stages and (appendix b) actual and "corrected" progress resulting from the training, and evaluate the practical application of their training in a vocational rehabilitation group (appendix c).

**N.B.** For purposes of cohesiveness in describing the experience, only the period from 1966 (date of the inauguration of the current premises) to 1973 will be taken into consideration

- . individual training courses will not be included
- . steps taken to achieve technical improvement will not be included

In order to avoid confusion,

the term **TRAINING** has been used to designate anything to do with the initiation and developing of the training staff

and

the term **VOCATIONAL REHABILITATION** has been used to designate services and activity involved in training Disabled adults.

## 1 – THE LOCALE OF THE EXPERIENCE

### 1.1. THE REHABILITATION CENTER

The MRC is managed by a non-profit organization set up in 1946. It is approved and covered by Social Security in conformance with legislation currently in force.

It has three departments :

	facilities for
. Vocational Rehabilitation :	320
. Vocational retraining (to begin progressively in 1973)	70
. Functional Rehabilitation :	100

### 1.2. VOCATIONAL REHABILITATION

This service is involved with the vocational change-over of Disabled persons. It is a "Training Service" comprised of 20 sections grouped according to specific techniques or common technological orientation :

. the commercial group	6 sections
. the drafting group	6 sections
. the electronic group	8 sections

The various kinds of training offered depend upon the change and evolution in techniques and the national labor market as well as upon the ability of the Disabled to perform. They are sanctioned by a Certificate of Adult Vocational Training (CFPA)

### 1.3. PERSONS UNDER INSTRUCTION

Recruiting of people for Vocational Rehabilitation is, for 72 % of the effectives , on a national basis.

All Disabled conditions are accepted (with the exception of the blind) in people of both sexes from 17 to 50 years of age.

The population is generally socio-professionally speaking of modest origin, most of the trainees having been laborers, non-specialized workers, qualified construction or metallurgical industry workers for the most part. The number of immigrant workers is constantly increasing.

#### **1.4. THE TRAINING STAFF**

Consists of technicians and engineers who, beside giving the benefit of their knowledge, are responsible for supervising the training programs.

The programs must be set up taking into account :

- . the change in techniques
- . the prospect of medium-term employment
- . the difficulties inherent in the handicaps involved

They must implement permanent training.

The specific character of the vocational rehabilitation of the Disabled adult calls for the cooperation with the trainer of medical specialists and specialists in functional rehabilitation, psychology and social action. Through his regular and frequent contact with the trainees, the trainer is the person best able to insure liaison between trainee and other personnel and to mediate between trainee and administrative and general services of the institution.

#### **1.5. THE REHABILITATION UNIT**

From its beginnings as a vocational training center, the MRC gradually developed into an Rehabilitation Unit insuring continuity from functional rehabilitation to vocational rehabilitation and rapid assistance in reestablishing the Disabled adult socially and in his vocational reclassification.

1966

2 — IMPORTANT FACTS AND SIGNIFICANT INTERACTION

2.1. TRAINEES

There are 240 trainees whose age is under 21.

Those with more than one handicap are few in number, as are the cases of traumatic sequellae or other handicaps characterized by psychic difficulties.

The academic level upon admission is generally that of the Primary Education Certificate.

The trainees participate through the intermediary of an elected House Council in the organization of life in common in the new buildings.

2.2. THE TRAINING STAFF

8 out of the total of 23 trainers have recently been hired in view of the opening of 5 new sections for which the AFPA has not yet set up the program. The trainers, even those who have recently joined the staff and were selected for this responsibility, must remedy this situation.

By regulation, they are limited to 25 hours of instruction and presence in the establishment each week, must participate in one class council and one technical meeting per trimester. This being the case, they are responsible for taking personal initiative in the exchange of pedagogical and technical information among themselves.

The relations between other people involved are practically limited to the class meetings directed by the Administration. The participation of doctors, psychologists, social workers and labor advisors makes it necessary to employ a medico-psycho-social vocabulary with which the trainers are not familiar and making for some misunderstanding.

2.3. PROGRAMS, CONTENT AND METHODS

Contents of the training consists almost exclusively of transposing the previous professional formation of the trainer.

Progression is based on models of technical training of national educational standards. The schooling of the trainers is limited to the early pedagogical stages of the AFPA and the master course is that most often used.

1966 was the first year in which training was sanctioned exclusively by the CFPA consequently differences with regard to this subject are still to be ironed out between the administration and many of the trainers who want the Certificate of Vocational Aptitude (given by the National Ministry of Education).

## 2.4. THE INSTITUTION

A section has been opened for Industrial Rehabilitation for the retraining of Disabled persons who are unable to take Vocational training proper.

The projected opening (for 1967) of a Effort Retraining Service - the first step toward the future Functional Rehabilitation Service-justifies the hiring of specialized personnel, increasing the quality and changing the kind of aid necessary to the trainees in the Vocational Rehabilitation sector to include physiotherapy, ergotherapy, corrective gymnastics, orthophony and permanent medical facilities.

A labor council is being organized to facilitate Vocational reclassification.

The structures of the institution, nevertheless, are not adapted to the diversification of tasks and collaboration among specialists.

There is an impression of a weakening of personal ties and a scattering of services all of which favors the omnipresence of the administration

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## 3 - HYPOTHESES

The increase and diversification of functions concerning :

- . trainees
- . the personnel
- . the structures

calls for a redefinition of the institution's objectives.

The trainer, especially a newly hired one, is disoriented in the presence of a Disabled person, the rehabilitation process and his own role in this process and in what help he will get in carrying it out.

A thorough KNOWLEDGE of the points mentioned is necessary: Team work training and initiation into elementary didactic techniques are complements of the first phase of training trainers.

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## 4 – TRAINING STEPS

### 4.1 1966

#### 4.11 REQUEST

The Administration asked the AFPA to organize a basic pedagogy information course for the 8 newly hired trainers.

By force of circumstances (beginning of the school year, moving) this course was reduced to 5 days and took place in the old MRC

#### 4.12 PROGRAM

Information regarding :

- . general principles of teaching methods
- . progression of exercises in vocational training
- . preparation and teaching lessons
- . grading the results
- . a sense of security

Training in some active methods by the simulation of courses.

#### 4.13 EVALUATION

The course did not meet the expectations of the participants who would have liked more information on rehabilitation, the institution itself, protection, trainer-trainee relations and the various difficulties connected with the handicaps.

The program of the same kind as the course for monitors of the AFPA for lack of evaluation of needs was not well adapted to the personality or expectations of the participants.

It was reduced by its brevity to a mere series of practical recommendations, often impossible for technicians without pedagogical experience and did not set a satisfactory example for the training of Disabled adults.

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5.1 — PROPOSALS

The training program undertaken in 1966 was only a partial answer to the hypotheses formulated with respect to the needs of beginning trainers.

We propose that, before beginning work, each trainer be enabled to learn every aspect of the rehabilitation of D i s a b l e d adults.

This in itself would require an approach in multi-discipline groups and a series of conferences with various staff members of the institution.

It would also constitute a model of the type of relations which have to be established between trainer and trainee, reproducing the situation of the D i s a b l e d person in training who is beginning his vocational rehabilitation.

Only after an experimental period as a trainer in a vocational rehabilitation unit can basic pedagogical training begin.

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1968

## 2 - IMPORTANT FACTS AND SIGNIFICANT INTERACTION

### 2.11 THE TRAINEES

There are 241 trainees whose average age is 23.

Psychically Disabled persons are beginning to be admitted.

Though the events of May 1968 only had a superficial impact on their immediate behavior, dissension among trainees are brought before the House Council. The latter, according to the trainers, are little motivated and "over-protected" by the Administration and the medico-psycho-social team.

### 2.12 THE TRAINERS

The number of trainers is more or less constant. Negotiations between their union representatives and the Administration give rise to new statutes (and a raise in their pay.)

- . 40 hours of presence in the establishment weekly of which :
- . 29 hours of courses
- . 11 hours of synthesis meetings or personal research and preparation.

This new statute will favor professional exchanges the trainers say they need. Professional groups are being formed progressively. There are, nevertheless, disagreements arising from the necessity of naming a group leader for each of these various groups and determining what qualities the leader should have, still ill defined. The trainers resent the fact that the head teacher absorbed by other tasks, cannot give them the help they think is necessary and in response to the Administration's demands for renewed effort, they adopt contrary attitudes which denote their uncertainties about desirable progress.

### 2.13 PROGRAMS, CONTENT AND METHOD

In view of insuring trainees in electronic cabling and welding more extensive placement facilities, a new section with cabling option in the field of electromechanics has been opened.

Contacts have been made with the AFPA to harmonize the setting up of radio-television repair programs (ADRTV) In the preparatory courses of the electronic group, a new program has been organized to strengthen the theoretical basis and opening up further possibilities for continued study at the end of the course.

At the end of the year, an AFPA inspector is to inspect the teaching program. The strict principles on which this inspection is to be based as well as the authoritarian methods employed appear to the trainers to be in contradiction with the attitude of other AFPA intervention (see following page) and incompatible with the new pedagogical program announced by the Administration, as well as with the new tendencies resulting from the events of May 1968.



## 2.14 THE INSTITUTION

The experiment of a section of Industrial Retraining is not repeated due to difficulty encountered in placing trainees in jobs in industry generally filled by workers without any professional training.

The "Effort Retraining Service" begun at the end of 1967 was opened to 30 new trainees. Personnel is being added progressively.

The fact that the personnel are union members made the election of personnel delegates necessary and a company committee set up only made more patent the differences among the personnel proper on the one hand, between personnel and the Administration with regard to aims and institutional structures on the other.

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### 3.1 — HYPOTHESES

- . changes in structure made necessary by the development of the establishment
- . an effort on the part of the Administration to have everyone share in the institution's orientation
- . the influence filled with questions of the events of May 1968 - admittedly difficult to measure

created a confused situation and disturbed or strained relations which could only have an effect upon the trainers in relation to their jobs.

The lack of any formation in pedagogy and psychology made this an uneasy experience for most of the trainers.

It will be necessary to clarify institutional difficulties and to evaluate both needs and expectations and to find some way of resolving these problems.

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4 -- TRAINING STEPS

4.2 1968

4.21 REQUEST

The Administration decided to carry out a methodical evaluation of needs and expectations of trainers with the help of 2 AFPA. psycho-sociologists.

4.22 PROGRAM

This assistance in the form of individual interviews was reported in the course of a meeting of all trainers by the 2 psycho-sociologists. The following proposals were submitted to them :

- . Participation of all trainers in a psycho-pedagogy course with emphasis on communication.
- . Trainers to learn psychological terminology.
- . Creation of a pedagogical counsellor without hierarchical reference.
- . Creation of a documentation service and hiring of a librarian to man it.

4.23 EVALUATION

The trainers expressed some reservation as to the manner in which this intervention was decided upon as well as the way in which its conclusions were reported.

They considered that as advantageous as were the proposals, they had not had any say in the decisions taken for their implementation.

4.3 1969

4.31 REQUEST

The Administration, in order to implement the psycho-sociologists proposals, asked the AFPA to organize a course in psycho-pedagogy for trainers of the CRM, of FPA center, and those of another Rehabilitation center of the vicinity.

4.32 PROGRAM

The course was set up :

- . to include information on : communication

fundamental pedagogical principles  
teaching attitudes and comportment

- . some experience in inter-action
- . training in analyzing the contents of documents
- . pedagogical bibliography and technique

#### 4.33 EVALUATION

The trainers became aware of the advantages of creating better means of getting the trainees to participate in their own training. Greater ease was acquired in inter-personal relations. Regret was expressed that participation of trainers not concerned with the actual difficulties of the Disabled constituted a disadvantage of the course. They hoped in future courses devoted to specific pedagogical methods to go more deeply into material which could only be touched upon during the first very full session.

N.B. In 1969 another proposal was put into effect :

One trainer left to take a course in functional training so that he could become a teaching councillor.

#### 4.4 1970

##### 4.41 REQUEST

The Administration followed up on the psychologist's and psychiatrist's request for closer collaboration between them and the trainers. A schedule of meetings was drawn up for this purpose.

##### 4.42 PROGRAM

A series of meetings led in turn or jointly by the psychologist and the psychiatrist of the institution permitted the trainers to familiarize themselves with psychological concepts and terminology relative to :

- . apprenticeship
- . intelligence
- . personality

#### 4.43 EVALUATION

The trainers and psychological specialists at this point enter into an exchange, not without some reticence on both sides, as to their modes of approach in the face of problems of Vocational Rehabilitation. The trainers found that these meetings sensitized them further to the psychic consequences of handicaps especially those resulting from cranial injuries. The fact that the same year the institution's doctor held a meeting on cranial injury certainly was a contributing factor.

**N.B** In 1970, the teaching councillor began his activities. Many of the trainers had taken issue with this nomination. They would have preferred setting up a pedagogical committee composed of trainers who would have taken turns sitting on this committee.

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#### 5.2 - PROPOSALS

All the steps taken as a results of the intervention of the AFPA psychosociologists are expected to fill in the lacunae of the basic pedagogical training. They do not constitute a model for a permanent training program of trainers but a response to a particular situation.

These courses though packed with information are reduced in duration for all the trainers in the institution are involved , some of them have had the benefit of a great deal of experience but the courses will permit all of them to perfect themselves within the pedagogical domain to a certain extent.

Introduction to the language of psychology and functional medicine, sensitization to psycho-pedagogy must become a become inherent in basic pedagogical training of those who are to work directly with D i s a b l e d adults. This cycle was designed to include as well :

- . training in work methods
- . training in group leadership
- . training in various methods of expression such as audio-visual aids.

This basic instruction would have to include alternate periods of training and actual experience in vocational rehabilitation sections.

1971

2 - IMPORTANT FACTS AND SIGNIFICANT INTERACTION

2.111 TRAINEES

Now number 293. Average age almost 24.

The number of Disabled individuals with sequellae of cranial injuries and psychic problems is increasing. Concentration, especially in the commercial training sections is often a problem.

The trainees now received remuneration from the National Employment Fund. This affects their growing independence from the institution. It also entails making some changes with regard to the House Council. At the same time the trainees developed a more critical, therefore a more demanding attitude toward the institution and their own training. This was in keeping with the aims of the institution to give the Disabled greater autonomy.

2.112 THE TRAINERS

4 new trainers were hired and new sections for training preparation were opened. These newly hired people had the advantage of a period of orientation and exchange upon their arrival and before starting to work, with various specialists enabling them to acquaint themselves with the institution, its aims, structure, its function and the problems of rehabilitating Disabled adults.

Meetings of trainers of various groups favored a certain autonomous functioning and adapted the trainers to the material means at hand and the division of tasks among them, to systematizing information on administrative and social problems confronting the trainees, personnel, and the institution as a whole. The trainers participated with greater ease in all institutional meetings and at the same time adopted a more critical attitude with regard to them.

The group of trainers became more cohesive with concerted initiative in organizing a monthly discussion group among themselves to deal with their role in vocational training and the internal organization of the service (especially by adopting new ways to make the Class Council work).

## 2.113 PROGRAMS, CONTENT AND METHODS

Some of the trainees had a higher than average education. In order to provide them with suitable aims and to adapt our training to new techniques, we decided, despite limited staff, to open a section for accounting training. This completed options offered in the accounting profession, the commercial group being the only one which had not, until then, offered the possibility of more advanced training.

In a preparatory section to which time allotted was shorter because of recruiting conditions, a participating approach was attempted to the mutual satisfaction of trainers and trainees. Group techniques were experimented with thanks to recent training. The trainers now giving instruction in French, were a real teaching team and prepared admission examinations to enable them to recognize the level of knowledge and lacunae of the trainees and further their students progress. Nevertheless, all these various experiments tended to remain isolated and poorly coordinated for lack of any real means of exchange between the trainers themselves.

## 2.114 THE INSTITUTION

Work began on the construction of a Functional Rehabilitation service capable of housing 100 trainees. Construction was begun on a second building to house 100 Vocational Rehabilitation trainees.

Administrative services were reorganized tending toward decentralization especially with regard to personnel management.

Research was undertaken relative to :

- . the conception of a service for work adaptation and retraining
- . a general overhaul with a view to larger cultural prospects which would include Vocational Rehabilitation within the framework of the Permanent Training Program.

The purpose of this research was the optimal integration of services and personnel and personnel and unifying rehabilitation as a whole.

### 3.2 — HYPOTHESES

Once the difficulties of adapting to new structures were allayed, previous training plus new orientation at various levels had a favorable effect upon the trainers' functions as it did on that of the personnel at large, especially with respect to the making of decisions.

Group effort and group sensitivity was recognized as facilitating convergence of the different branches and completing the training steps in the psychopedagogical domain since 1968.

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#### 4 – TRAINING STEPS

#### 4.5 1971

##### 4.51 REQUEST

At the request of the teaching councillor, a course was to be set up for the MRC Administration, an AFPA center and another Rehabilitation center. All trainers from these centers were invited.

The goals of this course which were not shared with the participants were as follows :

- . Training in group work and analysis of the training
- . Human relations and communication
- . Analysis of cases (example : cases brought up in the course, filmed cases)
- . Information on pedagogical methods
- . Role-playing
- . Psychological information

##### 4.52 PROGRAM

Group sensitivity and conducting meetings.

The animator adopts a non-directive attitude from the very beginning and allows the group to elaborate its own work program, recognize the inherent difficulties of group living and evaluate its progress.

Following these sessions, content and modality of progression change as a function of the participants.

##### 4.53 EVALUATION

The majority of the trainees expressed disappointment. When the goals (as above) were revealed they felt they had not been attained.

Often, participation of trainers from other institutions generated conflict. Many of them found the experience painful, boring or did not know what they were supposed to accomplish.



Though some of them felt that "living through" this period contributed to a certain ease within the group, many of them proposed" that only people aware of the program and in favor of it should be sent".

In conclusion, the trainers set as the condition of their future participation in any training program, a free choice of the type of course to be given. It was decided to suspend any further collective training for a year.

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### 5.3 — PROPOSALS

Following the intensive training undertaken in the preceding period, the trainers felt a need to go more deeply into a given aspect which was merely touched on in 1969 and 1970.

Could a course in group dynamics and holding meetings of an essentially non-directive nature offer a satisfactory solution as long as previous training steps had not yet covered all subjects that should have been included in a basic training cycle ?

Upon the conclusion of this experience, it was proposed that :

- . All training steps must from the very beginning take into account a careful evaluation of needs and expectations.
  - . Content, methods and progress in developing trainers must be the object of concerted action between trainers, the institution and those responsible for the developing of trainers in order to attain optimal results.
-

1973

2 – IMPORTANT FACTS AND SIGNIFICANT INTERACTION

2.1111 TRAINEES

310 were enrolled in Vocational Rehabilitation. 251 had had previous vocational experience . The average age was over 24. There were more cases of multiple-handicaps. Their increasing complexity explained the difficulties of adapting to jobs from the beginning of training, making professional reclassification even more difficult. The differences in level were greater and greater. The House Council was abandoned. The trainees felt more solidarity with their training section than with the institution that was growing and diversifying its activities to the point of not being concerned with them to the same extent.

2.1112 THE TRAINERS

Now numbered 32. Their team is assisted in the Training or Formation Service :

- . by several technical persons (stocking and maintenance of teaching material) who were intended to become collaborators of the trainers in carrying out pedagogical aids,
- . a librarian to work with the trainers and trainees in pin-pointing concepts then carrying them out,
- . a leader available to prepare and conduct the training sequences in collaboration with trainers and trainees.

The trainers' work groups to orient their activities (see paragraph on programs, contents, methods) toward determined common goals.

Collaboration between trainers and other people involved to be oriented toward a type of limited group meeting centered on specific cases.

Nevertheless, shifting of recreation hours and the elimination of one meeting room curtailed to a certain degree the possibility of trainers meeting among themselves and they were very displeased about this.

2.1113 PROGRAMS, CONTENT AND METHODS

Revitalizing of programs in technical domains continued.

The group work of the trainers is concentrated on personalized instruction, the assumption of an active role in mutual education and in assuming their functions allowing each one to help others on the basis of his personal experience.

Various steps were taken with this in mind :

- . Personalized instruction in mathematics by tape-recorder
- . The use of "R.T.S. promotion" programs on enterprise management with the collaboration of technical assistants of the Mulhouse Chamber of Commerce
- . Teaching research assisted by a mini-computer
- . Thorough analysis of lack of oral and written expression and co-animation of expression classes often preceded by work in small groups of trainers and trainees.

