



MINISTRY OF LABOUR AND SOCIAL POLICY

INVESTING IN PEOPLE

CENTRE FOR HUMAN RESOURCE DEVELOPMENT AND REGIONAL INITIATIVES



May 2023

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BULLETIN



IN FOCUS



TRAINING METHODS AND TECHNIQUES



AN EXAMPLE OF A SUCCESSFUL SEMINAR
THROUGH THE PRISM OF GOOD TRAINING
PRACTICES OF THE CENTER



TRAINING SCHEDULE FOR MAY



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IN FOCUS

In May, unemployed persons who have applied for professional qualification at the Center will have the opportunity to join the course in "Production of confectionery". The practical part of the training will be held at the base of Pastry Academy, with which CHRDMI has established cooperation over the years. This is part of the successful partnerships of the Center with the business, which provide practical training in a real working environment and support the future professional realization of graduating students.

Performing its main function as an institution providing specialized training services for employees of the Ministry of Labour and Social Policy and SLUs to the Minister of Labour and Social Policy, this month CHRDMI will hold two practicums as well as an information seminar. The practicums are intended for employees of the Agency for Social Assistance and aim to build specific skills directly applicable in their working practice. During the information seminar current issues of the regulatory framework of e-government will be discussed. It is open to all employees in managerial and expert positions from the Ministry of Labour and Social Policy who work in this field.

At the end of May, an international initiative will be held aimed at exchanging experience and good practices with EU member states in providing quality social services. The initiative will be attended by senior and expert staff from the Ministry of Labour and Social Policy, the State Agency for Child Protection (SACP), the SAA, AQSS, APD, representatives of municipalities and non-governmental organizations, as well as the social services sector from other EU member states.

