



# TRIADE 2.0

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## TRAINING PLAN



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of the European Union

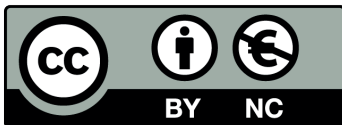
## Contributors

María Sorzano Castellón. Instituto Valenciano de Atención Social-Sanitaria (IVASS) (Spain)  
José Manuel Gil Guzmán. Instituto Valenciano de Atención Social-Sanitaria (IVASS) (Spain)  
Johan Warnez. Groep Ubuntu x 8K (Belgium)  
Joke Vandaele. Groep Ubuntu x 8K (Belgium)  
Maria Goranova. National Association of Professionals working with Disabled People (NARHU) (Bulgaria)  
Petya Grudeva. National Association of Professionals working with Disabled People (NARHU) (Bulgaria)  
Ilse Goethals. Hogeschool Gent (HOGENT) (Belgium)  
Eveline Breye. Sint Vincentius (Belgium)  
Delphine Simoens. Familiehulp (Belgium)  
Sigrid Smets. Familiehulp (Belgium)  
Tina Kržišnik. RIC Novo Mesto (Slovenia)  
Agnieszka Natalia Mravinec. RIC Novo Mesto (Slovenia)  
Antonio Martínez Millana. Universitat Politècnica de València (UPV) (Spain)  
Manuel Traver Salcedo. Universitat Politècnica de València (UPV) (Spain)  
Angela Giacomini. European Network of Social Authorities (ENSA)  
Gaya Ghezzi. European Network of Social Authorities (ENSA)

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## TABLE OF CONTENTS

1. INTRODUCTION .....	5
1.1. TRIADE (2015-2018) and TRIADE II. ....	5
1.2. TRIADE 2.0 PROJECT PLAN.....	7
1.3. WHAT IS TRIADE 2.0 TRAINING PLAN.....	10
2. TRAINING PLAN OBJECTIVES.....	14
3. TRIADE 2.0 PEDAGOGICAL MATERIALS AND TRAINING/LEARNING ACTIVITIES.....	15
3.1 Development of pedagogical materials .....	15
3.1.1 My new inclusive job. ....	15
3.1.2 My New ageing Me platform (MNAM) .....	18
4. HOW EQF/ECVT IS CONSIDERED IN THIS TRAINING PLAN AND IN THE PROJECT .....	20
5. TRAINING PLAN METHODOLOGY APPROACH.....	24
5.1. Target groups .....	24
5.3. Training contents. ....	32
5.4. Time schedule. ....	34
6. PHASES OF THE TRAINING ACTIVITIES. ....	38
6.2. Planning .....	39
6.3. Implementation.....	40
6.4. Evaluation.....	41
6.5. Reporting.....	42
7. TRAINING ACTIVITIES EVALUATION METHODOLOGY. ....	43
7.1. Training activities monitoring .....	43
7.2. Training activities indicators.....	44
Source: own elaboration.....	45
7.3. What to evaluate.....	46
7.4. Evaluation tools to be used.....	47
8. CONCLUSIONS.....	49
9. ANNEXES.....	50
ANNEX 1: ABOUT ECVET AND EQF FRAMEWORK.....	51
I. Main characteristics of the adult education and training system .....	51
II. Validation of Non-formal and Informal Learning.....	53
III. Positioning of the TRIADE 2.0 training in the current courses for (pre-) qualification...56	56
What are ECVET and EQF framework .....	58
<b>How to adapt the TRIADE training activities according to ECVET and EQF .....</b>	<b>64</b>

ANNEX 2: EXAMPLE OF INVITATION TO THE TRAINING, PRE-EVALUATION QUESTIONNAIRE AND TRAINING PROGRAMM. ....	66
<b>“My new inclusive job”</b> .....	66
ANNEX 3: PLANNING CHECK LIST. ....	69
ANNEX 4: BASIC ANAGOGICAL METHODS OF LEARNING AND IMPLEMENTATION. ....	70
ANNEX 5: SELF-EVALUATION TOOL. ....	76
ANNEX 6: THEORETICAL AND PRACTICAL ASSESMENTS. ....	80
TOPIC 1 –The ageing process .....	80
• <b>Theoretical assessment</b> .....	80
• <b>PRACTICAL assessment</b> .....	86
• <b>Assessment criteria</b> .....	89
Topic 2 –Impact of ageing on QoL of AAWID .....	91
• <b>PRACTICAL assessment</b> .....	97
• <b>Assesment criteria</b> .....	99
Topic 3 – Methodology working on QoL with AAWID.....	101
• <b>Theoretical assesment</b> .....	101
• <b>Assessment criteria</b> .....	107
Topic 4 –My New Ageing Me” interactive training platform .....	110
• <b>PRACTICAL assessment</b> .....	110
• <b>Assessment criteria</b> .....	111
ANNEX 7: FOLLOW-UP. ....	113
ANNEX 8: TRAINER’S PERFORMANCE. ....	114
ANNEX 9 - EVALUATION OF UNITS.....	115
E - Questionnaire ofthe 1st unit The ageing process of AAWID .....	115
E - Questionnaire of the 2nd unit.....	118
E- Questionnaire of the 3rd unit .....	121
E- Questionnaire of the 4th unit.....	124
ANNEX 10: TRAINING ACTIVITIES REPORT TEMPLATE.....	127
ANNEX 11: TRAINING ACTIVITIES MONITORING.....	128

## 1. INTRODUCTION

### 1.1. TRIADE (2015-2018) and TRIADE II.

Ten organizations took part in the first TRIADE project (2015-2018), financed also by Erasmus+ programme. This project carried out an assessment of good practices about the specific supports that Ageing Adults with Intellectual Disabilities (AAWID) need to improve their Quality of Life and/or social inclusion. In addition, a summary of the critical factors of success were defined and an overview of the vocational training needs were identified. The TRIADE report containing the best practices presented by the partners and the conclusions obtained can be found in [www.ivass.gva.es/Triade2](http://www.ivass.gva.es/Triade2).

TRIADE 2.0 has used these factors of success and professional training needs as starting point to tackle the problem of:

"Social inclusion of Ageing Adults with Intellectual Disabilities".

To achieve this objective, TRIADE 2.0 is developing a set of pedagogical materials and carrying out several training activities which will be fully explained in the next section: "2: Triade 2.0 pedagogical materials and training/learning activities" TRIADE 2.0 project tackles the challenge of improving the social inclusion of ageing adults with intellectual disabilities (AAWID)"

The project aims to:

a) Develop specific training contents about ageing and intellectual disabilities adapted to their learning potential: training toolkit for educators of AAWID.

- b) Develop and validate an IT training platform (MNAM) specific for AAWID.
  
- c) Improve the interpersonal skills and knowledge about healthy ageing of 150 AAWID (Pilot test)
  
- d) Improve the knowledge and skills about ageing and disability of 40 educators of AAWID.

## 1.2. TRIADE 2.0 PROJECT PLAN

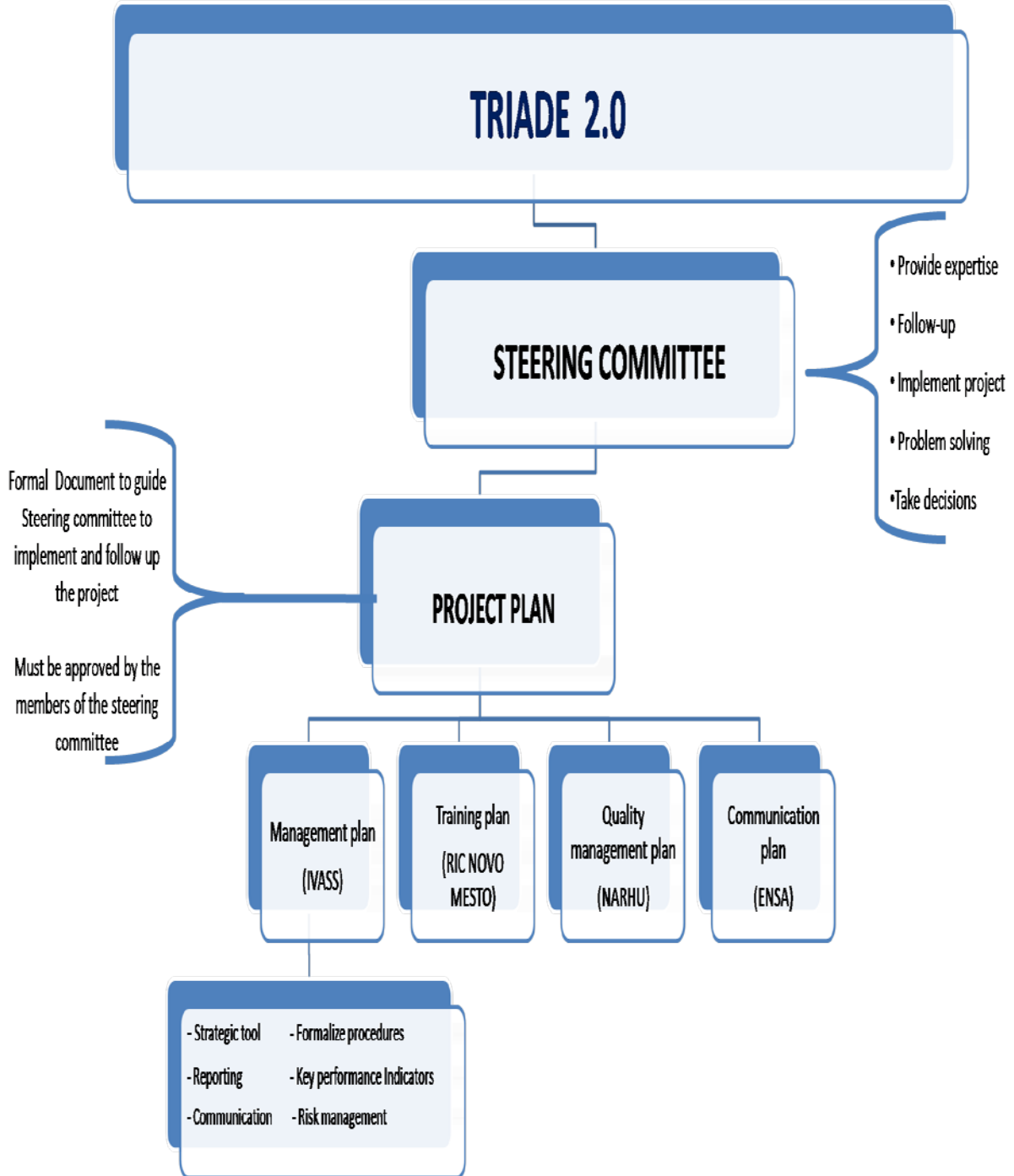
The most important tool to monitor and evaluate TRIADE 2.0 activities and outputs is the project plan. It is a formal partners-approved document used by the steering committee to guide both project execution and project control.

The project plan is formed by four operative plans:

1. Management plan. Master document to guide steering committee to monitor the project, its risks and to take decisions.
2. Training plan. Document explaining the "what, where, who, when and how" of the training activities and pedagogical materials.
3. Quality management plan. It aims to apply a rigorous quality control of the entire project process and outcomes, using a variety of evaluation approaches.
4. Dissemination plan. It lays out the strategy to disseminate, communicate, explore and measuring the impact of the project activities and intellectual outputs.

These four plans are published together in a single document under the name of TRIADE 2.0. project plan.

