

“Improving support for people affected by psychological disorders during their training path” (PSYCHUP)

Project N°2018-1-FR01-KA202-047959

Intellectual output IO1 Function profile of the psychological disability referent in VET centres

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**Activity 5 Comparative report based on the data received
from national reports in participating countries**

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1. General information

In the period December 2018 – June 2019, the PSYCHUP project partners (INSTITUT NATIONAL DE FORMATION ET DE RECHERCHE SUR L'EDUCATION PERMANENTE INFREP SAS, France; NATIONAL ASSOCIATION OF PROFESSIONALS WORKING WITH PEOPLE WITH DISABILITIES, Bulgaria; UNDACION INSTITUTO DE INVESTIGACION MARQUES DE VALDECILLA, Spain; INSTITUTOYTO PSYCHOKOINONIKIS ANAPTYXIS, Greece; Actions Intégrées de Développement, Belgium; ASSOCIAZIONE FORMAZIONE PROFESSIONALE DEL PATRONATO SAN VINCENZO, Italy and ADIS SERVICES SASU, France) have elaborated a number of activities in order to collect as much as possible qualitative and quantitative information with regards to the creation of a functional profile of a psychological disability referent. In the next figure, you may see the type of the activity and number of people/organisations involved:

Type of activity	BELGIUM	BULGARIA	ITALY	SPAIN	GREECE	FRANCE	TOTAL:
Total number of respondents survey	26	31	28	54	27	60	226
Total number of observation visits	3	3	3	3	3	8	23
Total number of conducted interviews	3	3	3	9	3	6	27
Total number of focus group respondents	5	6	10	10	8	14	53
TOTAL:							329

In total 329 respondents were able to share their opinion and to provide feedback with regards to the current issues, which they face into their daily provision of vocational education and training (VET) as well as they have provided information in terms of recent strategies, which help them to overcome the educational and behavioural difficulties. The respondents also commented and suggested knowledge, skills and competences, which the disability referent should possess. For concrete information with regards to country specific data you may visit the national reports per partner country available at project website – www.psych-up.net

2. Organisations and type of respondents who participated in the survey, observation visits, interviews, focus groups

We have involved representatives from VET institutions, National agencies in VET, Ministries of education and science, Ministries of health, regional educational directorates, local government, local municipalities, private health institution of collective interest, national association working in the field of popular education and apprenticeship, Support units on accompanying young people in employment and social integration, training centres for apprentices specializing in the support of work-study students with disabilities, secondary schools for people suffering from a specific disability, Agencies working with people with disabilities to social integration, public institutions supporting disabled people in the progress and stability in employment, VET centres only for people with disabilities who wish to be prequalified for a new job etc. Further details you may see at the figure below:

Partici pants	BELGIUM	BULGARIA	ITALY	SPAIN	GREECE	FRANCE
Survey	Vocationa l training centre for low skilled adult, + 18 years old (CISP)	National Agency for VET Sofia; Marie Curie Association Plovdiv; VET center "Progress"; VET center	Associazio ne Formazion e Profession ale del Patronato San Vincenzo	CEPA Santander CEPA Berria CEPA Castro Urdinales CEPA Reinosa	DIEK Sivitanidi ou Municipali ty of Larissa -Public sector	INFREP Talis Business School GCIF: VET Centre Socrate conseil et

