



CURRICULUM

“TRAINING OF ADULT EDUCATORS ON HOW
TO SUPPORT, EDUCATE AND MENTOR
PARENTS/GUARDIANS OF PERSONS WITH
DISABILITY FOR INDEPENDENT LIVING OF
THEIRS”

TITLE:

Curriculum "Training of adult educators on how to support, educate and mentor parents/guardians of persons with disability for independent living of theirs"

PROJECT:

"Encouraging independent living of persons with disabilities through empowerment of their parents and guardians", funded by the Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung, the German National Agency for the Erasmus+ (Adult education) programme.

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- LINK DMT SRL, Italy
- Fondazione Don Giovanni Zanandrea Onlus, Italy
- Company for professional rehabilitation and employment of persons with disabilities ITECCION, Serbia
- Centre for Non-formal education and Lifelong learning (CNELL), Serbia
- Centar za mladinski aktivizam CMA KRIK, North Macedonia
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ABOUT THE PROJECT

Title of the project: “Encouraging independent living of persons with disabilities through empowerment of their parents and guardians”

People with disabilities still face difficulties in participating equally in different aspects of daily life. Their parents/guardians, on the other hand, lack the necessary skills to support their learning in life, including support to be more independent and able to experience appropriate participation, civic engagement, and integrity in the community. In addition to the education they receive and the potential support they could receive from institutions to be included in various activities in the community, they still depend on the willingness of their parents/guardians to accompany them. While parents/guardians are the first factor that needs support in understanding the importance of independence for their children with disabilities, their educators and the environment are the second factor that can contribute to positive changes and sustain the quality of life for young adults with disabilities. It is necessary for adult educators to address this issue and at the same time find an innovative response to support educational staff with new approaches, materials, and digital tools that will help improve the impact on solving this problem.

This project directly develops their skills by providing educators, institutions, and organisations with innovative and relevant data, tools, and educational materials to educate parents/guardians of people with disabilities. These intellectual achievements provide them with practical tools and activities to use for future programs, so the project increases the level of quality work, as well as inclusion and diversity in education and training, and its ability to address urgent and emerging issues.

How would we feel if we were not allowed to decide what and when to eat, what time to leave the house, or when to meet friends? We make these decisions all the time and take it for granted that we do it ourselves. People with disabilities living in institutions do not share this freedom. The Convention on the Rights of Persons with Disabilities commits both the EU and all its member states to realise the right of persons with disabilities to live independently in the community, which includes achieving the deinstitutionalisation for those who reside in Institute settings. In Europe, still, residential facilities are the most common accommodation for people with disabilities when they lose their family caregivers.

Thinking about their children's future for a parent of a person with a disability means helping their children decide how to live, where to live, and who to live with when they no longer have their parents or family members beside them. It is important to begin this process as early as when the parents and family members of people with disabilities are still well and healthy and when they can help them begin to become independent. Addressing this issue at this stage will be beneficial for both parents and guardians, as well as for people with disabilities.

The path leading to the achievement of a life plan is far from simple for a parent. The aspects to be considered are housing, employment, legal, and financial, all amidst a context of fear and regulatory insecurity for parents/guardians. While these aspects are difficult to deal with at the time when parents/guardians are healthy and young, it is even more difficult and sometimes impossible for them in old age. For this reason, it is important that they are offered support and education to help their children achieve a certain level of independence. Likewise, adult educators should be supported with innovative methods developed for the empowerment in the education of parents/guardians of people with disabilities.

Our project addresses defined needs and aims to empower parents, guardians, caregivers, and adult educators to provide individualised support for people with disabilities to live independently.

Project goals:

- Empower parents and guardians in fostering the independent living of young adults with disabilities through the development of an inspiring, innovative and up-to-date manual and the development of an intensive course dedicated to them;
- Empowering our adult educators and improving our organisations' knowledge management in theory and practice to build skills of educators for independent living of (young) adults with disabilities through an innovative curriculum for educator training and a useful toolkit with workshops for beneficiaries.
- To share project results, exchange good practices at the local/national level, as well as further develop a quality strategic partnership among partners from 4 European countries with different realities regarding the opportunities available for adults with disabilities.

Project activities are:

- A1 – Project Management
- M1 – Kick-off meeting
- O1 – Handbook on independent living of (young) adults with disabilities
- O2 – Experiential Methodology of Intensive Mentorship Course for parents/guardians and their children with disabilities for independent living
- M2 – Second meeting
- O3 – Toolkit with workshops and recommendations useful to adult educators when organising activities with parents/guardians of people with disabilities (PWD)
- O4 – Curriculum for “Training of adult educators on how to support, educate and mentor parents/guardians of persons with disability for independent living of theirs”
- Local multiplying training courses
- E1, E2, E3 – National conferences in Italy, North Macedonia, Serbia
- E4 – International conference in Germany
- M4 – Final evaluation meeting

At the end of this project, the project partners, as well as other organisations and stakeholders, will have at their disposal more effective tools and more competent staff to engage in empowering and encouraging parents/guardians of (young) adults with disabilities for a more independent living.




BACKGROUND OF THE CURRICULUM

This curriculum on “Training of adult educators on how to support, educate and mentor parents/guardians of persons with disability for independent living of theirs” is a resource material designed to empower adult educators on building competences of parents/guardians for supporting their children with disability in their independent living. It is specifically designed to support the educational programmes in this regard as well as the work of adult educators and trainers. The curriculum is intended to educate adult educators, and further develop their competences, in the development and implementation of a supporting and mentoring programme for parents/guardians of people with disability. The curriculum consists of several aspects that support the adult education in the topic through the practical sessions for a 7-day long training course, accompanied by detailed recommendations for adult educators using this resource material in their work.

The first part of the curriculum contains the introductory parts such as the background, detailed programme table and schedule, as well as key information about the project. It follows with practical recommendations that facilitate the work of adult educators when preparing for the training course. This section contains recommendations and information for preparations taking place before the training course, during the training course, and after its closure – follow up and support for extended impact. The second part of the curriculum comprises of detailed training curricula with 13 sessions designed, as well as recommendations for easier multiplication purposes. Sessions are interconnected with each other to complement the learning process. Each session starts with a short background, main aim and specific objectives presented, competences addressed, methods and methodologies used and follows with a detailed session flow of each activity. At the end of each session are presented the list of needed materials for the activities, potential list of background documents or further reading materials, and practical recommendations for future educators multiplying the session. The curriculum is developed by using the non-formal education principles.

The specific objectives of the curriculum are:

- To introduce participants to the programme and offer space for group building activities as well as discussion on expectations and contributions.
- To discover country realities on existing programmes in supporting parents/guardians in building independent living of PWDs.
- To strengthen participants' understanding on the significance of independent living for persons with disabilities (PwDs); and explore the roles and impacts of guardianship, companionship and parenting in facilitating this process.
- To equip participants with insights into the specific needs of parents and guardians that support the independent living of persons with disabilities (PwDs); and to explore strategies for transitioning from a guardian role to a companion role.
- To encourage active and effective participation of parents and guardians in the planning and realisation of life projects for persons with disabilities (PwDs), as well as emphasising the transition from passive support to active co-design.
- To equip participants with knowledge and strategies to actively improve and promote inclusive socialisation activities that involve both parents/guardians and persons with disabilities (PwDs).
- To provide participants with comprehensive knowledge of the legal supports available for persons with disabilities (PwDs) by using theoretical input and several interactive activities and group discussion.
- To enable participants to research and discover the latest technology products/tools that enhance the safety, autonomy and communication abilities of PwDs, that facilitate independence in their daily lives.