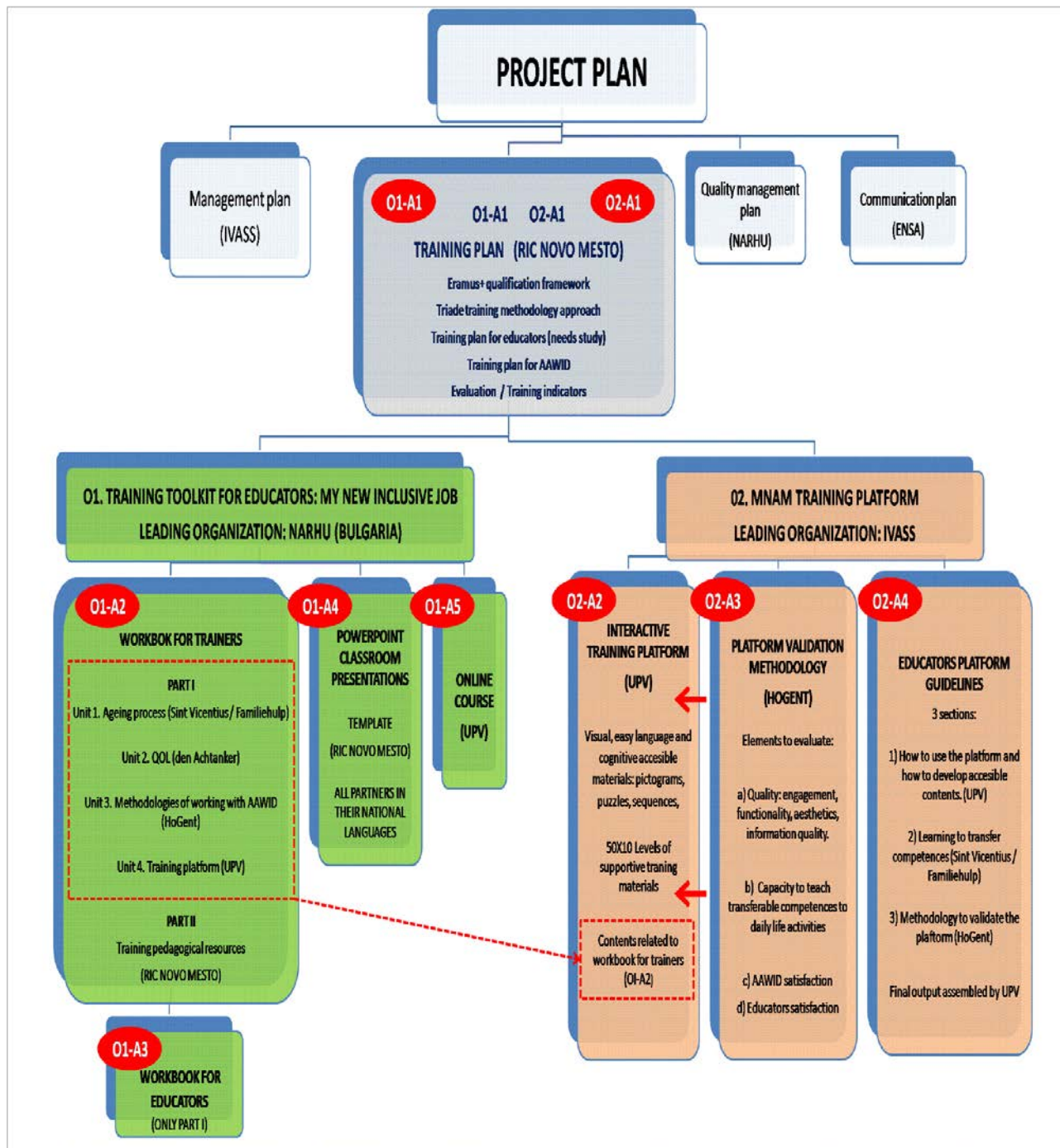
**Figure 24. Project governance. Project plan**



Source: own elaboration.



Figure 25. Overview of training plan and intellectual outputs



Source: own elaboration.

### 1.3. WHAT IS TRIADE 2.0 TRAINING PLAN

Training plan is part of a management plan and it is explaining the "what, where, who, when and how" of the training activities and pedagogical materials. The training plan is considered both as management tool as a pedagogical resource.

Therefore, its objectives, contents, methodology, tools which have been designed not only to be useful for the steering committee to carry out the training activities and pedagogical materials, but also to be a guide for external training program designers. As a result of this pedagogical approach, the training plan has also been published independently of the rest of the plan with the category of intellectual output and disseminated among the project stakeholders.

TRIADE 2.0 carries out two types of activities:

- Development of pedagogical materials;
- Training/learning activities.

They will be explained in detailed in the following section.

The pedagogical materials are those included in the intellectual output 1 (My new inclusive job: training toolkit for educators of AAWID); and in the intellectual output 2 (My new ageing me: interactive training platform).

Regarding to the training activities, the project will carry out two types of activities:

1. 20-hour training course: four participating countries (Belgium, Spain, Slovenia and Bulgaria) will carry out the training in order to improve the competences of 40 educators related to AAWID. It also aims how to use the interactive training platform.
2. The interactive training platform activity: the same educators taking part in the 20-hour training course will use the interactive training platform to validate it and to improve the competences of 150 AAWID.

It must be highlighted that this training plan does not regulate directly all TRIADE 2.0 training activities. **The training plan focuses only on the development and evaluation of the activities and tools belonging to the intellectual output 1 activities: Workbook, PowerPoint presentations, MOOC course and the 20-hour training course.**

TRIADE 2.0 will devote an important part of the project resources of the output 2 to develop a specific methodology (O2-A3) to evaluate and confirm that the interactive training and learning platform (O2-A2) is suitable for its intended use.

The validation methodology, indicators, evaluation results and tools developed in O2-A2 and O2-A3 are published as an independent output under the name of "Educators platform guidelines" (O2-A4). This training plan will only give a description of the key elements of these activities and their link with the activities related to the intellectual output 1, forwarding the reader to the "Educators platform guidelines" to further information about IO2.

## EQF/ECVET

This section starts by offering a brief theoretical description of the concepts and framework of the European Qualification Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). In the second part, it is explained from a practical approach how TRIADE 2.0 is implementing this framework, being a guide for to the project team and the steering committee to implement the training activities according to the EQF/ECVET.

## TRAINING PLAN METHODOLOGY APPROACH

This section starts by explaining the training plan methodology design and phases by which the training needs assessed by the partnership have become into pedagogical materials (workbook) in a first stage; how these materials have been used in the training activities; how the whole process has been evaluated; how the conclusions and finding have been obtained; and how the training plan has been reported to the partners.

This section also explains the most important results of the needs assessment which has been used to develop the workbook and justify the project. It shows in a table the pedagogical logical framework of the project, visually connecting the needs, learning objectives, learning outcomes, training methodology, pedagogical materials and evaluation.

Finally, the section explains the most important characteristics of the three target groups of the training activities; introducing the reader to the theoretical framework of the

project (Quality of life and the model of individual supports), finishing by showing the training contents and the time schedule of the training activities.

## EVALUATION METHODOLOGY

This section focuses on explaining the quantitative and qualitative methodology that will be used to carry out the evaluation of the outputs. It explains in detail what, how and when partners have to evaluate, describing the tools to be used and establishing the indicators agreed by the partners to assess the degree in which the outputs objectives have been achieved.

## TRAINING PLAN REPORTING

This section explains how and when the plan will collect information from the partners in order to elaborate the reports that have to be sent to the steering committee and the leading organization (IVASS).

## FINDINGS AND ANALYSIS

TRIADE 2.0 will carry out an analysis with all the information collected linked to the training plan activities. This section explains the objectives and methodology of analysis, offering the results disaggregated by participating countries.

The last sections of the training plan show the most important conclusions of the training activities, the references used, including all the templates and tools used in the training plan.

## 2. TRAINING PLAN OBJECTIVES

The main objectives of the training plan are:

- To guide the steering committee to implement, monitor and evaluate training activities of the project.
- To guide the project to develop the intellectual outputs.
- To give internal coherence to all pedagogical resources and training activities of TRIADE 2.0.
- To establish the pedagogical and theoretical principles of TRIADE 2.0 training activities and pedagogical materials.
- To improve the final quality of the training/learning activities and pedagogical materials.
- To help external training professionals to develop training activities similar to those included in TRIADE 2.0 project.

### **3. TRIADE 2.0 PEDAGOGICAL MATERIALS AND TRAINING/LEARNING ACTIVITIES**

Projects activities are divided into development of pedagogical materials and implementation of training activities. Consequently the developed materials will include skills and knowledge to be transferred to AAWID and their educators.

#### **3.1 Development of pedagogical materials**

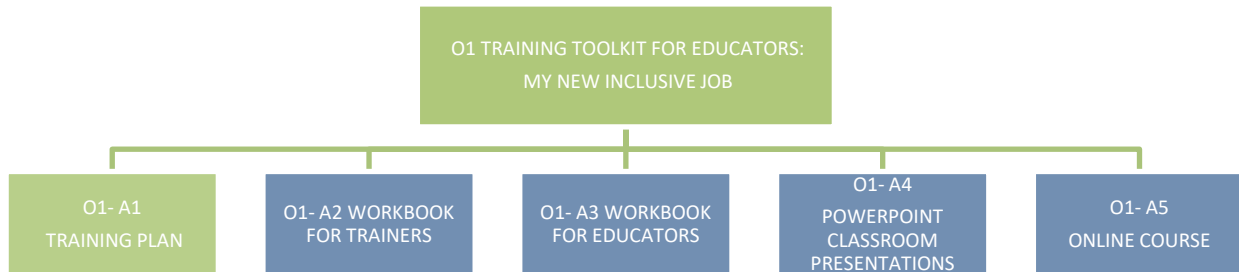
Pedagogical materials are developed in the project are divided into two outputs:

- My new inclusive job: training toolkit for educators of AAWID (O1)and
- My new ageing me: Interactive training platform. (O2).

##### **3.1.1 My new inclusive job.**

"My new inclusive job" training toolkit for educators will develop and deliver the necessary resources to accomplish the 03-A1: 20-hour training course for educators working with AAWID.

**Figure 26. Triade 2.0 educational resources for educators**



**Source: own elaboration.**

## **O1- A2 WORKBOOK FOR TRAINERS**

### **1. PART I Training contents of the 4 units. (30 pages)**

The most important part of the Workbook for trainers is the development of specific training content regarding to the ageing process of AAWID. The content will be developed by 5 partners and distributed in 4 units:

- Unit 1. The ageing process of AAWID (5 hours). Concept of healthy and active ageing; individual supports and their specific context; using the community-based services.
- Unit 2. The impact of ageing on the Quality of life (5 hours). Ageing, social inclusion and the 8 dimensions of QOL.



- Unit 3. Methodology of working with AAWID (5 hours). The support model. Methodologies and tools to improve the transfer of competences to the daily activities.
- Unit 4. "My New Ageing Me" interactive training platform (5 hours). The platform structure and functioning (exercises and evaluation); educators role.

## 2. Part II Training pedagogical resources. (20 pages)

In addition, and being designed as a pedagogical tool, the Workbook for trainers (Part II) will also include the following pedagogical resources for trainers:

- Erasmus+ framework: ECVET/EQF.
- How to plan the TRIADE 2.0 training course (O3-A1).
- How to execute the lessons: learning outcomes, objectives, pedagogical resources, methodology and teaching style.
- How to evaluate the training course: evaluation criteria and tools.

### **O1- A3 WORKBOOK FOR EDUCATORS**

Workbook for educators includes training contents of the 4 units developed in the first part of the workbook for educators. This workbook will consist of the exactly same training contents of the Workbook for trainers (only part 1). It is a classroom learning guidance for educators.

## O1- A4 POWERPOINT CLASSROOM PRESENTATIONS

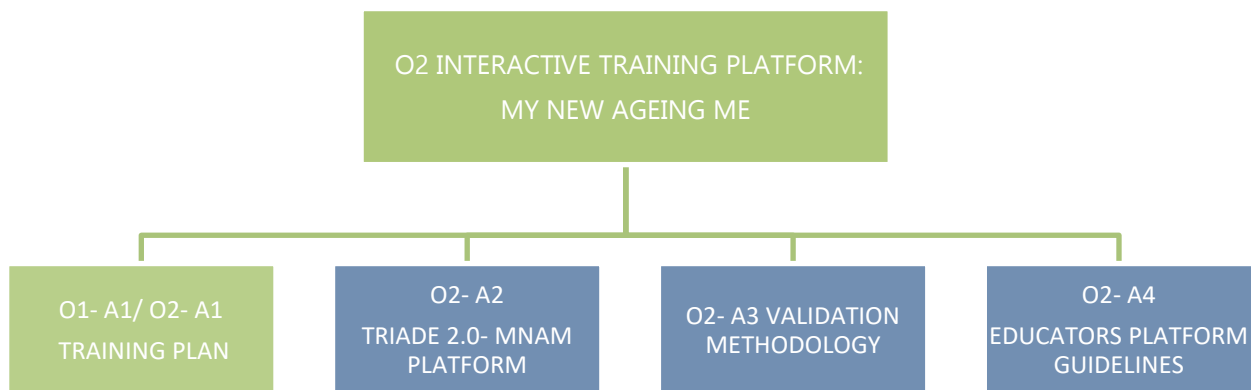
The four PowerPoint presentations used by the trainers to give the lessons will be included in the training toolkit. Trainers will modify them according to the national specific context.

