

Career Paths Inclusive 2

INTELLECTUAL OUTPUT-3

TRAINING CURRICULUM

Project no: 2019-1-AT01-KA202-051516



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CONTEXT and introduction

Despite advances in accessibility, Deaf job seekers continue to encounter significant obstacles in securing employment. Research and data from organisations such as the European Union Agency for Fundamental Rights (FRA)¹ and the European Disability Forum (EDF)² highlight the **structural barriers Deaf individuals face in accessing job opportunities and career development**. These barriers include a lack of accessible training resources, inadequate support for communication needs, and limited employer awareness of Deaf professionals' unique contributions. **Without tailored resources, Deaf job seekers may struggle with preparing application materials, performing well in interviews, or navigating workplace expectations**—all essential skills for achieving career success.

This **training program**, developed as part of the *Career Paths Inclusive 2* (CPI2) project and co-funded by the European Union, is specifically designed to fill these gaps. Using a **blended learning format** aligned with the European Qualifications Framework (EQF) level 2, the program offers Deaf youth tools and strategies to improve their job readiness. By combining online resources and face-to-face instruction, **the curriculum is adaptable to different learning preferences** and is structured to ensure that all participants can fully engage with the material, regardless of **individual communication needs**.

¹ <https://fra.europa.eu/en/themes/people-disabilities>

² <https://www.edf-feph.org/employment-and-equal-treatment/>

This program helps to address the absence of accessible, bilingual resources tailored to Deaf individuals' needs in job preparation. In contrast to general employment training courses, CPI2 is structured to **enable Deaf youth to learn in an environment that respects and incorporates their preferred communication modes**. This curriculum emphasises not only the **acquisition of knowledge and skills** but also the **development of confidence and autonomy in the workplace**. By making these resources available in both sign language and plain text, we ensure that Deaf job seekers have access to effective and meaningful career preparation materials.

Course Structure and Modules

The curriculum is divided into **5 modules**, each focusing on critical aspects of job readiness and professional development:

1. **Module 1: Ready for the Fun?**

This initial module focuses on self-reflection and job orientation. Participants explore their own work-related experiences and identify career goals, gaining insight into job orientation tools. This module serves as an essential foundation, enabling participants to assess their strengths and align their career aspirations with realistic job opportunities.

2. **Module 2: The First Steps**

Here, trainees delve into the concepts of self-reflection, personal strengths, and values, as well as job search strategies. This module provides practical exercises for identifying individual strengths and weaknesses, equipping participants with techniques to effectively navigate job search platforms and expand their professional networks.



3. **Module 3: Show Yourself**

In this module, participants learn the essentials of creating a structured CV and cover letter. They explore different CV formats, including fictional and structured types, and understand how to tailor these documents to specific job requirements. This module is crucial for developing the written communication skills necessary for clear, impactful job applications.

4. **Module 4: Good Preparation is Half the Work**

This module covers interview preparation, including strategies for answering frequently asked questions (FAQs) and creating a strong self-presentation. Participants learn to interpret job advertisements, research prospective employers, and develop skills for effectively presenting themselves in interviews.

5. **Module 5: Work, Work, Work!**

In the final module, participants focus on workplace integration, including strategies for adapting to a hearing work environment, setting boundaries, and managing conflict. This module also includes techniques for effective non-verbal communication, enabling participants to establish their presence and navigate workplace dynamics confidently.

A Blended, Accessible Approach

The blended learning approach was chosen to increase accessibility and flexibility, allowing participants to progress at their own pace and revisit materials as needed. Each module combines self-study resources with practical exercises, peer discussions, and interactive activities to foster engagement and collaboration. Additionally, all materials are bilingual, provided in sign language and plain text, ensuring accessibility for Deaf participants.

To further enhance accessibility and long-term impact, all **resources are downloadable** and **remain accessible on the project website**. This digital access ensures that Deaf job seekers, trainers, and other organisations can continue to benefit from the curriculum beyond the project duration.

TRAINING METHODS

The curriculum, training materials, and handbook in IO3 are fully digital, accessible online, and available for download. They combine plain text, visual images, and sign language to maximise Deaf participation in the project.

Materials are designed bilingually to ensure maximum accessibility both during and after the project, allowing project partners, associated partners, and others outside the partnership to use them. Greater accessibility promotes sustainability by making these resources available to a wider audience without language barriers.

The design is Deaf-friendly, enhancing empowerment for both trainers and learners. Outputs from IO1 support self-study, allowing Deaf job seekers access to materials in their first language. IO3 expands on this by providing self-study resources in a blended learning format.