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- To provide participants with knowledge and practical skills in managing volunteering activities effectively, through practical tasks related to planning, implementing and evaluating volunteer-driven activities that support educational and social initiatives within the community.
 - To equip participants with the competences required to create, adapt and implement volunteer management systems specifically designed for parents and guardians of persons with disabilities (PwDs).
 - To discuss competences of adult educators needed for group and individual consultations of parents/guardians of PwDs in their endeavours for independent living.
 - To develop and present new workshops for supporting parents/guardians in building independent living of PwDs.
 - To reflect on the participants' learning experiences, assess the training programme's effectiveness, and gather feedback on the course content, logistics and overall atmosphere.

Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction and Group building
PM	Country realities in programmes for supporting parents/guardians in building independent living of PwDs
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Importance of independent living of PwDs; its advantages for the PwDs, parents, community
AM	Understanding needs of parents/guardians in building independent living of PwDs
PM	Building active participation of parents/guardians in designing the life project of PwDs
PM	Reflection and Evaluation of the day
Day 4	
AM	Encouraging adequate socialisation activities of parents/guardians and PwDs
PM	Knowledge of legal support available for independent living of PwDs
PM	Reflection and Evaluation of the day
Day 5	
AM	Competences on using the latest technology products/tools in helping independent living of PwDs
PM	FREE AFTERNOON
Day 6	
AM	Knowledge on quality volunteer management system framework in the local community
AM	Competences to develop and adapt adequate volunteer management system of parents/guardians of PwDs
PM	Reflection and Evaluation of the day
Day 7	
AM	Competences for individual and group consultations of parents/guardians of PwDs in their endeavours for independent living
PM	Development of new workshops for supporting parents/guardians in building independent living of PwDs – I
PM	Reflection and Evaluation of the day
Day 8	
AM	Development of new workshops for supporting parents/guardians in building independent living of PwDs – II
PM	Evaluation and closure of the training course
Evening	"See you again" party
Day 9	
AM	Departure of participants

RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum, titled "Training of adult educators on how to support, educate and mentor parents/guardians of persons with disability for independent living of theirs," is an innovative resource designed for adult educators. It aims to enhance their competences in supporting parents and guardians of persons with disabilities (PwDs) as they build autonomy and independent living skills for their children. This curriculum can be applied by educators at both local and European levels, making it a valuable resource for various training contexts.

The curriculum serves as a comprehensive resource for adult educators involved in empowering parents/guardians of PwDs, offering strategies, tools, and methods to facilitate the transition to independent living. It is well-suited for a 7-day training course, providing educators with a structured approach to address several aspects that facilitate the independent living of PwDs.

When organising a training course using this curriculum, adult educators should possess the necessary knowledge, skills and attitudes in the following core areas:

- Understanding of independent living for PwDs: theoretical knowledge of independent living, its components and the role of families in facilitating this process.
- Skills in communication and consultation: competences in facilitating both group and individual consultations with parents/guardians to guide them in supporting their children's independent living.
- Awareness of challenges faced by parents/guardians: understanding the emotional, psychological and practical challenges faced by families as they prepare their children for independent living.
- Behavioural management and support: the ability to guide parents/guardians in managing the behaviours of PwDs while fostering autonomy.
- Practical knowledge of workshop and training development: skills in developing and adapting workshops and training programmes that empower parents and guardians of PwDs to become proactive in fostering independence.

Each session in the curriculum aligns key competences with the session's specific objectives, enabling educators to track learning outcomes. Organising a quality training course involves closely sticking to the framework provided in each session to ensure a supportive and effective learning environment for the participating adult educators.

There are several recommendations required to consider in different stages of the training course involving the preparation/before the training starts, during the organisation and session development, and after the closure of the training course. Below are presented relevant recommendations for each stage.

Stage 1: Before the training course

- Participants should receive a detailed info pack that present the objectives, structure and expectations. It should also include guidance on their roles in the sessions and the contributions they can make. If participants are expected to contribute to specific workshops or sessions, this should be indicated during registration.
- The sending organisation from each participating country should organise preparatory meetings to familiarise participants with the course's content, provide an overview of Non-Formal Education (NFE) methods and inform them on the pre-task required (research on country realities).

- Participants should be prepared to work in diverse and multicultural groups. They should be informed about the local context in which the training will occur and understand the importance of inclusion, respect and cultural sensitivity, particularly when working with families of PwDs.

Stage 2: During the training course

- The activities within the curriculum are designed by experienced trainers and accommodate to the needs of adult educators working with parents/guardians of PwDs. The trainers, leading such training courses based on this curriculum, should adapt the timing and methods of activities based on the participants' level of knowledge and experiences, ensuring flexibility to accommodate different learning paces.
- Each session includes specific recommendations to enhance the effectiveness of the activities. It is essential that trainers read and adapt these recommendations according to the needs of their participants, ensuring that the methods align with their learning styles and contexts.
- Participants should be given time at the end of each day to provide feedback and reflect on their learning, the session's effectiveness and the group dynamics. A final evaluation will be conducted at the end of the training course to gather comprehensive feedback on the programme, trainers and logistics.
- Trainers should remain flexible in their approach, adjusting methods and time allocations based on participants' engagement and progress. It's important to be attuned to the group's energy and readiness, adapting sessions to suit the flow of learning.

Stage 3: After the training course

- After the course, it's essential to maintain communication with participants to support them in implementing the workshops and methods developed during the training. Trainers should offer ongoing support, ask for feedback on their application of the methods, and request reports on the outcomes of activities conducted in their local contexts. This helps to ensure long-term impact and continued growth in fostering independent living for PwDs.

DEVELOPED SESSIONS OF THE TRAINING COURSE: “TRAINING OF ADULT EDUCATORS ON HOW TO SUPPORT, EDUCATE AND MENTOR PARENTS/GUARDIANS OF PERSONS WITH DISABILITY FOR INDEPENDENT LIVING OF THEIRS”

Introduction and Group building

Session Title: Introduction and Group building

Duration: 180 minutes

Background:

The introductory session serves as the opening to the training course designed to empower adult educators in supporting and mentoring parents/guardians of persons with disabilities towards fostering independent living. The session will set the stage for a collaborative learning environment, as well as to establish a basis of trust and mutual understanding among participants. It begins with a warm welcome and an overview of the course's objectives, ensuring all participants are aligned with the goals and understand their roles in the journey ahead. The session incorporates interactive activities such as speed dating, which helps break the ice and raises initial connections, and activities that encourage the group to collaborate. By engaging in these activities, participants will not only get acquainted with each other but also start to build the teamwork and problem-solving skills essential for effective advocacy and support in their roles. This session aims to energise participants, align their expectations and encourage a sense of community and purpose that will continue through the rest of the training course.

Aim of the session: To introduce participants to the programme and offer space for group building activities as well as discussion on expectations and contributions.

Objectives:

- To introduce the programme, the organising team and the trainers to participants;
- To use interactive methods for participants' presentation and getting to know each other;
- To discuss about expectations, fears and contributions of participants regarding the training course;
- To foster group building and communication among participants through interactive activities.

Competences addressed:

- Personal, social and learning to learn competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Creative thinking;
- Teamwork.

Methodology and methods:

- Input;

- Speed dating activity;
- Group work: Expectations, fears and contributions;
- Discussion;
- Jigsaw puzzle activity;
- Debriefing.

Session flow:

I. Introduction to the training course, team and participants (20 minutes)

Trainers open officially the training course and welcome all participants. They start the programme by initially introducing themselves and the organising team. Then, they provide an overview of the training course, the objectives and the expected outcomes. The importance of the training course in supporting independent living for persons with disabilities is emphasised as well. Then, participants are invited to introduce themselves briefly, sharing their names, roles in the organisations/institutions they work, and the motivation to participate on the training course.

