

DACTIVE PROJECT

disability and active citizenship



Catalogue of criteria

project n°: 510773-LLP-1-2010-1-IT-GRUNDTVIG-GMP

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

CONTENTS

1. INTRODUCTION

- 1.1 Project summary
- 1.2 Main results
- 1.3 Expected impacts
- 1.4 Aims and objectives of the D-Active project
- 1.5 Sources, aims and methodology of the catalogue

2. TECHNICAL SECTIONS

- 2.1 Main criteria for using ICF as a reference point for planning action in the field of education (from WP2)
- 2.2 Criteria for providing a guide for producing the handbook to be used in the training course for educationalists (WP4)
- 2.3 Criteria for providing a guide for producing the handbook to be used in the training course for disabled people (WP6)
- 2.4 Main criteria for selecting samples and for the two pilot phases (WP5 and 7)
- 2.5 Criteria for carrying out experiments designed to guarantee comparability of the results

3. CONCLUSION

4. GLOSSARY

1. INTRODUCTION

1.1 Project summary

D-Active aims to promote active citizenship and learning, aimed at a certain type of adult with a high risk of exclusion: people with intellectual disabilities.

Project partners (institutional and private) who have lent their services identified the following issues concerning the target:

- difficulty in developing key abilities and expertise (in the development of information, recommended by the European Council, and the Lisbon and Barcelona Conferences);
- difficulty in identifying methods recognised in Europe that concretely encourage the development of skills, necessary for the exercise of active citizenship and for the search of quality employment.

To tackle these problems, D-Active aims to create and test tools and application models for multi-dimensional and integrated intervention in education and training, starting from an instrument previously used in the clinical and social fields: the International Classification of Functioning, Disability and Health, known as ICF (recommended by WHO).

1.2 Main results

Creation and testing of:

- a handbook and course model for training educators to implement measures aimed at developing active citizenship on the part of people with intellectual disabilities;
- a handbook and course model for use by qualified educators when working with disabled people;
- an online learning platform for the acquisition, collection and comparison of research data.

1.3 Expected impact

- implementation of recognised services and models for use in Europe;
- use of models created in the educational and training fields, and for operative planning, research and comparison in different European countries;

With regard to people with intellectual disabilities and their families:

- improvement of their quality of life;
- development of opportunities, so that they can exercise their right to active citizenship;
- fulfilment of the objectives set by the European Council.

1.4 Aims and objectives of the project D-Active

General objectives include:

- the development of alternative learning approaches in order to integrate marginalised and disadvantaged people (especially those with intellectual disabilities) in society and the labour market;
- the development of systems to share methods proved successful in the education of people with disabilities;
- the promotion of learning opportunities, based on participation in activities within the local community.

Specific objectives:

- creation and testing of application models, work tools and training course models that can offer those with intellectual disabilities the opportunity to exercise their right to active citizenship;
- creation of models and tools, applicable and employable in Europe, used by professionals, educators, public and private bodies for the training and education of families, associations and people with disabilities.

These goals will be implemented in two experimental phases, related harmonically as part of a system of intervention:

- an research operation, conducted across 5 countries within the ICF framework, based on predetermined samples, for a clear and homogeneous assessment of the initial status of the target;
- the drafting of guidelines for testing the ICF, according to the criteria and guidelines set by the European Council;
- the first experimental phase;
- implementation of a course model, aimed at the educators, who work with the target;
- the second phase of experimentation;
- implementation of a course model, aimed at disabled people and carried out by trained personnel;
- the distribution of tools and models.

1.5 Sources, aims and methodology of the catalogue

1.5.1 Sources

The Lisbon Conference and the recommendations set by the European Council and by the Barcelona Conference expressed specific needs:

- the need to build a training environment that can be connected to the Labour market;
- the need to build a training environment that allows for better comparison in terms of training, among countries and improves the circulation/flow of people among member countries of the EU (a diploma or qualification obtained in one country must be recognised in another EU country, in accordance with the labour market and professional training);
- the need to build a training platform focused on the development of skills that combine the knowledge and ability necessary to perform a service that is useful to the community and the labour market;
- the need for the redundant trainee to be able to “do” and “think” (work, participate, design, etc.) at the end of the training course. It would be useful if these documents were officially recognised by labour market representatives in the various countries.

In the case of disabled people, objectives of this type must produce specific tools and techniques. This introductory section places particular emphasis on “basic abilities” as the main elements to work on in order to foster an active and aware participation in the citizens - recommendation of the EU Parliament and Council, 18th December, 2006.

Key competences¹ for long-term learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. They are essential in a knowledge-based society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

There are eight key competences that describe the essential knowledge, skills and attitudes related to each:

- **communication in the mother tongue**, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;
- **communication in foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding;
- **mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge;
- **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- **learning to learn** is related to learning the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;

¹ Extract by http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm

- **social and civic competences.** Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments, in which individuals operate, is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation, in which individuals operate is essential;
- **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge, needed by those establishing or contributing to social or commercial activity;
- **cultural awareness and expression**, which involves appreciation for the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

These key competences are all interdependent, and are considered equally important as each of them can contribute to a successful life in society.

The first main source is Connections between ICF and recommendations of the Council

ICF system, the frameworks and the recommendations proposed by the European Council have an interesting point in common that would be interesting to develop and define during the course of the D-Active project applications, and possibly during subsequent activities.

Through a series of recommendations and models, the European Council identified the need to increase the transparency of the objectives of the training systems in European countries, and to switch from developing the ability to produce performances to regarding the "ability to do" in the workplace, to developing solutions that allow for the validation of skills acquired in any context (formal, non-formal and informal).

The ICF also offers to overcome the "diagnostic labels" and to assess and consider the ability of individuals to "think, plan, and produce performance". The aim is to evaluate the elements and resources possessed by individuals, with a view to achieving participation and well-being.

The European Council, particularly through the EQF reference framework, proposes a system of reference levels that take into account the degree of skill awareness, the ability to use skills in groups and contexts, and the ability to use the skills to play active roles in society and in work groups.

The ICF specifies a number of research areas that identify essential functions that form the basis of these fundamental elements.

In the previously-mentioned Recommendation of the EU Parliament and Council of 18th December 2006, the Council indicated the essential elements that should be part of any training system, and that should enable people to become aware and participatory in European politics. In this case, the European Council shifted the attention from the concept of "notion", to the concept of useful points for participation in community life and to the concept of well-being in this context.

The document also recommends producing models and systems that aim to provide tools for individuals who can then improve the conditions in their own environments, as well as modify the environment with a view to increasing the level of welfare and efficiency of individuals, systems and contexts themselves.

The Council indicates the essential elements, with particular emphasis on the basic skills described previously.

Ultimately, the training, the development of the skills have limited value, according to the European Union, if these skills don't "have sense" or are not employable in the workplace, in the community, in the training systems of other countries, different from that of origin.

The ICF not only shares these principles; in a certain sense, it also complements them.

First, as stated on various occasions (including in the above-mentioned study), the ICF aims to switch evaluation of models and designs, from the simple identification of deficiencies of the "handicap" of the individual to an assessment of the level of wellbeing and participation.

Also proposed, with the most classic clinical terminology, is to focus on specific areas, dependent on the development of what the council has called "basic skills". Evaluate and work on areas proposed by the ICF is to identify systems to evaluate and develop the basic skills possessed by individuals.

The ICF integrates and provides elements that are useful for developing the Council's recommendations, encouraging them to take into account the context of individuals and the interaction between individual and context.

A particular physical or mental limitation, can not be perceived as such, if the environment of reference, through its structures, its groups, its work, introduces the "enablers" that allow the individual to participate, to contribute to its well-being, despite the limitations.

The ICF offers a way to work (and evaluate) both, at the individual and at the context level.

In this sense, we think that proposing models and systems that aim to develop the skills of the disabled person, but also enable work on the context, the family group, or the caregivers, for example, can have a major impact in terms of stable benefits over time.

In addition to work that addresses the development of individual tools, one element that may be essential to the development of active participation in this sense is work that addresses perception of the context of the possibility of active participation by the disabled, the construction elements that enable you (for example, the family may be regarded as the participation of the individual with disabilities) to imagine the resulting scenarios. If the disabled person becomes an active member of the community, the family (or whoever assumes this function) should have alternatives available in terms of the role they play with regard to the person, a role that is not based on aid for its own sake). = An essential element for the development of active participation can be, next to working on the development of individual tools, working on the perception of possible participation of the disabled person, on the construction of elements, which will allow, for example, the family to be thought of as participatory in the..... If the disabled person successfully becomes an active member of society, the family should have available alternatives concerning the relationship with the person (such as a role not only centred on assistance).

Extending these concepts, for example, might be useful in combination with an upgrade of skills essential in the work field. In the workplace itself, the training coordinator or a company employees should accommodate the individual with disabilities, building a meaningful relationship with them

The environmental facilitators in this sense can be both physical (removal of architectural barriers) and otherwise, in such relations, bureaucratic systems, systems evaluation and exploitation of resources, training systems etc. = In this case, the environmental facilitators can be physical (for example, the removal of architectural barriers) or in the accessibility of the bureaucratic system, the evaluation system, the exploitation of resources, the training system, etc.

Ultimately, the ICF system, along with elements of other systems, can help to identify and build instruments and interventions, which will make it possible to realise some of the objectives, established by the Council's recommendations and to provide guidance for new participants.

The second main source is the ICF -International Classification of Functioning, Disability and Health²

Aims of the ICF

ICF is a multipurpose categorization, designed to serve various disciplines and different sectors. Its specific aims can be summarised as follows:

- to provide a scientific basis for understanding and studying health, together with the relative consequences, conditions and causes;
- to establish a common language for the description of health and health-related states, in order to improve the communication between different users, such as healthcare workers, researchers, policy-makers and the public, including people with disabilities;
- to allow the comparison of data across countries, health care disciplines, services and time;
- to provide a systematic coding scheme for health information systems.

These aims are inter-related, since the need for the ICF requires the construction of a meaningful and practical system that can be used by various customers for health policy, quality assurance and outcome evaluation, in different cultures.

Applications of ICF

Since its publication as a trial document in 1980, ICIDH has been used for various purposes, for example:

- as a statistical tool – in the collection and recording of data (e.g. in population studies and surveys or in management information systems);
- as a research tool – to measure outcomes, quality of life or environmental factors;

² World Health Organization, *ICF - International Classification of Functioning, Disability and Health* , Erickson, 2001

- as a clinical tool – in the assessment, match of specific conditions with treatments, vocational assessment, rehabilitation and outcome evaluation;
- as a social policy tool – in social security planning, compensation systems and policy design and its implementation;
- as an educational tool – in curriculum design, raising awareness and undertaking social action.

Although the ICF is inherently a health and health-related categorization, it is also used in other fields, such as, insurance, social security, labour, education, economics, social policy, general legislation development, and environmental modification. It has been accepted as one of the United Nations social categorizations and is referred to in and incorporates *The Standard Rules on the Equalization of Opportunities for Persons with Disabilities*.

Thus, the ICF provides an appropriate instrument for the international implementation of human rights' mandates and for national legislation.

