

Work training program

for students of a special school preparing for work with moderate or severe intellectual disabilities and for students with multiple disabilities

The program was developed on the basis of the regulation:

Regulation of the Minister of National Education of February 14, 2017 on the core curriculum for pre-school education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education for first-cycle vocational schools, general education for a special school preparing for work and general education for post-secondary schools.

[Dz.U. z 2017, item 356](#)

General goals:

1. shaping a positive attitude towards work in terms of motivation, competence and performance;
2. acquiring basic knowledge about work and getting to know typical work situations;
3. teaching how to perform various tasks in accordance with the student's preferences and predispositions;
4. mastering basic skills and work activities;
5. preparing students to run a household;
6. understanding occupational health and safety issues;
7. developing job search skills and using various sources of knowledge;
8. preparation to undertake independent or supported work in an individually tailored position on the open or protected labor market;
9. satisfying the cognitive and social needs of students by providing them with conditions for purposeful and socially useful activity.

Specialty: CAREER

Graduate profile: A student who has mastered janitorial skills is able to properly manage keys, effectively segregate waste and keep order around the building. Knows safety rules in the workplace and is able to communicate effectively with other employees and residents of the facility. Is well prepared to perform the basic tasks of a janitor, ensuring the cleanliness and safety of the facility.

Educational material		Specific objectives	Detailed learning outcomes. After completing the classes, the student is able to (depending on the student's individual psychophysical capabilities resulting from the certificate and IEPT):
Caretaker's job	k n o w l e d g e	<ul style="list-style-type: none"> ● Understanding the responsibilities of a facility's janitor's work. ● Learning the procedures for giving and receiving keys. ● Understanding basic workplace safety principles. 	<ul style="list-style-type: none"> ● The student knows what duties related to the work of a janitor are required in a given facility. ● The student knows the rules and procedures for giving and receiving keys. ● The student knows the basic safety rules in the workplace.
	s k i l s	<ul style="list-style-type: none"> ● Properly arranging keys and keeping order in rooms intended for storing keys. ● Providing keys to authorized persons in accordance with applicable procedures. ● Effective communication with other employees and residents of the facility regarding the issuance and collection of keys and other supervisory duties. 	<ul style="list-style-type: none"> ● The student is able to arrange keys correctly and keep order in rooms intended for storing keys. ● The student is able to provide keys to authorized persons in accordance with applicable procedures. ● The student is able to communicate effectively with other employees and residents of the facility regarding the issuance and collection of keys and other supervisory duties.

Waste segregation	k n o w l e d g e	<ul style="list-style-type: none"> ● Getting to know different types of waste and their proper segregation. ● Learning the symbols for different types of waste and the appropriate containers to place them. ● Understanding the principles of ecological waste segregation and the consequences of not following them. 	<ul style="list-style-type: none"> ● The student knows what the main types of waste are and what the principles of their segregation are. ● The student knows what the markings are on waste segregation containers and what types of waste they belong to. ● The student knows why waste segregation is important for the protection of the environment and natural resources.
	s k i l l s	<ul style="list-style-type: none"> ● Developing the ability to correctly identify various types of waste and place them in appropriate containers. ● Developing the ability to properly segregate waste in accordance with applicable rules. ● Strengthening the ability to separate waste independently in everyday life and take care of the environment. 	<ul style="list-style-type: none"> ● The student is able to follow the rules of waste segregation, avoiding, among others: mixing biodegradable waste with hazardous waste. ● The student is able to engage in environmental protection activities by making ecological decisions regarding waste segregation in everyday life.
The space around the building	k n o w l e d g e	<ul style="list-style-type: none"> ● Identification of areas around the building that require regular cleaning and maintenance. ● Know the differences between sweeping and snow removal and when each is required. ● Understand safety rules when working with cleaning tools. 	<ul style="list-style-type: none"> ● The student knows what areas around the building require regular cleaning and maintenance. ● The student knows the differences between sweeping and snow removal and when each activity is required. ● The student knows the safety rules when working with cleaning tools.

	<p>s k i l s</p>	<ul style="list-style-type: none"> ● Independently sweeping the space around the building, removing leaves, garbage and other dirt. ● Effective snow removal from roads and sidewalks around the building. ● Carrying out cleaning activities around the entrance, such as vacuuming the doormat and taking out the trash. 	<ul style="list-style-type: none"> ● The student is able to independently sweep the space around the building, removing leaves, garbage and other dirt. ● The student is able to effectively clear snow from roads and sidewalks around the building, ensuring safe driving conditions. ● The student is able to perform activities related to maintaining cleanliness around the entrance, such as vacuuming the doormat and taking out the garbage.
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The AION project benefits from a grant of € 195828 received from Iceland, Liechtenstein and Norway under the EEA Grants.

The aim of the project is to develop a comprehensive, systemic model of preparation for professional activity of people with deeper intellectual disabilities. Preparation of professional laboratories with training programs and methodology. Development of a coherent and systemic strategy for supporting the employment of people with intellectual disabilities on the labor market in cooperation with the District Labor Office in Sosnowiec. Working out a path of professional development and a strategy of inclusion in the open and / or protected labor market, taking into account the educational, legal, organizational housing for schools, people with disabilities, public institutions and entrepreneurs that can potentially employ people with disabilities.