In a preparatory section these various steps were rationally coordinated and integrated. Participation of trainees in progress plans with a view to attaining intermediary goals defined in common by trainers and trainees was experimented with in different ways. (see appendix c)

## 2.1114 THE INSTITUTION

The second building for housing trainees in Vocational Rehabilitation was opened in September 1972. The Function Rehabilitation building was nearing completion and was to be ready by September 1973. 54 trainees were admitted to Effort Retraining in September 1972. This increase in number and enlargement of facilities made for improved and diversified services being offered these trainees, amounting to almost the complete gamut of activities of a Functional Rehabilitation center.

The structures of the establishment were so arranged as to make the rehabilitation service a coherent unit in which every service contributed to the smooth operation of the whole, assuring whatever measures were necessary to accompany one or another specific dominant activity.

---

3.3 — HYPOTHESES

As services supplied the trainees in the establishment become increasingly diversified, the complementary nature of the various functions becomes evident.

Means will have to be found to allow the different specialists to collaborate effectively.

Group thinking and confrontation of the various disciplines should facilitate such collaboration.

In each domain previously acquired training should incite the trainers to specify their needs.

A choice of options will be necessary.

---

#### 4 - TRAINING STEPS

##### 4.6 1973

##### 4.61 REQUEST

As a result of the contact established between the chief of service and the trainers' representatives in the Training Commission of the Institutional Committee, basic principles of necessary training were determined : the type of formation that each trainer feels is necessary for him. - Concerted elaboration by members of the institution, training animators and MRC trainers as to the objectives, programs and methods of training. In collaboration with two trainers' trainers from the AFPA a training plan for 1972-73 was set up on these principles.

It was carried out in the following way :

##### 4.62 PROGRAM

Two courses of 8 days divided into 2 sessions spaced 2 months apart to be devoted to introduction to and or development of logics and methodology. These session to comprise additional information and training exercises in :

- . formal logic i
- . methods of reasoning
- . methods of resolving problems and case studies of pedagogical application.

##### 4.63 EVALUATION

This course of study furnished the trainers with some data that could be integrated into their personal research so as to rationalize their work organization. It demonstrated the similarity between problems and the means of solving them in the various disciplines of the trainers. It made obvious the necessity of continuous work in multi-disciplined trainer groups, in the field of pedagogy. The concentrated material of the program calls for further work.

1973

4.621 PROGRAM

A 3 day course based on pedagogical incidences of the audio-visual. The participants presented the experiences they attempted or planned making use of audio-visual aids. These experiences were then subjected to critical reflection in common.

4.631 EVALUATION

A misunderstanding at the time the objectives were determined and insufficient technical preparation on the part of the participants forced the group to re-define its goals in the middle of the course.

Nevertheless, the high level of participation led the participants to set up groups responsible for pursuing within the establishment, the collaboration begun during the course and the responsibility for introducing trainers to it, all of which may be considered promising.

1973

4.632 PROGRAM

Several sessions of psycho-sociological development including relational aspects. These sessions consisted of 4 days of meetings once a month approximately of multi-discipline groups including teachers, doctors, medical assistants, psychologists and social workers, devoted to case studies.

EVALUATION

Given the nature of these steps, evaluation must of necessity be subjective.

#### 5.4 -- PROPOSALS

Among the options proposed were :

- . improving reasoning and methodology continued from basic training
  - . a course in audio-visual aids whose technical contribution should constitute the goal of the initial training but whose reflection on pedagogical incidence of the audio-visual requires more experience
  - . sessions in psycho-sociological improvement in multi-discipline groups should be current practice in any institution whose goals call for specialists in different fields. It is a fruitful method of work and the type of action to be permanently employed.
-

**THIS LAST EXPERIMENT REINFORCED OUR PROJECTED PROPOSAL FOLLOWING ANALYSIS OF EARLY TRAINING STEPS AND HAS BEEN PROGRESSIVELY REINFORCED AS THEY DEVELOPED :**

- . THE FORMATION OF TRAINERS MUST ANSWER NEEDS AND EXPECTATIONS WHICH ARE THE RESULT OF A LIVED THROUGH EXPERIENCE**

**IT CAN ONLY BE FULLY REALIZED INSOFAR AS THE TRAINERS THEMSELVES ARE ASSOCIATED WITH THE RESPONSIBILITIES :**

- . BOTH IN THE FIELD OF VOCATIONAL REHABILITATION**
- . AND THAT THEIR PERSONAL TRAINING**

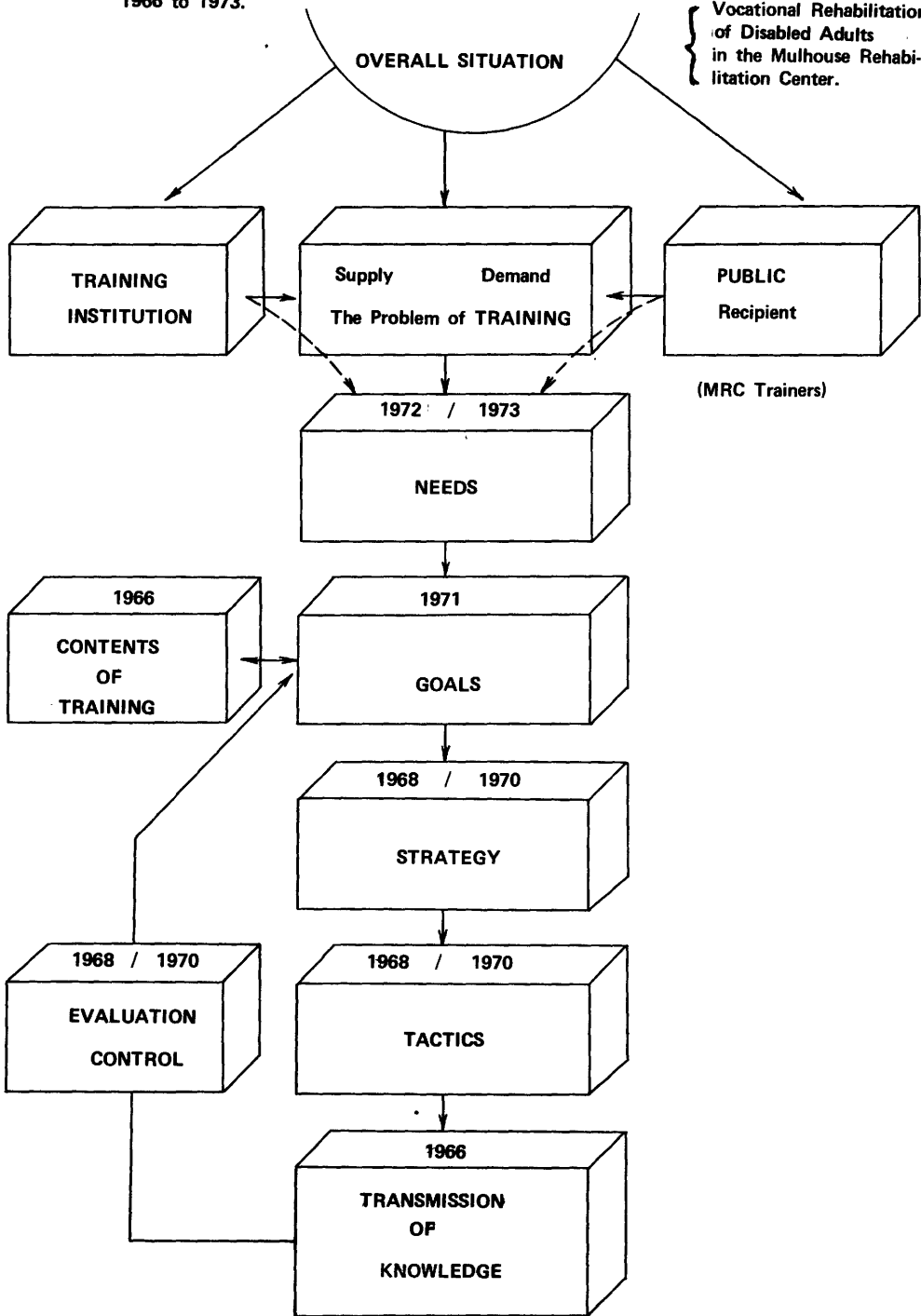
**WE BELIEVE WE ARE FAITHFULLY FOLLOWING THEIR ANALYSIS OF THEIR OWN TRAINING UNDER THE MRC TRAINERS BY CONCLUDING THAT IT MUST VIEWED IN THE PERSPECTIVE OF SELF-TRAINING.**



### THE TASKS OF AN ADULT TRAINER

Diagram representing the job of adult trainer (or the difficulties of the job) and attainments of MRC trainers as the activities became progressively organized from 1966 to 1973.

Vocational Rehabilitation of Disabled Adults in the Mulhouse Rehabilitation Center.



**Appendix B**

**TRAINING EXPERIENCE OF THE TRAINERS**

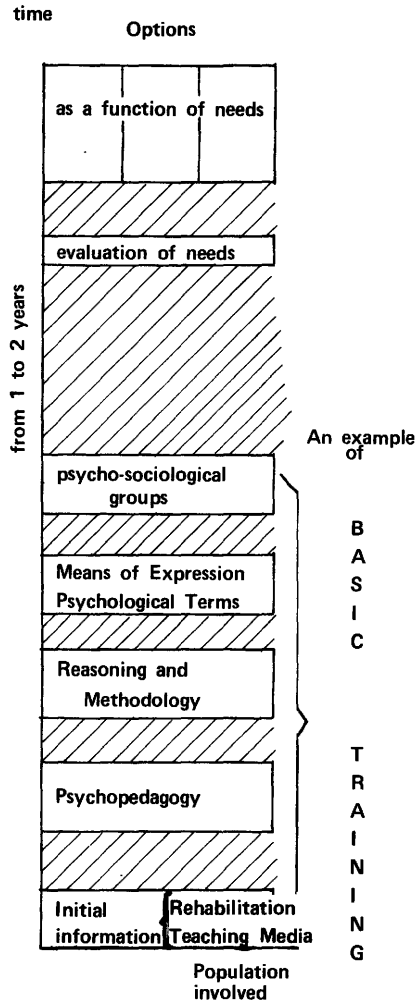
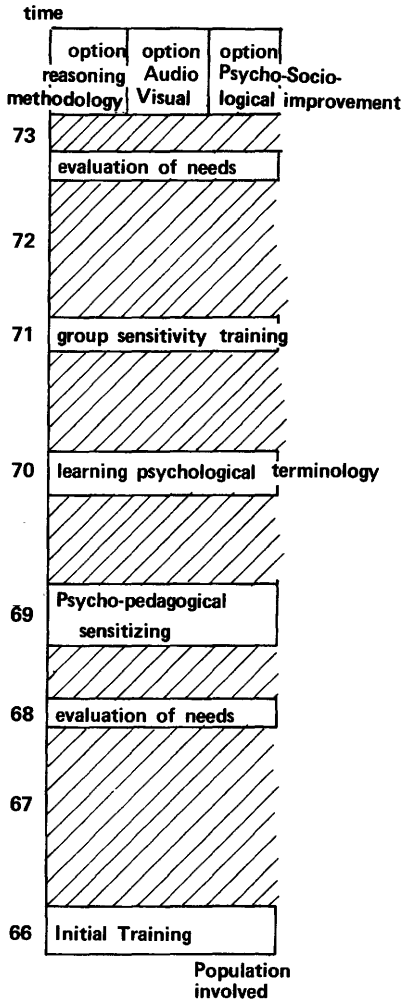
(Diagram of alternate training currently in use)

Progression in training trainers at MRC (currently employed)

Alternate training plan

Actual progression in training trainers at MRC from 1966 to 1973.

Based on acquired experience.



The cross-hatched areas represent application of periods in Vocational Rehabilitation.

Training sessions are sometimes too widely spaced apart, sometimes too concentrated. Contents of training are defined step by step to fill in the gaps.

Training sessions in the basic courses follow a regular rhythm and contents cover the various aspects of pedagogy. Options are offered according to demand based on „lived through,, experience after or during the basic cycle.

## Appendix C

Evaluation of the application of acquired training in the vocational rehabilitation section  
(duration : 6 months)

### TRAINEES

Numbered 16. Average age over 25. They were oriented toward commercial training ; their level at time of admission made preparatory courses for this training imperative.

### TRAINERS

Numbered 3, 2 women and 1 man. They met regularly to harmonize their work. They represented different fields : 1 was an accountant, 1 a technician, 1 a document librarian.

### GOALS

These were defined by the trainers in collaboration with the people who organized the Assistant-Accounting training, Multicopy Accounting Assistant, and Business Accounting for which trainees were to be prepared. They may be subsumed as follows :

- . Up-dating previous academic training
- . Introduction to the common bases of commercial training
- . Continuous training in rational work methods
- . Acquiring written and oral means of expression

### METHODS

The group of trainers were convinced, following their training and experience, that teaching adults must involve closer and closer participation between teachers and students. They therefore held a meeting on an average of every two weeks devoted to :

- . evaluating the recent period
- . defining following intermediary goals
- . seeking the necessary means of achieving these goals.

## MEANS

In this manner, to state an example, the following procedures were decided upon mutually by trainers and trainees :

- . intensive training in rational work methods
- . co-leadership in certain sequences by two teaching trainers of complementary subjects
- . preparation of trainees in small groups assisted by the document librarian
- . intensive use of audio-visual aids, especially the tele-video in the acquisition of oral expression, and group work
- . assistance of non-trainers employed in the institution and doing work similar to that trainees are being prepared for
- . setting up small groups of trainees of the same achievement level, for example, in mathematics, permitting the teacher to give each student individual attention.

## EVALUATION

The training teachers felt that continuous collaboration between themselves and trainees made for :

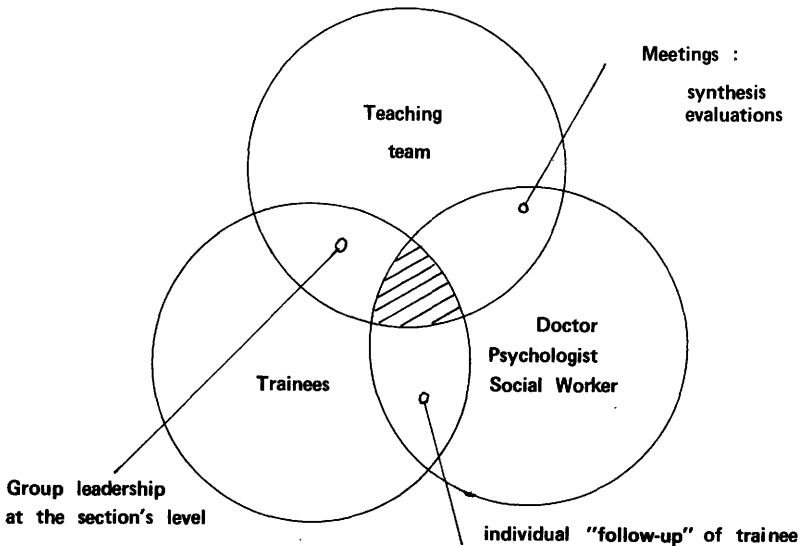
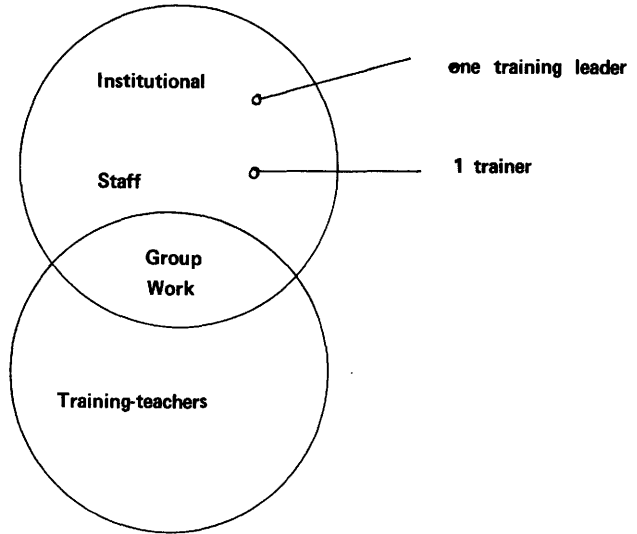
- . fulfillment of the trainees needs more adequately
- . maintaining constant motivation at a high level
- . developing among trainees the desire to take an active part in their own learning process, a sense of responsibility and a taste for initiative.

Trainees agreed, in cooperation with their teachers, to decide upon the way their section would function, to determine their own inter-personal relationships. They recorded this on a magnetoscope.

Diagrams representing :

relations between trainees and those involved in Vocational Rehabilitation

the workings of the teaching team



Meetings :  
Reception  
Evaluations

**B — NEEDS EXPRESSED IN THE INSTITUTIONS RELATIVE TO THE  
FORMATION OF TRAINERS OF DISABLED ADULTS**

Two nationwide studies were made to group the expressed needs relative to the formation and improvement of Disabled adults.

- . one involved the Administrators of Specialized Centers
- . the other a sampling of training teachers.

The specialized centers used in this study were 57 in number and all were :

- . under the aegis of the Labor Ministry
- . technically controlled by the AFPA
- . admitting trainees over 17 years of age.

The Directors of these 57 centers were contacted by means of a questionnaire relative to their centers, what type of trainees they took, personnel employed, pedagogical formation of the training staff and the training needs felt by the teaching team.

The study of training teachers involved 22 such centers. Various criteria were used to select the latter :

- . their geographical situation ; each regions had a prorata representation of the number of establishments in its territory.
- . their size with respect to the potential number of trainees they can accept and hence the number of trainers they employ. The whole scale of establishments is represented by the sample.
- . vocational skills taught. The most representative selection of courses organized to help reclassify Disabled adults was sought. Though common courses are frequently mentioned this does not mean that more unusual and specialized training was not offered (leather working, etc...)

In each center used in the study, every training teacher whatever his or her qualification, was interviewed by a psychologist.

During this interview, the psychologist filled out a questionnaire giving vital statistics training and training regulations for Disabled adults, their professional life in the establishment, their relations with the institution and trainees as well as training needs.

The title trainer or training teacher includes technical assistants, professors, advisors, and instructors who give the preparatory courses in general instruction. The sample was made up of 224 such people which represents approximately 40 % of the overall training population of the 57 establishments defined above.

It is felt that the sample is representative and the information equally so.

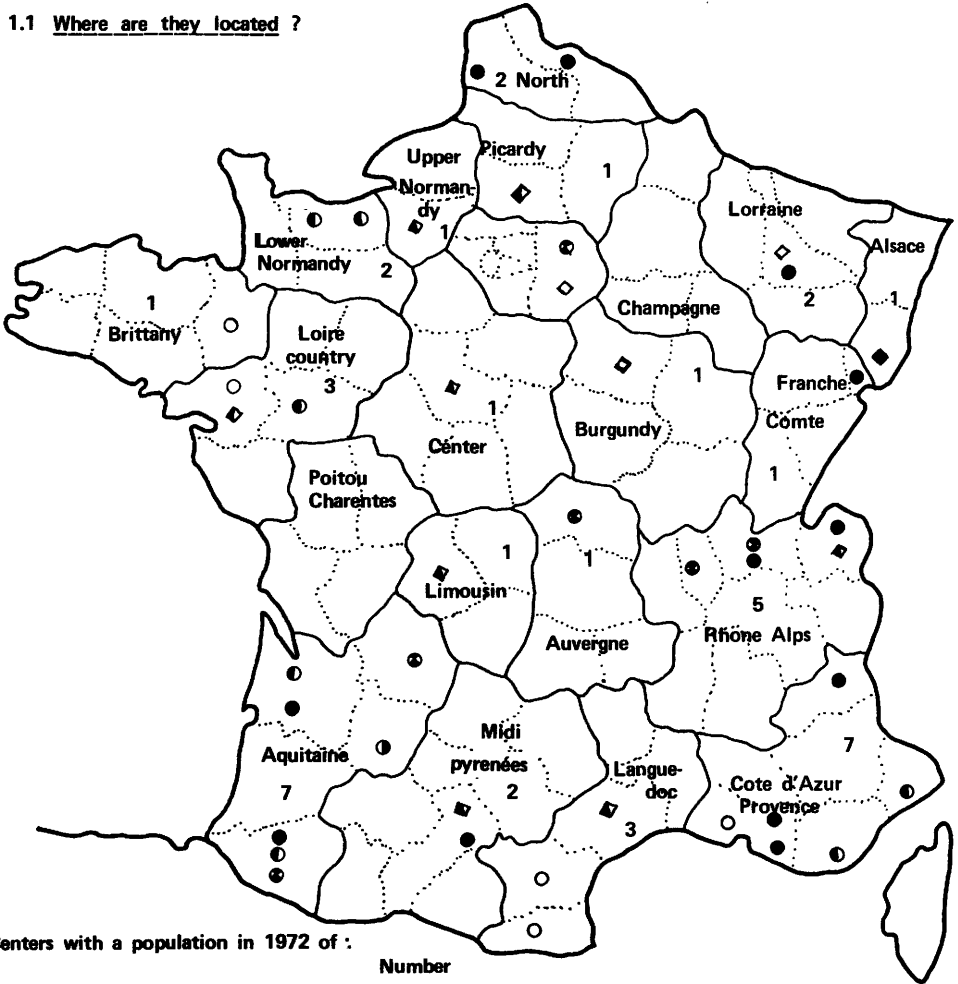
Only the elements in these two studies which were considered to add something of real interest to the projected training program for training teachers were considered.