The ICF is useful for a broad spectrum of applications, for example social security, evaluation in managed health care, and population surveys at a local, national and international level. It offers a conceptual framework for information that is applicable to personal health care, including prevention, health promotion, and the improvement of participation by removing or mitigating societal hindrances and encouraging the provision of social supports and facilitators. It is also useful for the study of health care systems, in terms of both evaluation and policy formulation.

Critics for the ICF

The major issues concerning the ICF are some of its psychometric properties, which underline the weakness of this statistical tool.

Validity: this test should actually measure what it is set out to measure. Regarding this property, the ICF meets the criteria, both of the content of validity (variable to be measured; recipients of the test; the theoretical model; the characteristic of the items; the signs for scoring and codes) and of the validity with respect to a criterion (provides information about the diagnostic test, by comparing it with other already validated tests, in this case the ICIDH or other external evaluations).

Repeatability: poor inter - operator repeatability of the assessment, in relation to the allocation of qualifiers that describe the degree of difficulty of the person being tested in a function, task, or in relation to an environmental factor

Reliability: the accuracy and consistency of the test, based on the need to provide accurate, stable and objective measurements. In the ICF, there are problems related with the patient and linked to the complexity of defining some of the categories, particularly in the environmental factor components; conceptual and practical issues, associated with to the category of the activities and participation components; difficulties in the objectivity of replies that do not conform to prior agreement, or between the tools used; difficulties for those who interpret the results in reaching an agreement and especially, the poor stability of the results in the new administration (re-testing).

The Third main source is the D-Active data

It is possible to find the research material at the link: www.dactive.eu

Research Conclusions:

The research data has provided crucial information on how to consolidate and improve the relationship between the care-giver and the care-receiver. What emerges from the analysis of data, followed by the administration of the experimental protocol that includes ICF, WHODAS II, WHOQOL, the CBI and Ca.R.R.I., is shown below.

C.B.I. - Caregiver Burden Inventory (Novak & Guest, 1989)³

The C.B.I. is an instrument that allows the assessment of stress levels due to care-giving, taking into account multidimensional aspects.

It can be assumed that CG – CR aid focuses exclusively on the needs of the CR, but to respond in this way may limit somewhat the sense of overall wellbeing of the individual: "I protect you, but I also restrict you". On the other hand, this correlation may suggest that a low level of wellbeing of the CR causes the CG to make a greater effort: "If you feel worse, I'll protect you more". One does not exclude the other. Besides, this relationship, based on caring, seems to show that the burden of the CG seems to be lightened if the CR recognises the effort made by the CG.

Ca.R.R.I. – Caregiver Role Relation Interview (Psychologists of CSE "Totem", 2010)⁴

The aim of Ca.R.R.I. is to deeply understand the relationship between the care-giver (CG) and the care-receiver (CR), on an epistemological constructivist reference.

Regarding the characteristics of the CG - CR relationship, as stated in the interview with Ca.R.R.I., **the ability to discriminate their own and others' emotions and feelings (Ca.R.R.I. Relationship) is perceived negatively in all countries. To be more precise, it seems that the CGs have little inclination to articulate their own internal world and that of others (emotions and feelings). It seems that this dimension is relatively unexplored and perhaps, a result of only considering the care relationship as an essential component in the channels of choice for education, training and rehabilitation.**

WHOQol: Quality of life (World Health Organization, 2004)⁵

This instrument assesses the perception that individuals have of their own position within the context in which they live and of their value system, dealt with their objectives, expectations, standard and interests.

The correlation analysis shows that QOL is negatively correlated, i.e. decreases with increasing disability, only in France and Romania, while in Italy this inverse correlation only concerns the facilitation of relationships and environment. In France and Italy the QOL also decreases with the increase in the types of facilitating relationship (Ca.R.R.I.). Often (especially in Italy and Romania), the overburden of care has

³ Novak, M. and Guest, C. (1989), C.B.I. – *Caregiver Burden Inventory*, *Geronotologist*, 29, 798-803.

⁴ Psychologists of CSE "Totem", managed by Co&So and City of Florence (2010), Ca.R.R.I. – *Caregiver Role Relation Interview*.

⁵ World Health Organization (2004), WHOQoL Bref – *Quality of life*, Centro Scientifico Editore.

been reported to have a negative effect on relational methods (Ca.R.R.I.) and to be positively influenced, meaning that to an increase of disability, follows an increase of the care-taking burden.

Gender and Role Difference

Males portray features of lower quality relationships (understood as the readiness to feel supported in the care-taking relationship, having experienced more negatives in meetings with the CR), than females. Furthermore, **women show less ability than men in discriminating and understanding their own emotions and feelings, and those of others, in the relationship with the CR.** Specifically to the family role, fathers (as demonstrated by gender differences) have been reported to be more discriminatory than mothers, regarding taking care of the CR. **These data may support the hypothesis that, in the relationship with CR, mothers are more involved, but have the greatest difficulties.**

1.5.2 Aims

The catalogue will contain some brief sections connected to the parts, which summarise the most relevant input of the catalogue, along with the main aims of the D-active project and of the catalogue itself, as written in the application form.

The document should contain the necessary elements to realise multi-system actions aimed at:

- realizing and improving the quality of life of the beneficiaries;
- developing the Key and the Specific abilities, useful to the exercise of active citizenship. Regarding this section, it should be specified that, according to the characteristics of the group target, as shown in the WP2, we chose to concentrate our research on the Key abilities.

1.5.3 Methodology

In reference to the first point “Main criteria for using ICF as a reference point for planning actions in the field of education”, Co&So have thought that, the section contained in the research (WP2) has to be taken into consideration. Moreover, it has to be considered that, the elements identified in the sections may affect the development of the training course and of the tools in connection to their implementation.

All the five sections can contain indications and suggestions for the development of the manual and of the course.

On 9/05/2011, the leader P4 sent a table for compilation to all partners in charge of this WP.

Then, every partner suggests and adds his/her contribution in the field, between 9/05/2011 and 24/05/2011 (IT,AT,SP,RO).

We have had a common discussion on this catalogue during our meeting in France, on 26/05/2011 .

Finally we have finalised this document in June and translated it in July.

2. TECHNICAL SECTIONS

There are 5 technical sections, which correspond to 5 different types of criteria, we need for our future work and which are listed in the application form of the D-ACTIVE project :

First section: Main criteria for using ICF as a reference point for planning actions in the field of education

Name of key factor	ICF : Mental function
<p>Description of the key factors</p>	<ul style="list-style-type: none"> • Consciousness • Orientation (time, place, person) • Intellectual difficulties (incl. Retardation, Dementia) • Energy and driving functions • Sleep • Attention • Memory • Emotional functions • Perceptual functions • High-level cognitive functions • Language
<p>Influence/determination of this key factor on the training, from the methodological and pedagogical point of view</p>	<p>The key factor “Mental Functions“ influences the methodological and pedagogical approaches and implies:</p> <ul style="list-style-type: none"> • Specific exercises centred on personal needs • Gradual involvement • Sequential and repeated exercises • More practical work, than theoretical • Appropriate words for cognitive status • Simple concepts • Role-playing • Real and simple case studies • Combining bi-dimensional and tri-dimensional images <p>Flexibility of the trainers regarding the training methods used: due to the different disabilities of the people, who will participate in the training, the trainers have to be well aware of the fact that all of the participants are INDIVIDUAL and therefore have very different needs.</p>
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<p>The key factor “Mental Functions” needs the following didactical tools and instruments:</p> <ul style="list-style-type: none"> • Cards • Overhead projector • Collage technique • Multimedia instruments • Glue, coloured paper, scissors etc. • Enough breaks

	<ul style="list-style-type: none"> • Small groups • Working with pictures, etc. • Fitting games, puzzles, dominoes, “memory” games, didactic games, Mini Arco,
How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>The planning of the training must take into consideration the personal limitation of the client (daily routine, level of focus linked to daily activities and fatigue, inter-current diseases and medication, which might interfere with mental abilities).</p> <p>Using different teaching methods (texts, pictures, handicraft, posters, instructions,...) depending on the individual’s needs (his/her physical and mental abilities).</p> <p>We call “cognitive stimulation” all activities with the aim to boost the cognitive area and all that is related to it, in other words, intelligence.</p> <p>That is why some activities are carried out with the aim to stimulate the memory, the temporal and spatial locations, the capacity of abstraction, the symbolization, and cause – effect relationship, etc.</p> <p>Then, it is required to exercise the afore-mentioned areas, in a recreational and entertaining way for children, with the aid of materials suitable for their age and individual characteristics. It is also fundamental to take into consideration the duration of the activities .There should not be any distracting elements on the classroom walls.</p>
	Learning general task and communication
Description of the key factor	<p>LEARNING:</p> <ul style="list-style-type: none"> • Watching • Listening • Copying • Reading • Writing • Calculating • Problem-solving <p>GENERAL TASK</p> <ul style="list-style-type: none"> • Undertaking a single task • Understanding multiple tasks <p>COMMUNICATION</p> <ul style="list-style-type: none"> • Communicating with (receiving) spoken messages • Communicating with (receiving) non verbal messages • Speaking • Producing non verbal messages • Conversation • Using communication devices and techniques
Influence/determination of this key factor on the	The key factor “Learning general task and communication“ influences the methodological and pedagogical approaches and implies:

<p>training from the methodological and pedagogical point of view</p>	<ul style="list-style-type: none"> • Few and simple exercises • More practical work than theoretical • Combining bi-dimensional and tri-dimensional images • Use sensory motor awareness activities (visual tracking, auditory attention, tactile stimulation) • An appropriate number of exercises • A wide range of exercises • A suitable relationship between work and rest time • Clear communication - use words that people can understand • Concrete communication - use words that are specific to something physical and/or real • Concise communication - do not use long sentences or multi-part instructions • Consistent communication - use the same word or words for the same action • Command-oriented communication - make the reinforcement action-oriented and specific to the skill • Integrating of verbal and non-verbal communication elements
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<p>The key factor “Learning general task and communication“ needs the following didactical tools and instruments:</p> <ul style="list-style-type: none"> • Cards • Overhead projector • Collage technique • Multimedia instruments • Glue, coloured paper, scissors etc.
<p>How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>The trainer needs to take into account the “Learning general task and communication“ key factor, to develop the individual ways of learning (for example, if a person has difficulties in reading properly he/she will have to use more images or play activities).</p> <p>The trainer has to make activities fun and motivating (for example, using brightly coloured objects and interesting tools; use music; be enthusiastic).</p> <p>The participants’ progress has to be measured.</p> <p>Activities have to be long enough so that several repetitions can be made, but not long enough that the participants will lose interest.</p> <p>Activities have to involve a variety of verbal, tactile or visual techniques to interest the clients / users.</p>
<p>Mobility self care and domestic life</p>	
<p>Description of the key factor</p>	<p>MOBILITY</p> <ul style="list-style-type: none"> • Changing and maintaining body position • Lifting and carrying objects • Fine hand use (picking up, grasping) • Walking • Moving around