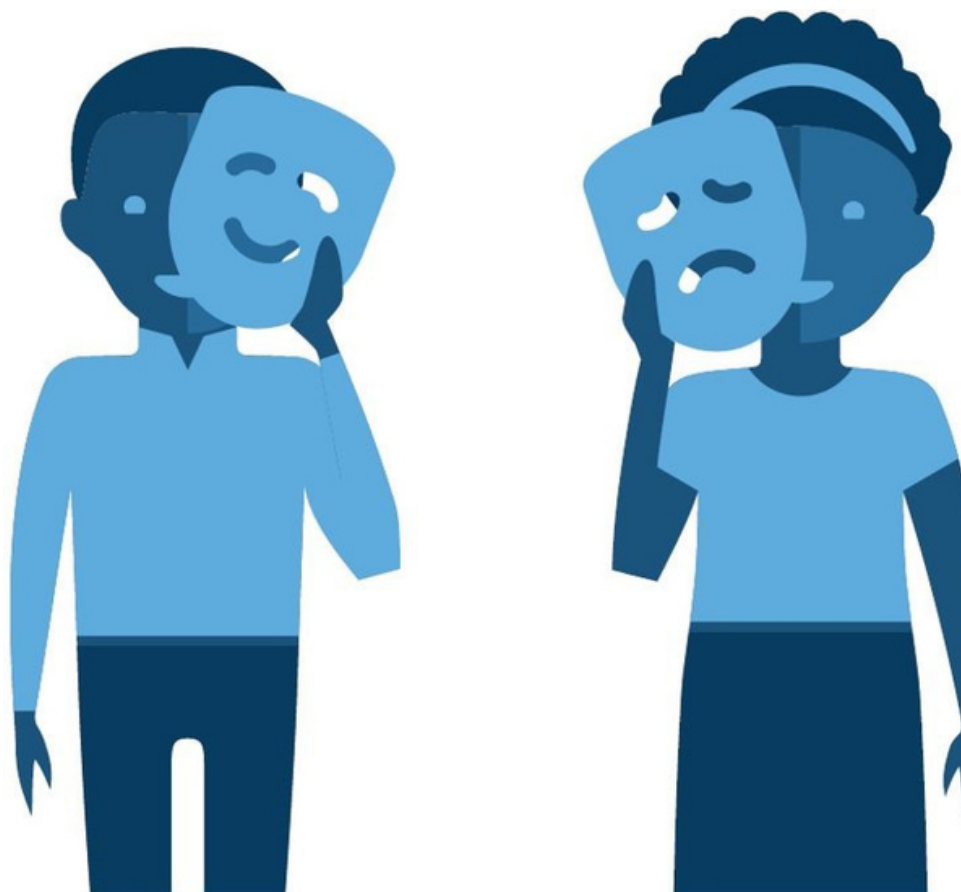


TRAINING METHODS AND TECHNIQUE

ROLE-PLAYING AS A METHOD OF TRAINING AND ITS APPLICATION IN THE WORK OF THE CENTERMETHODS

With this material we start a new rubric, in which in a series of publications we will observe different methods and techniques of training applied by the team of the Center. The aim is to promote them and show the benefit of their application in adult education to achieve practical work-based knowledge and skills

Role-playing is an effective teaching method through which some important principles can be applied in adult learning. It is particularly suitable for building skills that should be directly applied in real work practice.



The essence of role-playing is in the development and presentation of different scenarios in which learners take on specific roles to help them explore different perspectives and gain experience. In this way, in a protected environment and under the guidance of the trainer, work is done on developing new skills.

One of the main specifics of adult education is the willingness of learners to take responsibility for the course of the learning process. An important feature of role-playing as a method is precisely that it encourages autonomy in participants who can explore new ways of behavior, skills and approaches through it. This leads to a higher commitment of learners to the process and is directly important for the more lasting and effective acquisition of relevant knowledge and skills.

Role-playing provides adult learners with the opportunity to use the accumulated knowledge and life experience. This is especially important for the specifics of work in CHRDMI and concerns the preparation of both seminars for civil servants and professional training for unemployed people. Both the employees of the MLSP system and the unemployed in the vocational training and retraining courses already have professional and life experience that can and should be integrated into the acquisition of new knowledge and skills.

ROLE-PLAY: STEP BY STEP

The methodological team of the Center provides the lecturers with templates that ensure a standard in the development and application of each of the selected training methods. Below are some of the steps followed when using the role-playing game in the trainings of CHRDMI:

- Discuss with the training methodologist the methods and techniques that are best suited to the particular case and justify the benefits of using role-playing in the context of training.
- Define an objective of the role-playing game by clarifying conceptually what knowledge and/or skills the participants should acquire through it.
- Develop a clear scenario by which the role-playing game will be carried out. Specify and describe in advance the roles of the participants.
- Discuss the need for support learning and self-study materials and prepare them together with the training organizer.
- Summarize the expected results of the role-playing game.

This process is important for the clarification of the specific professional objectives of the trainees, to the implementation of which the specific training should contribute.

Role-playing as a method helps to clarify and achieve specific professional goals, applying the principles of problem-oriented learning and encouraging critical thinking, analysis and cooperation – skills whose practice and development is also especially important for successful professional realization.

Last but not least, we must take into account the emotional and intellectual commitment that role-playing games create to the learning process. This is of particular importance for a deeper and lasting perception of the material and for a better mastery of skills.

Although role-playing games have a number of advantages, their planning is not an end in itself, but should be a natural part of the overall design of the training.

DURING TRAINING

- Prepare the game by introducing the participants into its context, presenting and distributing the roles in it. If necessary, at this stage, the prepared materials are distributed and time is spent preparing the scenario to be played.
- Conduct the role-playing game according to the prepared scenario.
- Provide feedback after the role-playing game is over and discuss its importance in the context of the knowledge and skills to be learned.

AFTER TRAINING

An essential point in the implementation and improvement of the quality of the trainings is the subsequent evaluation and analysis. Ask methodologists to provide the data from the ROIT analysis that the Center conducts for all trainings and discuss with them the successes and opportunities for improving the work!

The analysis of the methods and techniques used is part of the overall analysis of the training. Depending on how the role-playing game runs and after discussion with the training methodist, changes and adaptations may be made to the role-playing game scenario so that it will be more useful for participants in subsequent trainings.