## O1- A5 ONLINE COURSE

UPV will support the technical coordination and conversion of the project materials to be incorporated into a MOOC course. Online course will include content of teaching material from Workbook Part II.

### 3.1.2 My New ageing Me platform (MNAM)

**Figure 27. Interactive training platform MNAM**



**Source: own elaboration**

“My new ageing me” interactive training platform will be available online course in UPV for free use world-wide and support the learning and training process of AAWID (O3-A2). The platform will include:

- Supporting tools for trainers: more than 70 supportive training exercises that best suit needs of the target group.
- Access to the visual, easy language and cognitive accessible materials: pictograms, puzzles, sequences and photos.
- Working space for AAWID, with the help of their educators, will be able to enter in order to refresh.

The platform will include activities pursuing 2 types of objectives:

1. Knowledge improvement of the concepts of ageing and disability: healthy ageing, active ageing, roles of AAWID, healthy diets, living independently and leisure time.
2. Skills improvement: Using the 8 dimension of QOL (giving maximum importance to the social inclusion dimension) the exercises will be oriented to improve the interpersonal skills of AAWID.

#### **4. HOW EQF/ECVT IS CONSIDERED IN THIS TRAINING PLAN AND IN THE PROJECT**

Project intends to offer a training process which follows the EQF (European Qualifications Framework) and ECVET (The European Credit System for Vocational Education and Training) in order to make qualifications gained in the training activities of the TRIADE 2.0 project readable across Europe. Workbook part II contains detailed information on how to adjust training activities. Descriptions of competences are prepared in accordance to EQF.

Information on ECVET and EQF framework can be found in Annex 1.

TRIADE 2.0 aims to tackle the limited opportunities of ageing adults with intellectual disabilities, partially caused by lack of targeted training delivered in accessible and learner oriented way.

To reach the project objectives, TRIADE 2.0 will develop and validate a specific training toolkit for educators (Workbook and Training methodology), improve the knowledge, skills and competences about ageing and intellectual disability of 40 educators (pilot test) and teach how to use the IT platform (MNAM) to these 40 educators and their trainers. The project will offer to the community a validated training toolkit for educators of AAWID according to EQF. Moreover, an IT training platform to be used by the community, being launched by UPV as a MOOC (massive online open courses) will be prepared and shared.

The training activities are a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Preparing learning outcome and minimum requirement of the courses should be considered;

- Identify what learners can learn.
- Describe the learning outcomes that the learner is expected to achieve.
- It's feasible what is to achieve.
- Course contents should be constructed and organized in a coherent way with regard to the overall qualification.
- Criteria according to which learning outcomes can be grouped:
  - o Related to the same set of occupational activities/tasks.
  - o Related to the same education technique.
  - o Related to the stages in the education process or process of performing a service.
  - o Related to the same field of knowledge, skills or competence.

Allocation of ECVET points to a QUALIFICATION is based on a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. Allocation of ECVET points to a UNIT should be based on its relative weight within the qualification:

- The relative importance of the unit LOs for labour market, for progressions to other qualification levels or for social integration.
- The complexity, scope and volume of the unit LOs.
- The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

Preparation of assessment of learning outcomes for ageing adults with intellectual disabilities will serve to measure the extent to which a learner has in fact attained particular knowledge, skills and competences. When you validate learning outcomes, you should confirm that assessed learning outcomes achieved by a learner correspond to specific outcomes, which may be required for a unit or a qualification. Validation will help to officially confirm achieved learning outcomes through the awarding completed units or gained qualifications.

Learning agreement could be signed by countries in the European Union. Agreement at an operational level should include:

- Operational framework for mobility exchanges,
- More detailed information about the qualifications concerned, the mobility exchange and the conditions for assessment, validation and recognition of credit,
- The decision on who needs to sign such an agreement would also depend on the responsibilities of different actors within the qualifications system,

Adding information on the national qualifications framework (NQF), the structure of qualifications and units, the use of learning outcomes and all or any quality assurance arrangements should also be considered.

ECVET supports quality in mobility. However, to ensure continuous improvement, the use of ECVET for geographical mobility must also be underpinned by quality assurance (QA) procedures. Rotation of the partnership quality are given in the Figure 28.

Figure 28. Partnership quality.



Source: own elaboration.

## 5. TRAINING PLAN METHODOLOGY APPROACH.

TRIADE 2.0 training methodology will use blended learning approaches including interactive training, e-learning, and lecturing. Unlike the school pedagogy the adult education is based on learnerscentred approaches where the learner is in the centre of the process and the trainer/ educator provide him/her with guidance, advices and support. The educator`s role is to facilitate the process of the mastering of the knowledge, skills and competence by providing guidance and encouragement.

### 5.1. Target groups

Objective of this section is to precisely define the three target groups taking part in the training and learning activities of the TRIADE 2.0. project.

The participants in the training activities of TRIADE 2.0 can be divided into three groups:

1. **The teachers/trainers** giving the lessons of the 20-hours course.
2. **The front-line professionals.** They are target groups of two training activities:
  - a. They are the learners in the 20-hours course.
  - b. They are the educators using the interactive learning platform to improve the competences of AAWID.
3. **The AAWID** (Aging adults with intellectual disabilities) are the learners of the interactive training platform.



**Table 25. TRIADE 2.0 training activities target groups.**

	<b>Target groups</b>	<b>The 20-hours course</b>	<b>The learning process through the interactive training platform</b>
1	The teachers/trainers of the 20-hours course. They might be several professionals depending of the units.	They give the lessons to the front-line professionals.	Not taking part in this activity.
2	Front-line professionals. Professionals dealing with AAWID.	They receive the lessons. They learn about ageing and disability and how to use the platform.	They will use the platform methodology to teach competences to AAWID.
3	Ageing Adults with Intellectual Disabilities AAWID.	Not taking part in this activity.	They will be the learners. They improve their competences through the training platform.

**Source: own elaboration.**

## Teachers/trainers

Objective of the following section is to define the teachers/ trainers that should be involved in the project activities. The main role of teachers/educators is to train the front-line professionals.

Teachers/trainers should mostly include practitioners from specific disability or elderly services. The trainings will be implemented by:

- Trainers of educators, providing educational services to AAWID
- Educators (nurses, therapists, psychologists...) involved in specific services for disabled or elderly adults with intellectual disabilities;
- Educators within community-based services, providing support in their own home or community rather than within the institutions.

As it was discussed within the Steering Committee meetings the participants may have experiences on either working with adults or working with people with intellectual disabilities or with both target beneficiaries.

### **Front-line professionals**

Front-line professionals are expected to be represented by 2 from community-based services and 8 from specific disability and elderly services. Front-line staff are those professionals having direct contact on regular basis with AAWID. Their tasks might differ depending on the type of provider (institutional or community-based service) and the target group needs (European Union Agency for Fundamental Rights, 2017).

"They usually are in charge to foster clients relationships, ensuring continuity and consistency to the service provided and trying to find a balance between the needs and expectations of AAWID. Their job is characterized by roster shifts; the ongoing efforts to manage the client expectations regarding to the requests for assistance out of the supports included in the clients' individualized support plans; and the link between the regularity and continuity of their relationship with the client and the quality of the service" (Prgomet, 2017)

The most common occupations working directly with AAWID are: psychologist, Social worker, (special) educator, care worker, outdoor animator, Nurse, physiotherapist, occupational therapist, social care coordinator, workshop teacher, employment monitor, AAWID transport care-giver, director-psychologists of occupational centres, pedagogues, and speech therapists.

The workbook and the 20-hours course have been specifically designed for the occupations of social worker, occupational therapist, psychologist and workshop teacher (see table 26)

**Table 26. Occupations and tasks descriptions. Sources: own elaboration from ESCO (European Skills, Competences, Qualifications and Occupations) and other diverse sources.**

Occupation	Description of occupations according to ESCO	Description of occupations adapted to disability field. Several sources
<b>Social worker</b>	"Social workers are practice-based professionals who promote social change and development, social cohesion, and the empowerment and liberation of people. They interact with individuals, families, groups, organisations and communities in order to provide various forms of therapy and counselling, group work, and community work. Social workers guide people to use services to claim benefits, access community resources, find jobs and training, obtain legal advice or deal with other local authority departments"	To inform and orientate the AAWID and their families. To elaborate social reports and to manage social and familiar aids and resources. To take part in the organizational social and family support programs together with the multi-professional team, developing specific treatments. To collaborate in matters within its competence in the information programs.
<b>Occupational therapist</b>	"Occupational therapists assist individuals or groups who have occupational limitations due to diseases, physical disorders, and temporary or permanent mental disabilities, in regaining their ability to perform daily activities. They provide treatment and rehabilitation to enable them to actively participate in society, to live their lives according to their wishes and to perform those activities that are meaningful to them."	To design and elaborate individual and group programs. To implement specific treatments for a functional recover with the objective of the improvement of the quality of life in the daily life activities. To execute, monitor and evaluated the implementations of their programs under the technical supervision and together with the multi-professional team. To collaborate in matters within its competence in the information programs.
<b>Psychologist</b>	"Psychologists study the behaviour and mental processes in humans. They provide services to clients who deal with mental health issues and life issues such as bereavement, relationship difficulties, domestic violence, and sexual abuse. They also provide counselling for mental health issues such as eating disorders, post-traumatic stress disorders, and psychosis in order to help the clients rehabilitate and reach a healthy behaviour."	To organizes and planning the psychoogical area, leading the coordination with the rest of the service areas. To apply tests, diagnose, assess and carry out the individual and group programs. To elaborate psycho-pedagogic reports. To develop programs together with the multi-professional team, developing a specific orientation and exerting a technical supervision.

		<p>To follow-up and evaluate the programs the she/he is carrying out.</p> <p>To collaborate in matters within its competence in the information programs.</p>
<p><b>Vocational teacher (workshop educators)</b></p>	<p>"Vocational teachers instruct students in their specialized field of study, which is predominantly practical in nature. They provide theoretical instruction in service of the practical skills and techniques that the students must subsequently master in the specialized vocation of their choice and aid in the development of the according attitudes and values. Vocational teachers monitor the students' progress, assist individually when necessary, and evaluate their knowledge and performance on the subject through assignments, tests and examinations."</p>	<p>To elaborate the general workshop program and the report associated with it.</p> <p>To apply the program in theory and on a practical level.</p> <p>To evaluate each program and report about the results.</p> <p>To coordinate the educative and employment actions together with the multi-professional team.</p> <p>To properly maintain the machinery and tools of the workshop.</p> <p>To make an inventory and report about the needs.</p>
<p><b>Care givers</b></p>	<p>In their work, caregivers observe the rules of good practice and should follow prescription of the medical specialist or social worker to meet universal (basic) needs that are common to all and necessary to sustain life and health. Care should be aimed primarily at providing good physical and socio-psychological conditions. Under the guidance of a doctor or health care specialist, the caregiver assists the person in meeting their basic needs in life - nutrition, hygiene, movement, respiration, sleep, recreation, education and entertainment and provide psychosocial comfort.</p>	<p>In the performance of their daily professional duties caregivers are responsible for:</p> <ul style="list-style-type: none"> <li>• To take care of a person according to the individual prescribed care plan.</li> <li>• To perform common household activities</li> <li>• To ensure safety and quality of the activities as well as proper implementation of the appointments of medical specialists;</li> <li>• To comply with the rules of good practice in the care of the patient;</li> <li>• To comply with the rules of internal code of the institution, where the caregiver works;</li> <li>• To protect the confidential information of a personal nature as well as to build trust in the relationship;</li> <li>• To assist in administrative operations for individuals (registration forms, various records, forms ...);</li> <li>• To take control/monitor all kinds of attitudes and behaviours of those people who have encountered physical, sexual, psychological, medical and economical abuse, and inform the responsible persons/bodies.</li> </ul>

## **Aging Adults With Intellectual Disabilities (AAWID)**

The design and pedagogical resources of the interactive training platform has been thought to develop the competences of Ageing Adults with Intellectual Disabilities.