- . 1— description of specialized centers
- . 2— description of trainees
- . 3— description of the training teacher population
- . 4— evaluation of training needs in order to determine the goals and the means to be employed in a projected training program for training teachers.

1- SPECIALIZED CENTERS

The 57 specialized centers for vocational rehabilitation are distributed throughout the different work & employment areas.

1.1 Where are they located ?

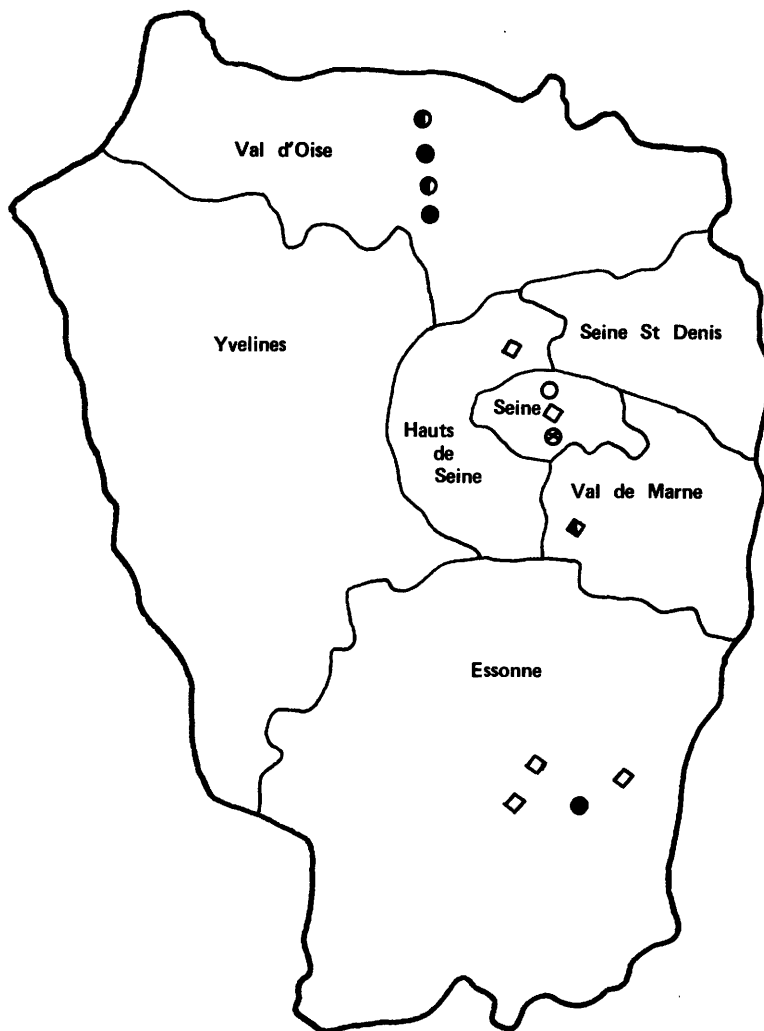


Centers with a population in 1972 of :

	Number
○ less than 30 trainees	5
◐ from 31 to 60 trainees	8
● from 61 to 100 trainees	12
◇ from 101 to 150 trainees	3
◊ from 151 to 200 trainees	7
◆ from 201 to 300 trainees	1
⊗ more than 300 trainees	1
⊙ unknown	6



THE PARIS AREA



Center with a population in 1972 of

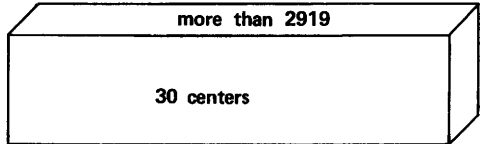
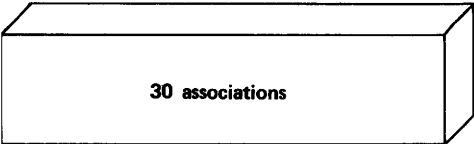
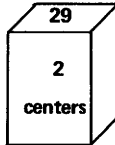
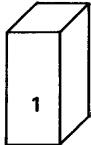
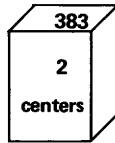
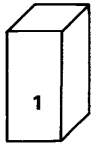
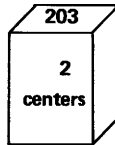
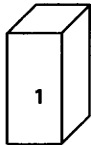
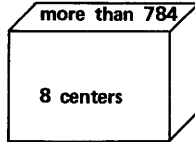
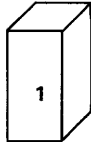
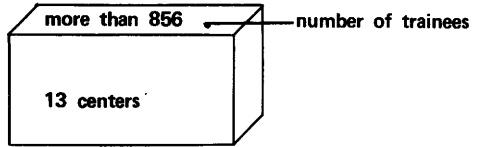
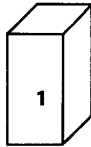
	Number
○ less than 30 trainees	1
⊙ from 31 to 60 trainees	2
● from 61 to 100 trainees	3
◇ from 101 to 150 trainees	5
◈ from 151 to 200 trainees	1
◆ from 201 to 300 trainees	0
⊗ more than 300 trainees	1
⊗ unknown	0

1.2 Who runs them ?

The 57 centers are run by 35 different Associations. The number of trainees per center run by a single association varies from 15 to 384.

Association

Center



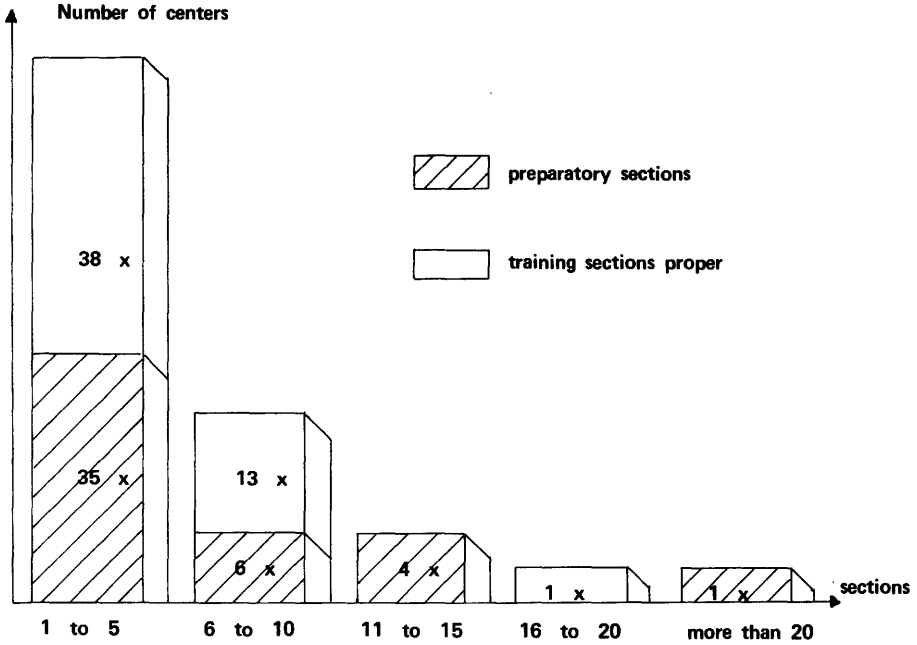
Total : 35

Total : 57

1.3 What types of training are offered in them ?

The centers have 446 different sections to provide training :

- . 307 training sections proper
- . 139 preparatory sections

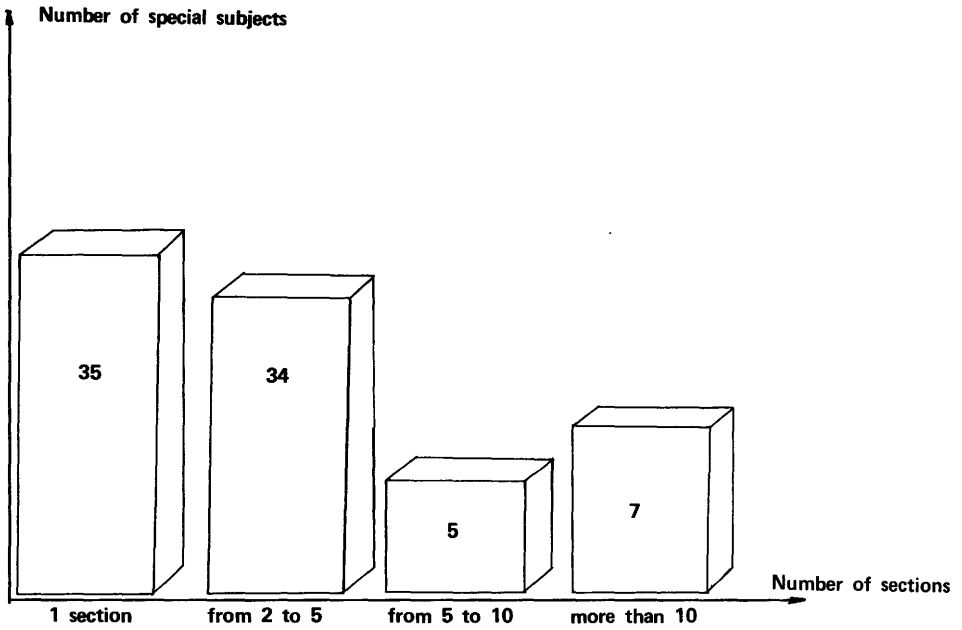


Please note than 15 centers do not have preparatory sections at all.

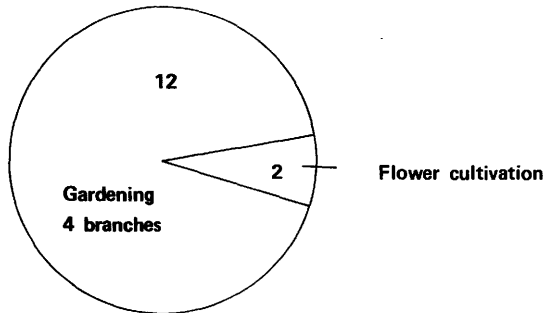
x : number of centers

1.4 What special subjects are taught ?

The 307 training sections cover 81 special subjects.



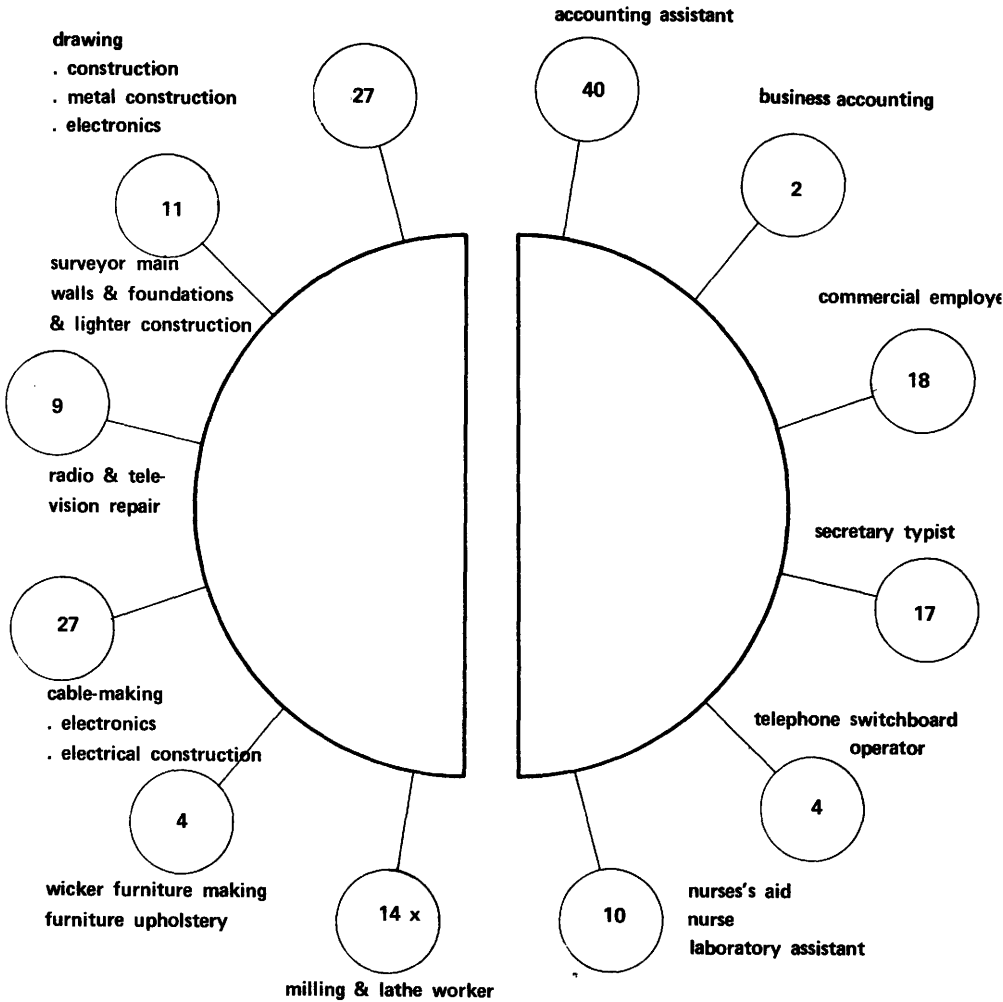
Here are some examples :      in the primary sector  
Number of sections : 14 or 4.56 %



In secondary and tertiary sectors.

Both of these offer various kinds of training :

- . secondary sector : 110 sections or 36 %
- . tertiary sector : 183 sections or 59 %



x : number of sections

**2. TRAINEES ADMITTED TO SPECIALIZED CENTERS**

51 out of 57 centers contacted replied (89 %).

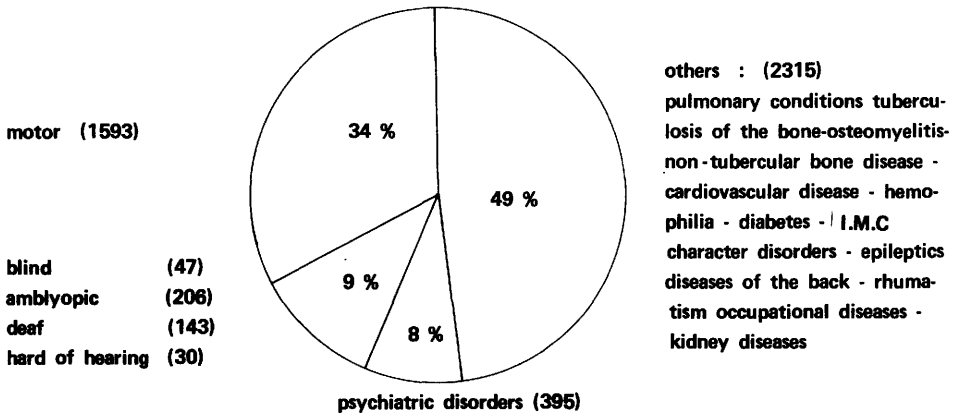
**2.1 Which ones ?**

**2.11 Population in 1972 :**

category	resident trainees	Day trainees 1/2 pension	
number	4011 77.5 %	1173 22.5 %	Total 5184
population per center	13 to 260	129 to 384	

212 Age : The average age is 24, with upper and lower limits respectively of 33 and 16.

**213 Handicap :**

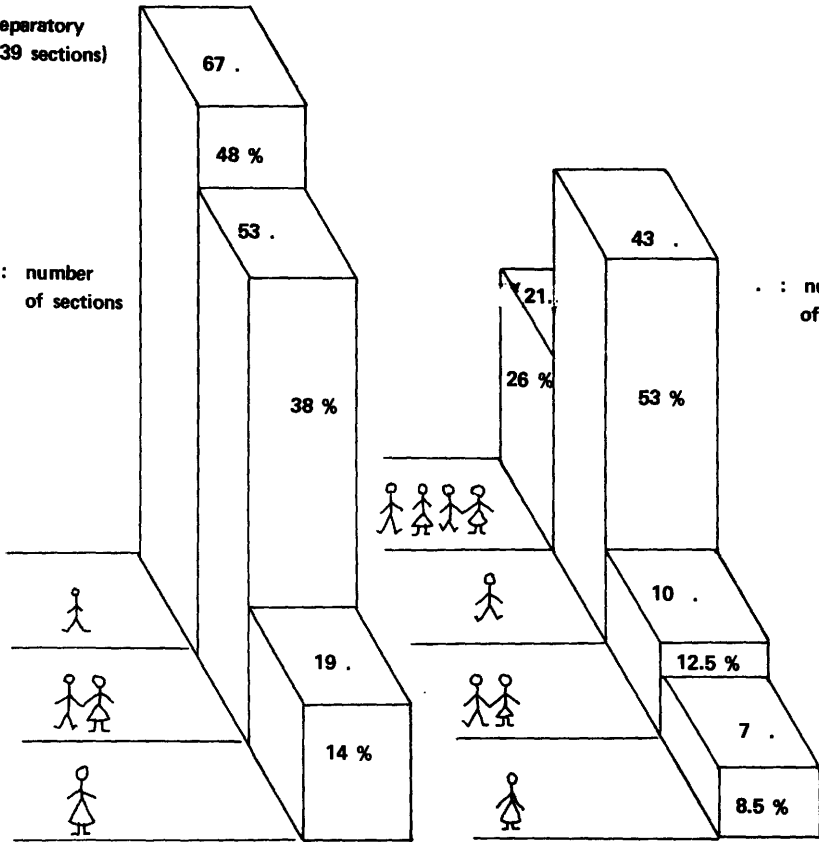


214 Sex of trainees admitted to the different sections :

Preparatory  
(139 sections)

. : number  
of sections

. : number  
of specialties



exclusively male



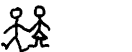
exclusively female



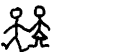
centers with exclusively male sections



centers with exclusively female sections



centers with exclusively mixed sections



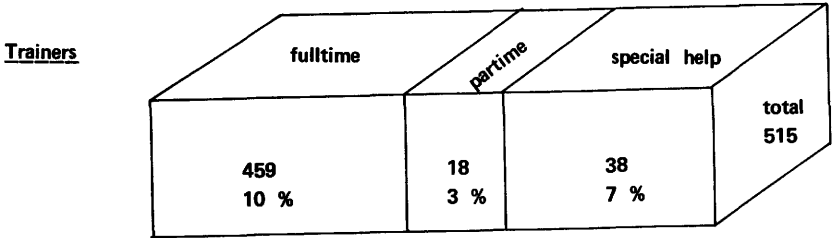
mixed

Please remark that half the training and preparatory sections are exclusively reserved for men.