II. Speed dating (30 minutes)

Participants are arranged in two concentric circles facing each other. This is done to facilitate quick introductions that are instructed by the trainer. The trainer announces that in the next phase participants have about 2-3 minutes to introduce themselves to the person facing them according to the topic/question that are related to sharing their personal and professional backgrounds. After each interval, participants in the outer circle move one spot to the right/left to meet a new person. The whole process lasts about 30 minutes. The topics/questions that can be used are:

- My hobby is
- What is your favourite food?
- What is your favourite place to travel?
- Who are the people you consider family?
- My dream job is...
- A movie I rewatched several times
- Which place you call home

III. Expectations, fears and contributions (50 minutes)

The trainer introduces the next activity. He/she emphasises that in this part the focus will be on expectations, fears, and contributions of participants themselves. Each participant gets a set of post its coloured in yellow (for Expectations), blue (for Fears), and green (for Contributions).

The trainer has placed 3 flipchart papers with the titles of Expectations, Fears, and Contributions. When participants receive their post its, the trainer asks them to use the next 5-10 minutes and think about the expectations they have from the training course. Participants are asked to write down their expectations for the training on yellow post it notes and stick them on a designated flipchart paper.

After this, the same process follows for the fears, when participants use the blue post its for writing the potential fears they have concerning the training course.

The last round is dedicated to the contributions, where participants are asked to note what contributions they can make to the training, focusing on how they can engage with and learn from one another.

When the three rounds are finished, the trainer facilitates a discussion by going through the post its on the flipchart and clarifying or addressing the concerns raised, as well as to align the goals of the participants.

IV. Group building activity: Jigsaw puzzle (80 minutes)

The organisers and trainers have prepared 4 jigsaw puzzles consisting of an AI created image that is related to the adult education on educating and mentoring parents/guardians of persons with disability for independent living of theirs. Participants are divided into 4 small groups and the trainer instructs each group to join one of the 4 tables (set by the trainer beforehand) in the corners. Then, each group receives a small bag that contains the puzzles. The trainer emphasises that they have 40-60 minutes to solve the puzzle, by involving each person in their group. The puzzle has 72 pieces, so it has a medium-level difficulty to solve.


The image for the jigsaw puzzle was created by using AI and looks as follows:



After the maximum timing of 60 minutes, the trainer invites the groups to join the plenary for a debriefing session using the following questions:

- What did you learn about working together from this puzzle activity?
- How did the group manage differing opinions or strategies while working on the puzzle?
- Did you have any communication challenges?
- Which strategies did you use to solve the puzzle? Were you focused on the corners first or somewhere in the context?
- How does the process of completing the puzzle mirror the challenges and strategies of advocating for and supporting individuals with disabilities?
- What did this activity teach you about your own role in a team setting, especially in contexts related to inclusivity and support?
- After completing the puzzle (for the groups that have managed to), what does this image tell you? What do you see in it?

The trainer highlights the idea behind the puzzle activity that is about encouraging teamwork and as the first introduction to the topic of the training course. If any group did not manage to complete the puzzle, they can use the break or free time to do it.



Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, 4 created jigsaw puzzles, set room with 4 different corners for the group work.

Recommendations for future adult educators multiplying this session:

- For the Speed dating activity, the educators can choose various questions, different from the ones presented in the session. They can also propose more questions related to the professional background or the topic of the training course, depending on the group.
- The puzzle image can be any image related to the topic or team work.
- It is important that during the puzzle activity, the trainer checks each group to observe whether there are any potential conflicts or non-effective communication while solving the puzzle.

Country realities in programmes in supporting parents/guardians in building independent living of PWDs

Session Title: Country realities in programmes for supporting parents/guardians in building independent living of PWDs

Duration: 180 minutes

Background:

This session is the first one that invites participants to think more about the topic and the realities in their countries regarding the support of parents/guardian in building independent living of PWDs. In this session participants have the chance to identify, brainstorm and discuss about the needs of PWDs in relation to their independence, including here the existing programmes that facilitate this process, as well as the situation in which their parents/guardians are. Parents/guardians are the first ones that support the living and daily life activities of PWDs. Therefore, it is essential to support them in this process as well as in the process of building independent living of PWDs.

Aim of the session: To discover country realities on existing programmes in supporting parents/guardians in building independent living of PWDs.

Objectives:

- To create space for research and analysis on the national/local level in regard of existing programmes in the topic covered;
- To use small group work for discussing the needs and opportunities of parents/guardians of PWDs in supporting the independent living;
- To create space for presenting the gathered information and data;
- To discuss on similarities and differences between realities of different countries in the topic.

Competences addressed:

- Personal, social and learning to learn competence;
- Research skills;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Small group work (National teams);
- Presentations;
- Discussion.

Session flow:

I. Introduction to the session and task (10 minutes)

The session begins with the trainer briefly outlining the objectives of the session and asking participants about the preparatory research they were supposed to complete prior to their arrival.

During this session, participants are grouped by nationality to merge their insights, expertise and research findings, and create a presentation about the realities on existing programmes in supporting parents/guardians in building independent living of PWDs. They are specifically instructed to incorporate any successful existing programs, including those from their own experiences.

II. Work in national groups (80 minutes)

Participants gather in their respective national groups to start their assigned tasks. They are given 70 minutes to do a small research, integrate previously gathered data from the pre-task and combine and merge among each other the findings. The trainer advises them that they are free to work also outside the working room. When they finish, they should come back to the plenary for presenting.

III. Presentations (50 minutes)

All groups gather again in the plenary to share their findings. The groups are given 5-7 minutes to present, followed by a brief session of Q&A.

IV. Exchange rounds (40 minutes)

Participants are regrouped into new mixed groups, each consisting of one participant from each national group, to continue with the next phase of the activity. During this phase, they are encouraged to discuss the similarities and differences from the presentations of each group and to reflect on their roles as active community members. After 20 minutes of discussion, all participants gather in the plenary to share the outcomes of their discussions.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, participants materials related to the preparatory task, set room for the group work (number of tables equals the number of national teams).

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>

Recommendations for future adult educators multiplying this session:

- This session is connected to the preparatory task that participants were assigned to do before their arrival to the training course. The trainer should initially ask if the groups have some research done before giving them the task. In case there is lack of data gathered, the time for the group work should be extended.

Importance of independent living of PwDs; its advantages for the PwDs, parents, community

Session Title: Importance of independent living of PwDs; its advantages for the PwDs, parents, community

Duration: 120 minutes

Background:

This session is designed to discuss the importance of independent living of PwDs with the focus on educating parents and addressing key activities of a typical day for this group. The session also focuses on the identification of Guardianship, Parenting and Ownership, with the main aim to reflect and learn how these concepts differ from each other and at the same time can influence the daily life of a person. This session is an introduction to educating parents about the importance of proper Parenting while leaving space for their children to start the independence process.

Aim of the session: To strengthen participants' understanding on the significance of independent living for persons with disabilities (PwDs); and explore the roles and impacts of guardianship, companionship and parenting in facilitating this process.

Objectives:

- To create space for brainstorming on the key concepts of independent living;
- To analyse how different caregiving roles and relationships influence the independence of PwDs, encouraging them to consider both positive and negative aspects;
- To use reflective and group work methodologies in analysing the 24 hour day of a PwDs life;
- To create space for presenting the gathered information and data.

Competences addressed:

- Personal, social and learning to learn competence;
- Self-reflection;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Word association;
- Small group work;
- Presentations;
- Discussion.

Session flow:

I. Introduction and word association (20 minutes)

The trainer introduces the session's objectives and explains the importance of understanding different perspectives on guardianship, companionship and parenting in the context of independent living for people with disabilities. Then, participants engage in a word association exercise focusing

on the terms "Guardianship", "Companionship" and "Parenting." Each participant writes down their initial thoughts or phrases associated with these words, which serves as a primer for deeper discussion.

II. Group work on the concepts (30 minutes)

Participants are divided into three groups, with each group assigned one of the three concepts: Guardianship, Companionship, or Parenting. In their groups, participants discuss how their assigned concept influences the autonomy and independent living of PwDs. They explore roles, responsibilities and the potential impact on the well-being of PwDs.