	<ul style="list-style-type: none"> • Moving around using equipment (wheelchair, skates, etc.) • Using transportation (car, bus, train, plane, etc.) • Driving (riding bicycle and motorbike, driving car, etc.) <p>SELF CARE</p> <ul style="list-style-type: none"> • Washing oneself (bathing, drying, washing hands, etc.) • Caring for body parts (brushing teeth, shaving, grooming, etc.) • Toileting • Dressing • Eating • Drinking • Looking after one’s health <p>DOMESTIC LIFE</p> <ul style="list-style-type: none"> • Acquisition of goods and services (shopping, etc.) • Preparation of meals (cooking, etc.) • Doing housework (cleaning house, washing dishes laundry, ironing, etc.) • Assisting others
<p>Influence/determination of this key factor on the training, from the methodological and pedagogical points of view</p>	<p>The key factor “Mobility, self care and domestic life” influences the methodological and pedagogical approaches and implies:</p> <ul style="list-style-type: none"> • The determination of the client’s present ability level regarding the mobility, self care and domestic life. • The identification of individual skills on which the client will train, develop goals and short-term objectives for the training. • The design of activities that complement existing skill levels and target short-term objectives. • The determination of any specialised instructional strategies, specialised equipment or modifications of activities necessary to help the client reach his/her objectives. <p>Flexibility of the trainers regarding the training methods to be used: due to the different disabilities the people who will participate in the training the trainers have to be well aware of the fact that all of the participants are INDIVIDUAL and therefore might easily have very different needs.</p>
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<p>The key factor “Mobility self care and domestic life” needs the following didactical tools and instruments:</p> <ul style="list-style-type: none"> • The use of adapted equipment and assisting technology for disabled people. • Assistance from mobility devices such as gait trainers, canes, braces, walkers or wheelchairs. • The use of devices, which protect the client from injuring him/herself, during the training sessions. <p>Mobility: training body awareness/perception (drawing a picture of oneself and explaining it; choosing an animal one would like to be and explaining the reasons why; tensing muscles of certain body parts, and vice versa); mobility training</p>

	<p>Self care: instructed self-care</p> <p>Domestic life: doing housework, with the aid of assistance and explanations (using pictures for different cleaning agents; cleaning cloths in different colours for different purposes)</p> <p>We emphasise the sequence of operations and the use of sensorial perception, as well as the reflected volunteer answers to promote the competence and the progression through improvement at various stages.</p> <p>In this progression, some abilities of increasing complexity are used to achieve the best possible degree of development, while considering individual limits.</p>
<p>How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>Daily, instrumental activities describing a person's ability in performing everyday tasks.</p> <p>In order to plan the training of each client, we must start from their functional resources. At the same time, we must consider the functional restraints that the client has to overcome, during the training session.</p> <p>It is important to encourage a high level of effort in the client and of flexibility in the trainer, in order to modify activities, as to meet the client's abilities.</p> <p>Trainers should know about the maintenance of the mobility devices used in the program.</p> <p>Personal mobility and independence are to be fostered, improving affordable personal mobility, mobility skills training and access to mobility aids, devices, assistance technologies and live assistance.</p> <p>Using different teaching methods (texts, pictures, handicraft work, posters, instructions,...) depending on the individual's needs (its physical and mental abilities)</p> <p>You need the following didactic tools and instruments:</p> <p>For mobility: balls, hoops, Indian clubs, pikes, cones, globes, mats, robes, handkerchiefs, dartboards, footballs, wall bars, rackets, etc.</p> <p>For self-care: Material for personal hygiene.</p> <p>For domestic life: domestic goods, kitchen, crockery, kitchenware.</p> <p>We try to develop social skills essential to lead a satisfactory life in a daily environment.</p> <p>One of the aims of training, is to diminish the dependency of disabled people towards other persons, when daily activities are performed.</p> <p>It is also important to boost the use of communitarian services.</p>
	<p>Interpersonal relationship</p>
<p>Description of the key factor</p>	<ul style="list-style-type: none"> • Basic interpersonal interaction • Complex interpersonal interaction • Relating with strangers • Formal relationships • Informal relationships • Family relationships • Intimate relationships
<p>Influence/determination</p>	<p>The key factor "Interpersonal relationship" influences the methodological and</p>

<p>of this key factor on the training from the methodological and pedagogical points of view</p>	<p>pedagogical approaches and implies:</p> <ul style="list-style-type: none"> • Small group work • Homogeneity of group members • Facilitation of interpersonal interaction • Progressive introduction of new trainers • Stimulation of informal relationships • Group-belonging experience • Training of family members or care-givers. <p>Flexibility of the trainers regarding the training methods to be used: due to the different disabilities the people who will participate in the training the trainers have to be well aware of the fact that all of the participants are INDIVIDUAL and therefore might easily have very different needs.</p> <p>What to do in order to get him/her to better express his/her feelings? How to help him/her control his/her impulsiveness? How to get him/her learn putting himself/herself in someone else's place?</p> <p>It is advisable for the teacher to use group-dynamic techniques, in order to act or dramatise some scenarios, which have been previously explained.</p> <p>For this matter, the technique of conduct rehearsal is very useful, in addition to the modelling and instructions, providing feedback for the pupil about his/her ability development.</p>
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<p>The key factor "Interpersonal relationship" needs the following didactical tools and instruments:</p> <ul style="list-style-type: none"> • Role-playing • Team work • Group activities • Community support (volunteers are the most important community resource) • Role-playing <p>Telephone training</p> <p>From the didactic point of view, we have to proceed detecting what the pupils already know (constructivist focus), concerning the ability that we are going to work on and subsequently make a common wager or organise a debate. A simple self-evaluation test, at the end of each unit, to synthesise its contents, is included.</p>
<p>How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>Making training sessions comfortable for each client, using agreeable methods.</p> <p>Providing the clients with the opportunity to perform at their personal best, without comparison to the other individuals.</p> <p>Considering eventual conflicts between group members, as a learning experience and maintaining these conflicts at a low-intensity level.</p> <p>Modifying group activities according to each client's necessities, avoiding getting discouraged and finding new ways to motivate the clients, improving their personal best.</p> <ul style="list-style-type: none"> • Telephone training • Training conversations with strangers (writing down useful phrases,...)

	<ul style="list-style-type: none"> • Psycho-education <p>Involving family members as well as other social and professional networks</p> <p>Programs have been organised in accordance with two thematic blocks:</p> <ul style="list-style-type: none"> ▪ Programs related to social skills. ▪ Programs related to emotional and socio-affective education. <p>Self - Knowledge</p> <p>Identifying of various states of mind, of oneself and others, and expressing them properly</p> <p>Practicing dialogue and participating in conversations and interactive situations between equals: being able to listen</p> <p>Using gestures as non-verbal communication elements</p> <p>Working as a team, learning to cooperate, to be supportive and respecting group rules</p> <p>Efficiently solving social relations problems</p> <p>To reinforce the rest of the group socially?</p> <p>Communicating with others, about one's personal desires, with courtesy and kindness</p> <p>Critically assessing fair and unfair situations</p> <p>Controlling negative thoughts, which can potentially deteriorate self-esteem and social competence</p> <p>Initiating oneself to the knowledge of muscular relaxation, through simple breathing and muscular control exercises.</p>
	<p>Technology and Production</p>
<p>Description of the key factor</p>	<ul style="list-style-type: none"> • For personal consumption (food, medicines) • For daily living personal use • For personal indoor and outdoor mobility and transportation • Products for communication • Design, construction and building products and technology of buildings for public use • Design, construction and building products and technology of buildings for private use
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<p>The key factor "Technology and production" influences the methodological and pedagogical approaches and implies:</p> <ul style="list-style-type: none"> • The respect the client's life habits and preferences. • The choice of appropriate equipment (avoid expensive and sophisticated equipment) • The identification of adequate locations that could prove useful for the training sessions and using local resources • The involvement of the local community's support

	<p>Flexibility of the trainers regarding the training methods to be used: due to the different disabilities the people who will participate in the training the trainers have to be well aware of the fact that all of the participants are INDIVIDUAL and therefore might easily have very different needs, especially with regards to body functions and health conditions.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concept • Wide range of exercises • Role-playing <p>Real and simple case-studies, etc.</p>
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<p>The equipment enables clients to improve their skills and therefore feel accomplished.</p> <p>Securing accessible facilities that are a positive training environment, and the equipment needed by the clients.</p> <p>Barrier - free environment</p> <ul style="list-style-type: none"> • Use of internal and external communication (inside and outside home) • Individual health tele-assistance and monitoring • Examples in energy saving for the intelligent consumption of the system • Examples in saving time and money for the remote management of the equipments and electrical appliances • option of developing telecommuting (the office at home with the last technologies) <p>Access to culture (online, television, etc.)</p>
<p>How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>Training sessions can be conducted both indoors and outdoors.</p> <p>Sometimes, it might be easier to hold the training sessions at the facilities, where the clients live (to avoid transportation and administrative issues).</p> <p>Often, when caregivers and residential staff are able to see the benefits brought by the program, they will be more likely to assist with other activities, such as the transportation of the clients to other locations.</p> <p>Using (home) healthcare products, special tools and aids</p> <p>Make it possible for disabled people, with reduced mobility or functional diversity, to count on all their home instruments in a comfortable way, in order to reach a higher quality of daily life.</p> <p>The automation of their services is included within the systems of accommodation group.</p> <p>Offer the clients a better quality of life, with less money expenses (saving energy when performing tasks) and time (since the use of the devices is simple and quick).</p>
<p style="text-align: center;">Environment</p>	

<p>Description of the key factor</p>	<ul style="list-style-type: none"> • Climate • Light • Sound
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<p>The key factor “Environment“ influences the methodological and pedagogical approaches and implies:</p> <ul style="list-style-type: none"> • The experience of different environments and sounds • Clothing should be comfortable and appropriate to the weather conditions • Good illumination is always necessary • The avoidance of exposure to loud noises and over-stimulation • Flexibility of the trainers regarding the training methods to be used: due to the different disabilities the people who will participate in the training the trainers have to be well aware of the fact that all of the participants are INDIVIDUAL and therefore might easily have very different needs <p>→ Light influence on motivation and mood, ...</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concept • Wide range of exercises • Role-playing <p>Real and simple case studies, etc.</p>
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<p>The user / client must feel comfortable in the training environment. Training sessions that focus on functional skills are those useful in different environments.</p> <p>Adequate environment, cosy atmosphere.</p> <p>Three levels of agreement are described in accordance to the proximity with the individual:</p> <ol style="list-style-type: none"> a) The micro-system: family, relatives b) The meso-system: neighbourhood, educational services, labour, etc. c) The macro-system: general patterns of culture, society, population. <p>The following tools and didactic instruments are required:</p> <ul style="list-style-type: none"> • Cards • Overhead projector • Collage techniques • Glue, coloured papers, scissors...
<p>How to consider this key factor, when planning and implementing a training program for disabled people in the</p>	<p>Medical treatment is likely to increase the client’s sensitivity to heat or sun exposure. Sun exposure, even for a short time, may cause the client sunburns or extreme dehydration, heat cramps, heat exhaustion or heat stroke.</p> <p>Loud noise or excessive sun exposure can reduce the client’s focus level and increase seizure disorders (trainers must be familiar with seizure warning signs,</p>

<p>ICF perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>referred to as “aura”).</p> <p>The use of bright and quiet rooms, with windows is suggested.</p> <p>It is important to consider the daily interrelated conditions, in which people live.</p> <p>The environmental resources, in their widest sense, condition a person’s welfare, and affect different realities, such as health, security, material comfort and financial security.</p> <p>The intellectual disability of the individual is not an unchangeable and fixed entity. Instead, it is continuously modified by the biological growth and development of the individual and by the availability and quality of the support.</p> <p>In a constant and permanent interaction between the individual and his/her environment.</p>
--	--

Second section : Criteria for providing a guide for producing the handbook to be used in the training course for educationalists

From this part on, we will deal with the criteria and factors, connected to the second and the third section:

- Criteria for providing a guide to realise the handbook, which will be used in the training course for educationalists
- Criteria for providing a guide to realise the handbook, which will be used in the training course with disabled people

We have established that it is useful to consider the same factors and criteria, first from the perspective of the training course for educationalists, and second, for disabled people, since the two courses are closely linked.