AAWID can have different characteristics and needs, but a definition of the general profile of this target group would help to better define the learning objectives, to develop the pedagogical materials and training methodology, to carry out the evaluation and to get the final conclusions.

The most important characteristics that define the AAWID as a target group of the interactive learning platform are adults with intellectual disability:

- With a mild or moderate mental retardation.
- To have some autonomy to allow them to participate in occupational tasks or activities (leisure time, culture, sports...)
- Currently receiving social inclusion or/and personal adjustment supports.

An illustrative example is given by Millan-Calenti et al. (2006), in a study of the population of occupational centers, states the following characteristics of AAWID:

- To be older than 45 years old (35 for down syndrome population)
- Presenting mild or moderate mental retardation in accordance to DSM-IV (IQ between 35 and 70)
- Low reading and writing skills (Only 30% can read and write)

## References:

- Prgomet, M., Douglas, H.E., Tariq, A., Georgiou, A., Armour, P. and Westbrook, J.I. (2017), “The work of front line community aged care staff and the impact of a changing policy landscape and consumer-directed care”, British Journal of Social Work, Vol. 47 No. 1, pp. 106-124.
- European Union Agency for Fundamental Rights (2017). Summary overview of types and characteristics of institutional and community-based services for persons with disabilities available across the EU. Available on: [https://fra.europa.eu/sites/default/files/fra\\_uploads/2017-10-independent-living-mapping-paper\\_en.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/2017-10-independent-living-mapping-paper_en.pdf)
- Millán-Calenti, J.C., Seijas, S., Lodeiro, S., Mariana, H., Quintana, J., Meleiro, L. Aging and sociosanitary features of people with intellectual disability [Article@Envejecimiento y característicassociosanitarias de las personas con discapacidad intelectual] (2006) Revista Multidisciplinar de Gerontología, 16 (2), pp. 79-86.

## **5.2. Theoretical background supporting the training and learning activities: QOL and individual supports.**

### **THE QUALITY OF LIFE MODEL**

Schalock et Al. (2010) stated that quality of life is a multidimensional phenomenon composed of 8 core domains influenced by personal characteristics and environmental factors. They also state that these core 8 domains are the same for all people, although they may vary individually in relative value and importance.

QOL model gives an excellent framework for the following project METHODOLOGIES:

- Distribution of the learning platform activities according to its 8 dimensions (Prioritizing SOCIAL INCLUSION). This is an academic-proved METHODOLOGY framework.

Quality of life (QOL) in its 8 dimensions:

1. Emotional well-being
  2. interpersonal relations
  3. material well-being
  4. personal development
  5. physical well being
  6. self-determination
  7. SOCIAL INCLUSION
  8. Rights
- Evaluation methodology: QOL model offers a range of indicators to monitor and evaluate the social inclusion and training activities.

### 5.3. Training contents.

One of the TRIADE 2.0 project main objectives is to develop specific training contents about ageing and intellectual disabilities adapted to their learning potential. This section includes summary of specific training contents for educators/trainers related to ageing and intellectual disabilities.

**Table 28. Training Content for Educators/Trainers.**

UNIT	TOPICS	TRAINING HOURS	TEACHING/ LEARNING STRATEGY
The ageing process of AAWID	<ul style="list-style-type: none"> <li>- Definition, ageism</li> <li>- Current perspective on ageing</li> <li>- Determinants of ageing</li> <li>- Definition on IF</li> <li>- Theoretical framework on human functioning</li> <li>- Ageing of AAWID</li> <li>- Changing support needs</li> </ul>	5	3 hour of theoretical learning () 2 hours of practical learning  <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>
The impact of ageing on the quality of life	<ul style="list-style-type: none"> <li>- Concept of QOL</li> <li>- Impact on ageing on 8 domains of QOL</li> </ul>	5	1 hour of theoretical learning 4 hours of practical learning  <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>
Methodology working with AAWID	<ul style="list-style-type: none"> <li>- Effective communication with AAWID</li> <li>- Supporting AAWID in an inclusive context</li> <li>- Person – centered planning for AAWID</li> </ul>	5	1 hour of theoretical learning 4 hours of practical learning  <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>
“My New Ageing Me” interactive training platform	<ul style="list-style-type: none"> <li>- Impact of ICT on QOL</li> <li>- Inclusion of AAWID through use of ICT</li> <li>- How to use TRIADE 2.0. learning platform to foster educator’s competences</li> <li>- How to use TRIADE 2.0. learning platform for empowering AAWID</li> </ul>	5	1 hour of theoretical learning 4 hours of practical learning  <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>

**Source: own elaboration**



## **Training Content for AAIWD**

There are 64 exercises on MNAM platform.

The contents of the units for AAWID will be developed by the Belgium Consortium, IVASS and Narhu.

#### 5.4. Time schedule.

***Training activities will take place in the period of October 2018 – March 2021. A number of induction training sessions, midterm review of progress and face to face training sessions will be set for each partner. The learning (via digital IT platform) process will be estimated based on individual preferences expressed by each learner. Since the project addresses blended learning (classroom, online learning), these different sessions have been planned and detailed by each partner according to scheduled time below.***

**Table 29. Scheduled time of the training activities of TRIADE 2.0.**

<b>Activity</b>	<b>Scheduled time</b>
Training plan structure	M1-5
Training plan updating	M6-29
Training plan publication	M30
Workbook for educators structure	M1-5
Workbook: content development	M6-18
Workbook publication	M18
Teacher PowerPoints	M18
Online course	M20-30

**Source: own elaboration**

**Table 30. Scheduled time and responsibilities of TRIADE 2.0 training activities.**

INTELLECTUAL OUTPUT	OUTPUT PART	TASKS	PARTNER RESPONSIBLE	SCHEDULE TIME
O1 My new inclusive job	O1- A1/ 02- A1 TRAINING PLAN	Training plan structure	RIC Novo mesto	M1-M4
O1 My new inclusive job	O1- A1/ 02- A1 TRAINING PLAN	Training plan updating	RIC Novo mesto	M4-M29
O1 My new inclusive job	O1- A1/ 02- A1 TRAINING PLAN	Training plan publication (30 pages)	IVASS	M30
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Workbook structure	RIC Novo mesto	M1-4
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Unit 1. Ageing process -Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	SintVicentius/ Familiehulp	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRA. (PART I)	Unit 2. QOL- Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	den Achtanker	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Unit 3. Methodologies of working with AAWID - Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	HoGent	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAIN. (PART I)	Unit 4. Training platform- Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	UPV	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Final output design and translation. (50 pages)	Narhu	M20
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART II)	Training pedagogical resources	RIC Novo mesto	M20
O1 My new inclusive job	O1- A3 WORKBOOK FOR EDUCATORS	This workbook consists only of the contents of: WORKBOOK FOR TRAINERS (PART I)	Narhu	M20
O1 My new inclusive job	O1-A4 POWERPOINT CLASSROOM PRESENTATIONS	Template	RIC Novo mesto	M10-11
O1 My new inclusive job	O1- A5 ONLINE COURSE	Online course implementation	UPV	M20-30
O2 My new ageing me	O2- A2 INTERACTIVE TRAINING PLATFORM	Analysis of platform requirement, visual and structural interactive platform design according to O1.	UPV	M4-8
O2 My new ageing me	O2- A2 INTERACTIVE TRAINING PLATFORM	Creation of Visual Support Content based on O1 and AAWID specific needs, UPV includes on the platform more than 70 exercises.	P1,P2, P3, P4, P5, P6, P8	M9-14
O2 My new ageing me	O2- A2 INTERACTIVE TRAINING PLATFORM	Platform development	UPV	M6-26
O2 My new ageing me	O2-A3 PLATFORM VALIDATION METHODOLOGY	Evaluation implementation	HoGent	M11-M30



O2 My new ageing me	O2-A3 PLATFORM VALIDATION METHODOLOGY	Understanding and developing the practical details of the methodology	HoGent	M11-19
O2 My new ageing me	O2-A3 PLATFORM VALIDATION METHODOLOGY	Validation report (to be added to the training plan and used as a pedagogical resource by educators and stakeholders (O2-A4)	HoGent	M27-30
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Design of a proposal of the guidelines structure	UPV (joint with RIC Novo mesti/ Hogent	M14-17
	O2- A4 EDUCATORS PLATFORM GUIDELINES	Acceptation of guidelines structure.	All partners	3rd meeting
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Development of guideline section 1. How to use the platform and how to develop accessible contents.	UPV	M20-27
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Development of guideline section 2. Learning to transfer competences	SintVicentius/ Familiehulp	M20-27
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Development of guideline section 3. Methodology to validate the platform	HoGent	M20-27
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Platform guidelines final version to be translated in all partners languages)	UPV	M28
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Planning the pilot training course	SintVicentius/ Familiehulp	M15-22
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	SintVicentius/ Familiehulp	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Belgium (10 educators x 20 hours)	SintVicentius/ Familiehulp	M19-20
O3 Pilot training courses	O3- A1 PILOT COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	SintVicentius/ Familiehulp	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Planning the pilot training course	3 modules IVASS ;1 module UPV	M15-22
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	3 modules IVASS ;1 module UPV	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Spain (10 educators x 20 hours)	3 modules IVASS ;1 module UPV	M19-20
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	3 modules IVASS ;1 module UPV	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR	Planning the pilot training course	RIC Novo mesto	M15-22



	EDUCATORS			
O3 Pilot training courses	O3- A1 PILOT COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	RIC Novo mesto	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Slovenia (10 educators x 20 hours)	RIC Novo mesto	M19-20
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	RIC Novo mesto	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Planning the pilot training course	Narhu	M15-22
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	Narhu	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Bulgaria (10 educators x 20 hours)	Narhu	M19-20
O3 Pilot training courses	O3- A1 PILOT COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	Narhu	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course report containing the validation methodology process and conclusions.	RIC Novo mesto	M22
O3 Pilot training courses	O3- A1 PILOT TR COURSE FOR EDUCATORS	Preparation of tools: checklists of learning outcomes and questionnaires to allow educators to make a pre-test diagnosis of the training candidates.	HoGent	M18
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Publishing tools in the platform.	UPV	M19
O3 Pilot training courses	O3- A2 PILOT TRAIN COURSE FOR AAWID	Training course for 30 AAWID in Spain	IVASS	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Belgium	Den Achtanker	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Belgium	SintVicentius/ Familiehulp	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Bulgaria	Narhu	M20-26
O3 Pilot training courses	O3- A2 PILOT COURSE FOR AAWID	Training course for 30 AAWID in Slovenia	RIC Novo mesto	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Results report and evaluation methodology	HoGent	M27-30

**Source: own elaboration**

## 6. PHASES OF THE TRAINING ACTIVITIES.

Implementation of the training activities require following the given procedure in order to ensure that all of the partner organizations follow the same structure and order. In this section different stages of training implementation will be presented. The phases of training and learning activities are:



### 6.1. Identifying the needs

Training needs assessment will be implemented 3-4 weeks before the training course. Based on the received information the content and teaching methods will be adapted during the process of the training preparation. Participants will also have chance to express their expectations and educational needs. Needs analysis should be prepared 1-2 weeks before the training activity. The main tool used for identifying the needs will be the **Pre-test evaluation** to be completed by trainers and educators before starting the training process. (Template prepared by RIC Novo mesto can be found in the Workbook part II).

Each organization preparing the training activities will analyse the needs on the basis of feedback information from the **Pre-test evaluation**. The specific content of the training should be adjusted if necessary in order to meet the needs of target groups.