Contrastive Learning Methodology

Bilingualism is central to our project, with sign language provided alongside written language. For Deaf youth, learning in their first language enhances understanding and fluency in both sign and written languages. Outputs are available in Austrian, Slovak, Italian, and Dutch sign languages, with International Sign used for dissemination. Written materials are in English, German, Italian, Slovak, and Dutch, complemented by visual elements (video, animation, drawings, and graphics).

Empowerment Didactics

All outputs are accessible online, encouraging self-study, self-discovery, and self-determination. Users can control the pace of learning, review videos as needed, and provide feedback for continuous improvement beyond the project. Developed with input from Deaf job seekers, these materials empower participants to acquire transferable skills and knowledge.

TARGET GROUPS

The blended learning training developed under Output 3 is designed for Deaf job seekers.

Output 3 addresses the needs of both Deaf learners and Deaf trainers.

THE PURPOSE OF THE COURSE

The purpose of this document is to **outline the strategies and activities needed to achieve the desired outcomes during the implementation of the Training Module**. It also sets standards for how and when training on the project or program should take place.

The Training Plan provides a clear roadmap to fulfil the defined training requirements, ensuring that end-users gain the knowledge, skills, and abilities necessary to meet the project's objectives.



A curriculum, training course, and work plan are designed around employment regulations, aligned with the EQF level 2 standards.

The course aims to achieve the following **outcomes**:

- Empower Deaf youth and trainers with skills essential for successful job applications.
- Ensure Deaf youth have access to accessible information and digital resources for job applications.
- Increase awareness of the importance of bilingual resources (sign language and plain text) in youth services, career guidance, and employment preparation.
- Reduce barriers for Deaf youth in the job application process.

TRAINING OUTLINE

The course consists of **5 blended training modules**, totaling approximately 30 training units (**30 hours**). Training can be completed either in person or online and includes self-study and assignment tasks.

The flexible format allows it to be delivered as a regular course over **4–6 weeks** (once per week) or as an **intensive training course**.

MODULE NUMBER	TITLE OF THE MODULE	VIDEO RELATED	DETAILS	CONTACT HOURS
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1.	READY FOR THE FUN?	<ul style="list-style-type: none"> • Check Your Profile 	<ul style="list-style-type: none"> • Introduction to the training 	3 hours
2.	THE FIRST STEPS	<ul style="list-style-type: none"> • Self-reflection (evaluation results from Check Your Profile). • Job search strategies 	<ul style="list-style-type: none"> • Approach for looking for a job opportunity 	7 hours
3.	SHOW YOURSELF	<ul style="list-style-type: none"> • Letter of application • CV 	<ul style="list-style-type: none"> • Materials/documents needed for a job application. 	7 hours
4.	GOOD PREPARATION IS HALF THE WORK	<ul style="list-style-type: none"> • Preparation for a job interview. • FAQ. • Self-presentation 	<ul style="list-style-type: none"> • Getting prepared for a job interview 	7 hours
5.	WORK, WORK, WORK!	<ul style="list-style-type: none"> • First month at the new job 	<ul style="list-style-type: none"> • How to navigate in a hearing environment. • How to gain my own position. 	6 hours

			<ul style="list-style-type: none"> • How to solve conflicts 	
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All the materials are split as follows:

- Curriculum for each Unit with methodology sheets
- Training plan for each Unit with QR code of the related videos.
- Work sheets & assessment questions

There will be separate documents for:

- Presentation of the module
- Pedagogical content
- Plain language texts with QR code to the related videos

All available on the CPI 2.0 website for Output 3 under the following link:

<https://careerpathsinclusive.eu/resources/>



Module 1: READY FOR THE FUN?

LEARNING OUTCOMES:

- **Knowledge:** *Trainees gain insights into their own work experiences and learn about those of others. They become familiar with job orientation tools.*
- **Skills:** *Trainees can effectively share their knowledge and experiences and are able to use job orientation tools to support their job search.*
- **Competence (Responsibility and Autonomy):** *Trainees are able to reflect on their work experiences, using job orientation tools to assess their strengths and weaknesses and apply this understanding to their job search.*