Then, each group shares their findings with the whole assembly, discussing the similarities and interrelations among the concepts, encouraging a comprehensive understanding of how these roles interact and support the independence of PwDs.

III. Discussion on Autonomy (20 minutes)

The trainer leads a discussion on how the concepts of guardianship, companionship and parenting affect the autonomy and independent life of PwDs. This includes examining societal expectations, legal implications and real-life challenges and successes.

IV. Activity: 24 Hours in a Day Activity (30 minutes)

Participants are divided into four new groups. Two groups focus on scenarios of PwDs living independently and two on PwDs supported by parents/guardians. The trainer instructs each group to plan a typical day for a PwD, considering their assigned living arrangement. They detail activities, interactions and any support structures in place.

When they are done, groups prepare a brief presentation of their daily plan for their assigned PwD scenario, focusing on the aspects of autonomy and community integration.

V. Presentations (20 minutes)

After the group work, each group presents their "24 Hours in a Day" scenario, illustrating the practical implications of their discussions on independent living and support.

Then, the trainer summarises the session, highlighting key insights from the discussions and presentations. Participants reflect on how the knowledge gained can be applied to enhance the support systems for PwDs in their respective roles.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, set room with 3-4 different corners for the group work.

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>

Recommendations for future adult educators multiplying this session:

- Educators should incorporate real-life examples and case studies into the session to illustrate the practical implications of guardianship, companionship and parenting on the autonomy of PwDs. This approach can help participants connect theoretical concepts to actual situations, making the learning more impactful and relatable. Providing examples from varied cultural and societal contexts can also enrich the discussion and offer a broader perspective.

Understanding needs of parents/guardians in building independent living of PwDs

Session Title: Understanding needs of parents/guardians in building independent living of PwDs

Duration: 60 minutes

Background:

In this session, participants will explore the critical roles that parents and guardians play in supporting the independent living of persons with disabilities (PwDs). Recognising the importance of equipping parents with the right tools and mind-set, the aim of the session is to identify and assess the unique needs that must be addressed to enhance the autonomy of PwDs. This session will provide participants with practical insights and strategies to better support parents and guardians.

Aim of the session: To equip participants with insights about the specific needs of parents and guardians that support the independent living of persons with disabilities (PwDs); and to explore strategies for transitioning from a guardian role to a companion role.

Objectives:

- To understand the comprehensive needs of parents/guardians that must be met to support the independent living of PwDs, based on real-life daily routines and challenges;
- To reflect on the list of needs that parents have when building independent living of PwDs;
- To create lists of needs and discuss what is needed to shift the mind-set of parents/guardians from being a guardian to being a companion;
- To encourage participants to think critically about how the insights gained can be applied in their professional or personal capacities to enhance support for independent living of PwDs.

Competences addressed:

- Personal, social and learning to learn competence;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Recap and reflection;
- Individual work – Making lists;
- Discussion.

Session flow:

I. Introduction and review of the previous activity (10 minutes)

The trainer introduces the session's objectives, emphasising the transition from understanding daily routines (from the previous session's 24-hour activity) to identifying specific needs of parents/guardians in supporting PwDs.

Then, he/she suggests a quick recap from the "24 hours in a day" activity, highlighting key observations about the daily lives of PwDs in different support systems.

II. The list of Needs (15 minutes)

Participants are invited to use the insights gathered from the previous session to create a list of needs that parents/guardians might have to enable them to support the independence of PwDs effectively. Participants work on this task individually for 15 minutes.

III. Making a Checklist (15 minutes)

In this stage, participants develop a checklist to evaluate which needs are currently being met throughout the day under different support systems (independent living vs. supported by parents/guardians).

IV. Discussion on changing mind-sets (20 minutes)

The trainer now facilitates a structured discussion on what is needed to shift the mind-set of parents/guardians from being a guardian to being a companion. This discussion focuses on presenting the needs that are met and exploring strategic ways to enhance support systems to foster more independence for PwDs. Questions to guide the discussion might include:

- Which changes are necessary in our approach to fully meet these identified needs?
- How can we encourage parents/guardians to adopt a companion role rather than just a guardianship role?
- Which are the implications of these shifts for the independence of PwDs?

After the discussion, the trainer concludes the session by summarising the key points discussed and the potential actions that can be taken to meet the needs identified. Then, he/she encourages participants to reflect on how they can implement these ideas in their practice or community settings to support the transition towards more independent living arrangements for PwDs.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers.

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>

Recommendations for future adult educators multiplying this session:

- Trainers should use examples and case studies that illustrate the daily challenges and needs of parents/guardians of PwDs. This can help to ground the discussion in real-world scenarios, making the conceptual information more tangible and relatable for participants.
- When developing the checklist of needs, participants should be encouraged to engage in small group discussions to brainstorm and reflect on their experiences or observations. This can enhance learning outcomes by allowing participants to learn from each other's insights and experiences.

Building active participation of parents/guardians in designing the life project of PwD

Session Title: Building active participation of parents/guardians in designing the life project of PwD

Duration: 180 minutes

Background:

In the journey towards encouraging independence for persons with disabilities (PwDs), the role of parents and guardians is crucial. This training session is designed to deepen the understanding of how parents can transition from being caregivers to active participants in the life design of their children with disabilities. By exploring key concepts such as needs, desires and habits, this session aims to equip participants with the knowledge and tools necessary to engage parents and guardians effectively in the co-design of life projects that promote PwD's autonomy and well-being. Through various interactive methods, including individual work, group discussions and practical exercises, participants will learn to identify and address the specific needs of parents, assess their involvement, and understand the barriers they face.

Aim of the session: To encourage active and effective participation of parents and guardians in the planning and realisation of life projects for persons with disabilities (PwDs), as well as emphasising the transition from passive support to active co-design.

Objectives:

- To clarify the distinctions and interrelations between needs, desires and habits concerning the independent living of PwDs,
- To critically assess the importance of involving parents in the life projects of PwDs;
- To discuss and identify common obstacles that prevent parents from being actively involved and to explore necessary supports and strategies to overcome these challenges, ensuring parents can contribute effectively.

Competences addressed:

- Personal, social and learning to learn competence;
- Research skills;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Individual work;
- Small group discussions;
- Sharing in plenary;
- Barometer exercise;
- Discussion.

Session flow:

I. Introduction to the session and task (10 minutes)

The trainer introduces the session, presenting its goals to enhance the understanding and involvement of parents in the life projects of persons with disabilities (PwDs). Emphasis is placed on the critical role of parents in shaping and supporting the independence and well-being of their children.

II. Understanding Needs, Desires and Habits (60 minutes)

The trainer invites each participant to select one need (e.g., mobility, exercising, respect, love, communication) and brainstorms three possible ways this need can be met, considering the unique context of PwDs. This task is individual and takes about 20-30 minutes.

When they are done, participants join the plenary and share their ideas in a plenary session, discussing the various approaches and exploring how these can be integrated into comprehensive life projects for PwDs. The trainer gives 30 minutes for the sharing and discussing process to give more time for the exchange of information and experiences.

III. Barometer exercise (30 minutes)

The trainer explains the barometer exercise, where participants physically position themselves along a line in the room based on their agreement or disagreement with statements related to parental involvement in the life projects of PwDs. After each statement, participants share the reason why they are positioned in a certain part of the line and their insights on the statement. The statements used are:

- Family/parents is the first and most important connection with the world outside to PwDs;
- Family should be the starting point for co-education process;
- Parents should be supported in development of positive attitudes towards independent life of their children;
- All parents worry about their children's future;
- All parents hope that their children will learn to take care of themselves; etc.