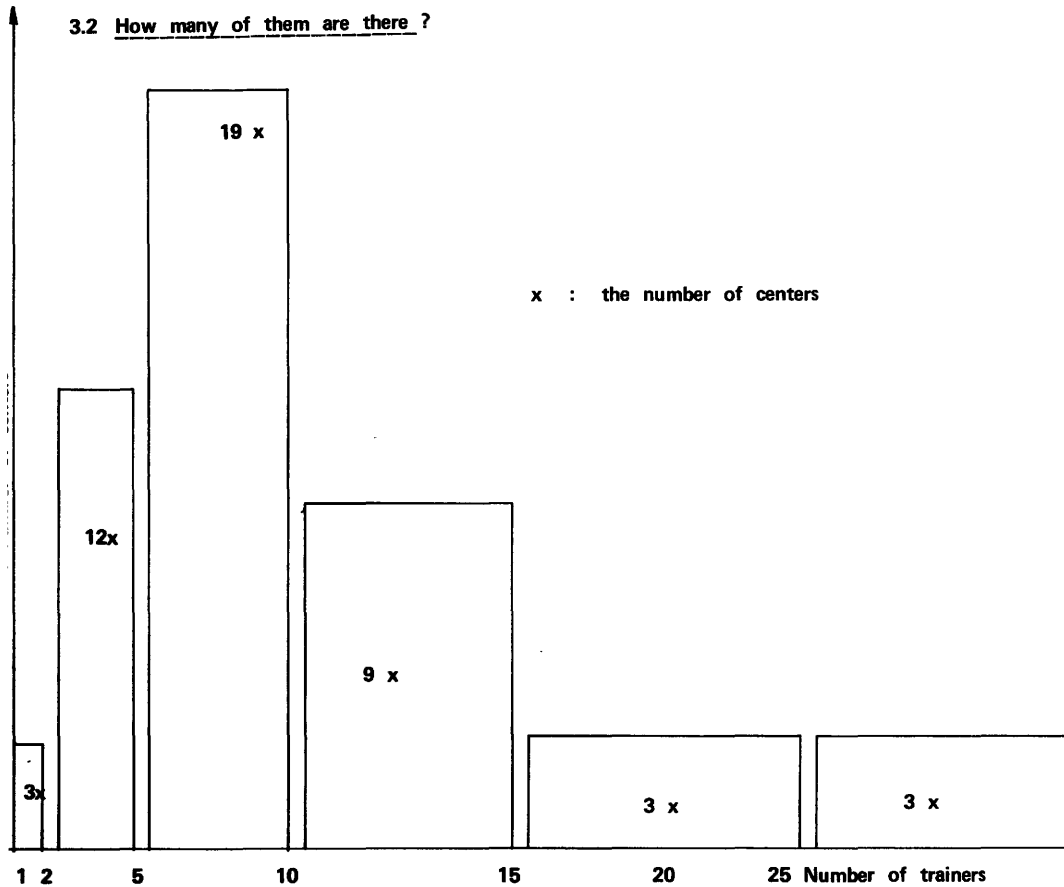
### 3. TRAINING TEACHERS

#### 3.1 How do they teach ?

50 out of the 57 centers answered (87 %)



#### 3.2 How many of them are there ?





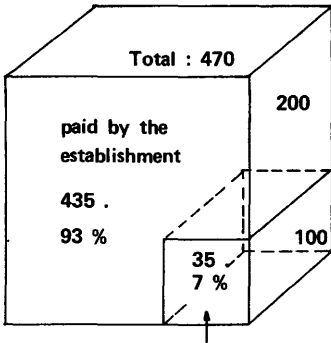
**3.3 What is their status ?**

49 out of 57 centers answered (85 %).

These trainers are paid according to the salary agreements as follows :

salaries :

	A.F.P.A. 217 .	S.S.	F.E.H.A.P.	Retarded children	others
	45 %				
					87 .
		67 .	79 .		
		14 %	16 %	30 .	18 %
				6 %	



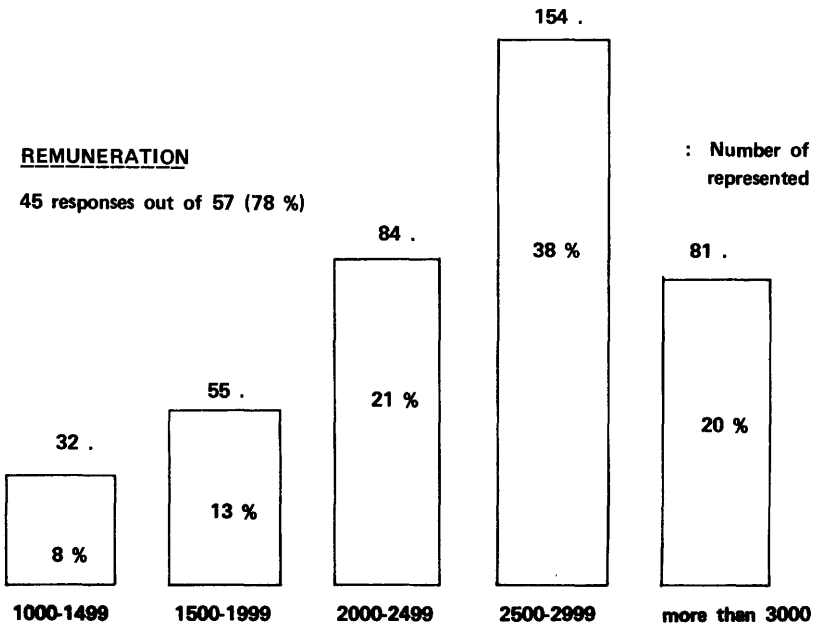
Paid by National Education

Others : C.N.R.O. Ministry of Agriculture National Education

**REMUNERATION**

45 responses out of 57 (78 %)

: Number of trainers represented



3.4 What are their work hours ?

86 % or the majority of the 224 Trainers interviewed; work 5 days per week.

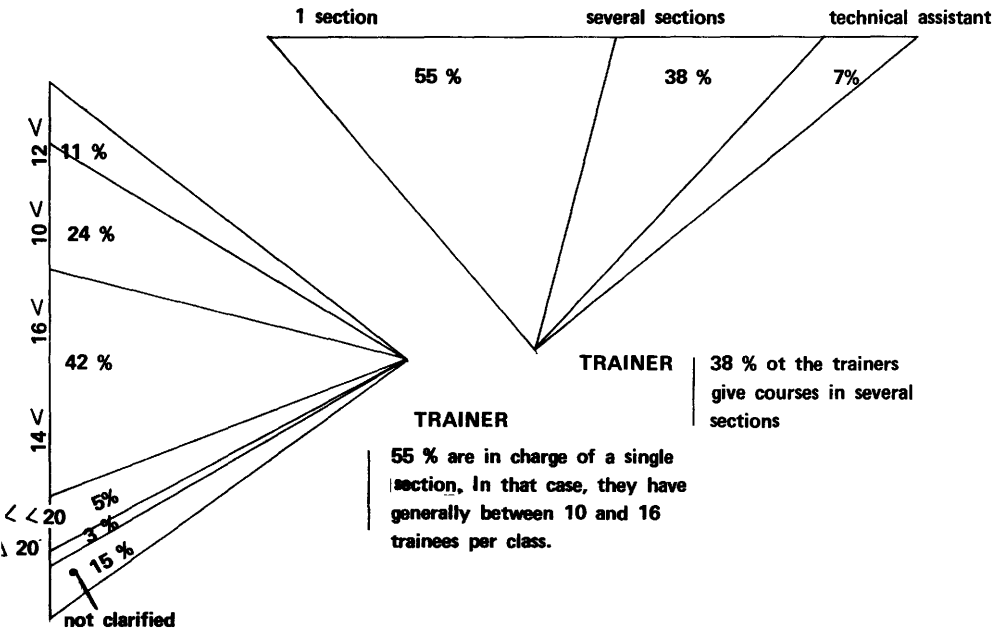
work Hours

30 h	11 %
30 h < < 34 h 55	16 %
35 h < < 39 h 55	43 %
40 h	26 %
> 40 h	4 %

Time devoted to Courses

18 h	11 %
18 h < < 24 h 55	12 %
25 h < < 29 h 55	22 %
30 h < < 34 h 55	41 %
35 h	12 %

3.5 What are their pedagogical responsibilities ?



3.6 How do they come to know the trainees ?

85 % of the training teachers feel the need to know more about medical and psychotechnical facts.

individual interview	60 %
interview with trainers	10 %
interview with other people	11 %
synthesis meeting	4 %

3.7 How do they view their pedagogical role ?

371 Participation of trainees

CIRCUMSTANCES	NO	YES			
		Information	Explanation	Discussion	change to attempts
internal organization of section	29 %	53 %	51 %	59 %	19 %
training contents of distribution of exercises	34 %	31 %	44 %	52 %	9 %
grading or evaluation	50 %	21 %	17 %	20 %	7 %
placing sanctions	23 %	15 %	38 %	50 %	10 %
general events	39 %	7 %	19 %	25 %	4 %
individual facts	35 %	22 %	21 %	44 %	1 %
	24 %	24 %	16 %	40 %	2 %

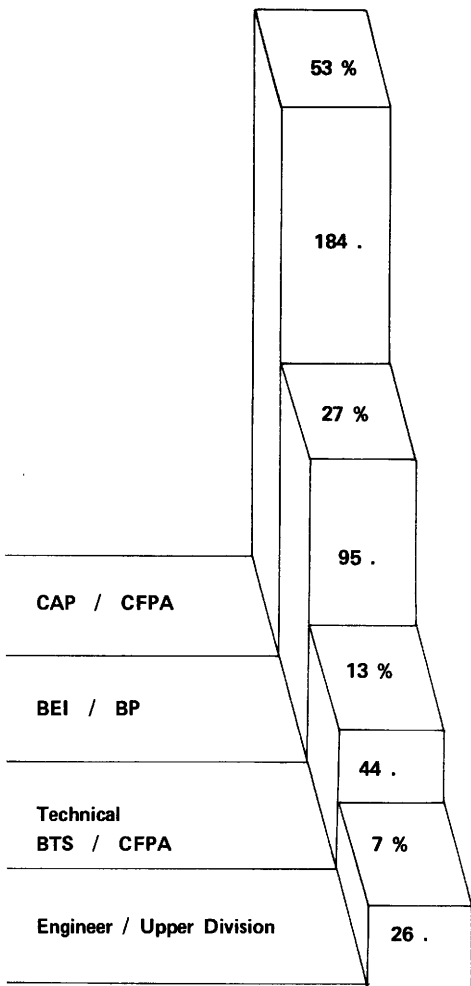
372 Difficulties on the pedagogical level

<b>NUMBER</b> <b>SOURCE</b>	<b>NONE</b>	<b>FEW</b>	<b>MANY</b>
<b>LOWER LEVEL</b>	<b>5 %</b>	<b>28 %</b>	<b>67 %</b>
<b>HETEROGENEOUS LEVEL</b>	<b>13 %</b>	<b>27 %</b>	<b>60 %</b>
<b>HETEROGENEOUS AGE</b>	<b>56 %</b>	<b>31 %</b>	<b>13 %</b>
<b>DIFFERENT HANDICAPS</b>	<b>49 %</b>	<b>30 %</b>	<b>21 %</b>
<b>PRESENCE OF A LEADER</b>	<b>37 %</b>	<b>45 %</b>	<b>18 %</b>

3.8 Training of Active training teachers

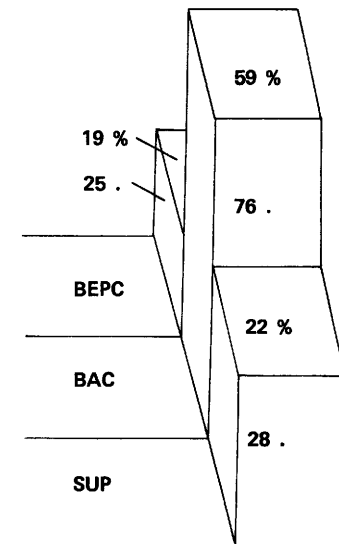
381 What is their basic training ?

- C.A.P. : Certificate of Vocational Aptitude
- C.F.P.A. : Certificate of Adults Vocational Training
- B.E.I. : Certificate of Industrial Training
- B.P. : Vocational Certificate
- B.T.S. : Upper Technical Certificate
- B.E.P.C. : Certificate of First Cycle
- BAC : Baccalaureat



**Technical Trainer including technical assistant**

**Total number : 349**

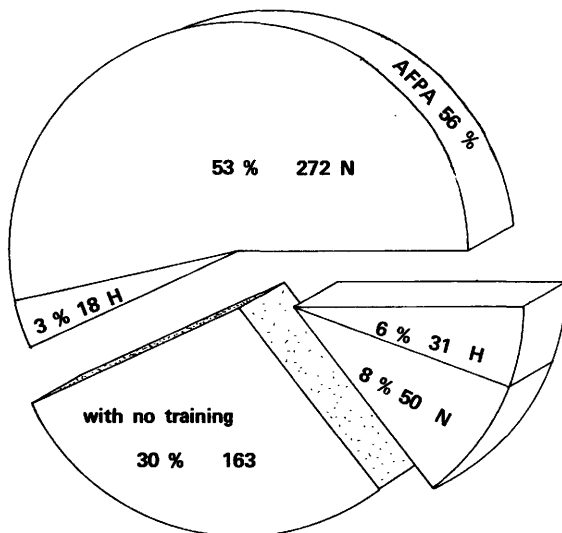
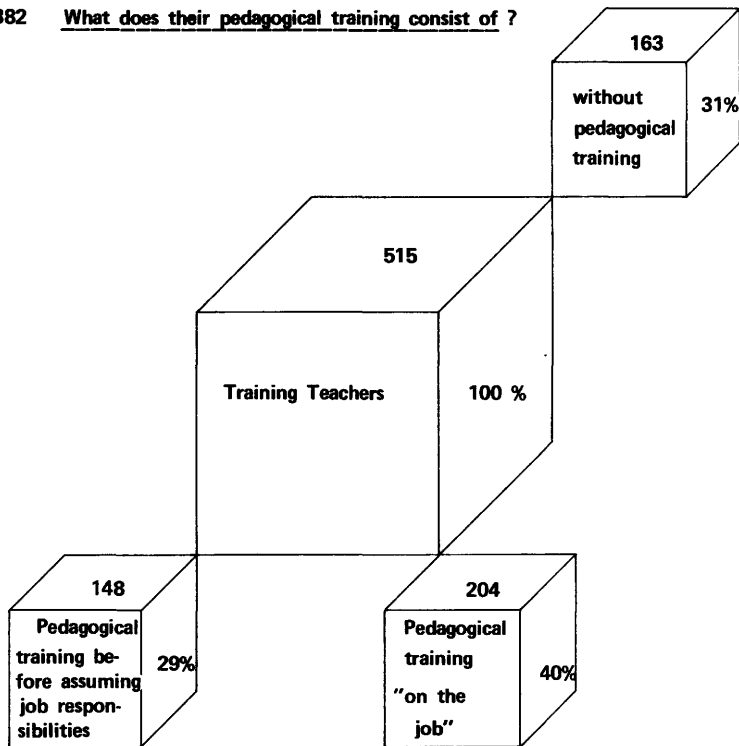


**General trainer**

**Total number : 129**

. : number of trainers represented

382 What does their pedagogical training consist of ?



H : Special training for training teachers of the Disabled

N : Normal training

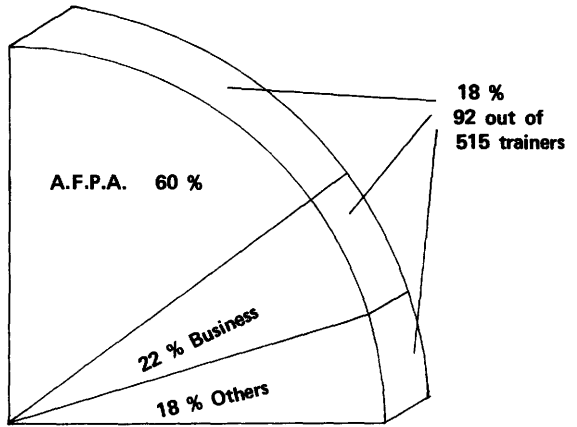
Others : National Education A.D.A.P.T.

**383 Their Permanent Training-**

Number of responses :  
49 out of 57 (85 %)

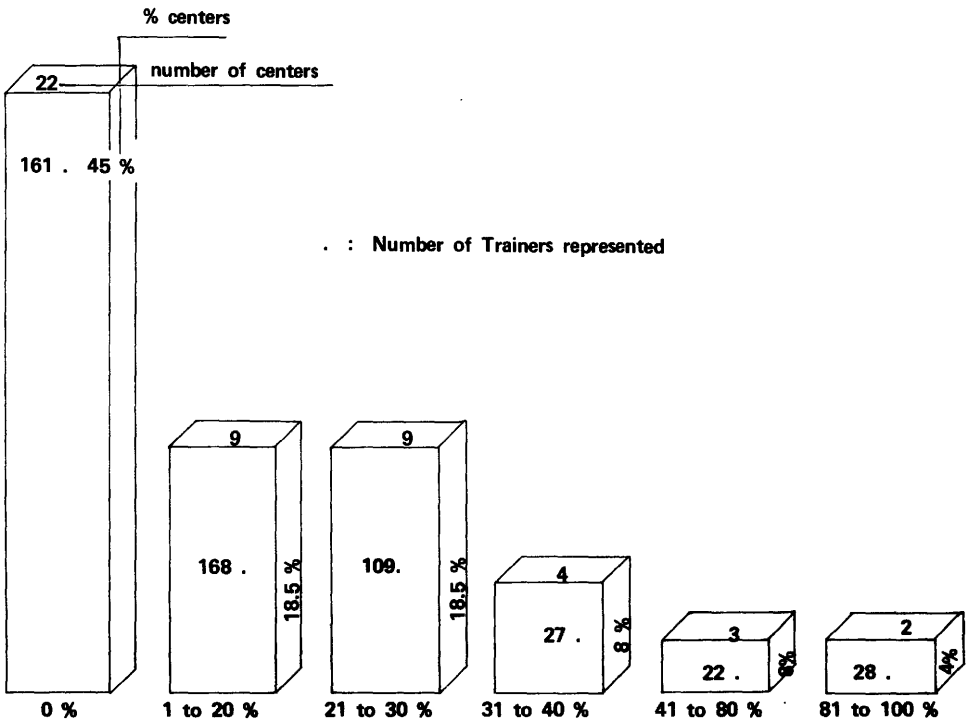
Technical Training

a) in 1972



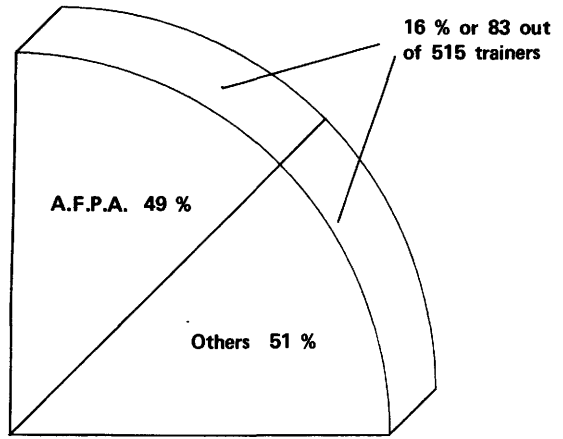
Others : FISAP - ADDO X - SICOB Telemechanics

b) Distribution by centers of permanent training activity in 1972



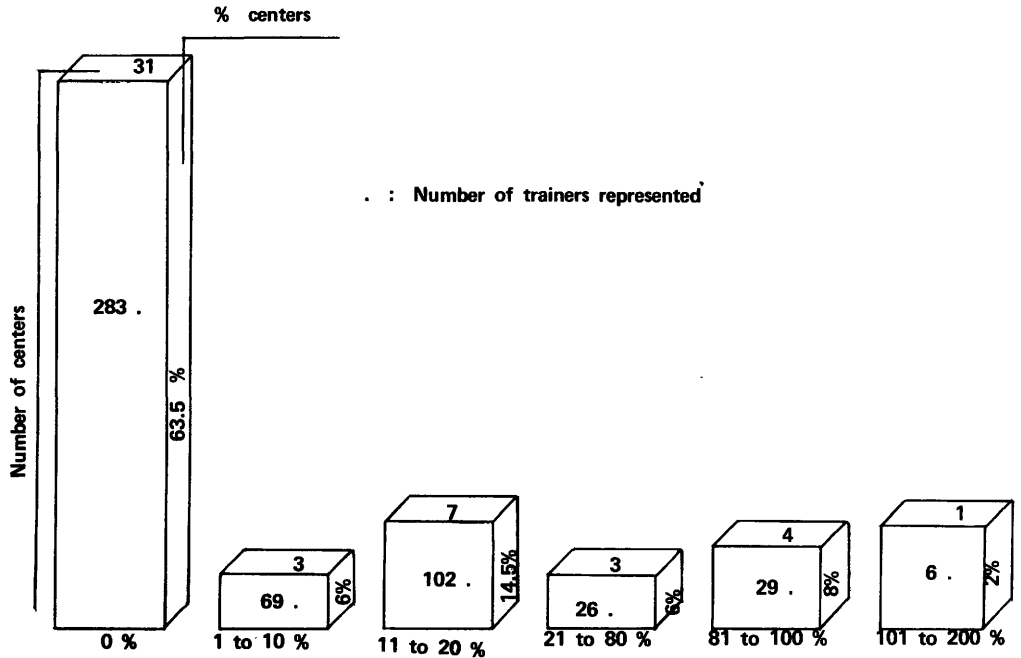
384 Their Psychopedagogic Training  
51 responses out of 57 (89 %)

a) training in 1972



OTHERS : A.D.A.P.T. - RAMAIN - UNEREP -

b) Distribution by centers of Permanent Training in 1972





**3.9. On what particular points would they like to see their situation improved ?**

This table should be analyzed with care as the form in which the study was set up did not make descriptive answers possible.

	would like to see improvement	were satisfied
Salary	67 %	32 %
Schedules	49 %	51 %
Vacations	52 %	48 %
Job security	71 %	29 %
Contacts with the outside	91 %	9 %
Possibility of training or improvement	89 %	11 %
Possibility of promotion	74 %	26 %
Participation	67 %	33 %
Work in common with other training teachers	72 %	28 %
Work in common with other persons	81 %	19 %

Schedules and vacations appear to be satisfactory to half the trainers.