In the realization of this two sections, we must bear in mind that the aspects, which arise from the first section are essential for the processing of the second section.

	Recommendations concerning key abilities set by the EU parliament and Council on 18 th December 2006 - criteria to decide which of the 8 key abilities to supply
Description of the key factor	<p>Criteria:</p> <ul style="list-style-type: none"> • Necessary to develop self-fulfilment in disabled people • Necessary to exercise active citizenship • Necessary in order to be involved in the working field <p>etc.</p>
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<ul style="list-style-type: none"> • Promotion of the idea that life-limiting conditions are challenging • Understanding of how to cope with life-long chronic diseases • Examination of the impact that life-limiting factors have on self-development • Understanding of what “autonomy” and “individuality” mean to disabled people • Understanding of the term “active citizenship”, in the context of assisting disabled people, with the right support <p>First of all, it is crucial to raise awareness on the ideas and concepts of humanity, set by the ICF, with the future trainers! Without the proper awareness of the educationalists, they will surely not be able to generate ideas and methodologies, in order to teach people with mental disabilities.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing

	Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study <p>Using tools and instruments, in order to explain the aforementioned image of humanity</p> <p>The following didactic tools and instruments are needed in the classroom.</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Educationalists must work in partnership with the communities, in which the disabled people live, in order to change the communities' attitudes and train them in supporting disabled people.</p> <p>Understanding the individual as a whole, taking into account their mental, physical and spiritual needs and abilities.</p> <p>Lectures, discussions, group work, private study → presentations</p> <p>Set-up of adequate infrastructures, which will help educating and training professors and educationalists, validating and evaluating procedures, and measuring, in order to guarantee equal access to permanent learning and to the job market. Moreover, these infrastructures will function as supportive mechanisms for the students to understand the diversity of adults' necessities and capabilities.</p> <p>The reference framework established the following eight capabilities:</p> <ol style="list-style-type: none"> 1. Mother tongue communication 2. Foreign language communication 3. Mathematical competence and basic knowledge in science and technology 4. Digital competence 5. Learn to learn 6. Social and civic competences 7. Sense of initiative and group spirit 8. Cultural knowledge and expression.
	INSTITUTIONAL ASPECT (course planning, course organization;)
	Location of courses for disabled people
Description of the key	<ul style="list-style-type: none"> • In proximity to their homes

factor	<ul style="list-style-type: none"> • Within ease reach
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<ul style="list-style-type: none"> • Understanding of the factors involved in the planning and implementation of the training, with regards to the location. • Development of the ability to identify adequate locations for the training sessions, considering each client's functional resources and restraints, which they will have to overcome during the training sessions. • Development of the ability to use local resources and to obtain support from the local community <p>The location of the training might affect the course attendance.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study <p>The following didactic tools and instruments in the classroom are needed:</p> <ul style="list-style-type: none"> • PC, projector, screen. • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Educationalists have to demonstrate adequate knowledge and understanding of the courses' institutional framework and their application to specific group work activities</p> <p>Notifications will be made using the following:</p> <ul style="list-style-type: none"> • Written communication (official) • Letter • E-mail • Notification by phone • Notice boards

	All necessary information to reach the location must be given prior to the training.
Other ideas	Use of a seminar room in the area (good/adequate infrastructure) Organization of a bus service, which will pick up the participants, who have no alternative means of transport
	Innovative course planning and realistic organization of learning settings for disabled people
Description of the key factor	Innovative course planning of learning environments for disabled people must be based on the awareness of the heterogeneity of the target group, the various backgrounds of its members, and various individual needs; flexible contents and duration of the learning programs and seminars; accurate planning of the seminar/project setting (rural/urban situation)
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	Effect of the employment of technical equipment on the course quality, as well as on the psychological condition of the clients, especially concerning the strengthening of their theoretical and practical skills. Critically explore the assessment, intervention and evaluation process, in relation to the clients. Flexibility of the trainers regarding the training methods to be used: due to the different disabilities the people who will participate in the training the trainers have to be well aware of the fact that all of the participants are INDIVIDUAL and therefore might easily have very different needs Effect of the employment of technical equipment on the course quality, as well as on the psychological condition of the clients, especially regarding the strengthening of their skills in facing difficult situation. Methodological and pedagogical learning: <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical tools and instruments to be used in the class	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work Involvement • Volunteering • Self-study • Work with the client and his/her family <p>Using different teaching methods (texts, pictures, handicraft work, posters, instructions,...) based on the individual's needs (physical and mental abilities). The following didactic tools and instruments in the classroom are needed:</p>

	<ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Educationalists will discuss and evaluate critical suggestions with their peers, and must be able defend and justify their decisions and choices.</p> <p>Through class discussions and feed-back, educationalists have to demonstrate adequate knowledge of decision-making and evidence, based on practice and how team-work and documentation influence their specific work.</p> <p>training in a multidisciplinary approach, in planning, implementation and evaluation of programs.</p> <p>Identifying the main disabilities, describing their basic characteristics and relating them to practical situations.</p> <p>Giving the client guidance on practical, social and labour inclusion.</p> <p>Applying human resources and material, encouraging the disabled people to participate in activities, having to do with the topic at hand.</p> <p>Organizing activities for disabled people.</p> <p>Making and developing programs, adapted for disabled people, with basic tools.</p>
	“Cross - training” of staff
Description of the key factor	<p>Staff members who have good knowledge of disability in general, rather than those who are mainly dedicated to the environments in which they work.</p> <ul style="list-style-type: none"> • The selection of competent educationalists for this group target institute or organization should be based on the professional education of trainers and their teaching or coaching experience, dealing with different forms of disabilities • Trainers should be able to recognise the needs and the different learning strategies of the elderly and the best learning strategies.
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<p>Staff members should be trained in problem-based learning philosophy, strategies for self-directed learning and information searching.</p> <p>The participants have to develop their own perspective on active involvement in the policies development process and its implementation, for disabled people.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and	<ul style="list-style-type: none"> • Intensive discussion • Application of the concepts with clients, in different contexts

instruments to be used in the class	<ul style="list-style-type: none"> • Interactive lectures • Video-presentations • Case studies (institutional perspectives) • Simulating management strategies • Self-study <p>The following didactic tools and instruments in the classroom are needed:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies...
How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Acquire a vast knowledge and understanding of functioning, disability, environment and health, and the relationship between them.</p> <p>Offer quality training content, counting on the necessary material resources and with qualified staff, favouring rehabilitation of the various disabilities, encouraging working habits that promote the autonomy of daily life, while at the same time facilitating accessibility and location, and significant identification of spaces, as well as continuing to make significant progress in learning, and favouring the inclusion of our user in society.</p>
	Social and psychological key factors
	The Motivation of Learning
Description of the key factor	<p>In general, the reason why people learn is linked to their personal needs. The motivation level influences their interest and their mental development. It motivates people to perform or direct their activities. It is associated with the needs and goals, closely related to the individual's identity, competence and affiliation. The motivation level becomes more objective-oriented or expressive, since for disabled people learning is a means of belonging, participating in other people's lives, sharing, contributing. It allows them to be, to achieve and meet their own needs, etc. Briefly:</p> <ul style="list-style-type: none"> • Disabled people learn to be in touch with others • Disabled people learn to be involved in their community
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<p>Understanding the client needs involves understanding:</p> <ul style="list-style-type: none"> • What is the main role and what are the main activities of the client • What gives them most satisfaction • What perspectives the client holds for the future • How educationalists describe the life quality of the client • The set-up of realistic goals, with a focus on the skills to be learnt that are useful for everyday life, fostering independence • The importance of making people with disabilities aware of their own requirements <p>Methodological and pedagogical learning:</p>

	<ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study • Work with client and his/her family environment <p>The following didactic tools and instruments in the classroom are needed:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective? (methodological approach, lesson content, lesson preparation etc.)</p>	<p>From a motivational perspective, the aim of the course for educationalists is to gain the necessary understanding of the clients' lives and families, using an interventional approach that relates to the environment and the clients' capabilities.</p> <ul style="list-style-type: none"> • Complement • Offer incentives (greater independence, ...) <p>Planning and defining the goals in cooperation with the client with disabilities (individual needs, individuality).</p> <p>Through motivation, the student actively responds to the input of information data, in order to:</p> <ul style="list-style-type: none"> • Interpret them • Process them and • Integrate them within the already existing informative networks. <p>Motivation refers to the compilation of those processes implied in:</p> <ul style="list-style-type: none"> • Activation • Direction and • Persistence in the learning process. <p>It is a representation of the problem. Encouragement activates a variety of internal responses that result in an answer.</p>
<p>Inclusion and its positive socio-psychological factors</p>	

<p>Description of the key factor</p>	<p>Social inclusion, the opposite of social exclusion, involves changing the circumstances and habits that lead to (or have led to) social exclusion. Social exclusion refers to a lack of participation in society and emphasises the multi-dimensional, multi-layered, and dynamic nature of the problem.</p> <p>Being an accepted and valued individual in society is important for every single one of us – whether we have disabilities or not. This fact has positive effects on one’s self-esteem.</p> <p>Process that ensures that all the members of society to equally participate in the economic, legal, political and cultural fields of society</p>
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<p>Integrating in the course, the principles of:</p> <ul style="list-style-type: none"> • Promoting participation, respect, inclusion and choice in people with special needs • Preventing discrimination that can be counterproductive to well-being • Awareness that discrimination and using stereotypes constitutes and leads to a violation of human rights • Enabling those able to contribute to society in important ways, to continue in doing so • Training social skills in people to enable them to actively participate in society • Helping people to help themselves!! (on every level, with all possible skills) <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies...