IV. Discussion in small groups (30 minutes)

Participants are divided into small groups to discuss specific questions about the obstacles parents face in actively engaging in their children's life designing, the support they need, and the atmosphere required to encourage participation. They use 30 minutes to discuss and write key findings from their discussions which will be shared in the plenary afterwards. Questions for discussion in small groups are:


- What are the obstacles for parents to be actively engaged in life designing of their children?
- What kind of support they need to become active partners in co-designing a life project for their children?
- What kind of atmosphere is needed for parents to be encouraged to participate (how to build trust?)

V. Plenary sharing (20 minutes)

The trainer invites each group to briefly share their discussions with the whole group. He/she helps to find similarities and differences between the insights, identifying common themes and actionable strategies.

VI. Discussion on creating supportive habits (30 minutes)

The session concludes with a discussion on how parents can be taught to create habits and support the vision of PwD's independent life and decision-making process.



Participants are also invited to reflect on their learning and commit to specific actions they can take to support parents/guardians in becoming active partners in the life design of PwDs.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers.

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>
- Lee, E. (2023, April 20). Encouraging active participation. CPD Online College. <https://cpdonline.co.uk/knowledge-base/care/encouraging-active-participation/#:~:text=Physical%2C%20emotional%20or%20psychological%20barriers,the%20individual's%20right%20to%20privacy>

Encouraging adequate socialisation activities of parents/guardians and PwD

Session Title: Encouraging adequate socialisation activities of parents/guardians and PwD

Duration: 180 minutes

Background:

This session is dedicated to exploring and enhancing the inclusiveness of socialisation activities involving parents, guardians and PwDs. The session includes research to examine current practices and identifying gaps in socialisation efforts, for participants to engage in active learning processes, as well as to assess and improve the reach and effectiveness of these activities. Through group work, presentations and discussions, this session will equip participants with the tools and understanding necessary to advocate for and implement socialisation practices that are genuinely inclusive.

Aim of the session: To equip participants with knowledge and strategies to actively improve and promote inclusive socialisation activities that involve both parents/guardians and persons with disabilities (PwDs).

Objectives:

- To be aware of existing socialisation activities of parents/guardians and PwDs;
- To present positive examples of socialisation activities in the local level;
- To discuss on potential activities for parents/guardians and PwDs to be included in the local level.

Competences addressed:

- Personal, social and learning to learn competence;
- Research skills;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Teamwork.

Methodology and methods:

- Small group work - Research;
- Presentations;
- Input;
- Buzz groups;
- Discussion.

Session flow:

I. Introduction to the session and task – Research activity (60 minutes)

The trainer introduces the session's objectives and instructs participants on their first activity. Participants are divided into 4 small groups to research existing socialisation activities within the wider community that focus on promoting inclusion. Each group is encouraged to use internet resources, local community reports, or case studies to gather information and assess the

effectiveness of these activities. They have 50-60 minutes for the research and afterwards should present their findings in the plenary.

II. Presentations of research findings (30 minutes)

Each group presents their findings on the existing socialisation activities. They discuss the scope, reach and perceived impact of these activities, highlighting any innovative practices or significant gaps in current offerings.

III. Discussion of Positive Examples at the local level (30 minutes)

After the presentations, the trainer introduces several examples of successful socialisation activities that have effectively included parents/guardians and PwDs with the help of local organisation hosting the training course. These examples serve as a model for what can be achieved and stimulate ideas among participants about possible enhancements or new activities in their own contexts.

IV. Buzz-Group Discussions and Action Planning (45 minutes)

Participants form buzz groups of three to discuss how parents and PwDs can be more actively included in socialisation activities. Each group is tasked with developing one or two actionable strategies that could be implemented to improve inclusion. They have 15 minutes to do this. After the discussions, the facilitator collects the proposed actions from each group and shares them with everyone. This session encourages collective brainstorming and leverages the diverse perspectives of the participants.

V. Conclusion and wrap-up (15 minutes)

The trainer summarises the key points and actionable strategies identified during the session. Participants are encouraged to commit to applying these strategies in their respective areas to enhance the socialisation and inclusion of parents/guardians and PwDs.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, set room with 4 different corners for the group work, internet connection and if needed laptops or tablets for participants (in case they do not have their own devices).

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>
- YOUTRAIN Videoprojekt. (n.d.). [Video]. <https://www.youtube.com/@YOUTRAINvideoprojekt/videos>

Recommendations for future adult educators multiplying this session:

- Trainers should stress the importance of real-life application, because it encourage participants to not only develop theoretical scenarios but practical and doable proposals of socialisation plans which can be implement in their communities.

Knowledge of legal support available for independent living of PWD

Session Title: Knowledge of legal support available for independent living of PWD

Duration: 160 minutes

Background:

This session addresses the critical need for understanding among educators, caregivers and community leaders regarding the legal frameworks that support the independence of persons with disabilities (PWDs). It focuses on the various legal protections and supports that facilitate independent living, emphasising the importance of legislation in shaping the lives and rights of PWDs. Participants will have the chance to explore both the theoretical aspects of these laws, as well as the practical challenges faced in their implementation across different realities. Special attention will be given to significant laws like the 'After Us' legislation, which ensures continued support for PwDs.

Aim of the session: To provide participants with comprehensive knowledge of the legal supports available for persons with disabilities (PwDs) by using theoretical input and several interactive activities and group discussion.

Objectives:

- To understand the importance of legal support for independent living and its linkage with everyday life activities of PwDs;
- To introduce participants with the “After us” legislation;
- To introduce participants with the Trust model;
- To use group work for practical learning and discussion.

Competences addressed:

- Personal, social and learning to learn competence;
- Research skills;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Theoretical input;
- Plenary discussion;
- Small group work;
- Presentations.

Session flow:

I. Introduction to the session and theoretical input (10 minutes)

The session starts with the introduction of the aim and the objectives of the session and its focus on the legal frameworks that support the independent living of persons with disabilities (PwDs). The trainer continues with a detailed presentation on the key legal supports available for PwDs, including

national and international laws, rights and protections that facilitate independent living. This content is taken from the “Handbook on independent living of young adults with disabilities” - pages 30 and 37 (Source: Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>)

II. Plenary discussion on legal challenges (45 minutes)

Participants are divided into two groups. One group represents legal support institutions, while the other represents stakeholders needing to develop and implement these supports. They sit in two rows facing each other to facilitate direct discussion. In the first 30 minutes, the trainer instructs that each person facing the other discusses in pair the challenges and realities they face concerning legislation and support for PwDs in their realities. They explore also how these challenges can be addressed or improved.

After the pair discussions, the trainer leads a plenary session where key points from the discussions are presented and further explored. This helps to combine the insights and encourage a deeper understanding of the challenges across different realities discussed in the previous step.

III. Introduction to 'After Us' legislation (15 minutes)

The trainer introduces the 'After Us' legislation, explaining its purpose, scope and the impact it has on ensuring the care and support of PwDs after their primary caregivers are no longer able to do so. This content is taken from the “Handbook on independent living of young adults with disabilities”.

IV. Trust Model - group work (60 minutes)

The trainer provides participants with the “Handbook on independent living of young adults with disabilities” – section on Trust model. They have to briefly go through this section, and then in small groups of four members to apply the trust model to legislative practices. This involves planning and outlining how legal frameworks can be practically implemented to support PwDs effectively. Groups consider factors like trust building between stakeholders, practical steps for implementation and monitoring outcomes.

Then, they need to prepare to present their models and plans, focusing on clarity, practicality and the innovative application of legal frameworks.

V. Presentations (30 minutes)

Each group presents their trust model and implementation plan using 5 minutes. They need to present how these can realistically support the independence of PwDs. Presentations should highlight innovative aspects and practical steps for real-world application.


Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, laptop, projector, PowerPoint presentation, Handbook handouts for participants, set room for the group work.