They seem generally to be more sensitive to the question of salary, job security and working conditions (participation and teamwork with trainers).

But almost all of them manifested the desire to evolve work concepts with other persons, hoping to establish or intensify contacts with the out side for improved training. The reactions give evidence of needs to which we will return later.

#### 4. TRAINING NEEDS

Two procedures were used to investigate the training needs of the training teachers.

These were :

- . a non-directive procedure : the trainers were invited to think about the opportunity that training offered them. They were to think about what would be required in their formation (technique, psychology, data processing...)
- . a directive procedure : various training theses were submitted to the teachers who were to state whether they recognized :
  - . the existence of analogous needs
  - . the type of formation or training that would satisfy the need if it existed.

Further, classification would permit the training teachers to establish a scale of needs with their varying importance.

Let us recall that in the studies that involved directors of specialized centers, they too were asked to give their opinions on training and improvement which they felt to be necessary within their pedagogical teams. We will be making further reference to this.

In the analysis of the results which follows, we will include :

- . Needs expressed spontaneously by the training teachers
- . Reactions to proposed training
- . The scale of importance of the needs.
- . Variables in connection with different training needs.

##### 4.1 Needs which were spontaneously expressed

When asked to think about training needs, the training teachers brought out four types of essential needs connected with :

- . knowledge of human beings and groups
- . bringing technology proper up to date in each specialty
- . introduction to new skills
- . the possibility of establishing exchange with the outside.

**SPONTANEOUSLY EXPRESSED NEEDS**

Spontaneously expressed needs	frequency	category of training teacher involved
<p>Pedagogy and psychopedagogy</p> <p>psychopedagogy of the handicapped</p> <p>Psychology (Dynamic group communication)</p> <p>Medical information regarding the handicapped</p>	<p>59</p> <p>34</p> <p>30</p> <p>12</p>	
<p>Technical recycling</p> <p>Supplementary technical training</p> <p>Data-processing</p> <p>Audio-visual expression</p> <p>Modern mathematics</p> <p>Language study</p>	<p>49</p> <p>55</p> <p>18</p> <p>18</p> <p>17</p> <p>8</p>	<p>Electronic and mechanical sections</p> <p>Accounting sections</p> <p>Electronic sections</p>
<p>Need for exchange with other centers</p> <p>Visits to or courses in actual companies</p>	<p>21</p> <p>23</p>	

**411. Psychopedagogical structure**

The trainers appeared especially sensitive to the pedagogical problems they encounter. These problems are increased by the specific population involved.

40 % of them feel the need of further psychological training enabling them to deal with the type of trainee they are responsible for, namely, the psychiatrically ill individual who is being admitted more and more frequently to specialized establishments.

Along with this concern for better fulfilling their function, about 15 % formulated a desire to acquire some information about various types of handicaps. They felt that this would greatly facilitate their relations with the medical team and improve their understanding of trainees.

**412. Up-dating techniques**

The second preoccupation in order of importance concerned the content of their instruction.

They are keenly aware of the necessity of transmitting up-to-date and not obsolescent information. Only in this manner can the trainee be expected to adapt easily to his future job:

This being the case, 40 % of the trainers expressed a desire to perfect their technical knowledge of the skill they were teaching,

- . either by increased know-how or
- . by up-dating their knowledge.

**413: Introduction to new skills**

They expressed an interest in :

data-processing	(8 %)
modern math	(8 %)
audio-visual techniques	(8 %)
foreign languages	(4 %)

**414: Possibilities of exchange with the outside**

Though this was not a request that could be fully satisfied within the framework of training proper, we feel it merits discussion because it evidences a spontaneous recognition of a real gap.

20 % of the trainers manifested a need for contact and exchange in two different directions :

- . with the vocational milieu : the trainers hoped by means of courses, visits etc. to keep abreast and gain better acquaintance with the disciplines that the trainees will be exercising, to make direct contact with the work world because such contact would increase their knowledge of the technology they have to teach.
  
- . with other training centers : the trainers also expressed regret at the absence of exchange with trainers in other establishments: They feel isolated in having to carry out their work alone and lack stimulation.

Some of them feel that seminars of trainers of Disabled adults in France and abroad would remedy the " closed circuit " system in which they are currently.

4.2. Reactions to proposed training themes

421 Training themes

		Existence of a need		
		NO	YES	
S U B J E C T S	T e c h n i c s	Theory		
		Technology	46 %	54 %
		practices	35 %	65 %
	Mathematics	20 %	80 %	
	Data-processing	47 %	53 %	
	Logics & methodology		48 %	52 %
		written	28 %	72 %
		oral	48 %	52 %
		by motion & gesture	40 %	60 %
	the human being	audio-visual	58 %	42 %
		physiology	17 %	83 %
		psychology	17 %	83 %
	Group psychology	8 %	92 %	
	economics	16 %	84 %	
		42 %	58 %	

The trainers confirmed what they had already spontaneously expressed with respect to various training proposals (technique, logics and methodology, psychology...), clearly setting forth their expectations oriented toward specific skills.

The desire to acquire further training with :

- . a better knowledge of the human personality and group function
  - . Physiology : 83 %
  - . Psychology : 92 %
  - . Group psychology : 84 %

All the directors of the specialized establishments also agreed upon the importance of this need. The increased severity of the handicaps of the trainees admitted to the centers, the admission of psychiatrically disturbed patients, of trainees with multiple handicaps, upset the training program and left the trainers with a feeling of helplessness. In view of this they felt that a deeper approach to the problems of man (both psychological and medical) would greatly increase their ability to understand the trainees they had to deal with.

- . an essentially practical up-dating of technical knowledge

The trainers of specialized centers are responsible for vocational training based on an ever-increasing "know how".

It is therefore, normal that 80 % of them hope to up-date their technical knowledge in order to teach trainees what will be directly applicable to their future jobs.

- . an introduction to new skills

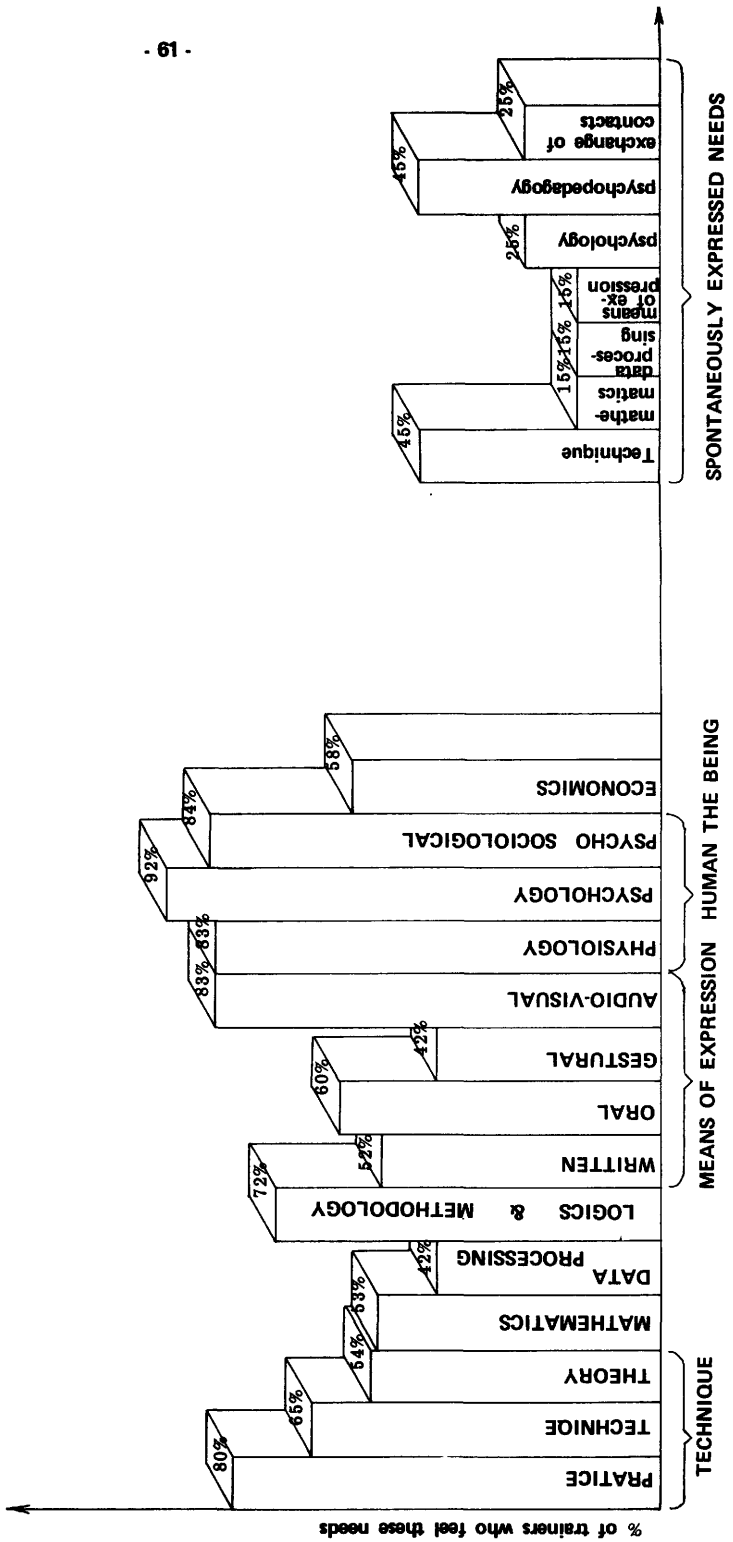
These included :

- . audio-visual expression : 83 %
- . logics and methodology : 72 %

as improving teaching and pedagogical concepts but there is a question here as to whether such a mass demand does not reflect current attitudes rather than real expectations.

The directors seem less unanimous and do not always see the advantages of such training, the content of which they are not familiar with in most cases.

TRAINING NEEDS





The other proposed types of training : mathematics, data-processing, economics do not get much backing, 35 % to 58 % of the trainers not recognizing the necessity of them.

As far as mathematics is concerned, the training teachers in the secondary sections have, from the very beginning, taught at an often high level (B.T.S.)

On the other hand 20 % of the sections are concerned or will be for a more or less long term :

data-processing (business accounting specialty) might have been expected to elicit a greater demand. The "hermetic" aspect of this skill is unattractive to many, however. Economics, is by and large unrecognized because it is not included in the general teaching program. This same lack of interest is astonishing in teachers in the social and economic fields.

#### 422. Methods of training

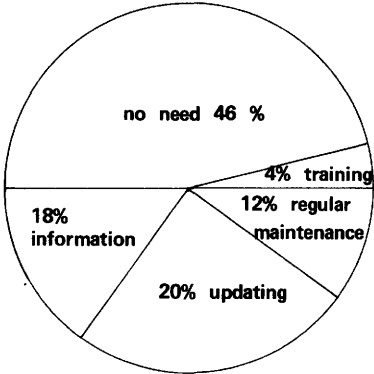
The trainers wanted to express their opinion on the training methods they hoped to see introduced to meet each of the needs enumerated.

- . When the need concerned a field that had remained heretofore unexamined, they wanted instruction and training. By the latter was meant, more thoroughly going into the matter.
- . when the skill was one that had already been studied, recycling and up-dating seemed more appropriate.
- . Training in the form of regular interviews only attracted a small number of trainers either because such presupposes a more solid foundation or because it requires more time than the trainers have, given their general duties.  
The Directors, on the other hand, would more often approve of this type of training. Whatever the case, these remarks should be interpreted with care since the expressions training, "recycling" ... can cover very different expectations on the part of different training teachers.
- . In order to put this data in more concrete form, we shall examine the types of training found desirable for certain skills.

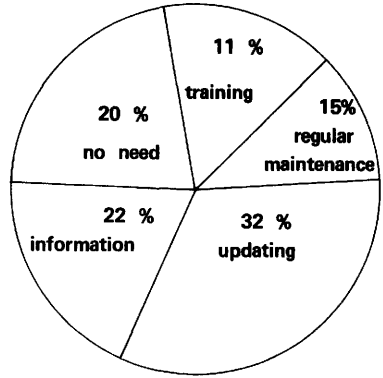
### METHOD OF TRAINING

- EXAMPLE -

#### TECHNIQUE

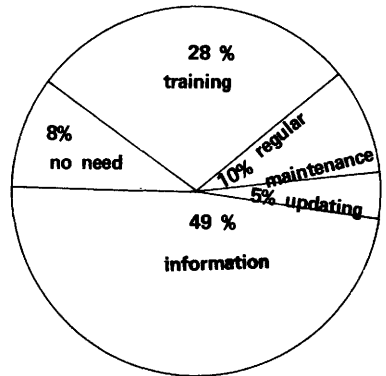
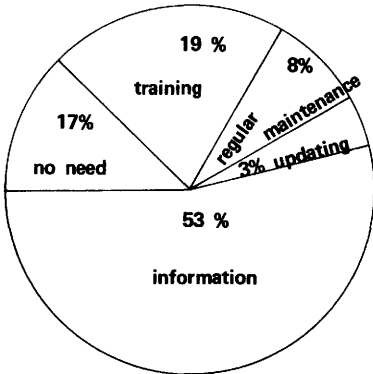


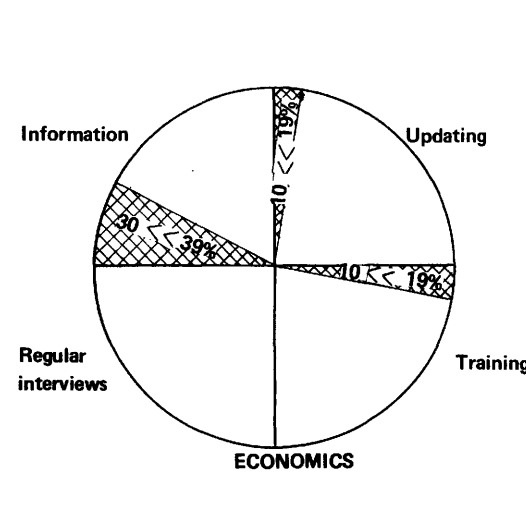
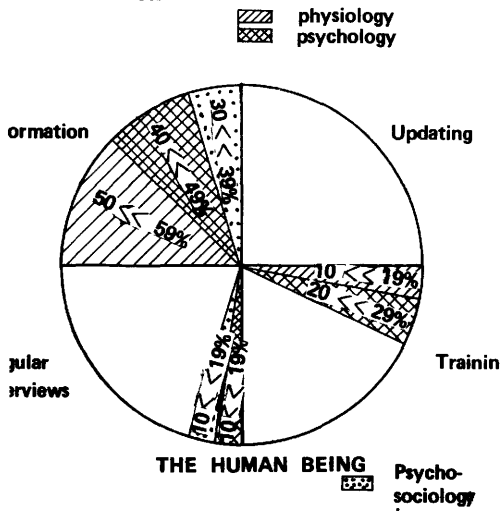
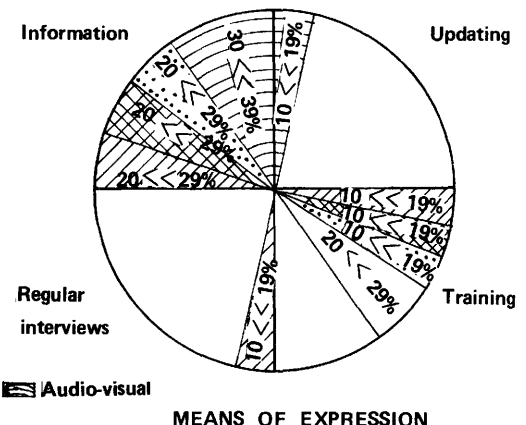
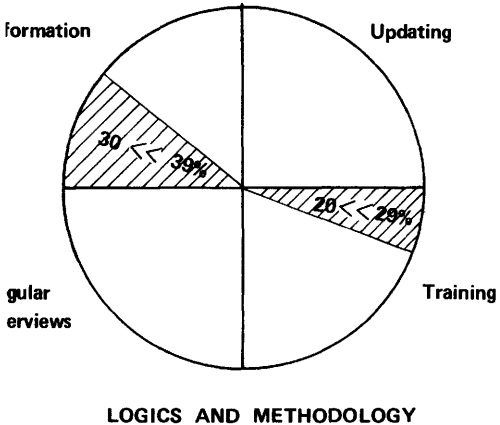
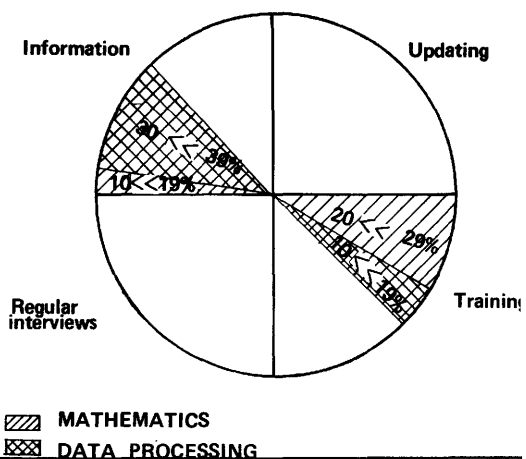
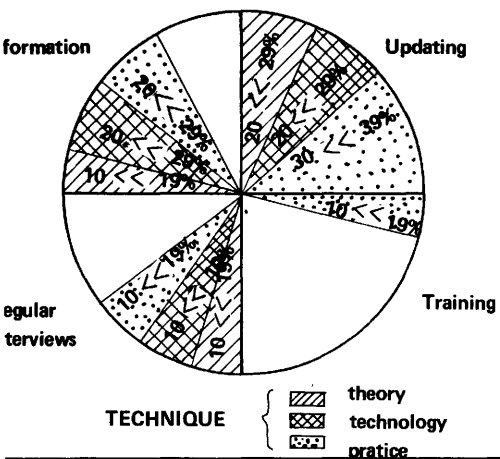
theory



practice

#### THE HUMAN BEING





**4.3. Scale of the relative importance of needs**

The trainers set up a classification from 1 to 8 with respect to the large classes of needs. This classification shows the respective importance attached to various needs. We have reported them below, side by side with the scale of needs as viewed by the directors . They would appear to confirm the previously analyzed results.

431 . Training considered necessary (cumulative frequency of classes 6,7,8)

152	↑	The human being	75	↑	The human being
137		Technique	66		Means of expression
108		Groups	64		Groups
90		Means of expression	61		Technique
55		Mathematics	39		Logics & methodology
44		Logics & methodology	18		Mathematics
31		Data - processing	15		Economics
19		Economics	7,5		Data-processing

**TRAINERS**

**DIRECTORS**

#### **4.4 Variables in connection with training needs**

The analysis of the relation between certain criteria such as age, academic level and training needs shows no significant divergence.