	etc.
How to consider this key factor, when planning and implementing a training program for disabled people in the ICF perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>The courses must raise awareness of the fact that social inclusion implies that individuals with special needs have rights, opportunities and resources that are normally available to all other members of society.</p> <p>Highlight client-centred planning, client advocacy and user-empowerment that are well-suited to holistic models of practice:</p> <ul style="list-style-type: none"> • Complement • Offer incentives (greater independence,...) • Plan and define goals in cooperation, with the person with disabilities (individual needs, individuality) <p>See also answers to this question on pages 1-5!</p> <p>Draw up a guide to best practice.</p> <p>This guide aims to provide a tool for professionals and all those who wish to communicate with disabled people. Despite physical closeness, the reality of these groups still has a gap that highlights stigmas, prejudices and false myths that have traditionally accompanied to people with disabilities.</p> <p>Professionals have the responsibility of making inclusion easier for people with disabilities. In order to achieve this goal, information has to be as close as possible to reality, moving away from the discriminatory vision that still dominates society's view of disabled people.</p>
	Cultural background of learners
Description of the key factor	<p>The cultural background of learners refers to the collective expression of all behavioural patterns, acquired and socially transmitted through symbols (including customs, traditions, and language) regarding the attitudes towards disabled people.</p> <p>Different cultural backgrounds in the learners must be acknowledged and taken into consideration.</p> <p>Cultural wealth possessed by students, puts into action the mental functions of stream-line intelligence.</p>
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<ul style="list-style-type: none"> • The relationship between economic and cultural attitudes towards disabled people is a vital factor in the understanding of impairment and disability, in Western society • Disability is a socially constructed condition • The social model has offered a valuable and effective tool to help people (both disabled and non-disabled), to view disability in a way that does not 'blame' the disabled person for its condition • Taking into consideration possible different cultural backgrounds of the learners challenging language, life-styles, etc. → again, the trainer's flexibility and competence is essential. He/she has to be capable of integrating such factors into the course-setting. <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words

	<ul style="list-style-type: none"> • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study • Raising awareness of different cultures <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
How to consider this key factor when planning and implementing the training for disabled people in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>The link between the learners' cultural background and their educational and professional development is an essential component in providing personalised client services.</p> <p>Providing the clients with information concerning the different cultural backgrounds.</p> <p>Reading is an extraordinary tool for intellectual work, as it stimulates mental functions and stream-line intelligence.</p> <ul style="list-style-type: none"> • Reading increases the cultural baggage; it provides information and knowledge. The more we read, the more we learn. • Reading broadens horizons, allowing the reader to get in touch with places, people and distant traditions in time and space • Reading stimulates and satisfies intellectual and scientific curiosity • Reading generates hobbies and interests • Reading develops one's abilities of judgment, analysis and critical spirit. • Reading requires effort, as it involves the volunteers' collaboration. Reading demands active participation and a dynamic attitude. The reader is the active protagonist of his/her own reading, never a passive subject. • Reading stimulates observation, attention and concentration. • It is also important to work in other ways, in order to enrich the cultural baggage.
	Personal development fulfilment
Description of the key	The personal development fulfilment refers to the creation of a motivating and

<p>factor</p>	<p>empowering environment for the educationalists. This will lead to the achievement of personal development, through successful and ethical behaviour that will positively affect clients.</p> <p>In order to be a good trainer and do a good job, one has to love his/her job (what he/she is doing). Personal fulfilment comes as a consequence of this requirement.</p> <p>Develop, satisfy and improve one's own maximum human potential</p>
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<p>Key points:</p> <ul style="list-style-type: none"> • Promotion of the idea that, working with disabled people is challenging. • Use of evidence-based approaches, in order to provide support for care-givers and educationalists. • Learners must reflect upon learning and analyse their personal development. • Educationalists can go through many different emotions, from joy, hope and fulfilment to despair, anger, grief, sadness and resentment. When this occurs, they must be able to handle these situations. <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor when planning and implementing the training for disabled</p>	<p>A problem-based approach to shared learning is particularly common when dealing with adults with life experience, in seeking ways to adapt knowledge to practice.</p> <p>Personal development fulfilment is linked to the process of turning knowledge</p>

<p>people in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>into practice. Personal development is correlated with ethical behaviour, when working with disabled people. As professionals, we can help the clients to achieve a higher level of self-confidence, encouraging them to get involved in activities and forget about the obstacles and shyness that is to say, push them to take initiatives. We can recognise those who achieve self-actualization by the following qualities: altruist, transcendent, supportive, responsible, and sociable. They have a superior perception of reality, spontaneity, creativity and they do not depend on external opinions.</p>
	<p>Personal development of the disabled in order to be autonomous</p>
<p>Description of the key factor</p>	<p>Personal development of the disabled in order to be more autonomous, requires the set-up of a course, focused on improving knowledge. The course will also aim to promote the image of the disabled person as a real autonomous person, who lives in a context which requires his/her active participation (what it involves, how to tackle it, and what exactly is the context), through the experimentation of different settings.</p>
<p>Influence/determination of this key factor on the training, from the methodological and pedagogical points of view</p>	<ul style="list-style-type: none"> • Explore what impact life-limiting factors have on individual development. • Promote the understanding in the clients of the concepts of “autonomy” and “individuality”. • Understand the meaning of active citizenship, in the context of assisting disabled people, with the right support. • Set up realistic goals, focusing on the learning of the skills, useful for everyday life, such as, independence. <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Planning of tasks that can be performed within the course duration and whose achievement can improve self-esteem → highlighting the individual’s success <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen

	<ul style="list-style-type: none"> • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
How to consider this key factor when planning and implementing the training for disabled people in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Personal development of disabled people must be seen as a significant stage in the learning experience.</p> <p>The aim of personal development is the improvement of personal effectiveness, power and confidence, improving their skills, in order to guarantee success in case of need.</p> <ul style="list-style-type: none"> • Complement • Offer incentives (more independence,...) • Plan and define goals, in cooperation with the disabled person (individual needs, individuality) <p>The expected goals are help participants to:</p> <ol style="list-style-type: none"> 1. Understand what the conflict is 2. Examine the different kinds of conflict 3. Understand the reasons and causes 4. Avoid stress in resolving conflict.
	<p>Development of a course based on the “construction” of the disabled person, based on various specific characteristics (resources and difficulties) that are far removed from the label of “disabled person”</p>
Description of the key factor	<p>One of the results, produced by our research, is the creation of a frame-work for the disabled person. In addition, from the research it is evident how people with disabilities are labelled as “disabled”, before being recognised as a “person”. These factors, therefore, take into account the deriving consequences, in terms of content, language and methodology, when considering a person with disabilities as a person with specific characteristics (among which their disability), but with also other skills. Moreover, these characteristics should also be considered in relation to the resources and the limits associated with the environment.</p>
Influence/determination of this key factor on the training, from the methodological and pedagogical points of view	<ul style="list-style-type: none"> • Working in accordance with the principles of client-oriented practice. • Selection, modification and application of appropriate theories, models of practice and methods, in order to meet the clients’ personal needs. • Actively seeking, critically evaluating and applying a range of information and evidence, in order to make sure that the practical experience is up-to-date and relevant to the clients’ needs. <p>Trainers, who consider a person with disabilities as “disabled” at a glance and who focus only on the client’s disabilities are simply incompetent and not qualified for the job! Therefore, there is no point in training such people!</p> <p>Trainers, who have the right image of humanity and therefore, see people with disabilities as a person first, are fit for the job and do not need any further training.</p>

	<p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor when planning and implementing the training for disabled people in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>The training is specifically focused on issues, which affect the client, including discrimination and its impact on disabled people.</p> <p>Combination of nomothetic and idiographic methods.</p> <p>Need to treat each client as an individual, with specific needs and requirements.</p> <p>When working, it is important to take into account the respect of human rights: Human rights of disabled people include the following indivisible, interdependent and inter-related rights:</p> <ul style="list-style-type: none"> - The right not to be the target of differentiation, exclusion, restrictions or preferences based on infringements of human rights and fundamental freedom - The right of equal opportunities - The right of complete equality and protection before the Law - The right to a high standard of medical, psychological and functional health, both for medical and social rehabilitation and other services, necessary for the highest development of skills, abilities and self-confidence - The right to work, in accordance with his/her own skills, and to receive a fair salary, in order to ensure an adequate standard of life - The right to be treated with dignity and respect.
<p>Involvement of the family and other reference persons</p>	

<p>Description of the key factor</p>	<p>Set-up of a course that will take into consideration the possible involvement of the clients' families or the clients' reference persons. The understanding of family dynamics is essential for the identification of the client's condition. It is likely that the achievement of a sense of independence and the consequent awareness of being so, might upset and influence the family, which must deal with a new situation affecting the disabled person. Therefore, the family members have to adapt to living in a new situation. How is it possible to get the family more involved? Does it make, to introduce in the training for educationalists, instruments to reach this goal?</p>
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<ul style="list-style-type: none"> • Promotion of the idea that close family members tend to provide most of the long-term instrumental/practical support that disabled people receive. • Some family members feel overwhelmed by the conflicting role obligations in the interactions with disabled family members. • Confinement within the home and limitation of external social contact heightens the risk of increased vulnerability of the disabled person. • The family may weaken and infantilise, even where the intention is to act in the disabled person's best interests. • The attitudes of the social network influence the attitudes and behaviour of the disabled person. • It is important to have adequate knowledge about the client's family and social background, as to properly understand the behaviour of the disabled person. <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Interactive lectures • Discussions • Presentations • Case studies • Role-playing • Group work involvement • Volunteering • Self-study <p>Introduction of the trainers to the principles of system theory: raising their awareness concerning the following: the alteration of a part of the system has many consequences → all remaining parts of the system may change; changes that could not be foreseen may arise → trainers' flexibility is required</p>

	<p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor when planning and implementing the training for disabled people in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>The individual may interpret the changes to the role of and the relationship with the family in terms of positive and negative attitudes, within their social environment.</p> <p>Family members and caregivers are often too strict and discouraging, when dealing with disabled people taking initiative and becoming more important, because they fear possible harmful effects on the person's health. This only leads to an increase of dependence on the family and the caregivers, harming the disabled person's emancipation.</p> <p>The family, as a social nucleus, must be trained in providing a reliable social environment, in which people can lead their lives.</p> <ul style="list-style-type: none"> • Inviting family members to the course, with the aim of raising their awareness on how they can help improve the skills, and on how to provide support for the person with disabilities • Getting to know the educationalists and their past life experiences <p>It is important to be aware of the fact that the perceptions of the disabled person probably differ from the ones of their relatives/carers.</p> <p>Parents' involvement should be engaged through meetings with the school, representation in the schools, promoting their participation in individual planning,...</p> <p>The family leads a vital role in today's society and any activity that helps it perform its parental functions properly is very important.</p> <p>It is fundamental to provide parents with educational and training resources, in order to allow them to exercise and act according to style and educational guidelines. Thus, the importance of communication with the family and the relatives' participation in all educational activities is clear.</p>

Third section : Criteria for providing a guide for the realization of a handbook, which shall be used in the training course of disabled people