CHRDRI methodologists support lecturers by supporting the selection of specific methods and techniques. At the same time, they provide them with author's methodological materials that take into account the specifics of the trainings at the Center. This supports the work and allows the imposition of a uniform standard to achieve high quality.



AN EXAMPLE OF A SUCCESSFUL SEMINAR THROUGH THE PRISM OF GOOD TRAINING PRACTICES OF THE CENTER

During the period 5-7 April this year, the Center organized and held as part of the Operational Training Plan of the administration in 2023, a seminar on "Social Services in Bulgaria as a Factor for Prevention and Overcoming Social Exclusion of Vulnerable Groups. Regulatory framework and peculiarities in the provision of types of services". It was intended for employees in managerial and expert positions from the specialized administration of the Ministry of Labour and Social Policy.

The topic of the seminar was stated as relevant by the employees of MLSP and SLUs to the Minister of Labour and Social Policy during the autumn of 2022. study of training needs. A specific interest in it was expressed by the employees of the Directorate General "European Funds, International Programs and Projects". It is for this reason that an additional study was conducted among the target group of the seminar in order to specify the training sessions and identify problems and case studies from the immediate work practice of the participants.

Based on the data obtained from the questionnaire survey, the results to be achieved by the seminar, its thematic scope and the methods and techniques to be applied in view of the specifics of the curriculum and the characteristics of the training group were determined. Guided by the methodists, the whole planning process was carried out in close cooperation and coordination with the lecturers. Their selection was carried out in parallel with the conduct of the questionnaire survey and included a careful analysis of their expertise in the thematic area of the seminar and its comparison with the identified specific knowledge and skills needs of the training group.

The development of the training materials was carried out in accordance with the data from the surveys received. Both the scope of the theoretical material and the specific case studies that were discussed in the practical classes were built on these. Thus, based on the principle of active involvement of adult learners in the learning process itself, the seminar was modeled with their specific practical needs, which contributed to achieving direct engagement and building internal motivation in the participants.

In order to make optimal use of the learning time for discussions and clarification of the issues that have arisen, all participants in the seminar received a link to the electronic library of the Center, where in a separate for the specific training electronic space were collected all the necessary documents and materials that they had to get acquainted with in advance. The materials are available to all participants after the seminar, so applying what they have learned in their work practice, they can return to them if necessary to make a reference.

During the training sessions, a particularly important emphasis was on the observance of the principles of adult education and the provision of constant support by the lecturer in mastering the learning material. To this end, discussions and case studies were included in the curriculum. In order to achieve the practical applicability of what has been learned and to get acquainted with the real functioning of social services, the third day of the methodological seminar included a study visit to the Community Support Center in Dragalevtsi district. Hope in Fr. Sofia. The participants had the opportunity to get acquainted with the direct work of the Center, as well as with the projects in the field of social services on which it works, including specifics in the way of reporting, interaction with other institutions, etc.

As with all other trainings at the Center, an essential element of the seminar was the implementation of an evaluation using the ROIT methodology, which measures the results of the trainings in terms of their effect on the work process. At the end of the training, the participants filled in questionnaires in order to analyze the effectiveness of the training program as well as the applicability of the acquired knowledge and skills in the working practice of the trainees. The results of the surveys were analyzed by sociologists who are part of the CHRDMI team.

The evaluation of the seminar was extremely high and demonstrated the success of the established working practices in CHRDMI, which take into account both the characteristics of adult learning and strive to achieve a "fine tuning" of the training according to the specifics of the specific training group.