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>

Recommendations for future adult educators multiplying this session:

- The trainer should encourage participants to continue exploring legal frameworks and their application in supporting PwDs' independence. Participants should be reminded of the resources available and the importance of staying informed about legal changes and advocacy opportunities.

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- For the Trust model activity, the trainer should be flexible with the time given, since participants also need to read the Trust Model before starting with the group work. This could be part of the preparation task, if trainers want to use more time for the discussions.

Competences on using the latest technology products/tools in helping independent living of PWD

Session Title: Competences on using the latest technology products/tools in helping independent living of PWD

Duration: 180 minutes

Background:

This session is designed to equip participants with the knowledge and skills necessary to effectively use technology in supporting PwDs. The session covers a range of technological tools, focusing on their application within the categories of safety, autonomy and communication. Participants will explore these tools through group work and creative presentations, enhancing their understanding of how such technology can be integrated into daily practices. Additionally, the session introduces a framework of digital competences, essential for effectively assessing and implementing technology solutions.

Aim of the session: To enable participants to research and discover the latest technology products/tools that enhance the safety, autonomy and communication abilities of PwDs, that facilitate independence in their daily lives.

Objectives:

- To explore various digital tools/products that help independent living of PWDs;
- To learn about the needed competences of using the latest technology products/tools in helping independent living of PwDs as well as explore existing tools for this purpose;
- To discuss the realities and needs of parents/guardians in using the latest technologies for this purpose.

Competences addressed:

- Research skills;
- Presentation skills;
- Digital competence;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Small group work and research on Digital tools;
- Presentations;
- Input;
- Silent floor brainstorming;
- Discussion.

Session flow:

- I. **Introduction to the session (20 minutes)**

The trainer introduces the session by presenting its objectives related to the use of latest technological tools that support the independent living of persons with disabilities (PwDs). Then, the relevance of technology in improving safety, autonomy and communication for PwDs is emphasised as it is connected to the first activity of this session.

II. Small group work: discovery of technological tools and video creation (60 minutes)

Participants are divided into three groups, each focusing on a different category of technological tools: Safety tools, Autonomy tools, Dialogue and communication tools.

Each group has to research their assigned category, discovering the latest tools and how they aid PwDs in living more independently. The latest tools are all presented in the “Handbook on independent living of young adults with disabilities” that participants use for reference.

After researching, each group creates a short video (1-2 minutes) that explains the tools they discovered and demonstrates their benefits and uses. At this point trainers should be flexible with the time and prolong this part of the session if needed.

The last 10 minutes of this part of the session are dedicated to the screening of the short videos and giving feedback.

III. Introducing the framework of Digital Competences (20 minutes)

The trainer provides a structured input on the framework of digital competences required to effectively utilise technology in supporting PwDs. The content for the input is taken from the “Handbook on independent living of young adults with disabilities” – starting from the section on page 38.

IV. Silent brainstorming: Assessing Needs and Competences (30 minutes)

The trainer has put flipchart papers around the room with the following titles/questions:

- Assessing the lack of knowledge and the needs of parents regarding the use of technologies.
- What are the areas of support?
- What are the needed competences and where they can develop more?

Participants are invited in the next 30 minutes to silently write their thoughts and ideas on these papers, contributing to a collective brainstorming.

Silent music can be played during this part of the session to create a warm and relaxing atmosphere.

V. Discussion (50 minutes)

After the silent brainstorming, the trainer leads a discussion where participants review the contributions on the flipcharts. They discuss and combine the information gathered and identify key areas where educators and caregivers need further development in their digital competencies.

Then, participants are invited to reflect on the presentations done and brainstorming activities, discussing how the insights gained can be applied in their work settings to support the parents of PwDs, as well as PwDs themselves, better. The trainer facilitates this discussion part and encourages participants to develop an action plan for acquiring or improving their digital competences based on the session's findings.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, laptops or tablets (in case participants do not have their own devices), internet connection, handbook, projector, PowerPoint presentation, speakers, room with 3 working stations for the group work.

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>



Recommendations for future adult educators multiplying this session:

- The trainer should give enough time for participants to explore the digital tools. In case there is a wish that they present the tool and want to test it, a space should be given to them or encourage it after the end of the session.

Knowledge on quality volunteer management system framework in the local community

Session Title: Knowledge on quality volunteer management system framework in the local community

Duration: 180 minutes

Background:

Volunteers are often the backbone of non-profit initiatives, educational programmes and social events, making effective volunteer management crucial for achieving organisational goals and encouraging community engagement. This session focuses on practical knowledge and skills necessary for planning, implementing and maintaining a volunteer management system. Participants will engage in practical activities that simulate the planning of community events and the design of volunteer recognition systems, enhancing their understanding through real-world applications. Additionally, the session will cover comprehensive strategies for volunteer engagement.

Aim of the session: To provide participants with knowledge and practical skills in managing volunteering activities effectively, through practical tasks related to planning, implementing and evaluating volunteer-driven activities that support educational and social initiatives within the community.

Objectives:

- To strengthen participants' understanding of all elements of volunteer management, including recruitment, training, engagement and recognition;
- To encourage creativity and practical application in the design and execution of educational events;
- To improve participants' leadership and teamwork skills by engaging them in tasks that require collaborative planning.

Competences addressed:

- Leadership skills;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Small group work;
- Presentations;
- Discussion;
- Input.

Session flow:

- I. **Introduction to the session (10 minutes)**

The trainer introduces the session and its goals related to better understanding of volunteer management systems and their role in community engagement. The importance of effective volunteer management in supporting educational and social activities is also emphasised.

Then, he/she divides participants into three groups, each assigned a specific task:

- Group 1: Plan an inclusive socialising evening event for educators and parents.
- Group 2: Prepare, plan and design an interactive educational event about understanding all elements of volunteer management.
- Group 3: Think and plan an award system for recognising the efforts of all participants involved in volunteering.

II. Small group work on assigned tasks (90 minutes)

All group are invited to work for the next 90 minutes on their assigned task. They should plan and prepare detailed presentations that define their strategies, objectives and expected outcomes for the event or system they are developing.

III. Presentations and discussion (50 minutes)

The trainer invites all groups to present their plans and designs. Each presentation should clearly communicate the purpose, expected impact and implementation details of the planned event or system. They have 10 minutes to present their work. Following the presentations, the facilitator leads a discussion focusing on the teamwork process using the following topics:

- How satisfied participants are with their results;
- Experiences and challenges of working in a team;
- Role distribution, leadership dynamics and decision-making within the groups;
- Discussion points include leadership skills, time management, task organisation, decision-making and experiential learning processes.

IV. Input on Volunteer Management Systems (30 minutes)

The trainer provides an input session on the elements and processes of effective volunteer management systems. This includes best practices for recruitment, training, engagement, recognition and retention of volunteers. The aim is to equip participants with the “know how” in order that they can implement these systems in their own community projects.


Then, the trainer summarises the key points covered in the session and emphasises the practical applications of the knowledge gained and the importance of effective volunteer management in enhancing community activities.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, presentation, laptop, projector.

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>
- 101 Top Tips to Recognise Volunteers: <https://www.adelaide.edu.au/volunteer/ua/media/420/101%20Top%20tips%20to%20recognise%20volunteers.pdf>
- A complete guide to volunteer management. (n.d.). Charity Digital. <https://charitydigital.org.uk/topics/a-complete-guide-to-volunteer-management-systems-9021>

Recommendations for future adult educators multiplying this session:

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- It is important to provide participants with practical examples from the local level on volunteering. If possible, a guest speaker can join the session.

Competences to develop and adapt adequate volunteer management system of parents/guardians of PwD

Session Title: Competences to develop and adapt adequate volunteer management system of parents/guardians of PwD

Duration: 180 minutes

Background:

This session focuses on the unique specifications involved in managing volunteer activities for parents and guardians of persons with disabilities (PwDs). Volunteer management systems that engage parents and guardians must consider the specific needs, expectations and constraints of these individuals while ensuring that the systems remain effective and beneficial for both volunteers and the communities they serve. The session builds upon the principles of volunteer management. Through brainstorming, collaborative action planning and presentations, participants will develop the necessary competences to design and implement a volunteer management system that is inclusive, supportive and responsive to the needs of both the volunteers and PwDs.