	The training shall be addressed to people with disabilities (taking into consideration the X factor that is to say methodologies, tools etc., which can be used)
	Recommendation set by the EU Parliament and the Council on 18 th December 2006, concerning the Key ability criteria, in order to choose the necessary key abilities among the following 8
Description of the key factor	<ul style="list-style-type: none"> • Necessary for the development self-fulfilment, in the person with disabilities • Necessary to exercise active citizenship • Necessary to be involved in a working process <p>etc.</p>
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<p>From the above perspective, training courses addressed to people with disabilities, must develop the following skills:</p> <ul style="list-style-type: none"> • Participation (enthusiasm and involvement in matters of life). • Determination and courage, the desire to accept responsibility for one's own life. • A strong connection between the desired and achieved objectives; the extent to which people succeed in accomplishing the goals they have set in their lives. • The self-esteem concept (to maintain a high level of self esteem). • The knowledge of the feelings of joy, optimism and spontaneity, as opposed to sadness, solitude and distress. <p>First of all, it is crucial to raise awareness concerning the idea and image of humanity, underlined by the ICF, among the future trainers AND trainees!! Without having raised awareness in all trainers AND trainees, the trainers will not be capable to generate ideas and methods for teaching people with mental disabilities. The trainees, on the other hand, may not be willing to be taught, as they will probably not understand, why they are being taught in the first place.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing <p>Real and simple case studies, etc.</p>
influence/Determination	<ul style="list-style-type: none"> • Discussions

<p>of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Practical sessions • Multimedia presentations • Role-playing • Involvement in group work • Card-games • Collage technique • Glue, coloured paper, scissors etc. • Tools and instruments for the explanation of the aforementioned image of humanity <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor, when planning and implementing the training program for disabled people, in the Key Abilities perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>The following factors must be considered when planning and implementing training courses for disabled people: sufficient autonomy must be given, in order to allow the client's permanent self-integrity; good relations must be fostered with those, who are ready to provide help when needed, without the care-receiver's loss of self-esteem; adequate quality of body, mind and physical environment for the client's benefit.</p> <ul style="list-style-type: none"> • Trainers: Lectures, discussions, group work, private study → presentations • Trainees: Set of realistic goals, focusing on the skills, useful for everyday life, which aim at increasing the level of independence in the trainees <p>Establishment of adequate infrastructures, to promote the education and the training of professors and trainers, validating and evaluating procedures, and measuring in order to guarantee equal access to permanent learning and the job market, as well as supporting the students' mechanisms, to acknowledge the different necessities and capabilities in the adults.</p> <p>Explain the reference framework with its eight key competences.</p>
	<p>INSTITUTIONAL ASPECT (course planning, course organization)</p>
	<p>Location of courses for disabled people</p>
<p>Description of the key factor</p>	<ul style="list-style-type: none"> • In close proximity to the clients' homes • Within easy reach
<p>Influence/determination of this key factor on the training, from the methodological and pedagogical points of view</p>	<ul style="list-style-type: none"> • Evaluation of the factors involved in the planning and implementation of training courses for disabled people, depending on the location. • Choosing the adequate locations for the training sessions, based on each client's functional resources and obstacles, which he/she will have to overcome during the training session. • Using local resources and seeking support from the local community.

	<ul style="list-style-type: none"> • The training location may influence the clients’ attendance of the course. <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-playing • Group work involvement • Cards • Collage technique • Glue, coloured paper, scissors etc. <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor when planning and implementing a training program for disabled people in the institutional perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>Set-up of a training room especially designed for disabled people. When holding a training course on “inclusion for people with disabilities”, we must ensure that, disabled people can take part.</p> <p>The event location must be accessible to all (accessible bathrooms, enough seating space in the training room, space for wheelchairs, adequate lighting, limitation of noise from the outside etc.). All features must be available; pathways must be safe, well lit and easily accessible by people with disabilities etc.</p> <p>Notifications will be made using the following:</p> <ul style="list-style-type: none"> - Written communication (official) - Letter - E-mail - Phone call - Notice board <p>All necessary information to reach the location must be given prior to the training.</p>
<p>Others ideas</p>	<p>Set-up of a seminar room in the area (good/adequate infrastructure)</p>

	Organisation of a bus service, which will pick up the participants, who have no alternative means of transport
	Innovative Course planning and realistic organization of the learning settings for disabled people
Description of the key factor	Innovative course planning of the learning settings for disabled people must be based on the awareness concerning the heterogeneity of the target group, its members' different backgrounds and the various individual needs. Flexibility in the learning programs and seminars is required, with regards to the duration and the contents. The seminar or project location (in a rural/urban area) must be well-planned.
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<p>Effect of the use of technical equipment on the course quality, as well as on the psychological status of people with disabilities, with particular attention to the strengthening of the theoretical and practical skills, in order for them to be able to independently face difficult situations.</p> <p>It is advisable to come up with methods, he training activities to a little creativity.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-playing • Involvement in group work • Cards • Collage technique • Glue, coloured paper, scissors etc. <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
How to consider this key	Trainers could ask the clients, what they would like to do as an activity. If it is

<p>factor when planning and implementing a training program for disabled people in the institutional perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>not possible to satisfy their demands, trainers must be prepared to adapt to a less demanding activity. It is vital that everyone is included and is able to participate.</p> <p>Courses and activities that promote the participation of disabled people in background activities must be offered.</p> <p>Furthermore, the elaborate and development of programs, especially adapted to disabled people's needs.</p>
	<p>"Cross - training" of staff</p>
<p>Description of the key factor</p>	<p>Staff members need to have enough knowledge, the general characteristics of disability, in addition to knowing about the specific forms of disabilities, which are dealt with in the training sessions.</p> <ul style="list-style-type: none"> • The selection of competent trainers for this target group institution or organization, should be based on the trainers' professional education and their teaching or coaching experience, in dealing with different forms of disability • Trainers should be able to recognise the needs and the best learning methods, according to the needs of each client. • They should be able to diagnose the different needs and the best learning strategies for the elderly
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<p>Staff members need to have an idea of the most suitable environment for disabled people and their possibility of controlling this environment.</p> <p>The participants will gain perspective concerning active involvement in policy-making and policy-implementation, for disabled people.</p> <p>Flexibility of the trainers regarding the training methods to be used: due to the different disabilities the people who will participate in the training the trainers have to be well aware of the fact that all of the participants are INDIVIDUAL and therefore might easily have very different needs</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>influence/Determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Intensive discussion • Application of the concepts in different contexts • Interactive lectures • Video-presentations • Case studies (institutional perspectives) • Simulating management strategies • Self-study

	<p>Using different teaching methods (texts, pictures, handicraft work, posters, instructions,...) depending on the individual's needs (physical and mental abilities)</p> <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen. • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
How to consider this key factor when planning and implementing a training program for disabled people in the institutional perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Trainers should have enough knowledge concerning the clients' different forms of disability, the environments they live in and their health conditions.</p> <p>Cf. answers to this question on pages 1-5!</p> <p>The training will aim at the rehabilitation of the various forms of disability, the achievement of the best working skills that will increase autonomy in daily life. Trainers will also have to make sure that the facility, where the training will take place, is fully accessible to all clients and will work towards the clients' full inclusion in society.</p>
	Social psychological key factors
	The Motivation of Learning
Description of the key factor	<p>In general, the different reasons for learning are linked to people's different needs. Their level of motivation influences their interests and their mental development. It drives an individual to act in the direction they want or to steer their own activity. This is closely associated with the needs and goals that are related to an individual's identity, competence and affiliation. Therefore, the level of motivation becomes more subject-oriented, since the learning process is for disabled people the means to belong, to participate in others' lives, to share, to contribute, etc.</p> <p>In other words, through education:</p> <ul style="list-style-type: none"> • Disabled people learn how to interact with others • Disabled people learn to be involved in community life
Influence/determination of this key factor on the training from the methodological and pedagogical point of view	<p>Sources of high spirits for disabled people are:</p> <ul style="list-style-type: none"> • Entertainment • Social life • Productive activity • Mental and physical comfort • Mobility and movement • Set-up of realistic goals, which focus on the skills, which are useful for everyday life and which increase independence in the individual <p>The trainers will have to work towards making people with disabilities aware of their own needs and requirements</p> <p>Methodological and pedagogical learning:</p>

	<ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-play activities • Group work involvement • Cards • Collage technique • Glue, coloured paper, scissors etc. <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple study case, etc. <p>The following didactical tools and instruments are needed in the classroom.</p> <ul style="list-style-type: none"> • PC, projector, screen. • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor when planning and implementing a training program for disabled people in the institutional perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>The following factors must be considered when planning and implementing a training course for disabled people: stimulation of the mind and imagination, with activities that do not involve excessive physical effort; sufficient mobility to allow for diversity around the person; a deep involvement in activities, (partially) in order not to be reminded of the issues related to disability; healthy and peaceful acceptance of the condition of disability; taking responsibility for their own happiness and success.</p> <ul style="list-style-type: none"> • complementing on • Offer incentives (greater independence,...) • Plan and define goals, in cooperation with the disabled person (individual needs, independence) <p>MODELS OF MOTIVATION FOR LEARNING</p> <ul style="list-style-type: none"> - Intrinsic motivation

	<ul style="list-style-type: none"> - Motivation of the achievement - Casual attribution and expectations of success - Subject-oriented - Reinforcement strategies <p>Structures of objectives (social comparison).</p>
	Inclusion and its positive socio-psychological factors
Description of the key factor	<p>Social inclusion, the opposite of social exclusion, refers to the change of the circumstances and habits that lead to (or have led to) social exclusion in the first place. Social exclusion refers to the lack of participation in society and emphasises the multi-dimensional, multi-layered, and dynamic nature of the problem.</p> <p>Being an accepted and valued member of society is important to every single one of us – regardless of being disabled or not. This fact has positive effects on everyone’s self-esteem.</p> <p>It is important to develop a process, which will ensure that all members of society are able to participate equally in all different fields: economic, legal, political, cultural...</p>
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<p>Key points:</p> <ul style="list-style-type: none"> • Working in small groups • Facilitate of interpersonal interaction • Stimulation of informal relationships • Experience of belonging to a group • Promoting autonomy in disabled people • Training of family members, caregivers and volunteers • Training of social skills necessary for people’s participation in society • Helping people to help themselves!! (on every level, involving all possible skills) <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-play activities • Group work involvement • Cards • Collage technique • Glue, coloured paper, scissors etc.