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		"Training"; Ministry of Education and Science; National agency for child protection; National Agency for VET; VET center "M Konsulting" Zlatograd; National VET school of Ecology Sofia; VET center VUARR Veliko Tarnovo; VET center Zgura-M Plovdiv; National VET school of Economics Veliko Tarnovo; VET center "Rodolubie" Smolyan; National Agency for VET; National VET school of Economics and Banking; Ministry of Education and Science; VET center "Viktoria	Cooperativ a Patronato San Vincenzo, Liberi profession isti	IES Albericia DECROLY EMCAN IES Augusto González de Linares IES Ataulfo Argenta IES Santa Clara IES Foramont anos IES Jose María de Pereda IES Marqués de Santillana IES José Hierro	DIMITRA Education al Organisati on Public vocational training institute Gecon Consultin g Kainotomi a - Center for Lifelong Learning Level 2 Retired Center For The Preventio n Of Use Of Extrasiolo gy Substance s Of Lefkada University of Neapolis Paphos VET centers Second Chance School Support at Home (Se ipostirizo kat' oikon) AKMI Institute for Vocational Training	formation : VET Centre AFPA : VET Centre INSUP : Vet Centre La ligue de l'enseigne ment CRPS: Centre Réfèrent de Réhabilitati on Psychosoci ale: Retravailleur Sud APARE (Associatio n Périgourdi ne action recherche sur exclusion). Association of the Périgueux region action research on exclusion H&C Conseil : VET Centre AFTRAL CFATL : VET Centre Maison Familiale Rurale Sainte- Florine Thiers AFORMAC: VET Centre
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		22" Sofia; VET center at Plovdiv University; Secondary school "P.Hilenards ki"; VET Center Pluton 1			Ministry of education / Education and support research commissi on "Syn- Eirmos" Social Solidarity Orpheas Preventio n Center of Larissa -OAED - Public Institute for Vocational Training Institute of Psychosoc ial Developm ent Public Institute for Vocational Training Mental Health Center of Volos University of Ioannina	CER LAGIER: VET Centre Ecole de la deuxième chance: BTP CFA INFA: VET Centre CFAS ULYS secondary school for people suffering from a specific disability ESCO WESFORD: Business school INSER'ADI S TFS ASSISTANT E: VET Centre CIBC 63: VET Centre UEROS CAP Emploi
Obser vation visits	Vocationa l training centre for low skilled adult, +	VET Center – "Stefan Karadja"- Plovdiv; Vasil Levski"	Cooperativ a Ruah, Cooperativ a Patronato	CEPA Santander IES Augusto González de Linares	Kainotomi a - Center for Lifelong Learning Level 2	PLIE de l'aggloméra tion périgourdi ne-

	18 years old (CISP)	Secondary School, Troyan; Protur-95" CVGA – Center for vocational guidance and information Interviews - VET Center – “Stefan Karadja”- Plovdiv; Vasil Levski" Secondary School, Troyan; Protur-95" CVGA – Center for vocational guidance and information	San Vincenzo, Associazione Formazione Professionale del Patronato San Vincenzo	IES Santa Clara	AKMI Institute for Vocational Training University of Thessaly	Centre Référent de Réhabilitation Psychosociale (CRPS) The Referent Centre of Psychiatric Rehabilitation (C2RP) AFPA : VET Centre BTP CFA CRP (Professional Rehabilitation Center) of Saint Amant-Tallende GRETA
Interviews	Vocational training centre for low skilled adult, + 18 years old (CISP)	VET Center – “Stefan Karadja”- Plovdiv; Vasil Levski" Secondary School, Troyan; Protur-95" CVGA – Center for vocational guidance and information	Cooperativa Ruah, Cooperativa Patronato San Vincenzo, Associazione Formazione Professionale del Patronato San Vincenzo	CEPA Santander IES Augusto González de Linares IES Santa Clara	Kainotomi a - Center for Lifelong Learning Level 2 AKMI Institute for Vocational Training University of Thessaly	Association of the Périgueux Retraivaille r Sud. ADAPEI Associaton of parents welcoming and protecting the interest of people with intellectual, psychological or autistic disabilities at all ages and in all

						areas of live AFORMAC : VET Centre AFTRAL: VET Centre MFR .
Focus groups	Continuing education organizations (CIEP)	Bulgarian Youth Forum; 112 voluntary unit; Bulgarian union of psychologists; Director, NAVET; Central commission for combating juvenile delinquency ; National Agency for people with disabilities – Plovdiv branch	Cooperativa Ruah Cooperativa Patronato San Vincenzo, Associazione Formazione Professionale del Patronato San Vincenzo, Associazione Agathà	IDIVAL Government of Cantabria Employment office of the Government of Cantabria (EMCAN) Center for Adult Education (CEPA) IES Augusto de Linares IES Santa Clara	Institute of Psychosocial Development Institute of Psychosocial Development Municipality of Tyrnavos Hellenic Airforce Private Practice Institute of Psychosocial Development Institute of Psychosocial Development School for children with disabilities	BTP CFA CFAS CHU Hospital Centre Fondamental Foundation UNAFAM CFATL AFTRAL VET Centre VIA COMPETE NCES INFA: VET Centre AFORMAC: VET Centre AGEFIPH INFREP: VET Centre ADIS Saint Amant- Tallende