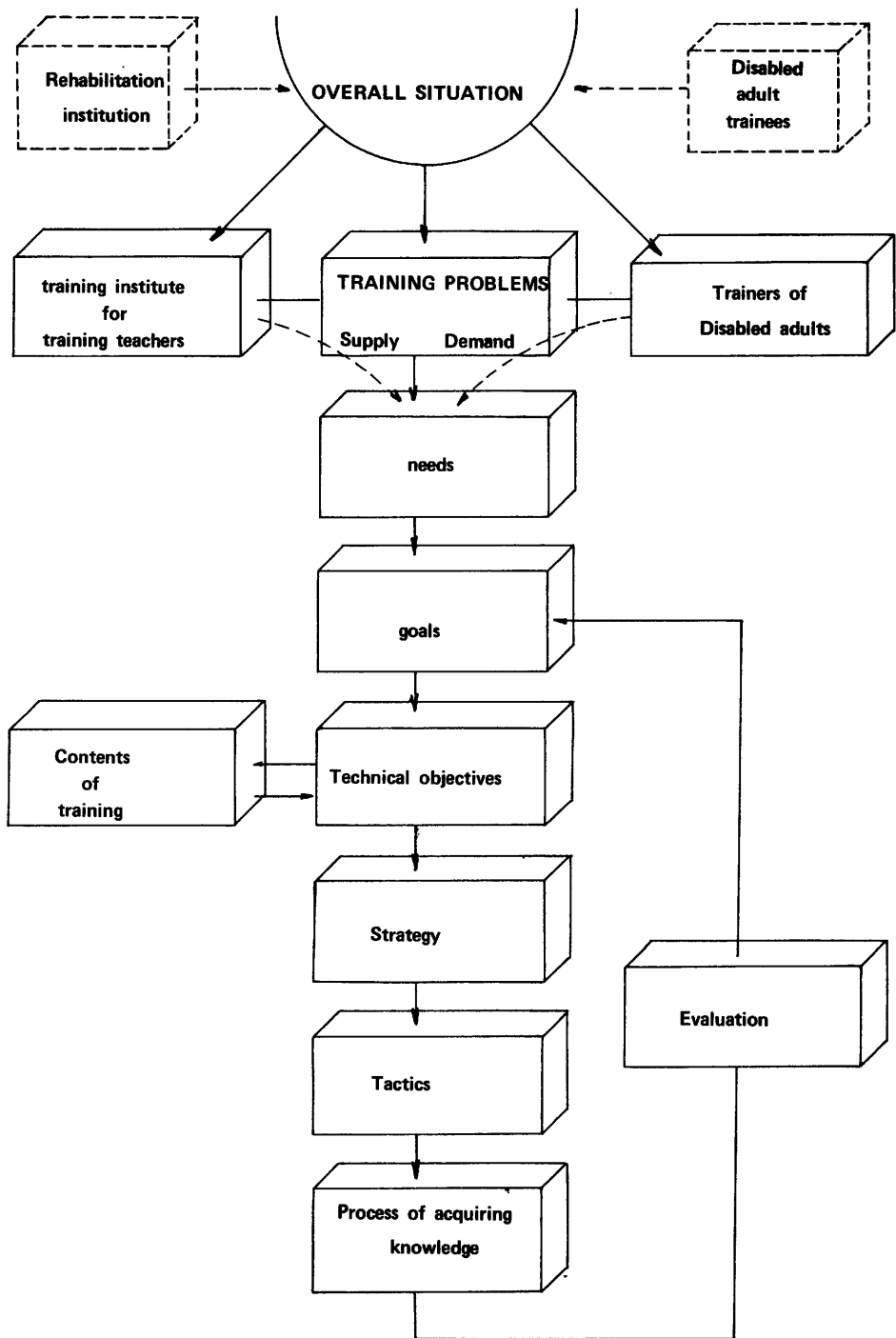
The problems of training are quite naturally in the forefront of the training teacher's professional concerns. Training and improvement are two areas in which 89 % of them, let us recall, hope to see some changes made.

The needs they express are divided generally into three kinds :

- . a better understanding of the relations established between trainees and themselves, perception of group response and, thereafter, a notable improvement based on greater psychopedagogical knowledge.
- . an enrichment of their technological knowledge in order to be able to supply their trainees with maximally up-dated information aiding them in their vocational reclassification.
- . maintaining an open view of the professional milieu by means of contacts with other rehabilitation centers. The broadening of relations and exchanges would be intellectually stimulating and broaden the training teacher's pedagogical concepts.

Clearly, these conclusions emphasize the basic needs which condition the training teacher's interest in his work as well as the satisfaction he derives from it. They also serve to remind us that any training is only really effective insofar as it fulfills the expectations of those involved.

**C            A PROPOSED PROGRAM FOR THE  
              TRAINING OF TEACHERS OF  
              DISABLED ADULTS**



**C. A PROPOSED PROGRAM FOR THE TRAINING OF TEACHERS  
OF DISABLED ADULTS**

**INTRODUCTION**

The training of adults must be conceived on the basis of social, cultural and economic elements in the environment of the adults to be so trained : it is this training that conditions their expectations and needs.

The formulation of training goals by the analysis of this context would, nevertheless, be unrealistic if it did not take into account the objectives and structure of the training institution itself.

The various aspects of the training problem may therefore appear contradictory. Hence, only negotiation between trainers, trainees and institution will permit us to arrive at a strategic solution the means of which must take into account specific training stages.

This process which is applicable to any training of adults and which is represented by the attached diagram is the one we have adopted, proposing to describe a mode of approach to training training teachers of the handicapped adult adaptable by constant and concerted evaluation of needs and responses of these needs, rather than an ideal model of such a program.

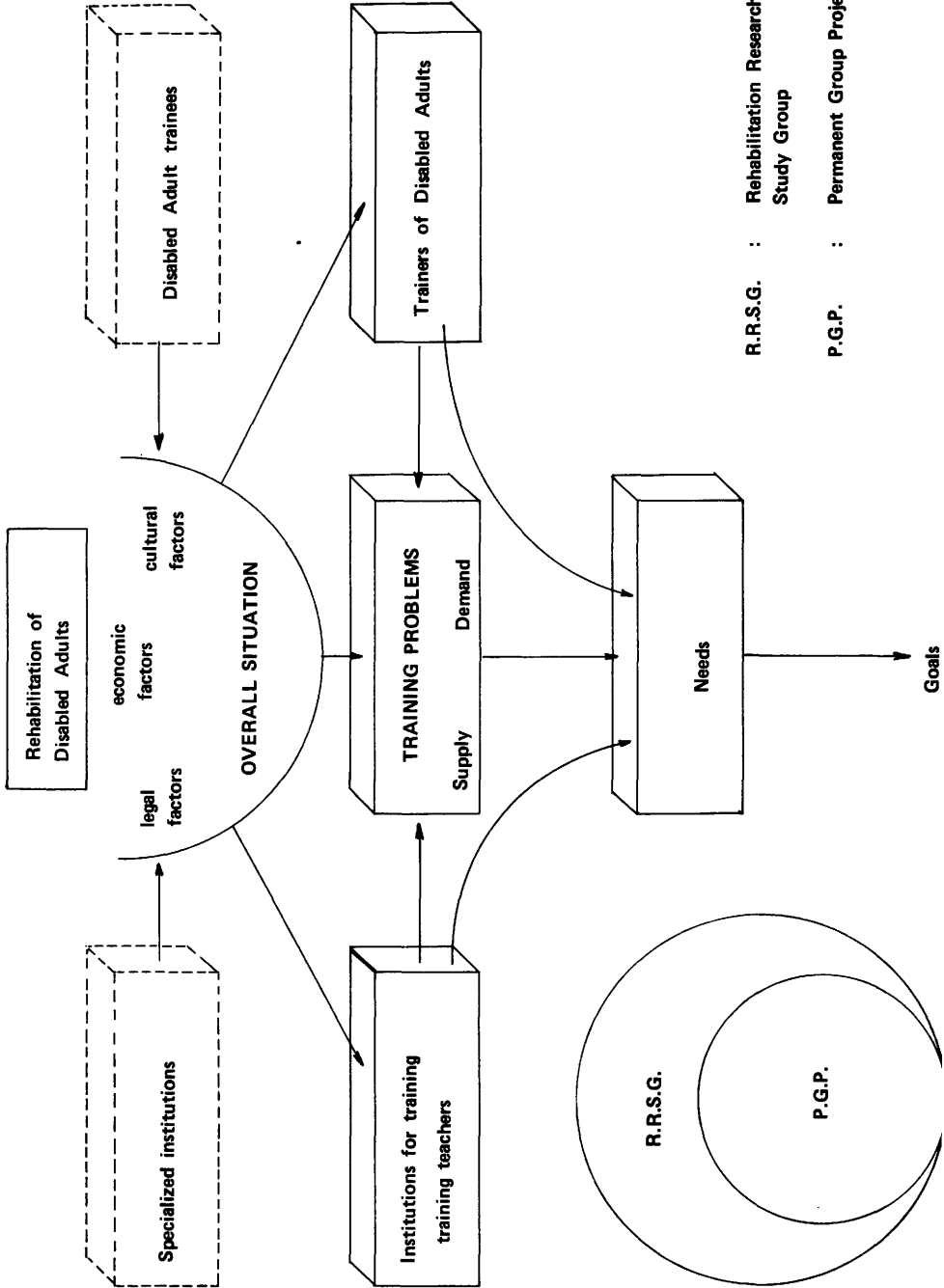
We shall refer in describing our procedure :

- . to the first seminar for the Administrative Staff for Training Adults which took place in Turin in February 1973
- . to the experiment in training training teachers at the Mulhouse Rehabilitation Center (currently in force from 1966 to 1973)
- . to the experiment of training animators of the Integrated Training Centers for Training Teachers of Adults (Permanent Education review - March , April 1973).

We will attempt to describe the steps selected in the field of Vocational Rehabilitation, to propose the means of carrying them out, and to distinguish between basic training and a permanent program of training teachers of handicapped adults.



Diagram 81



a.1. THE OVERALL SITUATION

The final aim of Professional Rehabilitation is the socio-vocational reclassification of the Disabled. If the labor market is to be realistically confronted, this means making up for the deficiencies imposed by the handicap with new knowledge. The training which the Disabled person receives must be such as to orient him toward a field in which there is a labor demand so that he can get stable employment since he cannot avail himself of the same mobility in employment as other workers.

There are three types of vocational rehabilitation open to him :

- . a rehabilitation contract with his employer, little used in France
- . rehabilitation in a vocational rehabilitation center for adults open only to people with slight handicaps
- . rehabilitation in a specialized establishment : the latter guarantees vocational training equal in level to that of other adults and at the same time functional rehabilitation as the indispensable aid required by his condition.

There are 57 specialized establishments for the vocational rehabilitation of Disabled adults in France. They are under the aegis of 35 different organizations. About 5000 trainees were admitted in 1972 divided into 455 sections--orientation, preparation or training--to obtain the certificate in adult vocational training (C.F.P.A.) granted by the Ministry of Labor, Employment and Population.

Among the trainees accepted by these establishments there is a marked increase in those with multiple handicaps. There is also an increased number of immigrant workers. These two factors make the search for new types of training accessible to these people increasingly urgent. In many cases, the final goal of vocational rehabilitation should be reconsidered : for instance instead of aiming at vocational training as sanctioned by the C.F.P.A. the socio-professional reclassification of the Disabled by means and methods carefully adapted to individual cases might be preferable. Thorough study must be undertaken with this in view.

Such study and research is all the more urgent since the Disabled person does not have the same right as other workers to training as set forth in the law of July 16, 1971. In fact, participation in a course of vocational rehabilitation is dependent upon the decision of the Departmental Commission for the Orientation of the Crippled and assumption of cost by Social Security or Social Welfare.

The provisions of the law of November 23, 1957 dealing with employment priorities as determined by the setting of obligatory employment percentages or designation of reserved employment are not systematically applied and at times makes the placement of the handicapped after training problematical.

In the end, permanent training is only within the reach of the Disabled if there are facilities for accepting them. Architectural obstacles, for example, are sufficient to prevent a Disabled person from taking part in an improvement course if it happens to be given somewhere inaccessible to him.

The points we have just made have been derived from the actual experience of the M.R.C. and nationwide inquiry within the framework of this study.

They do not adequately describe the rehabilitation of Disabled adults which is a complex situation constantly undergoing change.

A study of socio-economic factors, the legislative framework, developments in methods of rehabilitation and the nature of the handicaps themselves make it necessary for all those responsible for the rehabilitation of Disabled adults to concert and develop steps to solve the problems involved.

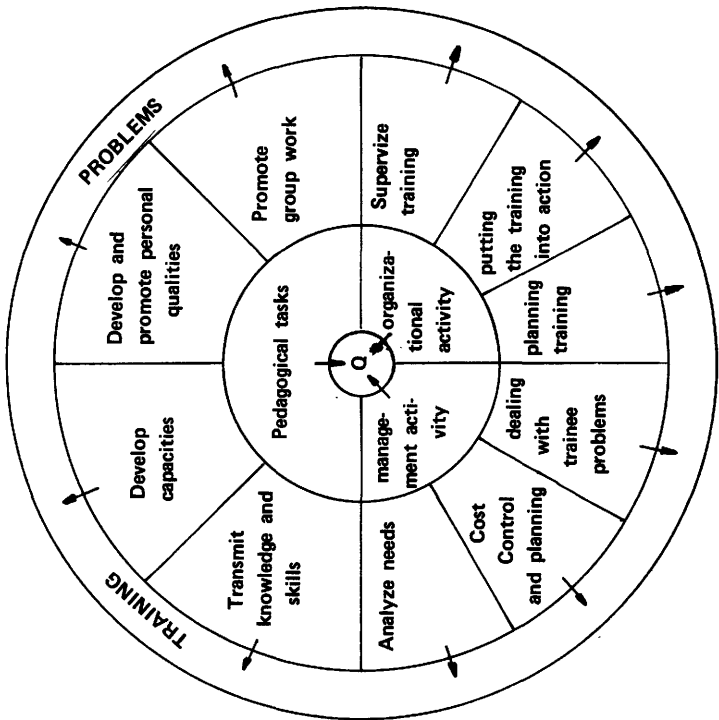
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a.11. **PROPOSAL 1**

**To create a REHABILITATION RESEARCH AND STUDY GROUP to function as a permanent documentation and information center to furnish rehabilitation personnel with the information necessary to implement their activity especially in the domain of training training teachers.**

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Diagram a<sub>2</sub>



a.2. TRAINERS OF DISABLED ADULTS

Information on the statutes, activities and pedagogical responsibilities, basic technical and pedagogical training and completed training of Disabled adult training teachers is given in the second portion of the study.

The Disabled adult training teacher is a professional pedagogue. Like any other training teacher he has to transmit knowledge, evaluate and control acquisition of knowledge, establish pedagogical strategy and tactics to attain technical goals and fulfill the needs of a group of Disabled people undergoing training.

As with all jobs, these require an apprenticeship.

The trainer of Disabled adults, hired as a technician, must acquire pedagogical training 70 % of the 500 trainers currently employed in specialized French establishments received basic pedagogical training either before or in the course of teaching. What with changes in technique and the obsolescence of knowledge, their vocational training proper of adults necessitates updating in a permanent training process.

The trainer of Disabled people has available for his pedagogical activity the help of the National Association for the Vocational Training of Adults (A.F.P.A.) this includes tables, programs, progressive exercises and the possibility of improvement courses.

It is up to him to constantly adapt these aids to the particular conditions of rehabilitation and to the specific nature of the population of Disabled. He cannot do this alone, nor without training specifically designed for this purpose. The disparity in statutes, levels of training, work conditions and remuneration are such that they must be harmonized between the various establishments. Such, in any case, is what the training teachers hope for. It is obvious, for example, that training teachers who teach from 30 to 35 hours a week (this is the case of 41 %) have insufficient time for personal research and continuous self-training.

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a.21. **PROPOSAL 2**

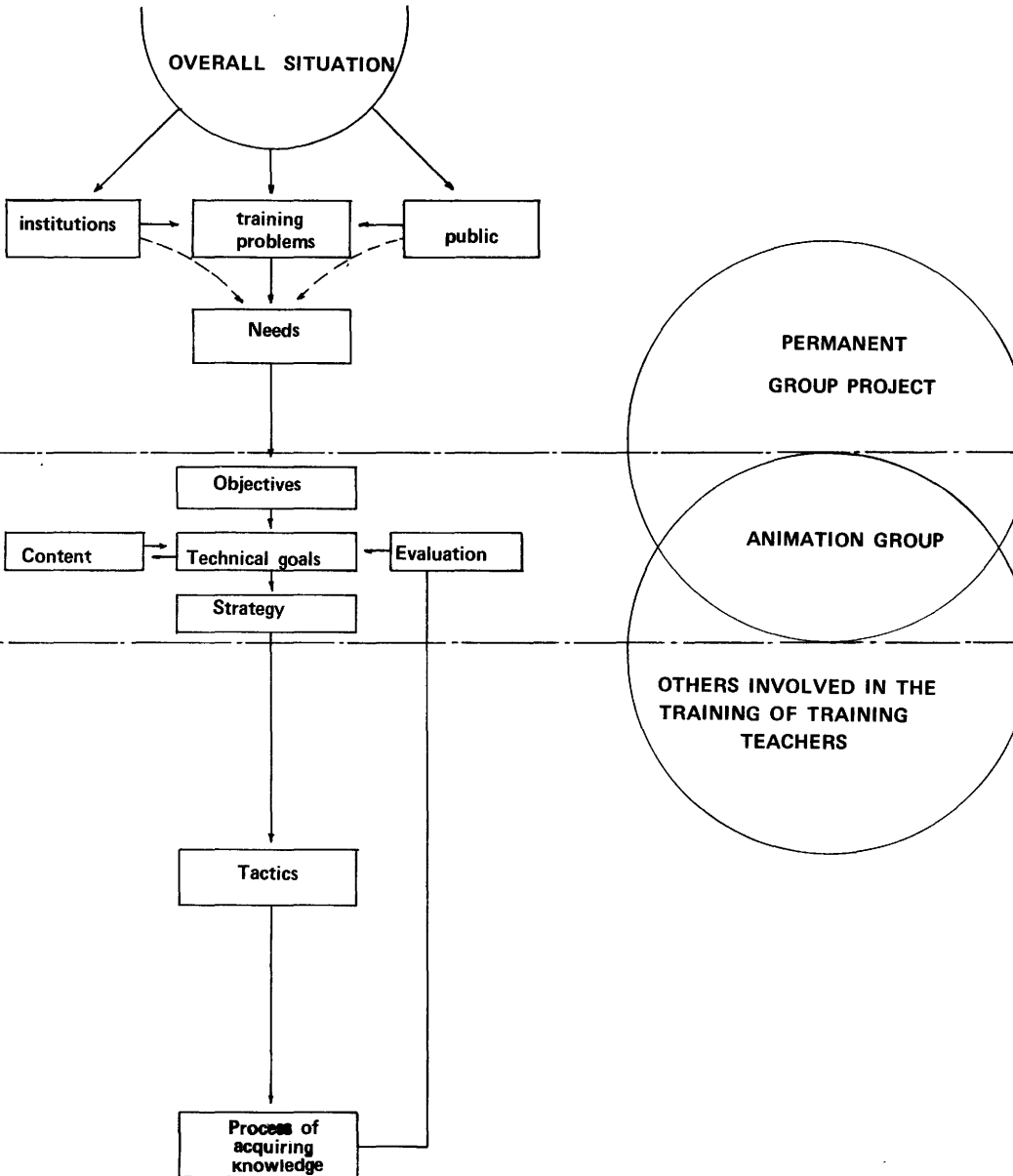
**Each training teacher of the Disabled adult shall have the advantage of training that fully prepares him for his work.**

**Such training shall be guaranteed him when he is hired.**

**It shall prepare him to use the most modern pedagogical methods, permanent training, active research, pedagogical research and methodical personal development.**

---

Diagram a3





a.3. A TRAINING INSTITUTE FOR TRAINING TEACHERS

The A.F.P.A. in France is responsible for the task of training training teachers to attain the goals, pursue the program and implement the progress set forth, approved and controlled by the organization.

This applies specifically to trainers in establishments for the vocational rehabilitation of Disabled adults. It shall insure the initial and continuous training in technical and pedagogical subjects by virtue of a program in which training sessions alternate with periods of practical application. The actual training of training teachers for the Disabled adult shall be the specific responsibility of the A:F:P.A. that has set up an initial training program for specialized training teachers which shall include :

- . a psycho-pedagogical stage (8weeks)
- . practical application in a center (4 weeks)
- . an introduction to permanent training (2 weeks)

The groups undergoing this training course shall include training teachers for handicapped adults and the mentally retarded as well as the young with behavior problems.