UNIT	TEACHING METHODS	ACTIVITIES	MATERIALS	DURATION
Introduction	<ul style="list-style-type: none"> • Individual work • Group work • Class • Practical exercise • Game 	<ul style="list-style-type: none"> • Welcome and ice-breaker • Introducing CPI 2.0 • Sharing work-related experiences • Aims and objectives of the course • Wrap-up 	<ul style="list-style-type: none"> • Sheets with various positive adjectives • Powerpoint • Question sheet • Miro 	90 minutes
Check Your Profile	<ul style="list-style-type: none"> • Individual work, • Group work • Class 	<ul style="list-style-type: none"> • Dream job discussion • Check Your Profile test • Test result discussion • Closing and feedback 	<ul style="list-style-type: none"> • Worksheet • Check Your Profile test 	90 minutes



	<ul style="list-style-type: none"> • Game • Online 			
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Module 2: THE FIRST STEPS

LEARNING OUTCOMES:

- **Knowledge:** Trainees understand the concepts of self-reflection, personal strengths and weaknesses, and values. They are also familiar with various job search strategies.
- **Skills:** Trainees can complete exercises to identify their strengths, weaknesses, and values. They have the skills needed to apply different job search strategies effectively.



- **Competence (Responsibility and Autonomy):** Trainees recognize their strengths, weaknesses, and values and understand their importance in the job search process. They can select and apply the job search strategy best suited to their personal situation.

UNIT	TEACHING METHODS	ACTIVITIES	MATERIALS	DURATION
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<p>Self-reflection</p>	<ul style="list-style-type: none"> ● Individual work, ● Group work ● Class 	<ul style="list-style-type: none"> ● Warm-up ● Video – Part 1 ● Cloze ● Check your profile: results analysis ● Values - brainstorming ● Values - vocabulary ● My values ● Life line ● Character traits ● Soft Skills ● That’s me! 	<ul style="list-style-type: none"> ● Whiteboard ● Videos ● Worksheets ● Check Your Profile test results 	<p>210 minutes</p>
<p>Job search strategies</p>	<ul style="list-style-type: none"> ● Individual work, ● Group work ● Class ● Game 	<ul style="list-style-type: none"> ● Warm-Up ● Job search platforms - intro ● Job search platforms – practice ● Company websites - Chinese whispers ● Company websites – analyses ● Personal Network – Bingo ● My personal network ● Unsolicited application ● Social Media – true or false ● Social Media – practice ● Closing 	<ul style="list-style-type: none"> ● Paper & pens ● Whiteboard ● Videos ● Worksheets ● Social Media profiles for learners 	<p>210 minutes</p>



Module 3: SHOW YOURSELF

LEARNING OUTCOMES:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



- **Knowledge:** Participants gain an understanding of different CV types, including fictional and structured CVs, and learn the components of a structured CV (e.g., personal details, work experience, education, skills, interests). By the end of this unit, they will have a comprehensive understanding of job application structure, including the distinction between a cover letter and an application, and the importance of customising documents for specific jobs and companies.
- **Skills:** Participants will be able to create a structured CV with appropriate language and formatting, including accurate, relevant information in each section. They will also develop skills to craft effective job applications, cover letters, and CVs tailored to specific job offers, showing strong written communication, attention to detail, and adaptability.
- **Competence (Responsibility and Autonomy):** Participants demonstrate responsibility in selecting and presenting relevant CV information and autonomy in choosing suitable formats and tools, such as LinkedIn or Europass templates. By preparing customised application materials with correct formatting, grammar, and clarity, they will show responsibility in presenting themselves professionally to employers and autonomy in managing their job search effectively.

UNIT	TEACHING METHODS	ACTIVITIES	MATERIALS	DURATION
Curriculum Vitae	<ul style="list-style-type: none"> • Individual work • Class 	<ul style="list-style-type: none"> • Warm-up • Contents of a CV • Work experience and education in a CV • Other information in a CV • CV Online • Create your own online CV 	<ul style="list-style-type: none"> • Example CV • Video • Worksheets • Beamer • Computers 	210 minutes
Letter of application	<ul style="list-style-type: none"> • Individual work • Class 	<ul style="list-style-type: none"> • Warm-Up • Video • Sections of a letter of application • Phrases for a letter of application • Unsolicited application vs. Reaction to an inquiry • Send out the application! • Write your own application! 	<ul style="list-style-type: none"> • Whiteboard • Video • Worksheets • Paper with Phrases • Computers 	210 minutes

Module 4: GOOD PREPARATION IS HALF THE WORK



LEARNING OUTCOMES:

- **Knowledge:** Trainees will understand effective strategies for a first job interview, be familiar with common interview FAQs, and know how to present themselves confidently.
- **Skills:** Trainees can research a company using various strategies, respond appropriately to common interview FAQs, and prepare a self-introduction that highlights relevant information for the recruiter.
- **Competence (Responsibility and Autonomy):** Trainees will be able to identify key details in a job ad, prepare thoroughly for the interview, respond thoughtfully to the recruiter’s questions, communicate their expectations as employees, and introduce themselves in a clear, concise, and professional manner.