3. Summary in terms of occupation, age, experience, number of students with psychological disturbance that have been trained in the VET area of the respondents

Around 84% of the respondents were teachers and trainers from VET institutions – centres, secondary and tertiary VET schools as well as from in-house training centres at companies. 6 % were directors and head masters and around 7% were psychologists, pedagogical counsellors, resource teachers and social workers. The rest were representatives of policy makers, local governmental institutions and municipalities.

In terms of the age factor, around 59% of the respondents were aged between 30 and 40 years old, 29 % between 40 and 50 years old, 5% less than 30 years old and 7% - above 50 years old. They have mostly between 10 and 15 years of experience in the field. For 74% of the total respondents, the experience with students with psychological disturbances is rather new for them, however around 20% of the respondents have some experience with such students so far.

4. Summary in terms of experience in working with students with psychological disturbances

With regards to the number of the students with psychological disturbances, that have been trained so far at those institutions we may say that the average percentage is around 8% from the total number of students. The most types of the faced psychological disturbances are: behavioural changes, depression, addictions (to alcohol, drugs, pills) ADHD, phobias, learning difficulties, Dyslexia, Dyscalculia, Anxiety, Anorexia, Bulimia and problems with general intellectual functions.

Trainers do not have a lot of experience in managing/recognizing psychological disorders. They are helped by the “psycho-social support” workers of the training centre (if there is one in the centre, which is not always the case) or by external institutions, who are providing such specific expertise.

In the most cases, when they discover such changes of the behaviour of the students, they immediately informed the principal of the institution as well as report to the local educational authorities (directorates, municipalities etc.).

More than 70% of the respondents discovered the problem based on their individual knowledge and opinion. Only 8% of the cases are medically confirmed, for which the student has reported to the management of the educational institution.

The percentage of learners who have addiction problems is much higher but is probably not always detected or ignored because it is very difficult to discuss with the person concerned.

5. Summary of signs/behaviour that students with psychological disturbances possess according to the respondents feedback

Based on the feedback, provided by all 329 respondents, we may conclude on the following most frequent signs and behaviour, which students with psychological disturbances expressed:

- Problems with the memory /Duration of attention
- Bipolarity
- Depression
- Emotional distress
- Apathy
- Changes in physical appearance
- Changes in the attitude towards me
- Feeling sad or down
- Confused thinking
- Reduced ability to concentrate
- Excessive fears or worries
- Feelings of guilt

Some of the respondents mentioned also adults with low cultural level in general, some of them are drug addicts, or ex-addicts, and they are subjected to treatments that negatively affected the teaching and learning. There are physical and mental illnesses and they take medications that hinder a normal teaching activity.

Even if, previously to the questionnaires and discussions with vocational training staff, we had specified what psychological disturbances are, we noted that disorders are mentioned.

This is proof that information and awareness are necessary to understand psychological disability: it is necessary that everyone has the same level of information and is able to appropriate it in order to avoid any confusion.

In countries such as Spain and France, the respondents also mentioned existing mental health problems and psychological disorders of the students, which are medically observed as:

- Obsessive compulsive disorder
- Bipolar disorder
- Persecution mania
- Speech disorders
- Oppositional defiant disorder
- Schizophrenia
- Asperger
- Autism
- Anorexia
- Bulimia
- Paranoia
- Post-traumatic state, manic-depressive state
- Neurological disorders

6. Summary about consequences that these disturbances caused with regards to the learners' behaviour

The most common answers in the questionnaires, interviews, on-site visits about the consequences that these disturbances caused are about anxiety disorders. The second of the most common answers are about aggressive behaviours. There are answers about feelings like depression, fear, low self-esteem. Also, many respondents mentioned that a consequence is the difficulty to make relationships with their classmates. In the end some respondents mentioned about the Attention Deficit Hyperactivity Disorder.