The following remarks are a propos :

- . the program does not answer the expectations of the beginning training teacher as expressed in the analysis we have done of outstanding needs.
- . study of the medical, psychological and social aspects of rehabilitation constitute an inadequate approach to the total problem of the rehabilitation of Disabled adults and cannot, to our way of thinking, lead to practical success except insofar as they are appropriate to the conditions of the institution in which the training teacher will carry out his training activity.
- . necessary changes in the contents of a training course for teachers cannot be effected as long as the needs and expectations of the participants give evidence of too great disparity and such appears to be the case in a group in which are both training teachers for adults and training teachers for the young, for people with motor handicaps as well as for the mentally retarded.
- . the training necessary for a trainer of Disabled adults goes beyond the limits of a single training course, especially a beginner's teaching course.

We want to review briefly some aspects of the experience of training training teachers at the Mulhouse Rehabilitation Center.

The experience was made possible thanks to trainers from the Center for Research and Applied Staff Training (A.F.P.A.). But all courses were specially designed for the particular conditions of the institution (the Mulhouse Rehabilitation Center in the present instance)

Little by little, their content, methods and goals invited close collaboration on the part of the trainers, the Administration and the leaders. For certain subjects, people outside the A.F.P.A. who were rehabilitation specialists had to be brought in.

Training sessions with teachers from adult vocational training centers not involved with the Disabled were less valuable than multi-discipline group meetings with trainers and others specializing in rehabilitation.

As soon as the training teachers took their training into their own hands the gap between theory and practical application quickly disappeared.

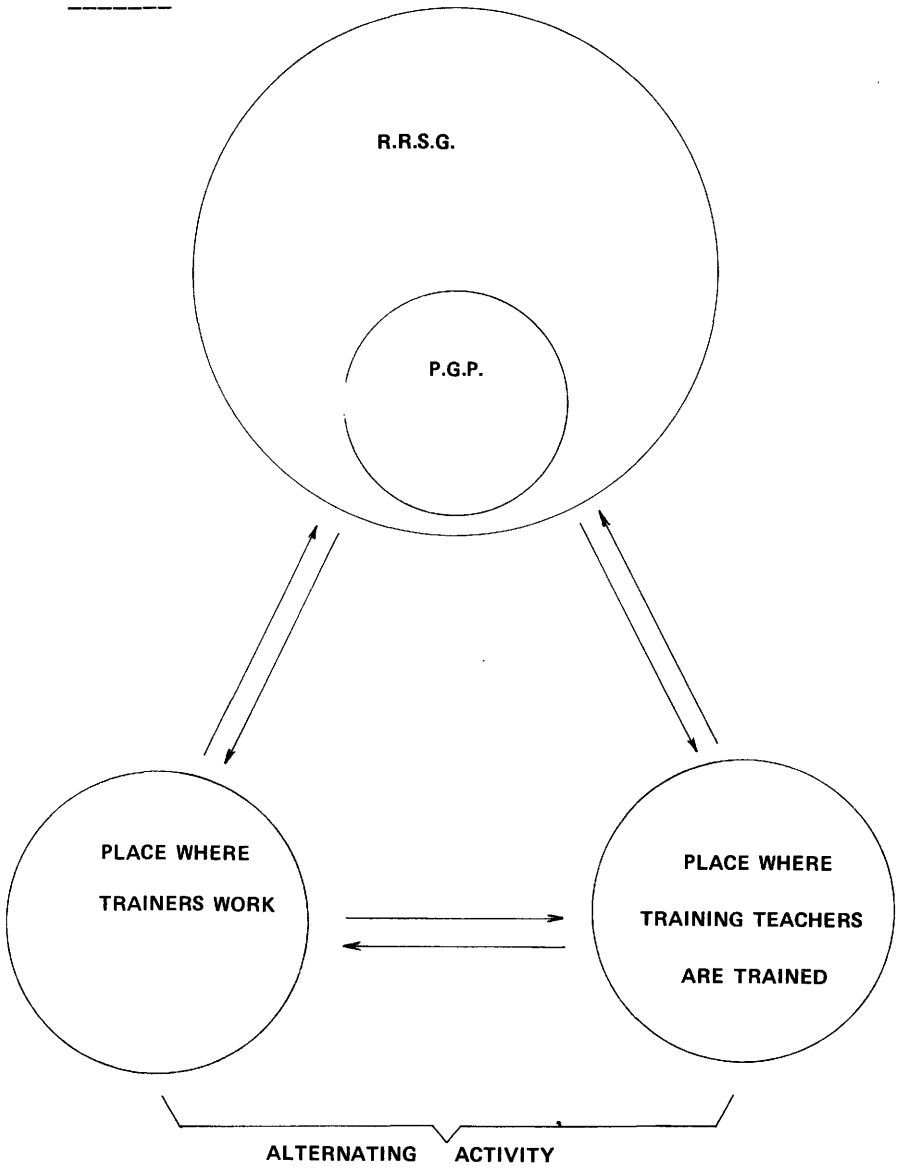
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a.31. **PROPOSAL 3**

A rehabilitation Research and Study Group shall include a GROUP PROJECT to study, organize and apply the training received by training teachers of Disabled adults with the cooperation of the authorized A.F.P.A. services, personnel from specialized institutions and the training teachers themselves.

---

Diagram a<sub>4</sub>



**a.4 TRAINING PROBLEMS**

From the above, it is evident the problems of training staff for vocational rehabilitation is characterized by the following :

- . the overall complexity of the Disabled adult's position in society and the process of rehabilitating him
- . a great diversity among the 500 trainers from 57 different establishments with heterogeneous regulations, working conditions, training needs etc.
- . an institution for the nighly structured training of training teachers (A.F.P.A.) with its own goals and its own methods of functioning .
- . lack of structure for integrating work done by the institute for training training teachers and that done by vocational rehabilitation instiutions where the training teachers actually work.

Stated in terms of supply and demand, these problems can be presented as follows :

Demand	Supply
Knowledge of the Disabled adult's situation knowledge about the rehabilitation of Disabled adults in general knowledge of the position of trainers of Disabled adults	Creation of a rehabilitation research and study group
Study of the specific problems involved in training training teachers of vocational rehabilitation to Disabled adults : analysis of requirements, elaboration of training plans, organization and management	
Determining the goals and defining a training strategy	
Putting training into practice, carrying out and evaluation of training	Creation of animation groups including members of the Group Project and trainers of training teachers

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a.41. PROPOSAL 4

The problems of training teachers of disabled adults calls for appropriate solutions analogous but not identical to those required by the training problems of other adult training teachers.

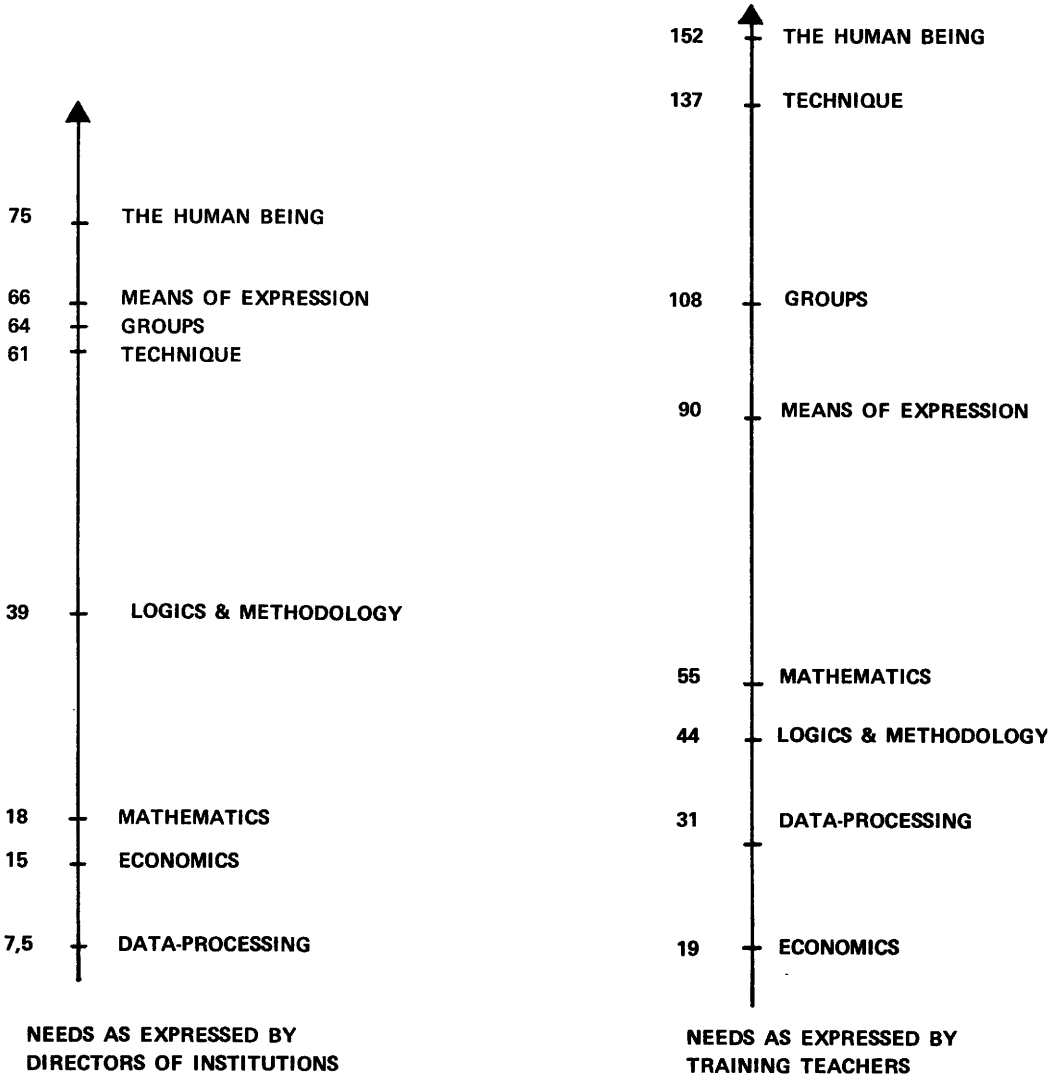
This being the case, the **GROUP PROJECT** is the only concrete means of concerting action between trainers-training teachers-institution.

---

Diagram a<sub>5</sub>

- TRAINING NEEDS AS EXPRESSED BY TRAINERS AND DIRECTORS OF SPECIALIZED INSTITUTIONS

· Scale of training activity deemed necessary (Cumulative frequency of classes 6.7.8)



**a.5 NEEDS**

The demands most frequently made are connected with :

- . knowledge of human beings and groups (psychological, pathological, physiological and medical aspects)
- . up-dating theory, technology and practice of the skill taught
- . mastering means of expression

They also reveal a fundamental expectation on the part of trainers of Disabled adults of the possibility of exchange with trainers in other establishments.

The M.R.C. study group expressed the following specific needs :

- . information on all aspects of rehabilitation, different didactic methods, psychological terminology
- . training in multi-discipline group work
- . sensitizing to pedagogical attitudes and behavior
- . introduction to logics and methodology to be used throughout training
- . constant up-dating in technical matters
- . a deepening of the trainer's appreciation of his function by means of case study based on psychological and psycho-sociological considerations.
- . a choice of mastering different methods and pedagogical aids.

All of these steps to be preceded by an evaluation of needs through interviews either with psychosociologists or in-depth meetings with institution personnel, or with group leaders.

These different means of evaluation experimented with at the M.R.C. in the period from 1966 to 1973 resulted in the change in training to conform to the precise needs of individual training teachers or groups of training teachers.



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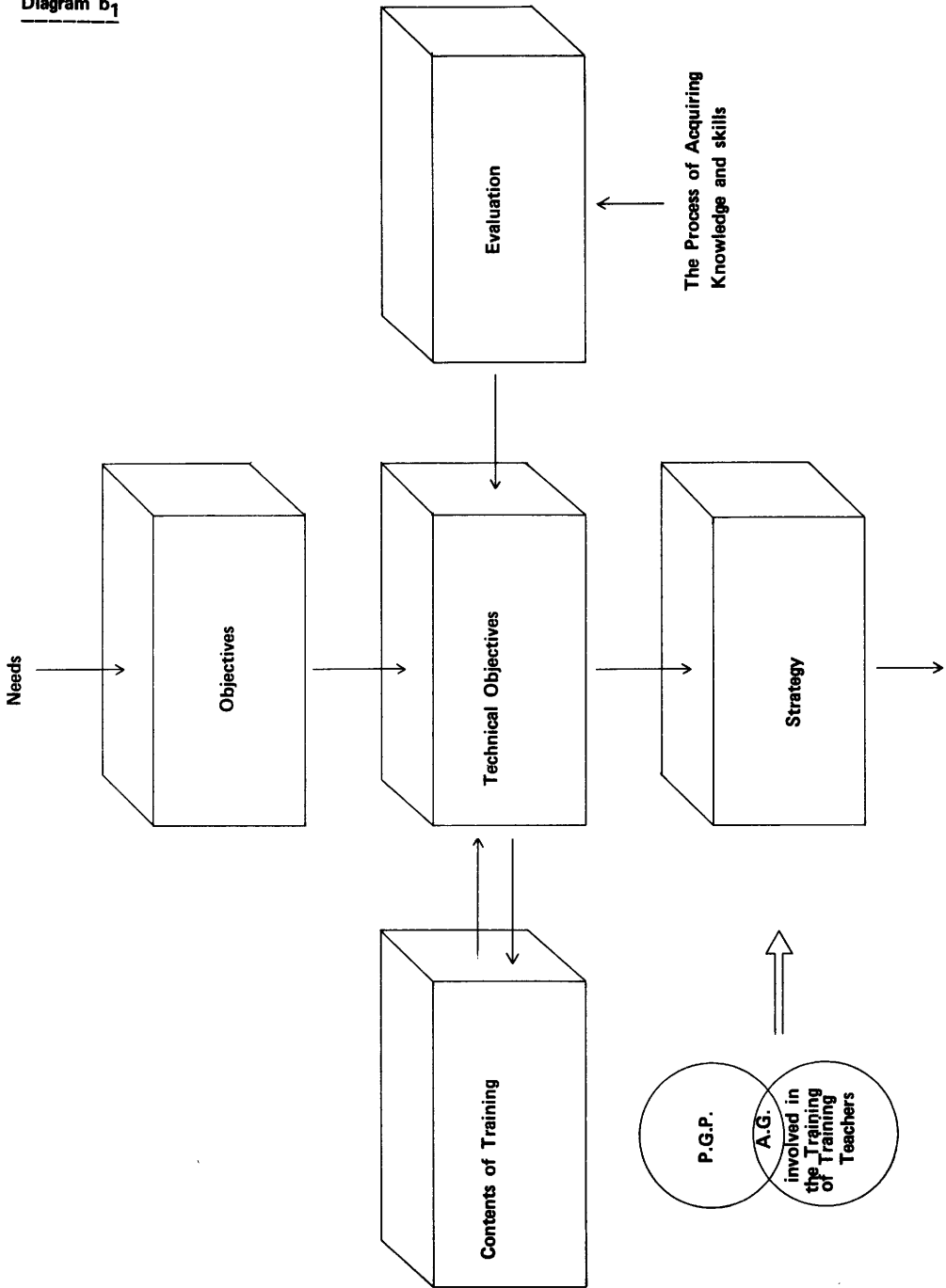
a.51 **PROPOSAL 5**

**The Group Project will be responsible for negotiations and expression of needs and goals preceding specific training action.**

**It will place at the disposal of those involved :**

- . all necessary technical and pedagogical documentation**
  - . people to guide the process of evaluating needs in the institution**
  - . opportunities for training teachers to meet Disabled adults**
-

Diagram b<sub>1</sub>



**b.1. TRAINING GOALS**

In response to the needs summarized above, training should permit the training teacher to achieve the following goals :

- . developing an understanding of the milieu in which and for which he is working
- . thinking about his profession from the psychological and psychosociological points of view
- . acquiring professional competence in training methods and techniques
- . developing his personality by thinking through his own experience and reviewing for self-development the work done in multi-discipline groups.

The psycho-pedagogical training of training teachers should enable them to help trainees not only to adjust to their work but to participate as men social and cultural life.

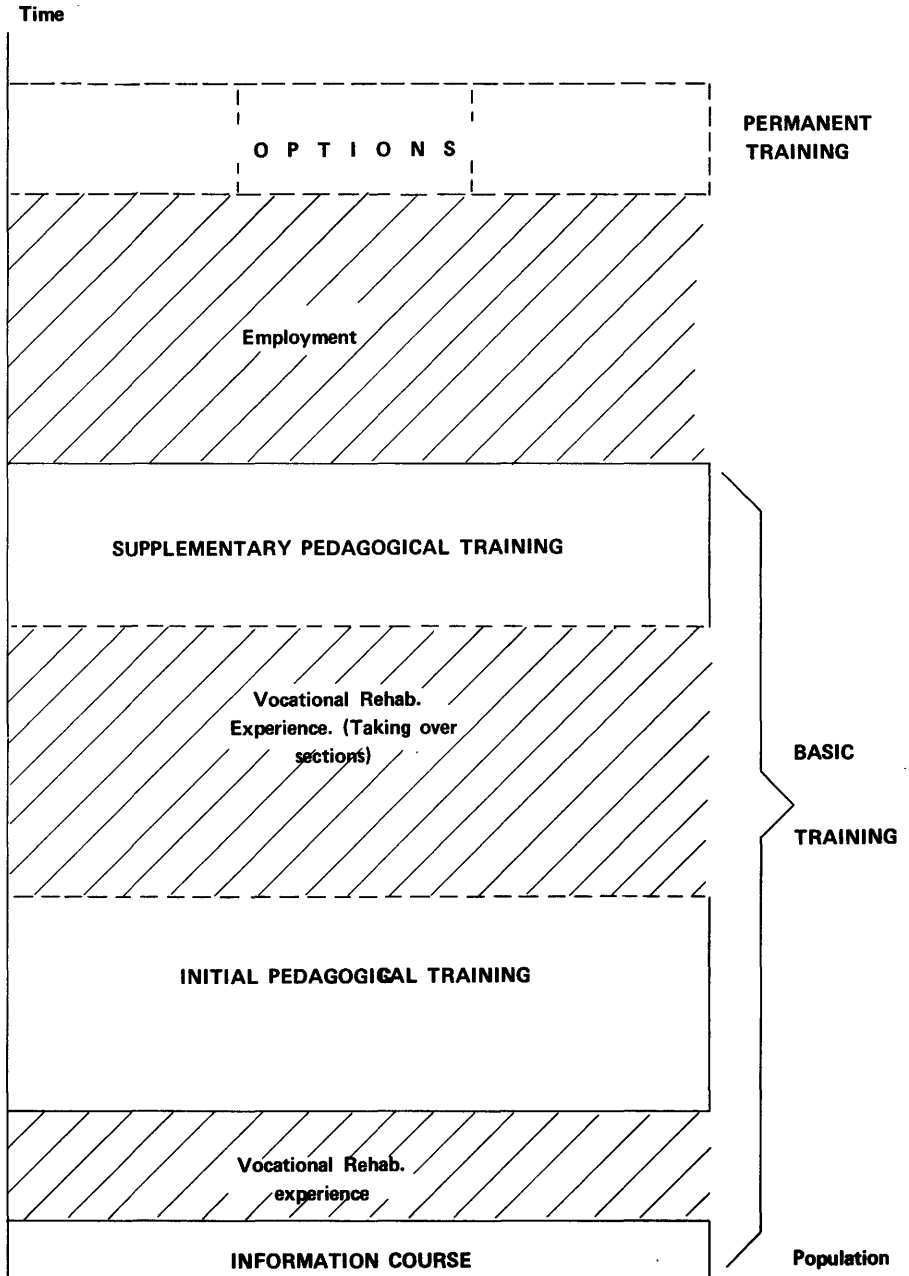
The technical training of the Disabled adult training teacher must be "polyvalent" in the technical field of his original training.