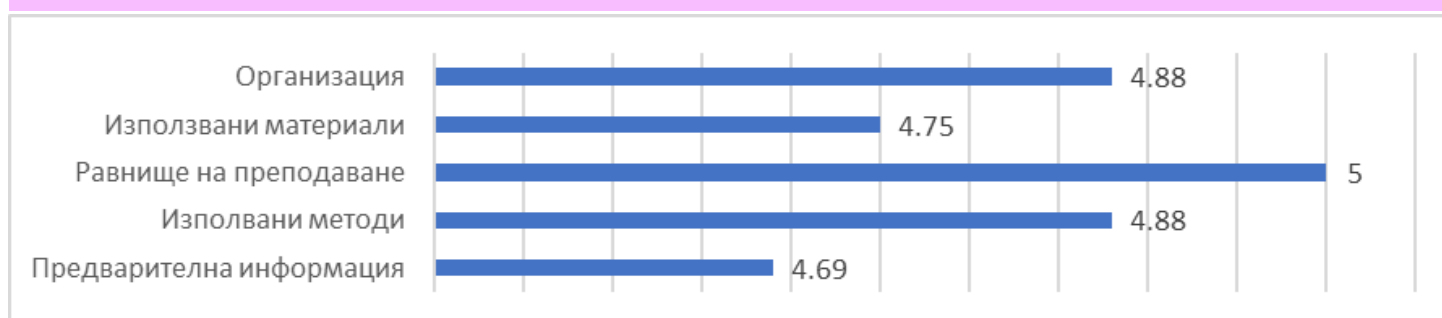


Figure 1. Overall average evaluation of the methodological seminar (max. 5.00)

The overall average score of the seminar was 4.91 from max. 5.00. All participants in the training assess the level of teaching with a maximum score, taking into account a high knowledge transfer of 49%

Particularly important is the registered attitude of applicability of what has been learned in the immediate work practice. As is apparent from Fig. 2.80% of the trainees reported a "great benefit" from the knowledge acquired.

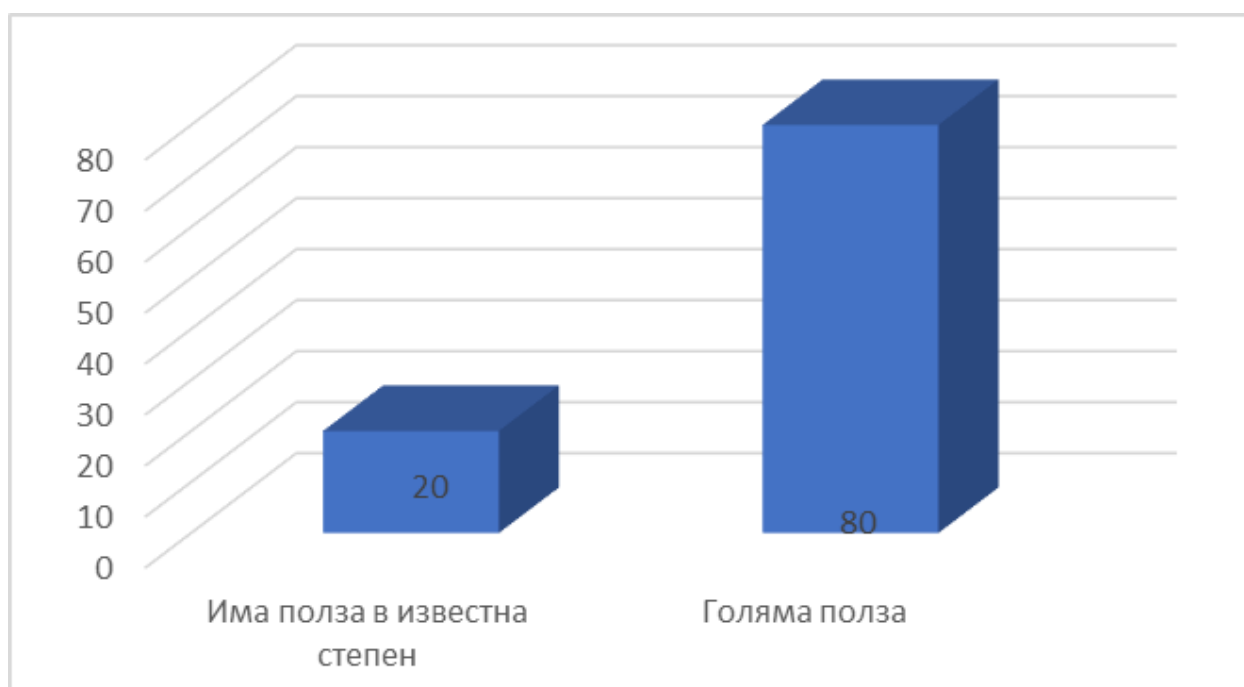


Figure 2. Assessment of the benefit of acquired knowledge/skills (in %)