In the most cases, it is evident that the consequences are also related to:

- Mood changes of highs and lows
- Withdrawal from friends and activities
- Significant tiredness
- Low energy
- Panic attacks
- Lack of motivation
- Lack of concentration
- The student cannot deal with the exams
- The student become more aggressive in communication
- There are difficulties in communication with the teachers
- There are difficulties on dealing with the training activities
- Lack of attention and participation of the student
- Distraction to the rest of the students and alteration of the normal rhythm of the class, interruptions, impossibility to work in a team and the relationship with the rest of the classmates, impossibility for the normal follow-up of the classes
- Aggressiveness
- Disrespect
- They learn slower than other learners
- Erratic and dysfunctional behaviour
- Pessimism

- Unsuitable behaviours and comments
- Low tolerance to frustration, stress, emotional decontrol
- They are nervous in class, the other classmates do not know how they will react to certain activities in the classroom, fear of the unknown
- Problems for following the teaching and learning activities in a standardized way. Manifestation of disruptive behaviour in the classroom/centre. Resistance to attend to the educational centre and remain there
- Do not face the future
- Poor socialization
- Social relations and team work
- Break class rhythm
- Early school leaving, difficulties with practises

For the majority of the respondents these disturbances caused demotivation, school dropout, carelessness, general divestment. At the same time they show anger, sadness, isolation, relationship and communication difficulties, need for attention. One of the greatest difficulties for people who have psychological fragility, certified or not certified, is that of not feeling understood. If you do not feel understood, you refuse any kind of educational intervention. We can sum up that to decrease the learners' dropout it is important to find the appropriate way to communicate with them and to motivate them during the educational path.

7. Summary of fears that VET respondents face when they deal with learners affected by psychological disturbances

As conclusion, we may say that the fears of the interviewed VET respondents are quite similar between participating countries.

In the most cases they fears are related to:

- The possibility of an aggression in the classroom to the teacher or/and the rest of the students.
- The difficulty to capture their attention, raise their self-esteem, and in case of aggressive students, to control their impulses without losing authority in front of the rest of the group.
- Lack of coordination with the different professionals who intervene with the student and with the family.
- On many occasions, their parents are more concerned with their children's approval, rather than with checking whether the measures work or if their pupils are really learning something tangible.
- Need for information to adapt to each case.
- Lack of knowledge and fear of loss of control caused by unexpected situations that are not anticipated.
- Lack of time / resources to dedicate the necessary attention to these students.
- Possibility for confrontation and disrespect.
- The fear of not knowing how to manage affirmations, requests for help, unsuited behaviours.
- The fear of not be able to provide adequate and timely help.
- The student can act unexpected, violently, or work without all the safety conditions.
- The student may use dangerous tool.
- In most cases, not knowing exactly what the problem is and its scope (they are adults and do not always raise their problem) and to intervene insufficiently (in Enterprise training, the objectives and times in the courses do not facilitate adaptations much and the necessary attention).
- I need to know the most appropriate way to teach / help students with these problems.
- Being able to give answers to the professionals who work with them so that they can make a life as normal as possible, thus achieving their school adaptation and therefore, their social adaptation.

- Unforeseen reactions.
- Doubts about the effectiveness and opportunity in the proceedings.
- The lack of training to deal with these situations in an appropriate way for students.

8. Summary of needs that VET respondents face when they deal with learners affected by psychological disturbances

Having in mind the identified fears about, the respondents identified the needs in terms to be well-prepared while providing VET training to students, affected by psychological disorders as following:

- The lack of internal structure in case of overflow, no benchmarks and/or procedures currently.
- Main need to identify their difficulties, apparent symptoms in order to know how to better manage them (this necessarily requires a minimum of knowledge and experience with this audience, and/or an existing network to guide them towards this specialty.
- They need a professional who can help and support them.
- Better coordination with the different professionals who intervene with the student and with the family.
- Need for information/training how to handle with issues and how to adapt their way of teaching and behaviour to each case.
- Need to know the most appropriate way to teach / help students with these problems.
- There is a need to spent more time and efforts to those learners
- They need to have somebody to further train them how to proceed.
- The principals should be trained how to provide support to the teachers at VET schools in such case.
- There is a need for more awareness raising towards the problem in the society.
- Those students needs extra attention and dedicated strategy to behave with them.