	<p>The following didactic tools and instruments are needed in the classroom.</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... <p>etc.</p>
<p>How to consider this key factor, when planning and implementing a training program for disabled people, in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>Attitudinal barriers are the most important to identify – they are the main reason that prohibit the progress and inclusion of disabled people. Negative attitudes and assumptions have led to the idea that disabled people are worthless, dependent and need of support. This cycle of charity and dependence can be difficult to break.</p> <p>It is important to demonstrate that disabled people involved in activities can often accomplish tasks, just as normal people can.</p> <ul style="list-style-type: none"> • Complement • Offer incentives (greater independence,...) • Plan and define goals in cooperation with the disabled person (individual needs, independence) <p>See also answers to this question on pages 1-5! Clients should be aware of their rights and responsibilities. Trainers should work with disabled people, to raise awareness about different styles of communication. To work towards assertiveness.</p>
<p align="center">Cultural background of the learners</p>	
<p>Description of the key factor</p>	<p>It refers to the collective expression of all behavioural patterns acquired and socially transmitted through symbols (including customs, traditions, and language) concerning the attitudes toward disabled people.</p> <p>It is important to acknowledge and take into account the different cultural backgrounds of the learners.</p> <p>Enriching the cultural baggage of all students puts into action their mental functions, increasing their intelligence.</p>
<p>Influence/determination of this key factor on the training, from the methodological and pedagogical points of view</p>	<p>Key points:</p> <ul style="list-style-type: none"> • Identification of negative and positive stereotypes concerning disabled people • Establishment of the source of the stereotypes concerning disabled people • Eradication of these stereotypes and prejudices, increasing awareness of the capabilities that disabled people have <p>Challenges may arise when taking into consideration the different cultural backgrounds of the learners because of language, life styles, etc. → in this case, the flexibility and competence of the trainers is called for. They have to be capable to integrate such factors into the course.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises

	<ul style="list-style-type: none"> • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-playing activities • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-play activities • Group work involvement • Cards • Collage technique • Glue, coloured paper, scissors etc. • Raising awareness of different cultures <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... etc.
How to consider this key factor, when planning and implementing a training program for disabled people, in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Use of the social model in order to understand disability. Challenge of prejudice and discrimination. Realization that limitations may depend on other factors, such as personality, background, support networks, cultural context. Note that, regardless of their impairment, a person can be 'disabled' by society due to prejudice and discrimination. Providing the course participants with information about the cultural background Reading is an extraordinary tool for intellectual work, because it puts in motion the mental functions of the learners, increasing their intelligence.</p> <ul style="list-style-type: none"> • Reading increases the cultural baggage; it provides information and knowledge. When we read, we learn. • Reading requires effort, since it demands the collaboration of volunteers. Reading demands active participation and a dynamic attitude. The reader is the protagonist of his/her own reading, never a passive subject. <p>Other forms to enrich the cultural baggage with are: group dynamics, debates, forum cinema...</p>
	Personal development fulfilment
Description of the key factor	The creation of a stimulating and empowering environment for disabled people, in order to facilitate their achievement of personal development, through participation, to increase the quality of life in disabled people.

	<p>In order to be a good trainer and do a good job, one has to love their job (whatever one does). Personal fulfilment follows this requirement.</p> <p>To make, satisfy and improve one's human potential at its maximum.</p>
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<p>Key points:</p> <ul style="list-style-type: none"> • Disabled people should be expected to fulfil their role in society and meet their adult obligations • Given their vital importance in the participation process, it is imperative for their development to be encouraged. • The essence of human experience and the fulfilment of personal development are based on the full participation in the basic units of society: family, social groups and community. <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-play activities • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-play activities • Group work involvement • Cards • Collage technique • Glue, coloured paper, scissors etc. <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... etc.
<p>How to consider this key factor, when planning and implementing a training program for disabled people, in the socio-psychological perspective (methodological approach, lesson content, lesson</p>	<p>We must start from the identification and evaluation of the strengths and weaknesses of disabled people.</p> <p>Then, personal development in disabled people implies the process, which increases their awareness of their own strengths and weaknesses.</p> <p>They must learn how to solve problems, improving interpersonal relationships, exploiting their strengths and minimizing their weaknesses, in order to improve their quality of life.</p> <p>Taking part in group dynamics and activities allows them to feel more confident, and helps them to defeat shyness, in other words to take initiatives.</p> <p>Activities that boost qualities of unselfishness and solidarity, social responsibility</p>

preparation, etc.)	and respect for other people's opinions.
	Personal development of the disabled with a view to achieving autonomy
Description of the key factor	Construction of a course focused on the improvement of knowledge on one hand, and on the other hand, to imagine themselves (the disabled person) as an independent person, who lives in a relational context, which involves their active participation (what is involved, how to face it, and what the context is), through the experimentation of different settings
Influence/determination of this key factor on the training, from the methodological and pedagogical points of view	<p>Autonomy for disabled people implies the improvement of the following abilities:</p> <ul style="list-style-type: none"> • To perform activities in daily life • To perform instrumental activities in daily life • To be productive and to earn an income, to boost their independence. • Self determination, participation and contribution to social life (active citizenship). • To determine the conditions of one's life and to pursue one's life projects. <p>Set-up realistic goals, with a focus on the skills to be learnt, useful in daily life and to increase independence</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-play activities • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-play activities • Group work involvement • Cards • Collage technique • Glue, coloured paper, scissors etc. <p>Planning of tasks that can be fulfilled within the course duration and analysis on what has been achieved, by each individual → highlight every individual's success</p> <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard

	<ul style="list-style-type: none"> • Photocopier, photocopies... etc.
How to consider this key factor, when planning and implementing a training program for disabled people, in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Impairment and barriers are limits on the freedom of action and therefore, positive action is required to allow opportunities to achieve self-determination.</p> <ul style="list-style-type: none"> • Complement • Offer incentives (greater independence,...) <p>Planning and defining goals, in cooperation with the disabled person (individual needs, individuality)</p> <p>The expected objectives of the course are to help the participants to:</p> <ol style="list-style-type: none"> 1. Understand what a conflict is 2. To take into examination some conflicts 3. To understand some of the reasons and causes resulting from the conflicts 4. To develop some skills useful for conflict resolution
	<p>Realization of a course based on the “construction” of the disabled person according to different and specific characteristics (resources and difficulties), far from the label of “disabled person”</p>
Description of the key factor	<p>One of the indications emerged from the research is to create a framework for the disabled person. From our research, it is clear that the individual is identified as “disabled” before being identified as a person. The factors, therefore, take into account the consequences that can derive in terms of content, languages, and methodologies, when we consider a disabled person just a person with specific characteristics, among which the condition of disability, but at the same time a person with others characteristics. Moreover, these characteristics ought to be considered, in reference to the resources and to the limits dictated by the environment.</p>
Influence/determination of this key factor on the training from the methodological and pedagogical points of view	<p>The framework for disabled people implies to teach them to:</p> <ul style="list-style-type: none"> • Identify their characteristics as people and to consider them as resources • Become aware of personal needs • Consider “disability” just as a common characteristic • Understand the meaning of the terms “autonomy” and “individuality” • Explore the impact of life-limiting factors on individual development <p>Trainers who tend to consider a disabled person as disabled at first glance and only focus on their condition of disability, are simply incompetent and not qualified for such a job! Hence, there is no use in training such educationalists! Trainers who have an adequate image of humanity and therefore consider disabled people as people first, are fit for the job and do not need any further training.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts

	<ul style="list-style-type: none"> • Wide range of exercises • Role-play activities • Real and simple case studies, etc.
Influence/determination of this key factor in the didactical field and instruments to be used in the class	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-play activities • Involvement in group work • Cards • Collage technique • Glue, coloured paper, scissors etc. <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • PC, projector, screen • Glue, sheets of paper, scissors, pencils, rubbers... • Big coloured cards • Room with blackboard • Photocopier, photocopies... etc.
How to consider this key factor, when planning and implementing a training program for disabled people, in the socio-psychological perspective (methodological approach, lesson content, lesson preparation, etc.)	<p>Training specifically focused on issues that consider self-determination, participation and contribution as key elements of what constitutes an active person.</p> <p>We need to treat each client as a person, with specific characteristics and specific needs.</p> <p>Progress needs to be made in the removal of barriers and in the provision of additional support, before we expect individuals to take on more responsibility.</p> <p>Work taking into account human rights:</p> <p>Human rights for disabled people include the following indivisible, interdependent and interrelated rights.</p> <ul style="list-style-type: none"> • The right not to be the target of differentiation, exclusion, restrictions or preferences based on infringements of human rights and fundamental freedom • The right to equal opportunities • The right to complete equality and protection before the Law • The right to a high standard of health for medical, psychological and functional treatment, as well as medical and social rehabilitation and other services, necessary for the highest development of skills, abilities and self-confidence • The right to work, in accordance with one's own skills, and to have equal wages, in order to achieve a respectable standard of life • The right to be treated with dignity and respect
	Involvement of the family and of the reference persons
Description of the key factor	Realization of a course, which take into consideration the possibility of involving the family and those who are a reference point for the disabled person. The family network is essential in order to identify the condition of the disabled

	<p>person. It often happens that the awareness concerning one's own autonomy, and its achievement, often upset and influence interpersonal relations, as the familiar network must face a new situation, which affects the disabled person. Therefore, they need to adapt themselves to the new circumstances .How is it possible to get the familiar network involved? Does it make sense to introduce in the training for educationalists instruments to support this phase?</p>
<p>Influence/determination of this key factor on the training from the methodological and pedagogical points of view</p>	<p>Key points:</p> <ul style="list-style-type: none"> • Disabled people must be aware of the fact that they are part of a family and of a social network • Disabled people must comprehend the meaning and the roles of the family • If people with disabilities can fulfil their family roles, then the family support tends to result in a positive perception of living with a condition of disability • Support from the family must be flexible and constantly supplied • The attitudes of the social network influence the attitudes and the behaviour of the disabled person <p>It is important to know something about the familiar network and the social context, in order to understand the behaviour of the disabled person.</p> <p>Methodological and pedagogical learning:</p> <ul style="list-style-type: none"> • Few and simple exercises • More practical than theoretical work • Use of easy words • Simple concepts • Wide range of exercises • Role-play activities • Real and simple case studies, etc.
<p>Influence/determination of this key factor in the didactical field and instruments to be used in the class</p>	<ul style="list-style-type: none"> • Discussions • Practical sessions • Multimedia presentations • Role-play activities • Group work involvement • Cards • Collage technique • Glue, coloured paper, scissors etc. <p>Introducing the trainers to the principles of system theory, increasing their awareness of the following: changing one part of a system has many consequences → all other parts of the system may change; changes may occur that could not be predicted → flexibility of trainers</p> <p>The following didactic tools and instruments are needed in the classroom:</p> <ul style="list-style-type: none"> • Cards • PC, overhead projector, screen • Collage techniques

	<ul style="list-style-type: none"> • Glue, coloured sheets, scissors... • Coloured cards. <p>etc.</p>
<p>How to consider this key factor, when planning and implementing a training program for disabled people, in the socio- psychological perspective (methodological approach, lesson content, lesson preparation, etc.)</p>	<p>Families living with disabled relatives must fight to preserve the family unit. Families have a vital role in supporting their disabled relatives in these changing times.</p> <p>The roles of and the interactions between family members must be comprehended, through the framework of family functions.</p> <p>Professional practice or approach must facilitate the support role of the family.</p> <ul style="list-style-type: none"> • Invite family members to the course, to make them aware on how they can improve the skills of and provide support for the disabled person • Try to find out as much as possible concerning the biography of the trainees <p>Being aware of the fact that the perception of the disabled person and their relatives/care-giver are probably different</p> <p>Boost the participation of parents, through parents' school, the school representatives, their participation in individual planning.</p> <p>Family has an important role in society and any activity, which helps parents to learn how to better carry out their family roles, is very important. It provides parents, with educational and training resources, in order to train and act through the styles and educational guidelines.</p> <p>This increases the importance of communication with family and its educational importance in the training.</p>

Fourth section : Main criteria for selecting samples for the two pilot phases

In order to elaborate this section, we thought it would be useful get the partners involved in order to engage all parts. We will then be able to draw up a summary of the responses and determine the selection criteria.

In this section, it is important to bear in mind that we have to find the suitable selection criteria, in order to select both educationalists and disabled people.