## 6.2. Planning

Planning the training activities is described in detail in Workbook Part II (in the section: How to plan the training course). It includes description of each step of training activities planning.

The process includes defining target group(or groups), analysing the needs as mentioned above and designing the programmed schedule. Each organization is also responsible for providing place for the training activities and choose suitable instructors who will implement the training activities.

### 6.3. Implementation.

The project will carry out 4 training courses for 40 educators in 4 countries (10 educators x 20 hours):

- Belgium (SintVincentius and Familiehulp)
- Spain (3 modules IVASS; 1 module UPV)
- RIC novo mesto
- Bulgaria (Narhu)

Training for educators will be preferably divided into 4 parts (each part for each module).

Workbook Part II (Training pedagogical resources) includes detailed descriptions and templates necessary to implement the training activities for educators.

Apart from trainings for educators, the project will develop and implement 5 training courses for 150 AAWID in four countries (Belgium consortium will develop 2 courses):

- Spain (IVASS): 30 AAWID.
- Belgium consortium: (Den Achtkanter (30) and SintVicentius/Familiehulp (30))
- Bulgaria (Narhu): 30 AAWID.
- Slovenia (RIC Novo mesto): 30 AAWID.



## 6.4. Evaluation.

Each training activity will be evaluated with the use of prepared tools.

Detailed description and templates for training course for educators is included in Workbook Part II.

Evaluation will require:

- Interim evaluation (after each module)
- Final evaluation (after completing all modules)
- Effects of the training (after 6 months)

Training courses for 150 AAWID will be evaluated with the use of Platform validation methodology.

## 6.5. Reporting.

Each organization after implementing the training course for educators should collect all the necessary data and prepare a report. Template for the O3- A1 Training Activities Report can be found in Annex 10.

### **O3- A1 Training Activities Report include:**

1. Schedule
  2. Target groups description
  3. Instructors
  4. Number of participants
  5. Training materials used
  6. Pre-test evaluation results
  7. Post- test evaluation results
  8. Evaluation results and conclusions
  9. Summary
- 
- Belgium (SintVincentius and Familiehulp)
  - Spain (3 modules IVASS; 1 module UPV)
  - Slovenia (RIC Novo mesto)
  - Bulgaria (Narhu)

## **7. TRAINING ACTIVITIES EVALUATION METHODOLOGY.**

### **7.1. Training activities monitoring**

A tool used to monitor progress of implementation of training activities is prepared in a form of a table in which all of the main stages of activities are listed. The Excel document (ANNEX 11) contains:

- INTELLECTUAL OUTPUT
- TASK
- PARTNER RESPONSIBLE
- SCHEDULED TIME
- REALISATION
- COMMENTS

In order to provide a clear view of each partner's progress in implementation of the training, each partner responsible for the task should select "YES" in the REALISATION field. The tool for monitoring the activities includes tasks and deadlines in accordance to the training activities schedule (see 5.6. Time schedule)

## 7.2. Training activities indicators.

Project key performance additional indicators of all project activities are explained in the project plan. Training plan includes indicators, which are necessary to measure the quality, effectiveness and impact of training activities of the TRIADE 2.0 project.

### Qualitative indicators

Scale of the qualitative indicators in the project is:

Very low/low/average/positive/very positive.

**Table 31. Quantitative indicators.**

Output	Indicator	Goal
O3- A2 PILOT TRAINING COURSE FOR AAWID	Online course satisfaction, quality and impact	very positive
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Educators training course satisfaction, quality, professional usefulness, practical application and performance improvement	very positive
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS O3- A2 PILOT TRAINING COURSE FOR AAWID	EQF: qualitative degree of training activities adapted to the learning outcomes system	positive
O3- A1 O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training methodology impact, quality and transferability	positive
O1- A1/ O2- A1 TRAINING PLAN	Final report quality, usefulness and impact	positive
O1- A1/ O2- A1 TRAINING PLAN	Training plan usefulness, transferability potential, satisfaction and impact	positive

**Source: own elaboration.**

**Table 32. Quantative indicators**

<b>Output</b>	<b>Indicator</b>	<b>Goal</b>
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test and post-test methodology usefulness and satisfaction	50%
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Proposals for improvement after the educators training course (focus group)	5 proposals
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Improvements made after the improvement proposals.	2 improvements
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Number of educators taking part in the training course	40 participants
O3- A2 PILOT TRAINING COURSE FOR AAWID	Number of AAWID taking part in the online training course (using the platform)	150 participants

**Source: own elaboration.**

### **7.3. What to evaluate.**

Main subjects to be evaluated within the projects training activities are:

- Overall organization (logistics) – the time, place and ways of course implementation; the facilities (ergonomics), the venue of the training, accessibility and convenience of the training room, access to the training materials, breaks, opportunities for networking, food and accommodation if such are provided.
- The training process – training content, methods and tools used; the interaction between trainers and learners;
- The level of the trainers – the teaching styles and used approaches.

#### **7.4. Evaluation tools to be used.**

Evaluation tools will be used depending on the evaluated subject. The three main tools that should be used in the project are:

##### **Questionnaires**

The questionnaires in the context of TRIADE 2.0 project can be used in order to collect first-hand information about the level of satisfaction by the course on behalf of trainers and learners. Therefore two types of questionnaires for trainers and learners will be created. They will contain close questions using five points Likert scale. The results will be summarized and included in the project files.

##### **Assessment scales and observation checklists**

Rating scales and observation checklists are tools that state specific criteria and allow to gather information and to make judgements about what learners know and can do in relation to the outcomes. They offer systematic ways of collecting data about the TRIADE 2.0 project.

##### **Self-assessment forms**

Within TRIADE 2.0 project they will be tailor- made to reflect on to the learning content. Their main purpose will be to help learners to identify to what extent they acquire the specific learning outcomes foreseen in the training curricula. For knowledge and skills-

closed/multiple choice questions or Yes/ No statements will be included. For assessing acquired competences case-based assessment will be created and the cases will be based on the content of the training materials. The cases will be assessed by the trainers using predefined criteria.

Before the training implementation templates for the listed tools will be available in the Annexes.



## **8. CONCLUSIONS.**

Training plan that has been developed within project TRIADE 2.0 is systematic document explaining all phases of implementation of training activities. Plan itself and annexes can be valuable example for other similar project or implementation of similar training activities.

## 9. ANNEXES.

- Annex 1: About ECVET and EQF framework
- Annex 2: Example of invitation to the training, pre-evaluation questionnaire and training programm
- Annex 3: Planning check list
- Annex 4: Basic anagogical methods of learning and implementation
- Annex 5: SELF-EVALUATION TOOL
- Annex 6: THEORETICAL and PRACTICAL ASSESMENTS
- Annex 7: Follow-up
- Annex 8: Trainer's performance
- Annex 9: Evaluation of units:
- Annex 10: Training activities report

## **ANNEX 1: ABOUT ECVET AND EQF FRAMEWORK.**

### **I. Main characteristics of the adult education and training system**

The general objective of the Desk research reports in partner countries was to make a systematic review of the Adult education systems in Spain, Slovenia, Belgium (Flanders in particular) and in Bulgaria, and thus to identify the similarities and differences as long as such exist. As TRIADE 2.0 consortium involves countries, which are EU member states, the initial hypothesis was that there are no significant distinctions in the regulations, terminology and procedures in different partner countries. After the thorough review of the elaborated reports, this initial hypothesis was confirmed.

The main characteristics of adult education systems in the four countries are similar which in fact will allow smooth positioning of TRIADE 2.0 training course and the associated theoretical materials and practical exercises. In all partner countries, the adult education systems have an important social role: on one hand - to help trainees to acquire the knowledge, skills and competences needed for personal development, social functioning, further participation in education, the mastering of vocational skills and practicing of a profession, and on the other hand it allows trainee to obtain recognized qualification and associate certificate.

In some countries, like in Belgium, a distinction is made between adult education and adult training.

- Adult education comprises of all programmes of adult basic education, secondary adult education and (adult) higher vocational education. In addition, the specific teacher training programmes are organized within adult education.
- Adult training is a broader concept in comparison with adult education and provides, alongside with the programmes of formal learning, various types of non-formal and informal learning by adults.

Usually the adult training includes self-training, vocational qualification courses, language training and others. In all partner countries, a legal framework has been established to regulate the requirements in the field of adults training, recognitions and validation standards. In addition, the common long-term goal of the Lifelong learning Strategies, which are in place in the partner countries, is to increase the number of the participants who are part of lifelong trainings and educational programmes among the population aged 25-64. Therefore it opens new opportunities for TRIADE 2.0 partnership to offer an adult training course, which provide advanced knowledge and skills in educating AAWID.

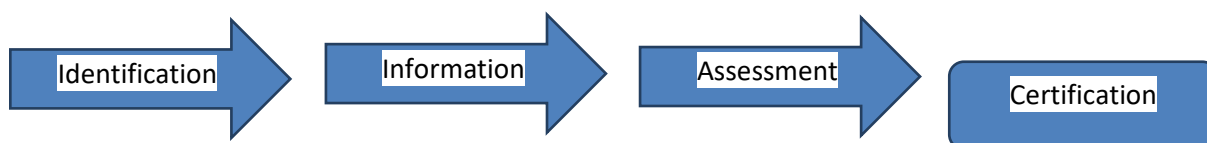
## II. Validation of Non-formal and Informal Learning

In the last decade the Validation and accreditation of Non-formal and Informal Learning has become a key priority for the Educational authorities in the EU countries. The European Center for the Development of Vocational Training (Cedefop) defines evaluation and recognition as a process in which we evaluate the knowledge, skills, competences that an individual has acquired or developed in his life and various circumstances: through education, work, volunteering and leisure activities.

The evaluation and accreditation of the professional competences acquired through work experience and non-formal and informal training, is one of the necessary instruments to make lifelong learning process complete and efficient, encouraging the adult population to integrate or reintegrate into the education system through the recognition of their training.

Currently the validation process is most developed in the VET sectors, where a system of recognition and validation, based on learning outcomes, has been implemented in the partners countries as well as in other EU member states.

The validation pathway in the four countries consists of four major steps, which may slightly vary among the countries as they are named, but essentially, they remain the same. The four steps are: identification, information, assessment and certification of the acquired knowledge, skills and competences.



The evaluation procedures in partner countries are being carried out by different types of education or vocational institutions, in the most cases subordinated to or aligned with the Ministries of Education. They can be different entities, at national, regional and local levels, educational institutions (for youth and adults), regional economic and craft-business chambers, licensed VET centers etc.

The opportunities and rights for validation guarantee access to a qualification, but do not determine the learning pathway on which it is based. Hence the validation may take several forms and could depend on the constraints and opportunities offered by the national legal and political context in the different countries. The later should be considered by TRIADE 2.0 partner consortium while designing the validation methodology to be followed with the Project and after its administrative end.

The Levels of the National Qualifications Frameworks (NQF) are influenced by the level descriptors of the European Qualifications Framework for Lifelong Learning, but are usually adapted to the country specific contexts. For example, the Spanish Qualifications Framework has eight levels and is a structure that organises qualifications according to levels and comprises from the most basic to the most complex learning. It therefore covers general and adult education, vocational education and training, and higher education. Due to its federal structure, Belgium developed three NQFs, one for each of the three language communities: Flemish, French and the German-speaking. Despite adaptation to the needs of each community, the three frameworks share important common features, supporting interoperability. The Bulgarian NQF is a single, comprehensive, eight-level framework with an additional preparatory level 0. It includes qualifications from all levels and subsystems of formal education and training: pre-primary ( 1 ), primary and secondary general education, VET, and higher education, described in terms of learning outcomes. At this stage, the framework is restricted to qualifications from the formal education and training system.

The 10-level comprehensive Slovenian qualifications framework (SQF) includes qualifications from formal education and training (VET, higher education, general education, adult learning) and the system of national vocational qualifications under the remit of the Ministry of Labour. The SQF includes three categories of qualification covering all subsystems of formal education and training, as well as further learning.