- Inform learners in a proper way about their "different" classmates, in order to prevent extreme behaviours
- There is a need for an expert's supervision of the process.
- Doubts about the effectiveness and opportunity in the proceedings.
- Need for sharing and developing partnership relations with the territory's stakeholders, in order to follow a same methodology in growing process of the person affected by psychological disturbances.
- Creating a "family" environment between the learners and teachers

Overall, the necessity to have a specialist support and new tools is the priority for all respondents.

9. Summary about the opinion of the respondents with regards to resources/means from where they received accurate and helpful information for dealing with learners with psychological disturbances so far

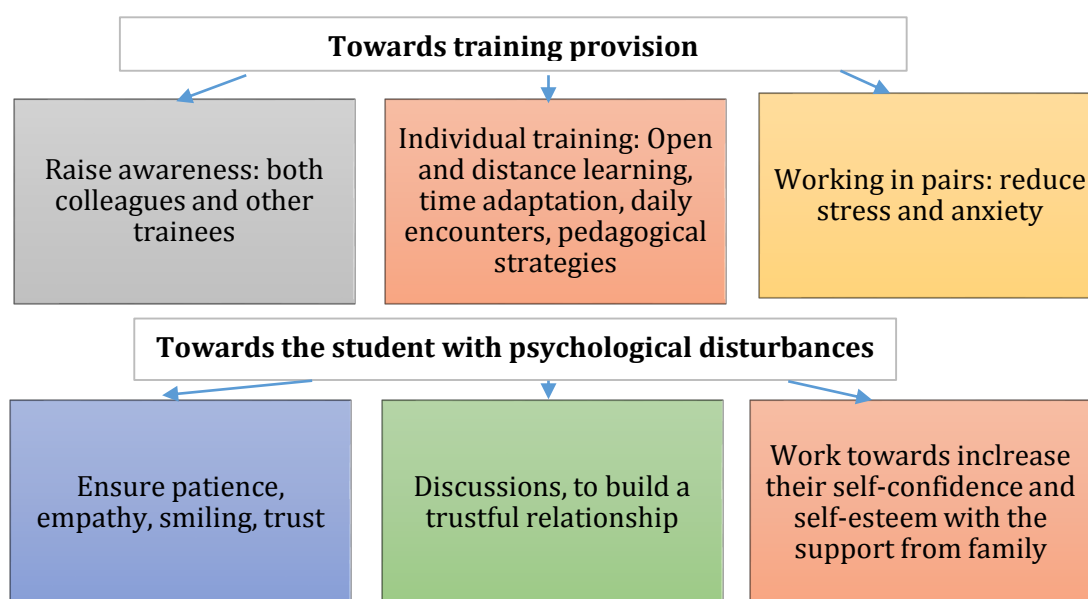
The summary about the opinion of the respondents of questionnaires, interviews, on-site visits and focus groups with regards to resources/means from where they received accurate and helpful information for dealing with learners with psychological disturbances is:

- Supervisors - Colleagues with specialization in relevant disciplines of psychology
- Internet and educational materials
- Friends with psychological degree
- Mental health professionals (psychologists - psychiatrists)
- Relevant organizations – ministry of education, directorates
- Scientific literature
- Work counselors
- Further coaching, training or other educational projects that are considered as useful and would facilitate their job.

Here, we have again a clear evidence, that there is a necessity to have a disability referent at the educational institution, who can provide reliable mediation, guidance and support to both teachers/trainers and students as well as to students' family members.