1. In reference to the first phase => training course addressed to educationalists and selection criteria

The selected educationalists will be the ones, who will conduct the second phase. Which criteria are more adequate and why?

❖ Age

The age of the trainers is not important. It is more a question of attitude, motivation and experience.

❖ Professional profile and qualification

Depending on each national context, the professionals involved in working with disabled people, should have a diploma in a subject connected to this social field. The trainer has to have knowledge in the following fields: special education; pedagogy; methodology; different kinds of disabilities and their consequences.

❖ Experience – Years of experience in the sector of education of people with disabilities

Experience of at least 1 year in the disability sector is a prerequisite in order to reach the training goals.

❖ Experience with the people involved in the second phase of the experimentation/test ex: how many educationalists work directly with the disabled people, who will later be involved.

It is useful if the trainers are the ones who already know most of the participants. At least 2 - 3 trainers per course is recommended.

❖ Motivation and engagement when taking part in the second phase and when contributing to the preparation

It is important because it offers various opportunities to comprehend the lives of the users /clients with a handicap and of their families, from an interventional approach in relation to the environment and the users'/clients' capabilities.

❖ Volunteering

This is the most important : only those who really want to and think they are suitable will decide to join.

2. In reference to the second phase => training course addressed to disabled people and criteria to select 10 disabled people out of the 20 interviewed in the research WP2

The criteria for the selection in the WP2 (research) were:

- Mild Mental Retardation (WAISr QI from 50-55 to 70)
- Under 40 years
- Able to learn
- Able to participate

It was not necessary to be able to read and write

Following, we should ask questions to select the 10 out of 20. The research results underline that samples are quite homogenous and comparable among the partner countries.

When choosing the 10 disabled people to involve in the training, this should be the criteria:

❖ Age

Age is important because disability has different clinical features at different ages. The mental age should be decisive and not the chronological age of the individual. This type of training needs some comprehension and elaboration abilities that should be taken into account.

❖ Motivation and engagement to participate in the course

This is important because it affected participation in the training course. Those who want to participate are the ones who are motivated. Volunteering is essential.

❖ Level of difficulty regarding some specific area evaluated

They could portray different levels of difficulty, but the differences among the participants must offer the possibility of interpersonal help (not becoming barriers). Trainers have to be able to cope with those who might have a challenging behaviour, during the course.

❖ Will of the family to collaborate

A policy of preference, but not of exclusion, is to suggest an open collaboration with the families. In this sense, it is recommended to select those clients whose relationship with their family shows possibilities of facilitating sustainable growth and the development of abilities that the user will experience during the course.

Fifth section : Criteria for realizing experiments able to guarantee the comparability of the results

In this section are identified those elements, such as the framework, context, background, procedures, methodologies, which have to be taken into consideration for the development of experimental activities in the different countries, to allow the test of the created model.

The basic question is the following : which are the elements that assure the reproduction of the experience in different? (What are the fixed and variable factors that ensure that experience in different contexts remains valuable?)

This section is strictly connected to the previous ones and summarises the main aspects. There could be some aspects, here too the partners' opinion may be useful, for which this section could be seen as a summary of the previous elements. Following are some of the elements useful for the comparison:

❖ **The comparability of the test phase**

Educationalists: use of the selection criteria of professionals, determined in the previous section. The guidelines must be respected by all partners.

People with disabilities: concerning this point, the sample comparability has been validated by the research, through interviews to people.

❖ **Work methodologies**

Work methodologies are highlighted in the previous sections.

❖ **Course format**

The elements, which have lead to the course format are depicted in the previous sections.

❖ **Contents of the modules**

The elements, which have lead to the development of specific modules, are described in the previous sections.

❖ **The professional profiles of the trainers**

The trainers involved in the various experiments should have similar profiles and/or similar characteristics, in terms of professional experience, depending on the different national contexts.

With regard to the training course for disabled people, the profiles should already be established and should also be comparable, once the criteria have been shared, given that the trainers will be the participants to the first course.

The trainers, as for the application form to the D-active project, are: doctors, psychologists, training experts, ICF experts, educationalists, professionals, who work closely with disabled people.

❖ **Logistical elements and framework**, in which the course will be implemented

These elements should be listed in the previous sections too, in particular under the heading “Institutional Aspects”. In this section they are summarised.

❖ **Language and other shared meanings**

Sharing of the language and of the principles is in any case gained, thanks to the development and building of this catalogue.

3. CATALOGUE CONCLUSION

1. Global comments

The catalogue of the key factors has been developed, according to the comparative work carried out by the partners of the D - ACTIVE project and it is essential for the development of the following project actions and products:

- Draft of a D-ACTIVE – EDU handbook containing the instructions for the elaboration of course directly for educators
- Realization of a pilot course for educators
- Draft of a D-ACTIVE – CITY handbook containing the instructions for the elaboration of a handbook aimed at disabled people
- Realization of a pilot model of the course, designed for disabled people

This catalogue must be considered as the result of the partners' mutual thinking, on the common principles and criteria necessary for the next steps of D – ACTIVE.

Moreover, it must be seen in the perspective of building a common language, to suggest a first application of all inputs determined by previous research, from the ICF and the indications and recommendations of the European Council.

The comparison has shown that, there are interesting similarities between the reference models and therefore, the following steps should be carried out, with the aim to further explore the models already taken into consideration, and to widen the application level of the models themselves.

This task is possible if we remove the "label of disability" and concentrate instead, on the concept of "person with resources, opportunities and alternatives" for his/her development and improvement.

It is also important to consider the limits and the facilitations deriving from social and family backgrounds. If a person increases his/her own autonomy, and this development leads to problems with the family, it is likely that the process that leads to personal fulfilment may undergo a temporary or definitive halt.

Therefore, we need to develop actions which take into account the background, the new "scenarios", the new relations that are established.

The suggestions in this catalogue may also be used for future development of instruments and working tools that can be used in the different European countries and different contexts, even if their main purpose it to be used in the design of handbooks (D-ACTIVE – EDU handbook and D-ACTIVE – CITY handbook).

The elements here presented must be considered a tool for the determination of new ways of thinking and the development useful instruments .

The products which will be developed and created by the partnership of the D-ACTIVE project, will be available at the link: www.dactive.eu or contacting one of the project partners

4. GLOSSARY

ANOVA is a set of statistical techniques that allow you to compare two or more groups of data comparing the internal variability in these groups with the variability between groups

BARRIER obstacle environmental and/or physical which limits the participation of disabled person

NEED state of lack that drives the organism to deal with the environment

BURDEN physical and emotional burden perceived by caregiver and derived from its relationship with the CR

C.B.I. (CAREGIVER BURDEN INVENTORY) multidimensional assessment tool of the burden of care of the CG towards the CR

Ca.R.R.I. (CAREGIVER ROLE RELATION INTERVIEW) is an interview developed with the aim of understanding the relationship between caregiver (CG) and carereceiver (CR) according to a reference epistemological constructivist

SAMPLE number of surveys carried out for investigation

CAREGIVER a person that focuses on providing assistance, physical and emotional support to the disabled person. The Caregivers can be family, friends, neighbours, professionals

CARERECEIVER a person that receives assistance, physical and emotional support by the Caregiver

ACTIVE CITIZENSHIP connecting to the problems of knowledge and awareness of rights and duties. It is also linked to civic values such as democracy and human rights, equality, participation, cooperation, social cohesion, solidarity, tolerance of diversity and social justice

CORRELATION is a relationship between two random variables such that with each value of the first variable corresponds a regular value of the second

CONSTRUCTIVISM is a philosophical and epistemological position according to which there can pursue an objective representation of reality because the world of our experience, the world we live in, is the result of our business builder

COVARIANCE is a number (X, Y) , which provides a measure of how two variables vary together, or of their dependence

STANDARD DEVIATION is an index of dispersion of the experimental measurements (a measure of variability of a population of data or a random variable). It has the same unit of measurement of the observed values and measures the dispersion of data about the mean

DISABILITY after one or more disabilities, disability is the personal condition who has a limited capacity for interaction with the social environment than what is considered the norm, therefore is not independent in performing daily activities and often has a disadvantage in participating in social life

EMPOWERMENT/SELF-EMPOWERMENT process by which people become aware of their potential and their effectiveness, they gain control of their lives and their environment

FACILITATOR support physical and environmental that encourages the participation of disabled people

ENVIRONMENTAL FACTOR are the attitudes, physical and social environment in which people live and conduct their lives

I.C.F. (INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH) instrument used for the International Classification of Functioning, Disability and Health grouped into categories characterized by a bio-psycho-social model that health is a consequence of health conditions, participation in social life and ability to perform activities

MEDIA can be calculated only on quantitative variables. It is calculated by adding the values of all observations in the collective and then dividing it by the number of observations

IMPAIRMENT is the loss of structure or of function of a psycho-logical, physiological or anatomical

QUALITY OF LIFE individuals perceptions of their position in life in the context of culture and of value systems in which they live and their objectives, expectations and interests. This is a concept of physical health of people, psychological state, level of independence, social relationships, personal beliefs, and their relationship with the salient features of the environment

RESTRICTIONS ON PARTICIPATION the problems that an individual may experience in involvement in life situations

DESCRIPTIVE STATISTICS studies the requirements for recognition, classification and synthesis of information related to the population under study. Descriptive statistics collects information on the population, or part of it (Sample), in Distributions simple or complex (at least two characters), and the sums described by families of indexes: mean values, indices of variability, indices of shape, statistical reports, statistical reports

DEPENDENT VARIABLE Dependent variable: the variable is not manipulated but observable from the sample and its changes depend on the influence of independent variable

INDIPENDENT VARIABLE is the variable manipulated by the investigator, but it can also be measured

VARIANCE is the value that provides a measure of the variability of the values of the variable, or to deviate from the Media

WHO (WORLD HEALTH ORGANIZATION)

WHODAS II (WORLD HEALTH ORGANIZATION DISABILITY ASSESSMENT SCHEDULE, SECOND VERSION) is an instrument compatible with the ICF. WHODAS II assesses every day, the functioning in six domains of activity. The results provide both a profile of functioning across domains, and an overall score of disability

WhoQoL (WORLD HEALTH ORGANIZATION QUALITY OF LIFE) is an instrument that measures the quality of life

WP (WORK PACKAGE) phases in which work is divided

D-ACTIVE PARTNERSHIP

Project Promoter

CO&SO Firenze (IT)

www.coeso.org

Project Partners

Florence Municipality

(Florence, Italy)

www.comune.fi.it

Veneto Region – Azienda ULSS 16 of Padua

(Padua, Italy)

www.sanita.padova.it

General Council of Val de Marne

(Val-de-Marne, France)

www.cg94.fr

INIT Developments Ltd.

(Schwerin, Germany)

www.init-development.eu

University of Pitești

(Pitesti, Romania)

www.upit.ro

IVADIS - Valencian Institute for Care Disability and Social Action

(Valencia – Spain)

www.ivadis.com

Jugend am Werker Steiermark GmbH

(Graz – Austria)

www.jaw.or.at

PEDA - Regional Union of Municipalities of Attica

(Athens – Greece)

www.tedkna.gr



DACTIVE PROJECT

disability and active citizenship



REGIONE DEL VENETO