Considering all stated above we may say that TRIADE 2.0 partnership may link the training materials like “Workbook for trainers” and “Workbook for educators” with the European Qualification Framework, while each partner should decide upon the corresponding level of the NQF. The relevant EQF level for “Workbook for trainers” is Level 6. This decision is based on the degree of the complexity of the training resources included in the workbook as well as on the advanced knowledge, skills and competences that learners will acquire in the key-domains such as ageing process, Impact of ageing on QoL of AAWID, Methodology for working on QoL with AAWID.

### **III. Positioning of the TRIADE 2.0 training in the current courses for (pre-) qualification.**

In the four partner countries there is a trend people with intellectual disabilities to be encouraged to enter into an active role in their lives, so-called empowerment. There are targeted and coordinated efforts on integrating this group of people with disabilities in the society life as much as possible. The process of deinstitutionalization in Bulgaria and Slovenia, as well as the establishment of more and more community based centers in Spain and Belgium has led to the increasing of the people with ID who are living independently or in a family type centers and raising of their quality of life is the key priority. At the same time people with ID still remain the most vulnerable among the whole cohort of people with disabilities in terms of their employment and access to high quality education. In TRIADE 2.0 training we aim to tackle this challenge by giving a chance for training of educators of AAWID and by improving their qualification subsequently, people with ID themselves to be professionally trained to achieve their personal and professional goals.

When it comes to the description of key stakeholders active in adult education, who are also the target group of TRIADE 2.0 training program, teachers who are engaged in teaching, are also called educationalists. They usually perform functions in relation to the education and socialization of adults, as well as support their personal development at vocational schools and other educational or training organisations. Educationalists must have completed higher education (Bachelor, Master) and each country specifies the set of requirements in their state educational standarts.

The needed set of knowledge, skills and competences, depending on the career development level, shall be set out in the occupational profile of each type of



educationalist. In the most European countries including those members of TRIADE 2.0 partnership, the educationalists are encouraged to improve their qualifications on an annual basis for the purpose of improving the quality of their work and to enhance their performance.

The professional development of specialists involved in adult education is usually achieved through:

- ✓ Elaborating and conducting teaching professional qualification programmes;
- ✓ Development and application of innovative adult education teaching methods.
- ✓ Encouraging higher schools to include adult education training in their pedagogical study courses.

As TRIADE 2.0 project is developing a set of training materials as well as will deliver a training course based on blended learning approach, it can be concluded that minimum 40 adult educators will improve their qualification by participating in the project training activities.

The common characteristics of the continuing Professional Development for Adult educators and trainers working in Adult Education and Training - stems from the essence of Andragogic process, which is based on partnership and cooperation, suggesting a relationship of trust, mutual respect, clear rules and allocation of rights and responsibilities to each participant. Educators of adults should be aware of:

- their role and function
- their responsibility to support and facilitate the process of learning
- the specific educational needs of adult learners

- technical and practical skills to organize the training and implement variety of training approaches for achieving the educational goals.

## **What are ECVET and EQF framework**

The European Qualifications Framework (EQF) (European Commission, 2019) for lifelong learning provides for a common referencing tool for simplifying comparisons between national qualification frameworks. It acts as a transition device between different qualifications systems and their levels. The European Qualifications Framework contains eight levels, and the entire range of qualifications is running from the basic level to the highest professional qualifications levels. The levels are described in what the learner knows, understands, and is able to do, in other words, EQF is based on Learning Outcome descriptions. As the focus is shifted from learning input to Learning Outcomes, EQF facilitates as well validation of non-formal and informal learning. The framework in itself facilitates the linking together and integration of different processes, initiatives and instruments, and thus eases the comparability of qualification levels and education systems in different countries. The framework's aim is to encourage countries to relate their national qualification frameworks to the European framework, in order to ease the recognition of qualifications when people move to other countries. Skillsbank and YOMTOOL are compatible with the EQF framework.

Moreover, the European Credit system for Vocational Education and Training (ECVET) (European parliament, 2009) is a technical framework for transfer, recognition and accumulation of an individual's Learning Outcomes aiming at achieving a qualification through documentation of competences. Therefore, the ECVET framework can be used in mobility projects where learners are to achieve Learning Outcomes abroad, and get them documented, assessed, validated and recognised in the home country as a part of

a qualification. This makes it more attractive to move and work or study in other countries. ECVET aims at providing greater comparability between the various vocational education and training (VET) systems across Europe, and therefore simplifies accumulation of Learning Outcomes acquired in a different country and get then recognised as a part of a qualification acquired in one's home country. ECVET is based on practical results, as follows:

- on learning outcomes, which refer to knowledge, skills and competences
- the units of learning outcomes describing the expected learning outcomes that can be validated and widely accepted
- the ECVET points which values obtained qualifications in numerical form
- the ECVET credits, which award students achievement and of course
- on mutual trust and partnership of the participating institutions.

The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications
- make it more attractive to move between different countries and learning environments
- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

There are many terms in ECVET, Learning outcomes, knowledge, skills and competence, etc. Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence. "Knowledge" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. "Skills" means the ability to apply knowledge and know-how to complete tasks and solve problems. "Competence" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

One of the most easiest and proper approach to describe knowledge, skills and competence is by using Blooms taxonomy (Vanderbilt, 2019) which allow trainers and educators to define their learning goals, structured in the number of domains. The 2001 revised edition of Bloom's taxonomy suggests the following levels: Remember, Understand, Apply, Analyze, Evaluate, Create. For further Reading: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level.

**Table 33. Descriptors defining levels in the European Qualifications Framework.**

	<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
	<b>In the context of EQF, knowledge is described as theoretical and/or factual.</b>	<b>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</b>	<b>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility</b>
Level 1 The Learning outcomes relevant to Level 1 are	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5[1] The learning outcomes relevant to Level 5 are	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6[2] The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7[3] The learning outcomes relevant to Level 7 are	Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8[4] The learning outcomes relevant to Level 8 are	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

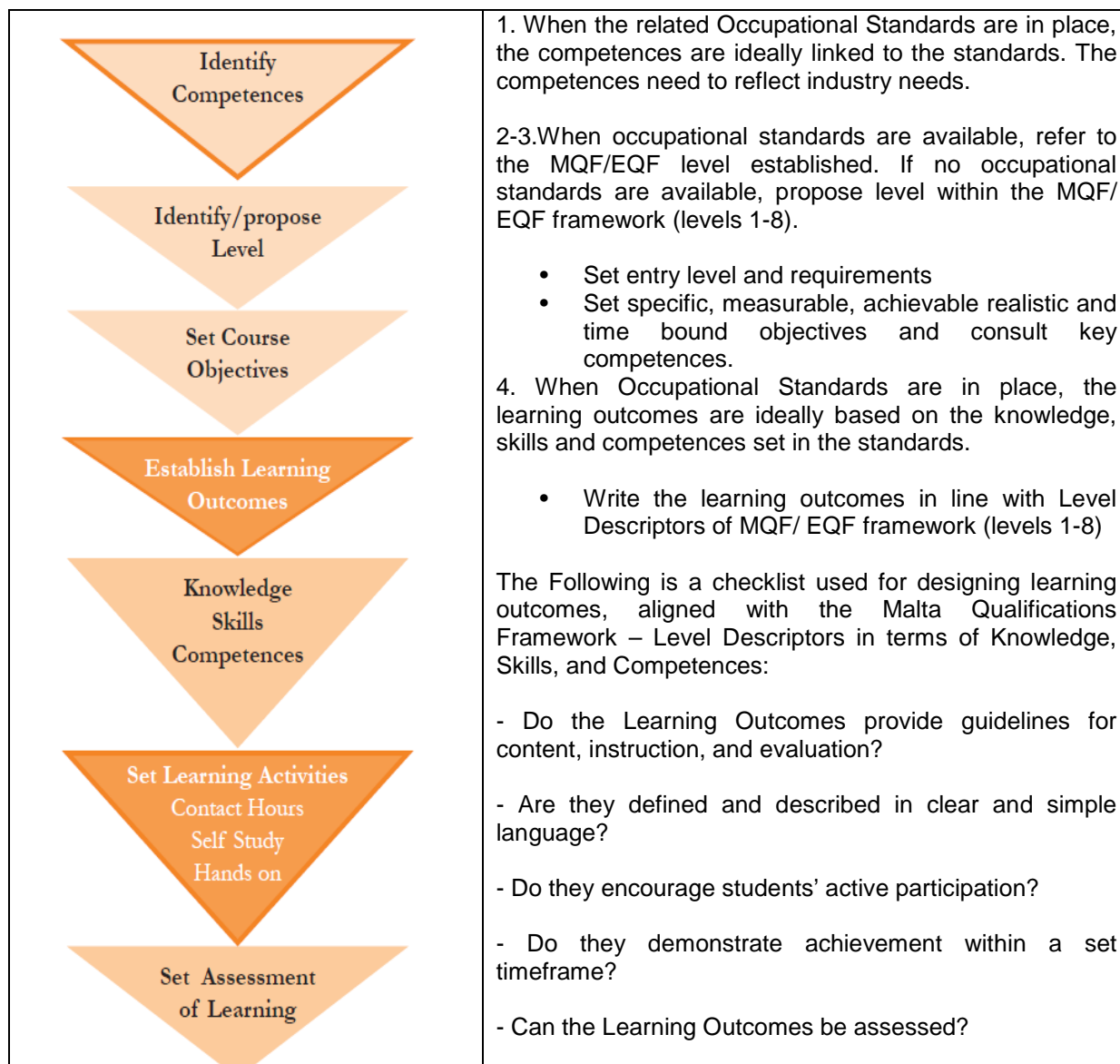
	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
		professional practice	

**Source: (EQF) European Commission, 2009**

The set of competence, skills and knowledge an individual acquired and/or is able to demonstrate after completion of a learning process.

While the framework outlines the minimum core competencies and skills required to carry out specific roles it should be flexible enough to allow individual European countries and training organizations to interpret and apply the model to their own National standards. For example, the model should accommodate differences between countries, training programmes and qualifications regarding the range of disciplines and modes covered at the different levels and occupational areas of the framework. The aim of the model therefore is not to specify which options should be covered on any training programme, but to specify the minimum competencies, range and skills that are required by the job.

A set of knowledge, skills and competence, which constitute a part of a qualification. The unit can be the smallest part of qualification that can be assessed, validated and possibly certificated. A unit can be specific to a single qualification or a common to several qualifications.



## **How to adapt the TRIADE training activities according to ECVET and EQF**

TRIADE 2.0 aims to tackle the limited opportunities of ageing adults with intellectual disabilities, partially caused by lack of targeted training delivered in accessible and learner oriented way.

To reach to the project objectives, TRIADE 2.0 will develop and validate a specific training toolkit for educators (workbook and training methodology), improve the knowledge, skills and competences about ageing and intellectual disability of 40 educators (pilot test) and teach how to use the IT platform (MNAM) to these 40 educators and their trainers. The project will offer to the community a validated training toolkit for educators of AAWID according to EQF. Moreover, an IT training platform to be used by the community, being launched by UPV as a MOOC (massive online open courses) will be prepared and shared.

The training activities are a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Preparing learning outcome and minimum requirement of the courses should be considered;

- Identify what learners can learn.
- Describe the learning outcomes that the learner is expected to achieve
- It's feasible what is to achieve.
- Course contents should be constructed and organized in a coherent way with regard to the overall qualification.
- Criteria according to which learning outcomes can be grouped: Related to the same set of occupational activities/tasks, Related to the same education technique, Related to the stages in the education process or process of



performing a service, Related to the same field of knowledge, skills or competence.

Allocation of ECVET points to a QUALIFICATION is based on a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. Allocation of ECVET points to a UNIT should be based on its relative weight within the qualification:

- The relative importance of the unit LOs for labour market, for progressions to other qualification levels or for social integration.
- The complexity, scope and volume of the unit LOs.
- The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

## ANNEX 2: EXAMPLE OF INVITATION TO THE TRAINING, PRE-EVALUATION QUESTIONNAIRE AND TRAINING PROGRAMM.

### INVITATION TO THE TRAINING COURSE “My new inclusive job”

The training will take place: \_\_\_\_\_

#### About the training

The aim of 25-hour training course program is to develop competencies of educators in self-planning, designing and implementing support for ageing people with intellectual disabilities (AAWID) to rise their Quality of Life and social inclusion.