Aim of the session: To equip participants with the competences required to create, adapt and implement volunteer management systems specifically designed for parents and guardians of persons with disabilities (PwDs).

Objectives:

- To create space for discussion on defining pros and cons of volunteering activities with parents/guardians of PwDs;
- To support participants' learning on the key competences needed for effectively managing volunteer activities involving parents/guardians of PwDs, such as communication, empathy, leadership and organisational skills;
- To create practical actions plans to address the topic;
- To encourage group collaboration and teamwork in developing volunteer management systems.

Competences addressed:

- Personal, social and learning to learn competence;
- Research skills;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Recap and reflection;
- Brainstorming;
- Small group work;
- Presentations;
- Discussion.

Session flow:

I. Introduction and review of the previous session (10 minutes)

The trainer introduces the session, highlighting the objectives that focus on developing competences for creating and adapting volunteer management systems specifically designed for parents/guardians of persons with disabilities (PwDs). Initially, he/she provides a brief recap of the previous session, particularly focusing on the volunteer management framework and its key components as a foundation for the first activity of this session.

II. Brainstorming: Pros and Cons of volunteering activities with parents/guardians of PwDs (30 minutes)

Participants are invited to engage in a brainstorming activity where they reflect on the pros and cons of organising volunteer activities with parents/guardians of PwDs. They also identify the competences required to adapt these volunteer activities to this specific target group, focusing on aspects such as communication, leadership, empathy and organisational skills. They are reminded of the activities done in the previous session. The brainstorming session lasts 30 minutes and includes the following questions:

- What are the advantages and challenges of involving parents/guardians of PwDs in volunteering activities?
- What specific competences are required to adapt volunteer management systems to suit the needs of this group?

III. Developing an Action Plan for Volunteer Management (90 minutes)

The trainer explains the steps for creating an action plan to develop a volunteer management system for parents/guardians of PwDs. These steps include analysing needs, setting specific goals, planning activities, identifying resources, involving stakeholders and defining expected results.

Next, participants are divided into 4 small groups in which they have to create an action plan for developing a volunteer management system specifically tailored to parents/guardians of PwDs. Each group will need to do the following:

- Conduct a short research on the competences needed for volunteering activities with the parents/guardians of PwDs;
- Conduct a needs analysis, identifying the living conditions, work, education and social life aspects relevant to parents/guardians of PwDs;
- Define specific SMART goals (Specific, Measurable, Achievable, Relevant and Time-bound) for volunteer management;
- Plan activities and identify the necessary resources (human, financial, material);
- Identify key team members and stakeholders involved in implementing the volunteer management system;
- Define the expected results and outcomes of the volunteer management system.

They have 90 minutes to do the task and prepare for the presentation.

IV. Presentations, discussion, conclusion (50 minutes)

Each group presents their action plan to the rest of the participants. The presentations should include the needs analysis, defined goals, planned activities, required resources, stakeholder involvement and expected outcomes. Each group has 10 minutes to present while the trainer leads a discussion where participants provide feedback on the presentations.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, set room with 4 different corners for the group work, internet connection, laptop or tablets (in case participants do not have their own).



Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>
- A complete guide to volunteer management. (n.d.). Charity Digital. <https://charitydigital.org.uk/topics/a-complete-guide-to-volunteer-management-systems-9021>
- Choosing and implementing a volunteer management system. (n.d.). NCVO. <https://www.ncvo.org.uk/help-and-guidance/involving-volunteers/planning-for-volunteers/choosing-and-implementing-a-volunteer-management-system/>

Recommendations for future adult educators multiplying this session:

- The trainer should encourage participants to continue developing volunteer management systems that are inclusive, supportive and adaptable to the needs of families with PwDs. It can be as well helpful to provide to participants several examples if they have difficulties during the plan creation. Researching local examples of volunteering could be part of the preparatory task.

Competences for individual and group consultations of parents/guardians of PwDs in their endeavours for independent living

Session Title: Competences for individual and group consultations of parents/guardians of PwDs in their endeavours for independent living

Duration: 180 minutes

Background:

Supporting parents/guardians in their efforts to promote independent living for their children with disabilities involves unique challenges, from addressing behavioural management to fostering long-term planning and emotional resilience. This session aims to equip participants with the practical skills needed to navigate these challenges through consultation and support. The session is emphasising key competences such as communication, creativity and patience, the session also incorporates experiential learning methods such as theatre play creation, to allow participants to practice and apply their skills in simulated real-life scenarios.

Aim of the session: To discuss competences of adult educators needed for group and individual consultations of parents/guardians of PwDs in their endeavours for independent living.

Objectives:

- To help participants understand the critical competences needed for effective consultations, such as communication, behavioural management, patience, creativity, enthusiasm and dedication;
- To foster creativity in education through using theatre play to address the topic of the session;
- To foster teamwork and communication among participants.

Competences addressed:

- Personal, social and learning to learn competence;
- Creative thinking;
- Creative expression;
- Presentation skills;
- Cooperation and communication;
- Citizenship competence;
- Teamwork.

Methodology and methods:

- Discussion;
- Theatre play;
- Presentations.

Session flow:

I. Introduction to the session (10 minutes)

The trainer introduces the session, objectives, agenda and its key focus on the competences required for conducting effective individual and group consultations with parents and guardians of persons with disabilities (PwDs) to support their children's independent living. The trainer also highlights the

importance of communication, behavioural management, patience, creativity, enthusiasm and dedication in this context.

II. Discussion: Competences needed for consultations (40 minutes)

Participants engage in an open discussion on the key competences required for conducting consultations with parents/guardians of PwDs. The discussion focuses on the following competences:

- Communication: the importance of clear, empathetic and open communication;
- Behavioural management: understanding how to support parents in managing behaviour effectively;
- Patience: managing long-term processes and recognising the challenges parents face;
- Creativity: finding innovative ways to engage parents and PwDs in problem-solving;
- Enthusiasm: motivating parents and guardians to stay positive and focused on their goals;
- Dedication: the commitment required to support families over time in their efforts for independent living.

Participants are encouraged to share experiences, reflect on personal experiences and discuss any challenges they might face in applying these competences during consultations. Participants can as well share with the group how did they acquire and develop these competences.

III. Theatre play – small group work (70 minutes)

The facilitator introduces the next activity which is about creating a short theatre play scene to simulate a real-life consultation with parents/guardians of PwDs. He/she emphasis that the focus is on demonstrating the application of the competences discussed earlier. Each group is given a scenario where they need to use the six competences in consultations. Example scenarios include the following:

- A parent struggling with behavioural challenges in their child;
- A consultation session focused on preparing a family for transitioning their child to independent living;
- A group session where multiple parents discuss their worries and strategies for supporting independence.

Participants are divided into small groups. Each group creates a scene that portrays a consultation session based on the given scenario. They must integrate the six competences into the interactions between the "consultant" and the "parents."

IV. Rehearsals and presentation (60 minutes)


Groups rehearse their scenes, refining the content to ensure they clearly demonstrate the competences discussed. Then, each group presents their theatre play scene to the rest of the participants. The trainers ask the participants to make notes for themselves and to carefully follow each play. After the presentations, the trainer leads a discussion where participants share their thoughts on the role-play exercises by using the following questions:

- How effectively were the competences applied?
- What did you learn about managing consultations with parents/guardians of PwDs?
- How can we improve the approach to supporting parents in their efforts for independent living?

To finalise the session the trainers draws conclusions from the discussion to point out once more how important these competences are for everyone involved in the support and consultation system.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, props that could be useful for the theatre play.