10. Strategies that respondents have implemented in their work with learners with psychological disturbances

Having in mind the overview, presented in the national reports by the PSYCHUP partners, we may summaries the feedback by the following diagram:



Strategies that respondents have implemented so far in their work with learners with psychological disturbances are:

- Active listening, encouragement, support, patience
- Prepare an empathic contact with the learner, modify the communication so that the verbal and non-verbal language can be understood by the learner, produce a meaningful message that takes effect in the short and long term
- Valuing the individual by involving him in teamwork activities and analyzing the positive results looking for motivating him
- Developing empathy with learner and the class
- Personalization of the learning path

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- Work with appropriate methodology, pedagogy, vocabulary and positive verbal and non-verbal attitudes.
- Modular courses and autonomous workshops where everyone could progress at their own pace and be helped differently according to their needs. Generally, requires twice as many trainers as a regular course.
- Creation of adapted pedagogic material
- Cooperating with the counseling center and following the instructions of a psychologist
- Define the program's expectations in cooperation with the learner
- Work in smaller groups
- Integration of the notion of mental health with the team and through specific training: conducting individual interviews with the learner in order to get an idea of the problem in question. These interviews also allow an exchange in order to identify the position as to whether or not medical support exists; and see if the person is in favour of setting up and referring to a more appropriate and specialised structure.
- Consulting conversation and diary of everyday activities
- Create conditions for overcoming difficulties and problems related to the beginning of the school year

It is important to have personalized path and at the same time promote teamwork. During lessons and free time, empathy could be the right key to engage students with psychological disturbances.

11. Summary of duties suggested by the respondents with regards to the profile of „psychological disability referent“

Based on the summary of all results, gathered during questionnaires, interviews, on- site visits and focus groups, we may conclude on the following duties of the Psychological disability referent:

- S/he should help, facilitate and improve the relation between teachers and learners and between teachers and learners' families to treat everyone with humanity and empathy. Each involved party can search for a help and strategies
- S/he should be able to identify and frame the various problems, identify and involve all people who can contribute to the identification and management of effective intervention strategies, manage and coordinate the interventions, preventing critical issues, to establish clear and visible procedures for proper management in case of problem
- S/he should provide integrated actions and results of people with psychological disturbances
- S/he should train teachers how to deal with students with problems and to provide necessarily tools and strategies
- S/he should organize guidance activities for students at the time of entering and leaving the school and support them during the entire course of study, with the aim of identifying and designing the types of support necessary for each student to carry out their course of study with profit
- S/he should refer to professionals, make an initial diagnostic assessment, have contact with the team that would already be following the learner to make the connection
- S/he should provide accompanying services to persons with mental health problems such as ergotherapy, speech therapy, physiotherapy, pedagogical and psychological support, physical education, entertainment, music therapy

- S/he should structure the educational interventions, which can be useful for the growth of the student and coordinating the activities of the individual teachers
- S/he should raise public awareness and social actors on the problems faced by people with mental health problems
- S/he should be supportive to the educators, ensuring their personal and professional development
- S/he should draw plans with the latter for the engagement and the socialization of individuals with psychological disturbances, pursuing them to engage in activities, becoming team members of a group
- S/he should provide the proper guidelines, listen to their concerns and he or she should ensure that there is a fruitful communication between the two sides (learners – trainers)
- S/he should monitor continuously the situation of individuals and provide important guidance in order to continue their education and reduce the risks to drop out of their educational path.
- S/he should have enough hours to carry out a comprehensive follow-up
- S/he should collect all relevant information about the learner with psychological disorders.
- S/he should be an experienced conflict-manager
- S/he should be a good problem-solver

12. Summary of previous studies/experience suggested by the respondents with regards to the profile of „psychological disability referent“

The summary of previous studies/experience which could have a “psychological disability referent” suggested by respondents of questionnaires, interviews, on-site visits and focus groups is concluding on the following:

- Having a degree in the one or more from the following fields: Consulting psychology, Neuropsychology, Psychotherapy, Psychiatry, social science and social work, pedagogy, humanitarian studies