The program is designed modularly, which ensures the flexibility of participants' involvement and the implementation of the program. Implementation is carried out using active working methods and continuous involvement of participants and monitoring their progress with the goal of acquiring knowledge and skills through experiential learning. The program contents (see Annex) follows the identified needs for additional education and training of educators who work with AAWID.

#### Who can register to the training?

FRONT-LINE PROFESSIONALS are those professionals having direct contact on regular basis with AAWID: psychologist, social worker, (special) educator, care-giver, outdoor animator, nurse, physiotherapist, occupational therapist, social care coordinator, workshop teacher, employment monitor, AAWID transport care-giver, director-psychologists of occupational centers, pedagogues, and speech therapists.

Registration to the training is obligatory via the **electronic form** until \_\_\_\_\_; This electronic form includes also questionnaire, which will helps us to organize efficient implementation of the training.

Number of places is limited

Participation in the event is free of charge.  
Please answer also the

#### Information:

Contact person

<b>TRIADE 2.0 Training for inclusion of Ageing People with Disabilities through exchange 2.0</b>		
Date of training:	Place:	Deadline for registration:
<b>1<sup>st</sup> day</b>		
8:00 – 8:30	Registration of participants	
8.30 – 8.45	Welcome Presentation of the training program	
8:45-10.45	Unit 1: The ageing process of AAWID <ul style="list-style-type: none"> <li>- Definition of ageing</li> <li>- Ageism</li> <li>- Ageing in society</li> <li>- Theories on ageing</li> <li>- Current perspectives on ageing</li> </ul>	
10:45- 11:00	Coffee break	
11:00- 14.00	Workshop: <ul style="list-style-type: none"> <li>- ICF &amp; biopsychosocial model</li> <li>- Frailty - resilience</li> <li>- Definition on ID</li> </ul>	
<b>2<sup>nd</sup> day</b>		
8:30-11.00	Unit 1: The ageing process of AAWID <ul style="list-style-type: none"> <li>- Ageing and ID</li> <li>- changing support needs of AAWID</li> </ul> Conclusion of 1 <sup>st</sup> unit and evaluation Unit 2: The impact of ageing on the quality of life <ul style="list-style-type: none"> <li>- Defining QoL</li> <li>- Core principles of QoL</li> </ul>	
11:00- 11:15	Coffee break	
11:15- 14:15	<ul style="list-style-type: none"> <li>- QoL in disabilities field</li> <li>- QoL in AAWID</li> </ul> Conclusion of 2nd unit and evaluation	
<b>3<sup>rd</sup> day</b>		
8:30-10.50	Unit 3: Methodology working with AAWID <ul style="list-style-type: none"> <li>- Person-centered planning (PCP)</li> <li>- Theoretical framework ISP</li> <li>- Identifying goals and wishes</li> <li>- Mapping current QoL (part I)</li> </ul>	
10:50- 11:00	Coffee break	
11:00- 14:30	<ul style="list-style-type: none"> <li>- Mapping current QoL (part II)</li> <li>- Identify hopes and dreams</li> <li>- Map support needs and support activities/strategies</li> <li>- Support group</li> </ul> Conclusion of 3th unit and evaluation	
<b>4<sup>th</sup> day</b>		
:00-11.15	Unit 4: "My New Ageing Me" interactive training platform	
11:15- 11:30	Coffee break	
11:30- 14:00	Workshop Conclusion of 2nd unit and evaluation Introducing assessment of the training (theoretical, practical) Certificates	

## Pre-evaluation questionnaire

### Questionnaire 1.

Pilot course name: \_\_\_\_\_

Organisation of trainees: \_\_\_\_\_

Date of birth:

Gender:

Age:

Number of years of experience:

Education level:

Date: \_\_\_\_\_

1. What is your professional area of work?
2. What are your course expectations?
3. Does the course program meet your learning goals?
4. Do you think you have the necessary background knowledge to get the most out of this course?
5. Have you participated in any training activity related to the subject of this action? If so, what?
6. Which content is the most useful to you? Why?
7. Which content is the least useful for you? Why?
8. How important is this course for your job performance?
9. Suggestions:

Thank you for your collaboration.

### ANNEX 3: PLANNING CHECK LIST.

Task	When	MARK, if task is done	Comments
Defining target group	1 month before the training		
Preparing training program schedule	1 month before the training		
Preparation of invitation to the training	3 weeks before the training		
Preparing the pre-evaluation needs analyses questionnaire	3 weeks before the training		
Sending invitation	2-3 week before the training		
Collection of registration for the training and evaluation feedback	2-1 weeks before the training		
Needs analyses	1-2 weeks before the training		
Adjustment of training program	1 week before the training		
Preparation of evaluation questionnaires for implementation of the training	1 week before the training		
Preparation of pedagogical resources and teaching materials	1 week before the training		
Preparation of attendance list (e.g. place of implementation)	1 week before the training		

## ANNEX 4: BASIC ANAGOGICAL METHODS OF LEARNING AND IMPLEMENTATION.

1. **Lecture** - Traditionally this method is accepted as the most widely used form of communication between the trainer and the trainees. It is usually defined as a systematic, sequential, ortho recognized statement of a particular topic that contains new information for the audience. When using the method to train ageing adults with intellectual disabilities the trainers should consider the necessary adjustments that they should implement in order to make the lecture method accessible. They should use simple concepts, and terms without dual meaning. Metaphors and abstract concepts should be avoided. The sentences used should be short and simple. The instruction given should be split into small sequential steps. This is just an example of possible adjustments of the lecture method.
  
2. **Workshop** - It is an established classical form that has much greater potential for active inclusion of learners in the training process. Promotes the link between theory and practice; encourages learners to acquire knowledge on a stand-alone basis; to formulate hypotheses, verify and prove them; forms skills for handling literary sources; to carry out observations and experiments, etc. They usually take place after one or several lectures. Depending on the methodology, they are mainly divided into three groups:
  - a. The lecturer implements a lecture with the participation of all students;
  - b. Students report and then discuss the issues involved;
  - c. Discussion on pre-formulated questions is implemented under the guidance of the lecturer.

- 3. Practical exercise** - an activity whereby learners independently or under the supervision of a trainer perform various activities to acquire practical skills and habits in a particular field, improve the already mastered and apply them in real life situations. Most often they are preceded by lectures and seminars, alternating with other forms of education.
- 4. Consultation** – it is an organizational form in which a competent specialist transmits and explains information. The initiator may be the trainer but also the learner. The main goal here is to help learners with a variety of learning tasks to overcome the difficulties they encounter in the process of their own practical work. They can be frontal, group and individual.
- 5. Individual learning** is a particular type of activity, it can be done in different ways, with a variety of methods and means. It is a major component of all other forms of training, but it also includes self-training, homework, self-employment in leisure time, and more. Students work independently in study rooms, libraries, on-line, outdoors, and so on.
- 6. Colloquium** - is an exam in the form of a conversation without evaluation. Here the talk as a method is widely used. Through this form, the trainer aims to diagnose learning outcomes, help learners and get feedback on learning outcomes and difficulties. They are usually held periodically.
- 7. Presentation**

The method can be used for the following purposes: informing, persuading and motivating. In the learning process, the presentation is widely used by the trainer

and the participants - when presenting new learning material or when reporting learning outcomes (individual or group).

## **8. Method Filed (Jigsaw)**

Students are divided into groups of 6 participants to work on the material, broken down into separate logical and sense blocks. Each member of the group searches for additional information about the group fragment. There is a new distribution and the configuration of the group changes. Under the new conditions, everyone shares as an expert what he learned from the previous task (meeting of "experts"). After that restoration of the initial group and training of the other members is realized.

## **9. Barometer of mood**

It can be used successfully to "wake up" the participants, move, activate, move from one topic to another when evaluating opinions about a problem. It provokes the imagination of the participants and associations on the topic, creates mood, stimulates activity.

## **10. Imitation Method**

This is a way to acquire simple practical skills for simple actions and is well applicable at the beginning of the training. The trainer simply performs an action and his students emulate.

## **11. Five steps**

This method assists the acquisition of simple operations and is also very suitable for the initial phase of the training. It does not burden students and gives them a



sense of success, which is important for their motivation to learn. The method consists of five steps (five steps): 1. Preparation, including explanations of what will be done and how, the procurement of materials and tools; 2. Demonstration by the trainer of how the part is made; 3. Students repeat the actions, discuss the mistakes, give additional explanations; 4. Students are exerted in the elaboration of the workpiece and acquire the skills to do so correctly and quickly; 5. Learners and trainees assess the acquired skills and learners understand their actions.

## **12. Leading text method**

Its essence is the use of orientated written materials to support learners in the form of questions / texts / texts that help them solve complex tasks. The method serves for the transmission of complex knowledge and the formation of key competencies. The application of the method takes place in 6 phases, similar to the complex action model: introduction, information, activity planning, implementation, control and evaluation.

## **13. Project method**

The main idea of the project method is to set up a task related to solving a real problem that needs to be performed by a group of people within a certain period of time. Learning through a project method involves practical work in the form of a purposeful, time-limited work that is not related to a particular subject. During the different phases of the project, it is encouraged to accumulate the various knowledge, skills and abilities of the participants. Linking learning to action in fulfilling a given task aims at mastering professional competence, including a social one.

## **14. Training workshop**

The method reflects the pursuit of learning in close proximity and direct connection with practice, with a specific workplace. It is a particular form of practice-oriented learning, providing both professional knowledge and skills and key competencies. It is based on a mix of single methods combined in a certain way. The workshop combines: individual work, group work, discussion, document analysis, moderation, etc.

## **15. World Café method**

The World Café method is a simple, effective, and flexible format for hosting a large group dialogue. It is a structured conversational process intended to facilitate open and intimate discussion, and link ideas within a larger group to access the "collective intelligence" or collective wisdom in the room. Participants move between a series of tables where they continue the discussion in response to a set of questions, which are predetermined and focused on the specific goals of each World Café. A café ambience is created in order to facilitate conversation and represent a third place.

## **16. Role playing**

Course participants look at the topic from the perspective of a character, who will impact and be affected by a chosen topic.

## **17. Work in small groups/pair work/teamwork**

These forms of work encourage cooperation, exchanging of experiences, acquisition of new knowledge and critical thinking.

## **18. Brainstorming**

Brainstorming combines a relaxed, informal approach to problem-solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions, while others can spark even more ideas. This helps to unblock people by "jolting" them out of their normal way of thinking. Therefore, during brainstorming sessions, people should avoid criticising or rewarding ideas. The aim is to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts the generation of ideas and limits creativity. Ideas should be evaluated at the end of the session – this is the time to explore further solutions, using conventional approaches.

## **19. Mind mapping**

A mind map is a diagram used to visually organise information. A mind map is often created around a single concept, drawn as an image in the centre of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from these.

## **20. Case Study Teaching Method**

This is based on the analysis of different cases, which are discussed during the training session. Participants usually read the cases before the session and come prepared to analyse them during training. More information is available on web site: <https://serc.carleton.edu/sp/library/cases/index.html>

## ANNEX 5: SELF-EVALUATION TOOL.

### Instructions for using the self-evaluation tool:

Read the list below carefully by looking closely at each item and select only those items that fit your current knowledge and/or skills.

- ✓ Select the item by checking the box next to the item.