UNIT	TEACHING METHODS	ACTIVITIES	MATERIALS	DURATION
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<p>Preparation for job interview</p>	<ul style="list-style-type: none"> ● Individual work ● Group work ● Class ● Game ● Debriefing ● Deduction 	<ul style="list-style-type: none"> ● Two Truths and a Lie ● Unit Presentation ● The imaginary suitcase ● Watch the video ● Q+A ● Read a job AD ● Class discussion of the results 	<p>Power Point Projector/Templates Video</p>	<p>180 minutes</p>
<p>F.A.Q.</p>	<ul style="list-style-type: none"> ● Individual work ● Group work ● Class ● Debriefing ● Conversation café ● Brainstorming ● Guided self-reflection 	<ul style="list-style-type: none"> ● Candy game ● Unit Presentation ● Conversation café ● Watch the video ● Q+A ● The archery model 	<ul style="list-style-type: none"> ● Candies in different colours ● Power Point ● Paper and stationery ● Projector ● Video recorder 	<p>180 minutes</p>



<p>Self-presentation</p>	<ul style="list-style-type: none"> ● Individual work ● Pair work ● Class ● Class discussion ● Debriefing ● Self-reflection 	<ul style="list-style-type: none"> ● Wacky questions ● Unit Presentation ● Obstacle speech ● Watch the video ● Q+A ● Questions list/mind map ● My self-presentation video 	<ul style="list-style-type: none"> ● Templates ● Power Points ● Projector ● Video ● Paper or Software for mind maps ● Video recorder 	<p>180 minutes</p>
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Module 5: WORK, WORK, WORK!

LEARNING OUTCOMES:

- **Knowledge:** *Participants understand how to navigate a hearing work environment, set boundaries, communicate effectively, and maintain self-confidence. They are also familiar with strategies for managing conflict situations.*
- **Skills:** *Participants can apply strategies to orient themselves in a hearing environment, establish boundaries, communicate confidently, and employ conflict resolution techniques in the workplace.*
- **Competence (Responsibility and Autonomy):** *Participants are capable of working independently in a hearing environment, using both verbal and non-verbal communication strategies. They maintain effective communication (including expressing their preferences), set healthy boundaries, and independently apply conflict resolution strategies when needed.*

UNIT	TEACHING METHODS	ACTIVITIES	MATERIALS	DURATION
Navigating in a hearing environment	<ul style="list-style-type: none"> • Individual work • Pairs • Group work • Class • Practical exercises 	<ul style="list-style-type: none"> • Introduction • Video viewing and discussion • Orientation period • Work outfit • Saying you are deaf 	<ul style="list-style-type: none"> • Power Point • Video • Game Scenario • Templates • Worksheets • 	120 minutes
Gaining your own position	<ul style="list-style-type: none"> • Individual work • Pairs • Group work • Class • Practical exercises 	<ul style="list-style-type: none"> • Introduction • Video viewing and discussion • Communication Strategies • Teaching Sign Language • Flexibility and Personal Boundaries 	<ul style="list-style-type: none"> • Power Point • Video • Worksheets • Game Scenario 	120 minutes
Solving conflicts	<ul style="list-style-type: none"> • Individual work • Pairs 	<ul style="list-style-type: none"> • Introduction • Video viewing and discussion • Asking for help 	<ul style="list-style-type: none"> • Power Point • Video 	120 minutes



	<ul style="list-style-type: none"> • Group work • Class • Practical exercises 	<ul style="list-style-type: none"> • Showing strengths and skills • Conflict resolution 	<ul style="list-style-type: none"> • Worksheets • Game Scenario 	
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ASSESSMENTS & CERTIFICATION

The assessment will be conducted through competency **self-assessments** completed by trainees at the end of each module.

This self-assessment includes two parts:

1. The first part has **5 questions**: 3 multiple-choice questions to test knowledge, and 2 questions assessing participants' confidence in applying what they've learned. For example, "You start a new job and receive your contract. How confident are you in knowing what to review before signing it?"
2. At the end of the training, trainers can complete a **course certificate** template with the participant's full name, listing the modules they completed.