The received high score is a valuable benchmark for the quality of work of the whole team involved in the process of planning and implementation of the specific seminar. At the same time, however, it is indicative of the quality of the specific training services provided by CHRDMI, oriented to the labor market and the social sphere and the expertise accumulated over the years by employees in their implementation. The results achieved through the seminar will be the subject of careful analysis, which will be taken into account in the planning and implementation of future trainings at CHRDMI

The CHRDMI team congratulates the lecturers of the training Mrs. Milena Hitova and Mrs. Hristina Ivancheva and thanks them for their excellent work!

TRAINING SCHEDULE FOR MAY

PROVIDING MONTHLY SUPPORT FOR RAISING A CHILD WITH PERMANENT DISABILITIES BY THE ORDER OF ART. 8E OF THE FAMILY ALLOWANCES FOR CHILDREN ACT, WHEN THE CHILD IS A USER OF THE PERSONAL ASSISTANCE MECHANISM

Practicum, 3-4 May 2023

Form of training: attendance

The practicum is intended for employees of expert positions and social workers from the territorial divisions of the SAA

During this specialized training, employees and social workers from the territorial divisions of the Agency for Social Assistance will get acquainted with the specifics of providing monthly assistance for raising a child with permanent disabilities under Art. 8E of the Family Allowances for Children Act, where the child is a user of the personal assistance mechanism.

During the discussion sessions, participants will have the opportunity to ask their questions and ask case studies related to the exercise of their daily duties.

The successful graduates will be issued a certificate according to an established standard of CHRDRI.

For information and registration:

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METHODOLOGICAL INSTRUCTIONS FOR UNIFICATION OF PRACTICE AND COORDINATION OF WORK IN THE IMPLEMENTATION OF THE SOCIAL SERVICES ACT AND THE REGULATION FOR ITS IMPLEMENTATION

Practicum, 18-19 May 2023

Form of training: attendance

The practicum is intended for employees in managerial and expert positions from the SAA and AQSS and social workers from the SAA

This specialized practicum, intended for employees of the SAA and ACSU, will allow the participants to share, coordinate and discuss the work on the Social Services Act and the Regulations for its implementation by both institutions.

The topics that will be discussed include a review of the legal framework governing social services in the Republic of Bulgaria, as well as the methodological guidelines issued by the ASA to RDSP/DSA for unification of practice. In the form of case studies and practical tasks, the participants will get acquainted with some specific moments in identifying the needs and the general rules of the procedure for referral for the use of social services, as well as with special rules in the provision of social services. In the last session, some challenges in coordinating actions will be addressed.

Successful graduates will be issued a certificate of participation according to an approved standard of CHRDRI.

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MANUFACTURE OF CONFECTIONERY PRODUCTS

Period: 29 May – 26 September 2023

Course for acquiring professional qualification by unemployed people under the National Action Plan for Employment

The training is intended for unemployed persons registered with the Bureau Directorates "Labor" of the EA at the place of residence, who after completing the course will have the knowledge and competencies for the production of confectionery products and semi-finished products. The subjects set out in the program include familiarization with health and safety at work, economics and entrepreneurship, specialized training in a foreign language (English) in the profession, information and communication technologies, communication skills and teamwork, labor law and organization of the labor process, microbiology and hygiene of nutrition and processes and apparatus in the food industry. The specific professional training covers increasing the knowledge of commodity science of raw materials for the production of confectionery, technological equipment of confectionery workshops and technology for the production of confectionery. The curriculum has been developed in accordance with the regulatory requirements concerning vocational training, namely the Vocational Education and Training Act and the state educational requirements for the specialty "Baker – confectioner". Successful graduates will receive a certificate of second degree of professional qualification.