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- Having general studies with regards to mental health
- Having studies in vocational guidance and career counselling
- Being a certified educator or/and resource teacher/pedagogical counsellor
- Having basic knowledge about human rights, art therapy, ergotherapy etc.
- Having a nice personality
- Having experience in the pedagogical field
- Having active listening skills
- Having experience in working with students with psychological disturbances for more than 2 years
- Having positive attitude and acceptance of diversity, good knowledge of the emotional needs and cognitive abilities to deal with learners based on the diagnosis

It is evident, that in all countries, participated in the research, so far some support at vocational institutions has been provided by psychosocial, pedagogical or professional counsellor. Especially in Spain, Italy and France this person normally has a degree in psychiatry or psychology with a systemic approach. He/she has an experience in education and / or training and he/she has the ability to create a peaceful educational environment. In Bulgaria and in Belgium, such support is usually provided by the pedagogical counsellor or school psychologist.

13. Summary of the type of tasks and competences that the “psychological disability referent” should possess with regards to the opinion of the respondents

Regarding the summary of the type of tasks and competences that the “psychological disability referent” should possess with regards to the opinion of the respondents in all partners’ countries is shown in the below graph. It is obvious that the psychological disability referent should help to create a common approach among teachers towards learners affected by psychological disturbances and to promote the setup of methodologies and tools. S/he should be able to create and develop partnership relations with the territory’s stakeholders, with specialised and non-specialised structures, that guide learners during their education/training/insertion path. This professional should provide adequate tools to people with psychological fragility and to the other professionals (teachers, social workers, psychologist etc.) who take care of them. This person should allow teachers to better manage people affected by psychological disorders in order to make students’ mission successful as well as avoiding any dropout due to non-adapted support. In the same time, it is obligatory this person to train teachers in the management of those “difficult pupils”. It is really important the referent to be able to help teachers to manage the frustration of struggling students, which is the most important thing. In such way, the referent should be able to set up clear and visible procedures for structuring the management of people affected by psychological disturbances within the adult education/VET centre.

Tasks/activities	Associated skills
1. To develop a network of partners on its territory	1.1 Map the actors
	1.2 Create and develop partnership relations with the territory’s stakeholders, with specialized and non-specialized structures, that guide learners during their education/training/insertion path

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2. To welcome and support people affected by psychological disturbances all along their education/training path	2.1 Continuously ensure the reception and follow-up of the learner in the adult education/VET centre
	2.2 Conciliate the construction of people's individualized paths, the needs for compensation due to their disability and the consequences on their learning capabilities by mobilizing partners, prescribers
	2.3 Prepare the end and the follow-up of the education/training/insertion path with appropriate structures
3. To inform, to raise awareness among the teaching/ training staff	3.1 Ensure a monitoring on psychological disability
	3.2 Implement raising awareness actions adapted to the internal organization, the identified needs, to the desired goal
4. To participate to the construction of an inclusion policy of people affected by psychological disturbances	4.1 Identify obligations in terms of accessibility to education and training and adaptation of exams and evaluations
	4.2 Contribute to the integration/development of the disability field in the project of the adult education/VET centre
	4.3 Set up clear and visible procedures for structuring the management of people affected by psychological disturbances within the adult education/VET centre
	4.4 Provide summaries of implemented actions and outcomes so to allow the boarding staff to decide future actions to implement

5. Other	5.1 Participate in lifelong learning activities, as well as working towards their personal development
	5.2 Being educated in prejudices and stereotypes
	5.3 Participate in education and awareness raising activities

14. Possible enhancement of existing job profiles who may work as “psychological disability referent” in your country or if there is a need to create a new specific job profile

In Spain and in Bulgaria schools of compulsory secondary education, in which under 18 years of age students attend, have a school counsellor (usually a psychologist); in this type of centres this is the figure closest to the psychological disability referent. However, in vocational training centres, where students are adults (over 16 years of age), it is not mandatory that there is a school counsellor, and in almost no centres there is one. These would be the centres in which the implementation of the psychological disability referent would be fundamental.

In Bulgaria, the referent could be part of the existing job specialty under code 7620202 Social activities assistant – social work provided to students and adults with disabilities and chronic diseases.