The Disabled, as we have pointed out, does not have equal opportunity in the labor market with other job-seekers unless he has thorough training in advanced techniques. This constant up-dating of the contents of the vocational training of Disabled adults means trainers have constantly to keep up and enrich their theoretical and practical knowledge. It reinforces the trainer's independence of the institution that employs him while guaranteeing him job security.

**b.2. CONTENTS AND TECHNICAL GOALS**

In order to transform general training goals of the training teacher of Disabled adults into concrete objectives, we shall try to define them in terms of behavior and to propose, for each, content that is likely to make them succeed. (The list of contents is not exhaustive ; it is only given as a possibility so that the animation groups are free to specify whatever programs best answer the trainees' needs).

goals	contents
To transmit knowledge and skills and teach whatever is required to work in a specific trade	<ul style="list-style-type: none"><li>. Information on the rehabilitation process (structure, status, final functions)</li><li>. Introduction to psychological and medical terminology</li><li>. Inventory of didactic methods and means and in-depth study of some of these</li><li>. The approach to multi-discipline group work, etc.</li></ul>
To organize and supervise training activity	<ul style="list-style-type: none"><li>Study of the optimal use (managability, effectiveness, cost, etc...) of pedagogical methods and aids. Practice in audio-visual techniques Training in oral expression Information about programmed teaching etc...</li></ul>
To develop self-knowledge, knowledge of human beings and groups and acquire the necessary ease in human relations	<ul style="list-style-type: none"><li>. Period of teaching in tandem with an experienced trainer</li><li>. Professional reflexion and case study in multi-discipline groups</li><li>. Further study of psychopedagogy, group dynamics, behavior in the face of pathology etc...</li></ul>
To prepare a training program, evaluate and supervise its progress	<ul style="list-style-type: none"><li>. Training in problem solving (logics &amp; methodology)</li><li>. Training in methods of reasoning (especially with regard to the problems of affective and cognitive relations in certain Disabled cases)</li><li>. Consideration of and research in examination standards</li><li>. Micro-instruction etc...</li></ul>
To anticipate the needs of the handicapped adult given his handicap, in connection with training, his vocational reclassification, the social, economic and cultural milieux	<ul style="list-style-type: none"><li>. Introduction to economics</li><li>. Up-dating of technical training</li><li>. Study phase in an industrial enterprise or a business firm</li><li>. continuation of previous training in chosen specialties etc...</li></ul>



Phase of applying knowledge in a Vocational Rehabilitation section

**b.3. STRATEGY**

In order to further our goals as we have generally summarized them, our proposed strategy must be flexible and adaptable.

Following the classic pattern which consisted in endowing the trainee with all necessary knowledge for the exercise of his function before putting it into practice is simply no longer possible.

Practice must be guided by theory and ceaselessly analysed for progress and theory must make way for practice and vice versa.

We recommend continuous progress thanks to less and less directive standards.

**b.31. BASIC TRAINING**

Sensitizing and information session of 2 weeks in a vocational rehabilitation center for Disabled adults of appropriate size and structure to permit the future training teacher to get an idea of the whole process of rehabilitation.

This session in an appropriate establishment is not exclusive of an orientation and information program specific to the establishment proper.

Short-term experience (approximately 4 weeks) of living in a vocational rehabilitation sector for Disabled adults under the tutelage of an experienced training teacher to secure "on the spot" training in the exercise of the trainer's functions with respect to trainees, the program, the methods and means in force in the institution

Initial pedagogical training (length : about 1 month) in a training institution for teachers of Disabled adults covering :

- . evaluation of needs
- . an inventory of pedagogical methods
- . training in expression
- . training in group work
- . introduction to psychological and medical terminology

### First long-term experience

The beginning trainer may be progressively entrusted with the responsibility of a group of handicapped adult trainees in a specialized establishment. He will work with an experienced trainer with whom he can then analyze the experience.

For practical reasons, though such may require that he be replaced after the training period, the training teacher may be asked to take charge of the section he was employed to handle and conduct a phase of vocational rehabilitation to completion.

### Supplementary pedagogical training

Once he has returned to the training institution for training teachers of Disabled adults, the training teacher will analyze his "lived through" experience with the group, evaluating his most important needs and continue his initial pedagogical training with supplementary help in the fields in which he needs help.

### b.32. PERMANENT TRAINING

All through his career, the trainer will take part in group evaluation of needs conducted by the group project.

Choices or options can then be proposed :

- . an advanced session in the hiring establishment in collaboration with other trainers and specialists involved in the vocational rehabilitation of Disabled adults
- . an advanced session in an institution for training training teachers in groups of training teachers from other institutions.

These sessions will be devoted to case studies from the psychosociological point of view. Beside the training teachers of Disabled adults, they will be attended by trainers of training teachers of Disabled adults (research group, group project) and other specialists in the training of training teachers of Disabled adults (such as the A.F.P.A. trainers of training teachers).

**b.33. CONTINUOUS TECHNICAL TRAINING**

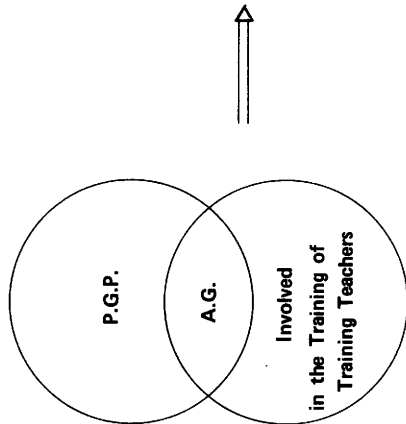
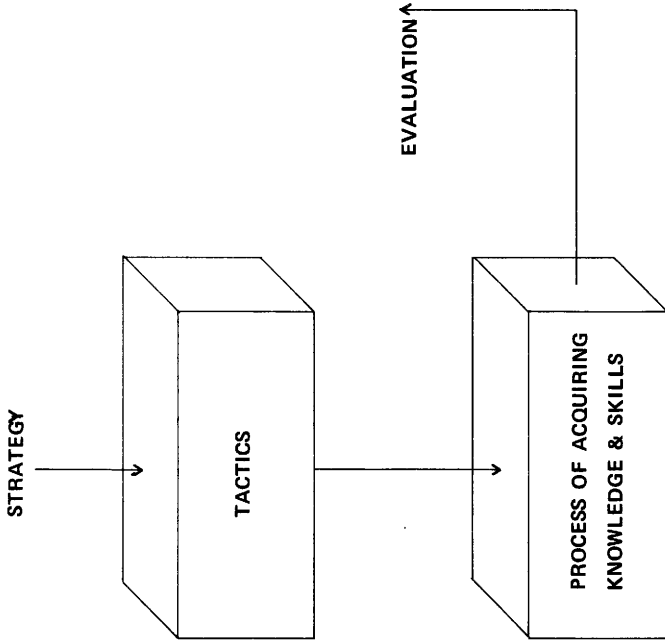
Recycling sessions common to training teachers of Disabled adults may be organized for the vocational training accessible to the Disabled and for which there are numerous sections in the various specialized establishments.

Sessions for exchange between trainers of Disabled adults on the appropriateness of A.V.T. and specific pedagogical means and methods, in view of harmonizing them, can be organized.

Round-table discussions on all aspects of the vocational rehabilitation of Disabled adults should furnish the opportunity for the personnel of different specialized establishments to meet each other.



Diagram C<sub>2</sub>



## C.1. TACTICS

The attitude of the trainer of training teachers is of prime importance. It is not enough that the training teacher comes out of training with technical knowledge alone but he must have learned to analyze ever-changing pedagogical situations and be able to think up new methods and new work tools.

The means of implementing the strategy we have just described broadly may be defined as a function of each stage in training training teachers of the Disabled adult.

## C.11. BASIC TRAINING

### Initial information

involving : . personnel of rehabilitation establishments  
. trainers of handicapped adults  
. psychologist  
. specialist in functional medicine  
. employment advisor

how it will work : . guided tour of all the services of an establishment for the vocational rehabilitation of Disabled adults  
. information given by different specialists followed by debate  
. round-table discussions with experienced Disabled adult trainers  
. evaluation of the orientation phase with personnel responsible for training teachers

This information must be transmitted within a group and constitute a model experience of trainer/training teacher relations directly transposable to a rehabilitation section.

### The First short-term Experience

involving : 1 Disabled adult training-teacher

how it will work : the beginning training teacher will attend the courses and will progressively take part in them, then will assume leadership of sequences and proceed to make evaluations with the trainer responsible for the section. Meanwhile the beginner will take note of all notices, tables and programs, in other words, of all pedagogical aids he will need for his section.

### Initial pedagogical Training

involving : . training-teacher trainers  
. psychologist  
. psychosociologist

how it will work : the experts involved will be included in the animation group along with members of the permanent group project : this animation group will be responsible for deciding in common upon sequences of the training program.

The different sequences irrespective of content will be set up as work training in multi-discipline groups whose participants (trainers and training teachers) will in turn assume the role of observer, co-animator, reporter etc...

In certain cases, such and such a sequence will be elaborated upon by group animation and preparation.

These groups made up of training teachers in the process of being trained will be entrusted with the preparation of training sequences to be demonstrated before their colleagues, to develop the plan (methods and contents) in collaboration beforehand with experts after adequate documentation, etc...

Recourse to simulation methods is very important in the training process and there should be emphasis on :

- . the case study method
- . role-playing
- . interview-discussion
- . micro-instruction

Beyond group work, the training teacher must draw upon his training in doing personal research and actively preparing for self-training. Among the possible steps, two appear to us of particular importance :

#### **Firt type of action**

Each training teacher should prepare a report on the vocational rehabilitation of the Disabled adult based on his own research into different phases of the process.

Such investigation should lead the training-teacher to :

- . assist at sessions of function al rehabilitation  
(contact with physiotherapists, ergotherapists, orthophonists etc...)
- . study trainee files and make contact with social workers and those responsible for the recruiting of Disabled trainees (role of the CDOI - psychotechnical tests, entrance examinations - work adaptation and re-training - making up school work)

- . analyze the progress of the Disabled trainee in the course of his vocational rehabilitation (file - relation to the social worker - psychologist and institution psychiatrist - participation in synthesis meeting etc...)
- . study the future of the Disabled when he leaves the training institution (placement - job study - housing and transportation problems - contacts with work councillor - social worker etc...)

### Second type of action

To conceive, produce and conduct a sequence of vocational rehabilitation within the technical field of the training teacher's competence.

The trainer will not only have to :

- . define the overall and partial objectives in terms of performance and behavior
- . establish a program of exercises with evaluation criteria
- . lay out the lessons in detail

but must produce the didactic means he deems appropriate to support his thesis.

### First long-term Experience

The training teacher will take a vocational rehabilitation section of Disabled adults in charge to train them in his specialty. Along with regular training problems he will also be responsible for those of the trainee's relations, evaluation and régulation and liaison with other people involved.

### Supplementary Pedagogical Training

involving : the same people who led the initial training sections.

how it will work : these supplementary sessions should present an opportunity for the training teacher to play a more active role while others involved take a non-directive attitude. This phase of the training should give the training teacher an opportunity to analyze his "lived through" experience and on this basis, to seek supplementary theoretical support from his trainers.

**C.12. PERMANENT TRAINING**

**involving** : the choices must involve negotiation between training teachers, personnel in their establishment and trainers of training teachers. According to the possible solution of the options selected in Common, those involved may be the same as the people enumerated for the preceding phases or specialists in one or another of the domains selected.

**how it will work** : two types of solution may evolve as a function of the analysis of needs made in the group :

- . either assumption of the training activities defined by the group which did the evaluation of needs, especially when sessions are required to complete previous training or to initiate group activity.
- . of participation of training teachers in advanced courses organized by the Institute of Trainers of Training Teachers of which the A.F.P.A. has priority., provided these courses exactly answer expectations.

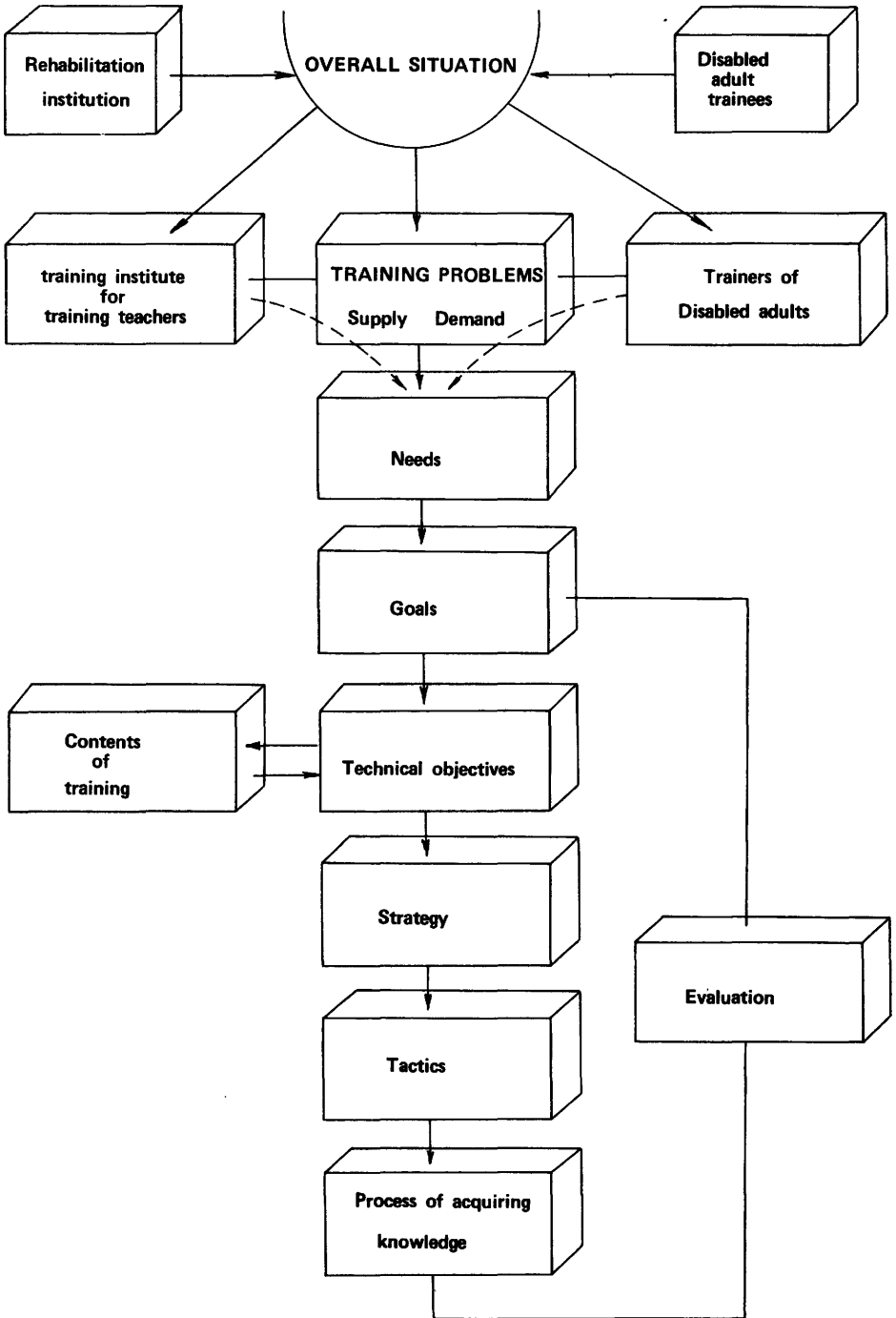
Whatever the solution, it is imperative that each training session be followed for a considerable time by a group evaluation in which what has been accomplished can be reviewed and the application of knowledge to daily practice in vocational rehabilitation be appraised within each specialized establishment.

## **C.2. THE PROCESS OF ACQUIRING KNOWLEDGE**

The training of training teachers must prepare for the transmission of knowledge faithfully. No single method should be used a priori because it is based upon adult education principles purely and simply. "Pedagogy adapted to adult needs cannot answer needs by automatically imposed content or by master courses. The training teacher must facilitate the expression of needs and propose an outline with subjects for reflexion and study. The trainee must participate in defining the goals as well as in the choice of methods".

The various types of training activity must permit the trainer to familiarize himself systematically with the transmission of knowledge

<b>orally</b>	<b>:</b>	<b>for example</b>	lectures leading meetings exposes simulation methods
<b>by writing</b>	<b>:</b>	<b>for example</b>	research and choice of information documentary analysis P.Q.R.S.T. (document analysis) the use of programmed text books
<b>by audio- visual methods</b>	<b>:</b>	<b>for example</b>	using tape-recorders using television recourse to micro-instruction using a magnetoscope to establish a process of self-correction through brief learning sequences
<b>teaching assisted by technical devices</b>	<b>:</b>	<b>for example</b>	the AAAS method individual instruction by cassettes tape-recorder and accompanying books machine-programmed instruction example : Mitzi



## EVALUATION

Just as in the methods of transmitting knowledges, methods of evaluation must give the training-teacher in training opportunity to gain practice in things that he must later transpose in actual work with vocational rehabilitation trainees.

### The training-teacher in training level

#### Self-Evaluation

It is desirable that the training teacher be able to consult a competent person about his training problems (needs, evaluations, applications), someone who is not involved in the overall training program.

Auto-evaluation is valuable to his personal development ; it prepares him to evaluate a situation rapidly and to modify his behavior with respect to the group he is in charge of.

Evaluation and regulation between animation group and training-teachers.

These help the training teacher to weigh intereactions within the group and to regulate the vocational training of his pupils.

Evaluation should be carried out simultaneously with training which goes on far beyond the intensive phases we have discussed here.

The process of evaluation becomes integrated into the training the structures of the establishment permitting.

The "Group Project" , the vocational rehabilitation institution (with the participation of the Disabled adult trainees) and the participants constitute three poles among which there must be constant interaction and analysis. We insist upon the fact of the Group Project being free and independent of other training bodies.

### The Group Project level

Evaluation made constantly and in common to facilitate and equate ways and means, measure the discrepancy between goals set and goals attained and ensure the making of decisions in common.

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We must abide by notions of evaluation rather than control for to us it seems ambiguous that those responsible for the training of training teachers should be judgemental with respect to them.



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	* CENTRE DE REEDUCATION PROFESSIONNELLE de CELLENEUVE	CAISSE REGIONALE D'ASSU- RANCES MALADIE du LANGUE- DOC-ROUSSILLON à MONTPELLI
PROVENCE COTE D'AZUR CORSE (Basses Alpes, Alpes Mari- times, Bouches du Rhône, Corse, Var, Vaucluse, Htes Alpes)	CENTRE DE POST-CURE et de Rééducation Professionnelle "LE PARC" à OSSEJA	S.A.R.L. CENTRE DE POST-CURE et de Rééducation Professionnelle "LE PARC" à OSSEJA
	CENTRE FEMININ de REEDU- CATION PROFESSIONNELLE en Post-Cure "LE CASTEL" à HYERES	OEUVRE LYONNAISE des HOPITAUX CLIMATIQUES à LYON
	CENTRE DE POST-CURE et de Rééducation de SAINT ESTEVE LE THOLONET	HOTEL DE POST-CURE et de Rééducation de SAINT ESTEVE LE THOLONET
	* CENTRE DE REEDUCATION PROFESSIONNELLE "LA ROUGUIERE" Rte de Petit Aubagne SAINT MARCEL à MARSEILLE 11ème	ORGANISATION SANTE ACCUEIL à MARSEILLE
CENTRE MASCULIN DE REE- DUCATION PROFESSIONNELLE pour HANDICAPES "RICHEBOIS" Chemin Gilbert Charmasson à MARSEILLE 16ème	ASSOCIATION DU CENTRE RICHEBOIS à MARSEILLE	

REGION	CENTRE	ORGANISME GESTIONNAIRE
	<p>* CENTRE DE POST-CURE et de Rééducation Professionnelle "LA ROSE" 7-9, Bld de la Présentation à MARSEILLE LA ROSE</p> <p>CENTRE DE REEDUCATION et de Reclassement Professionnel "LE COTEAU" 25, Av, de Flirey à NICE</p> <p>CENTRE DE POST-CURE du Sanatorium "CHANTOISEAU" à BRIANCON</p>	<p>ASSOCIATION AUXILIAIRE de la JEUNE FILLE à MARSEILLE</p> <p>FEDERATION DES ORGANISMES de SECURITE SOCIALE de la région du SUD-EST à MARSEILLE</p> <p>CENTRE DE CURE "CHANTOISEAU" Fondation Edith SETZER à BRIANCON</p>