Background documents and further reading:

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- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>

Recommendations for future adult educators multiplying this session:

- The trainer should encourage participants to pause and reflect on how they are applying the competences (e.g., communication, behavioural management), how they are navigating challenges, and what improvements they can make. This reflection can help participants to apply the skills more effectively in future consultations with parents/guardians of PwDs.

Development of new workshops for supporting parents/guardians in building independent living of PwDs

Session Title: Development of new workshops for supporting parents/guardians in building independent living of PwDs

Duration: 180 + 180 minutes

Background:

During the previous sessions, participants have gained substantial knowledge and practical skills in supporting parents and guardians of persons with disabilities (PwDs) in fostering independent living. This session is focused on putting that knowledge into practice by developing workshops specifically designed to meet the needs of these parents/guardians. In this session, participants will have the opportunity to apply what they have learned by working in groups to create practical, structured workshops that address the unique challenges faced by parents/guardians in promoting independent living for PwDs. This task will help participants refine their ability to plan, organise and deliver effective workshops tailored to real community needs.

Aim of the session: To develop and present new workshops for supporting parents/guardians in building independent living of PwDs.

Objectives:

- To reflect on the gained learning of the training course and transforming it into practice;
- To develop new workshops for supporting parents/guardians in building independent living of PwDs;
- To create space for presenting the developed workshops;
- To give constructive feedback on the developed workshops.

Competences addressed:

- Personal, social and learning to learn competence;
- Research skills;
- Presentation skills;
- Analytical competences;
- Cooperation and communication;
- Citizenship competence;
- Literacy competence;
- Teamwork.

Methodology and methods:

- Small group work;
- Presentations;
- Discussion and Feedback.

Session flow:

I. Introduction to the session (10 minutes)

The trainer introduces the session, explaining that participants will use the knowledge gained from the previous sessions to design new workshops aimed at supporting parents/guardians of persons

with disabilities (PwDs) in promoting independent living. The facilitator outlines the goals of the group work and presentations.

II. Small group work (90 minutes)

Participants are divided into small groups. Each group is tasked with developing a workshop aimed at supporting parents/guardians in fostering independent living for their children with disabilities. The workshops should incorporate key themes from the training course. Key tasks for each group involve:

- Define the workshop's aim and objectives;
- Structure the workshop activities and methods (e.g., role-playing, discussions, interactive activities);
- Plan timing for each section of the workshop;
- Identify resources needed (materials, technology, etc.);
- Consider how to adapt the workshop to different types of parents/guardians and the specific needs of their children.

Before the groups start to work independently, the trainer points out that they should take enough time to discuss and define the aim and the objectives of the workshops and not jump straight to the practical activities. The aim and the objectives should determine the activities and not the other way around.

They work for the next 90 minutes and then come back to the plenary for a short check-in session.

III. Check-in session (30 minutes)

Each group has a brief check-in session with the trainer to discuss progress, ask questions and receive guidance on their workshop plans. The trainer provides feedback and advice to help refine their ideas.

IV. Continuation of group work (140 minutes)

Groups continue to work on their workshop plans, incorporating feedback from the check-in session. They finalise the workshop structure, objectives, activities and the list of the needed materials for the workshop, that will all be presented later.

During the group work the trainer needs to be available in case participants have questions or need some additional clarification.

V. Presentations and feedback (90 minutes)

Each group presents their developed workshop to the entire group. Each group has 10-15 minutes to present, followed by a short Q&A session where other participants can ask clarifying questions or provide comments. After all presentations, the trainers provide constructive feedback on each group's workshop plan. They offer insights into what could work well, areas that could use improvement, and suggestions for strengthening the workshops.


Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, needed materials for the group work, laptops, projector.

Background documents and further reading:

- Taddia, E., Bronzino, M., et al. (Eds.). (2023). Handbook on independent living of young adults with disabilities. Outreach Hannover e.V. <https://outreach-hannover.de/our-publications/>

Recommendations for future adult educators multiplying this session:

- It is important to emphasise to participants that the starting point for developing their workshops should be conducting a thorough needs analysis and setting clear objectives, rather than focusing on the method or activity itself. Often, the tendency is to begin with a creative method or activity without fully understanding the goals behind it. However, having



a clear objective and understanding why a specific action is being taken is essential to ensure that the workshop is relevant to the actual needs of parents/guardians and persons with disabilities (PwDs). Starting with a well-defined goal ensures that the selected methods and activities will effectively address the challenges and provide meaningful support to the target group.

Evaluation and closure of the training course

Session Title: Evaluation and closure of the training course

Duration: 75 minutes

Background:

This evaluation session marks the conclusion of the training course and provides an opportunity for participants to reflect on their experience, learning journey and contributions throughout the programme. It is a crucial moment for both the trainers and participants to assess the effectiveness of the course, share insights and provide feedback on the programme structure, logistics and content. This session uses a variety of evaluation methods—both visual and verbal—enabling participants to offer constructive feedback and recognise the contributions of the entire group. It also provides valuable input for trainers and organisers to improve future training programmes.

Aim of the session: To reflect on the participants' learning experiences, assess the training programme's effectiveness and gather feedback on the course content, logistics and overall atmosphere.

Objectives:

- To use visual tools to evaluate various aspects of the training course;
- To provide participants with a detailed written evaluation form for feedback on the programme's organisation;
- To reflect on the learning goals and overall impact of the training course;
- To create a space for sharing participants' impressions and experiences.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Literacy competence;
- Citizenship competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Self-reflection;
- Visual evaluation - pizza;
- Written evaluation;
- Verbal evaluation.

Session flow:

I. Self-reflection (10 minutes)

The trainer begins the session by inviting participants to reflect on their journey during the training course. Participants are asked to think about their initial expectations and the contributions they

made throughout the sessions. They are given 10 minutes for personal reflection on whether they met their expectations and contributed as intended.

II. Visual evaluation: the “pizza” model (15 minutes)

Trainers prepare a large flipchart with a pizza diagram. Each slice of the pizza represents a specific aspect of the training course, such as group dynamics, learning methods, trainer support, workshop materials, venue and overall atmosphere. Participants are invited to evaluate each aspect by placing marks or drawings on the pizza— the mark closer to the centre indicates a higher evaluation value. Participants are given 10 minutes to individually evaluate in a relaxed environment. After everyone has completed the activity, the trainer reviews the results, summarising the group’s overall feedback.

III. Written evaluation - Online (25 minutes)

Participants receive an online link to the detailed evaluation form, which covers feedback on the working methods, trainers’ performance, course logistics and overall organisation. The evaluation form allows participants to provide more in-depth feedback on their experiences. Participants can use their phones, tablets, or laptops to complete the form. Trainers ensure support is available for anyone needing assistance with devices or who prefers a printed version. A relaxed atmosphere is created by playing background music during this part of the session.

IV. Verbal feedback and closing of the training course (25 minutes)

In the final part of the evaluation, participants are invited to share their impressions and final thoughts in a verbal round. This is an opportunity for everyone to express their personal highlights, share final reflections, reflect on expectations and fears, and offer messages to the group. Trainers and the organising team then conclude the session by thanking participants, reflecting on the course's outcomes, and officially closing the training course. This is followed by a group photo to commemorate the experience and foster a sense of accomplishment.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, a drawing of a pizza shape on the flipchart paper with categories of evaluation, a created online written evaluation form, laptop, projector, speakers, internet connection.

Recommendations for future adult educators multiplying this session:

- The trainer should ensure the written evaluation form is prepared and tested in advance to avoid any technical issues. It’s advisable to have printed copies available for those who prefer to write their feedback.
- It is important to make sure that stable internet connection is available for the online evaluation. Playing soft music during the evaluation can help create a relaxed atmosphere for participants as they reflect on the training course.

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