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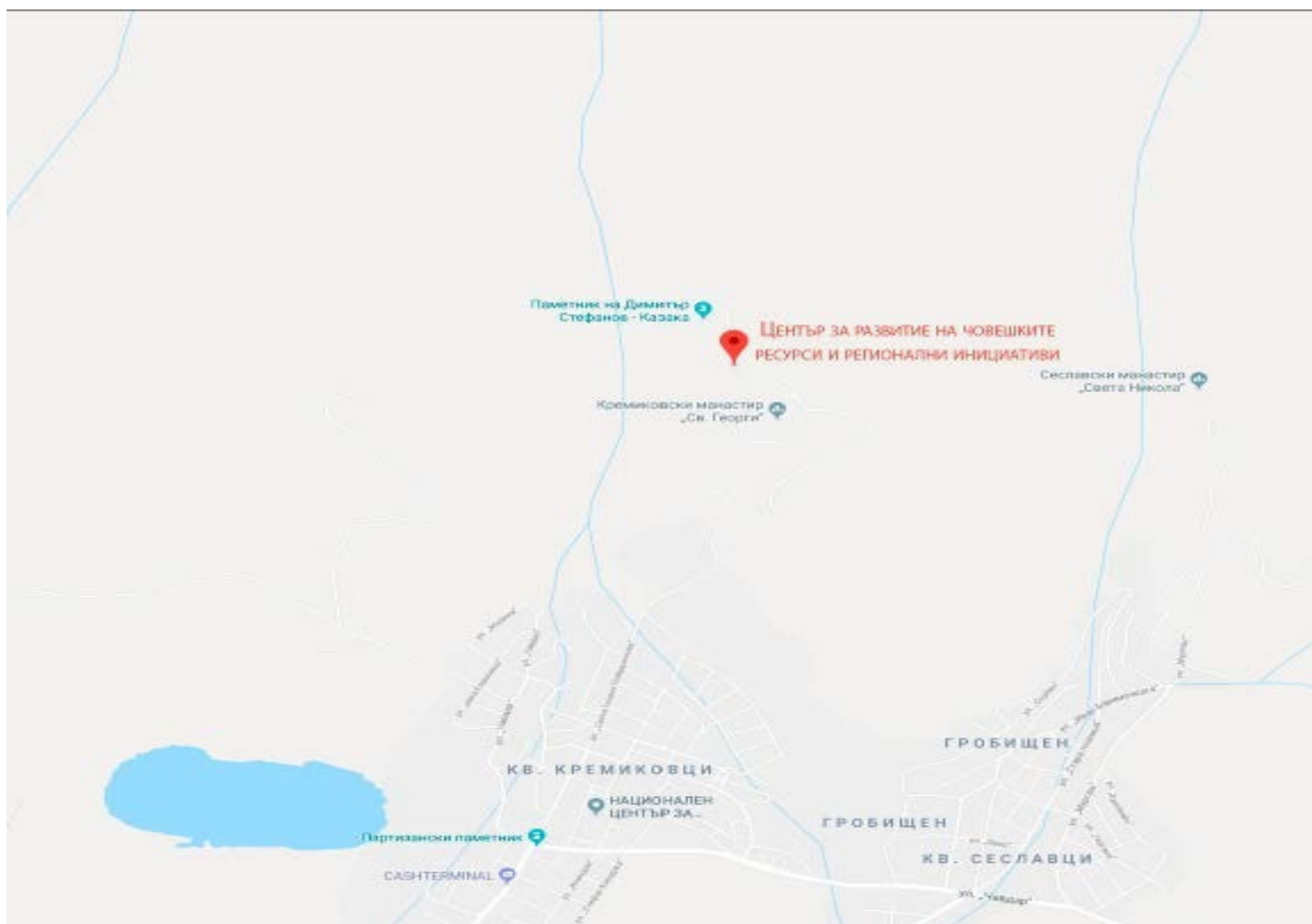
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