In France, this will depend on the task the referent will perform. If he/she is required to be “dual-hatted; that is, he/she would simultaneously hold two missions: business development and referent, then it will be fundamental to assign a full-time job to this person. Having this dual competence would legitimize its role on disability and make it more audible to VET staff and companies.

The establishment of a referent psychological disability position should make it possible to reduce the rate of drop out of training paths: VET centres should calculate the ratio between the cost of the referent and the financial gain when the training paths are continued. The referent could also work for different organizations: to split time between various VET centres whose fields are similar in order to reduce costs.

In Italy, in Lombardy Region there is the profile of Disability manager that is focused on the interconnection between labour market and social environment. Through its enhancement and some specific training, this profile could be suitable for working as disability referent.

In Belgium, the CISP sector is currently developing the profile function of the “psychosocial counsellor”, and it would be interesting to identify the skills relevant to the “psychological disorders referent” within the psychosocial counsellor profile.

In Greece, there is not an existing job of the “psychological disability referent”. All the respondents of questionnaires, interviews and on-site visits mentioned that they look for accurate and helpful information for dealing with learners with psychological disturbances in mental health professionals and mental health structures, in scientific literature and on Internet, and asking for guidance from other colleagues-supervisors. In addition, the participants in our focus group who are psychologists reported that trainers in adult education often ask for external support and they are driven to search for psychologists. They need someone to guide them on how to work with people with mental issues. Also, all the respondents agreed that there is a need to create a new specific job profile of a “psychological disability referent”.

15. What should the PSYCHUP consortium take into account with regards to the development of intellectual outputs IO2 and IO3

The PSYCHUP consortium should take into account about the development of “Training frame of reference of the psychological disability referent – IO2” and the implementation of the “Open resources collection for VET professionals for better supporting people affected by psychological disorders during their training path – IO3” that it is necessary to underline that the “psychological disability referent” in some countries is not a completely new job profile, but a function profile complementary to others that exists like pedagogical counsellors, school psychologists, resource/special pedagogy tutor etc. Therefore, we have to identify the tasks/competences of this functional profile using the results obtained in intellectual output 1.

Also, we have to take into account the summary of needs supposed to have a “psychological disability referent” in order to develop an appropriate training frame which will be adapted by each national context. Furthermore, we should take into consideration that each country has different national regulations and contexts but it is essential to exist one common training repository.

Having in mind the opinion of all 329 respondents, we may conclude that IO2 should predefine clear responsibilities and duties of the psychological disability referent. The partners should make sure that all ethical conditions are taken into account in the particular country and inside the organization. The output should explain all modalities of intervention, where this person can be involved as well as to explain strategies, which can be implemented by teacher and trainers in terms of communication, engagement, behaviour and ways to overcome any potential obstacles.

Furthermore, in the IO3 it is necessary to exist a contact person who will be able to give more information about recourses. In the published resources, it is fundamental to put in evidence a contact person for asking more information.

Currently, the French partners have identified also existing resources (plan, projects) working in the fields of psychological disability and training/education centres:

a) In the region of Auvergne Rhône-Alpes, there is « Charte H+ » a project which aims are in line with PSYCHUP: Improve the inclusion of public suffering from psychological disturbances in training centers. The resources that will be provided are:

- Self- diagnosis grid
- Framework document “Plan d’action”
- Form with the description of the task/duties of the “handicap referent”
- Individual or collective support of VET centres according to their needs

b) The AGEFIPH promotes the professional integration and retention of disabled people in companies. This mission is structured around four main areas: managing corporate contributions, allocating financial assistance, leading a network of partners and amplifying public policies The AGEIPH is conducting a reflection on the Disability and Training Referent that could serve as a source of inspiration for Psych Up. This service is used to enable people with disabilities to integrate VET centres by taking better account of disability. Some of the solutions proposed are:

- Co-build solutions of adjustment/organization of training courses in accordance with their needs; diagnosis
- Research solutions
- Work closely with several actors: person suffering from disabilities, training organization, specialist in disability, employee

Last, but not least, the partners should also take into account the testimony/opinion not only from professionals working in VET training and education centre, but also of trainees/learners.