### Unit 1: The ageing process of AAWID

I know consequences of health care improvement for ageing in society.
I can list current perspectives on ageing
I know how to explain some popular theories of ageing
I know how to define and explain the notion of ageism.
I can indicate prejudices faced by elderly
I know what healthy ageing is
I can list and describe healthy ageing principles
I know what active ageing is
I understand the meaning of successful ageing
I can list some components of successful ageing
I can explain the current perspective on intellectual disability.
I know how to use ICF for mapping human functioning
I know what is the BPS model
I know how to define frailty
I can briefly present an integral model of frailty
I can explain ideas of resilience
I know different perspectives on intellectual disability



I know how the American Association on Intellectual and Developmental Disabilities (AAIDD) defines intellectual disability
I know characteristics of AAWID
I can recognize prejudices faced by AAWID
I know some mayor support needs of AAWID

## Unit 2: Impact of ageing on the QoL of AAWID

<i>I know how to define the concept of Quality of Life (QoL)</i>
<i>I can explain some of the core principles of the QoL concept</i>
<i>I can explain the difference between Health related QoL and QoL</i>
<i>I know the eight domains of QoL as defined by Schalock and Verdugo.</i>
<i>I know how ageing might have an impact on the personal development of AAWID</i>
<i>I can explain how ageing might impact the social inclusion of AAWID</i>
<i>I know some of the problems AAWID have in relation to their interpersonal relationships</i>
<i>I know how ageing can have an impact on the rights of AAWID</i>
<i>I can explain how ageing might influence AAWID's level of self-determination</i>
<i>I know how ageing might have an effect on the emotional well-being of AAWID</i>
<i>I know how ageing might have an impact on the physical well-being of AAWID</i>
<i>I know how ageing can influence AAWID's material well-being</i>
<i>I can explain how ageing might lead to more or other spiritual/existential questions in AAWID</i>
<i>For each of the QoL domains, I am able to describe a minimum of two support needs specific for AAWID.</i>
<i>I know how to support AAWID in order to augment or maintain their QoL.</i>

### Unit 3: Impact of ageing on the QoL of AAWID – PART I

<i>I know the main principles of a person-centred planning (PCP) or Individual supports plan (ISP)</i>
<i>I know how to define 'supports' within the framework of individual supports planning.</i>
<i>I can explain how the theoretical framework on individual supports planning can be used to augment or maintain the QoL of AAWID.</i>
<i>I know of minimum two alternative (support) communication techniques that might help to communicate well with AAWID.</i>
<i>I know how to gather information about the wishes and life goals of the AAWID.</i>
<i>I can use (assessment) tools to gather information on the QoL domains of AAWID</i>
<i>When defining hopes and dreams for the future, I know the difference between what is important 'to' and what is important 'for' AAWID, and I know what to do when both are in conflict.</i>
<i>I know how to support AAWID in order to maximize his/her self-control.</i>
<i>I know how to correctly identify the support needs of AAWID.</i>
<i>I can apply the correct support strategies or support activities that are aligned with AAWID's support needs.</i>
<i>I know the value of a support group for AAWID and how the members might be involved in the realisation of the ISP</i>

### Unit 3: Impact of ageing on the QoL of AAWID – PART II

<i>I know what it entails to be a facilitator or a coordinator of AAWID Individual supports planning</i>
<i>I have the necessary knowledge and skills to be an effective facilitator or coordinator.</i>
<i>I know how to efficiently organise all ISP information gathered by the educators or support workers (see previous items).</i>
<i>I know how to interpret and analyse data from different (assessment) tools (QoL AAWID, Support Needs, priority goals, what is important 'to' versus important 'for').</i>
<i>I am able to organise ISP meetings with AAWID and his/her support group, starting from the wishes and desires from the AAWID</i>
<i>As the coordinator of the ISP meetings I am able to create full participation and an open dialogue between all participants.</i>
<i>I know what to do when the wishes of AAWID are unrealistic.</i>
<i>I know what to do when the members of the support group have conflicting opinions.</i>
<i>I can translate the priority life goals and wishes of AAWID to members of the support group and make a review of all potential support activities or strategies.</i>
<i>As a coordinator I know how to ensure that all supporting goals of AAWID are concrete, well defined, clear, and unambiguous.</i>
<i>I know how to monitor the ISP implementation progress (i.e. I am able to monitor and evaluate whether the goals of the ISP have been achieved)</i>
<i>As a coordinator I know how to evaluate if the impact of the ISP on the QoL of AAWID</i>



## Unit 4: May new Ageing Me” Interactive training platform

<i>I can classify the type of ICTs</i>
<i>I am familiar with the applications of ICTs in the management and interventions on individuals with IDs</i>
<i>I can list the benefits, limitations and considerations when using ICT in AAWID</i>
<i>I am aware about the evidence on the use of ICT in AAWID</i>
<i>I am familiar with the MNAM e-learning platform.</i>
<i>I can explain the main objectives of the MNAM e-learning platform</i>
<i>I can navigate without assistance through the MNAM e-learning platform</i>
<i>I can find the factors and units on the MNAM e-learning platform.</i>
<i>I know how to download an exercise from the learning platform to implement an intervention/activity</i>
<i>I know how to search for a given exercise on the MNAM e-learning platform</i>
<i>I can prepare a lesson using the platform resources</i>

## ANNEX 6: THEORETICAL AND PRACTICAL ASSESMENTS.

*To be uploaded in Moodle classroom*

### TOPIC 1 –The ageing process

- **Theoretical assessment**

#### Question 1.

Choose, which of the following statements are consequences of improvement of health care:

- a. there is a demographic shift in the general population and as such there are more older people than young people, also called aging
- b. there are more young people than older people
- c. long life expectancy

*Answer: a. , c.*

#### Question 2.

Choose if the sentence is true or false:

Question	Answer: True/False
Currently, chronic diseases play a dominant role, and in many cases they are curable.	<b>False</b>
Ageing is a homogeneous process.	<b>False</b>
There are people of 70 years old who are vital, others of the same age have to deal with care needs.	<b>True</b>
In old age, the presence of a particular disease is not even very important and significant, but rather the extent to which it limits the daily activities of the individual.	<b>True</b>

*(In Moodle classroom a drop-down list of possible answers will be created)*



### Question 3.

Choose which of the following statements about ageing are true or false:

Question	Answer: True/False
Functional ability means that it is important for older people to be able to meet their needs on the basis of their values and standards: meet their basic needs, learn, grow and make decisions, be mobile, build and maintain relationships, contribute to society.	<b>True</b>
Active ageing is the state or condition of optimal opportunities for health, participation and security in order to enhance quality of life as people age.	<b>False</b>
If we want to age successfully, healthy ageing and active ageing is irrelevant.	<b>False</b>
For defining an ageing person, the BPS model can be used.	<b>True</b>

(In Moodle classroom a drop-down list of possible answers will be created)

### Question 4.

Choose which key statement refers to frailty and which to resilience.

Description	Answer
The term that is often used when talking about the elderly	<b>frailty</b>
... was originally conceptualized as something biological and multifactorial, involving human's dysregulation across many physiological systems.	<b>frailty</b>
... person is person who can adapt to the consequences of ageing very well and deal with the stress that these consequences can cause successfully, e.g. in case of illness or loss.	<b>Resilient</b>
... older people can succeed in experiencing a positive quality of life.	<b>Frail</b>
Health, vital involvement, social participation and psychological well-being are also highlighted as dependent and independent variables related to ...	<b>resilience</b>
The elderly themselves will rarely describe themselves as ...	<b>frail</b>
An integral conceptual model shows that _____ is a continuous process in which age and other life-course factors (e.g. education, income, gender, ethnicity and marital status, life style, life events, living environment) are referred to as important determinants.	<b>frailty</b>
... is usually maintained, laying the foundation for continuity in performance.	<b>Resilience</b>

(In Moodle classroom a drop-down list of possible answers will be created)

**Question 5.**

What is definition of “Ageism”?

- a. The stereotyping, prejudice, and discrimination against people on the basis of their appearance. It is a widespread and insidious practice, which has harmful effects on the health of young adults. Ageism is everywhere, yet it is the most socially “normalized” of any prejudice, and is not widely countered – like racism or sexism”
- b. The process of getting old.
- c. The stereotyping, prejudice, and discrimination against people on the basis of their age. It is a widespread and insidious practice, which has harmful effects on the health of older adults. Ageism is everywhere, yet it is the most socially “normalized” of any prejudice, and is not widely countered – like racism or sexism”
- d. A common goal, which helps to increase competition and encourages workers to focus only on their tasks.

Answer: c.

**Question 6.**

Connect statements (“myth”) on left with reality on right:

Action plan element	Description
To be old is to be sick.	The reality however is: although chronic illnesses and disabilities do increase with age, the majority of older people are able to perform functions necessary for daily living and to manage independently until very advanced ages.
You can't teach an old dog new tricks.	Older people are capable of learning new things, and continue to do so over the life course. This relates to cognitive vitality as well as the adoption of new behaviours.
The secret to successful ageing is to choose your parents wisely.	Genetic factors play a relatively small role in determining longevity and quality of life. Social and behavioural factors play a larger role in one's overall health status and functioning.
The lights may be on, but the voltage is low.	While interest and engagement in sexual activities do decline with age, the majority of older people with partners and without major health problems are sexually active, although the nature and frequency of their activities may change over time.
Older people deserve to rest.	The majority of older adults who do not work for pay are engaged in productive roles within their families or the community at large.

*(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)*

**Question 7.**

Connect name of different theories of ageing on left with descriptions of them:

Name	Description
Biological theories	Aging follows a biological timetable, more or less a continuation of the biological timetable that regulates childhood growth and development.
Life course theory	Ageing and developmental change are perceived as continuous processes that are experienced throughout life. I.e., from the moment we are born, we all begin ageing. This ageing process occurs in several phases but differs from person to person depending on life events, the choices one makes, the policies and systems he/she grows old in. All of these experiences accumulate and determine how someone grows old.
Activity theory	This theory suggests that society expects people to remain actively involved in their own community after retirement. Being active and socially involved is determinant for a satisfaction in life and longevity. Especially the quality of the activity is important. Activities that have a social component have a stronger impact on life's satisfaction than solitaire activities
Disengagement theory	One of the psychosocial theories. The theory states that older people gradually withdraw from life in the community and from their social contacts. They are relieved from their responsibilities and have the time to reflect upon their life and end-of-life issues. Their responsibilities are handed over to the younger generation, keeping society in balance.

*(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)*

### Question 8.

What is AAIDD? (more answers are possible)

- a. AAIDD has produced guidelines naming, defining, and diagnosing the condition known today as “intellectual disability. ”The model defines as person with disabilities as someone who has limitations in his intellectual capacity and in his ability to adapt. These developmental delays occur before the age of 18.
- b. AAIDD is a conceptual model which defines as person with disabilities as someone who has limitations in his intellectual capacity and in his ability to adapt. These developmental delays occur after the age of 18.
- c. It is the American Association on Intellectual and Developmental Disabilities. It is the oldest and largest interdisciplinary organization of professionals and others concerned about intellectual and developmental disabilities.

Answer: a., c.

### Question 9.

Match type of possible reasons for emergence of an intellectual disability.

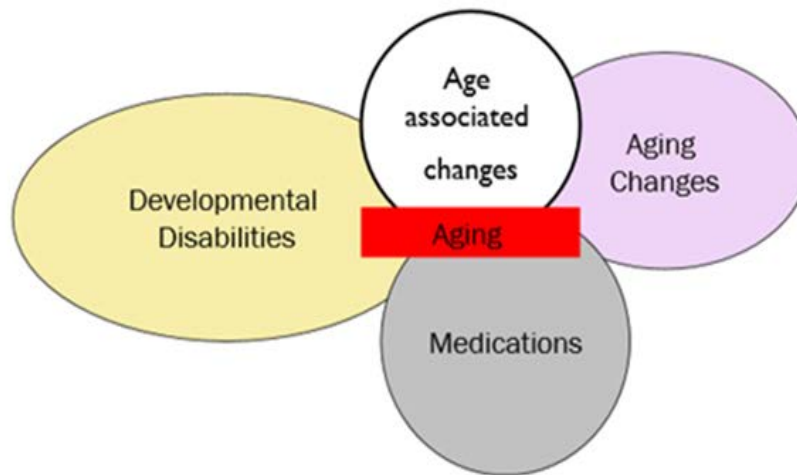
Type of cause	Description
Genetic cause	Down syndrome, Fragile X syndrome
Neurological cause	Brain malformation, Problems at birth (ex. lack of oxygen...)
Other biological causes	Maternal disease, Infection during pregnancy, Nutritional deficiency, Because of an illness: Meningitis, Whooping cough, Measles
Traumatic cause	Head trauma during childhood
Social cause	Environmental influences (alcohol, drugs, ...), Exposure to toxins (lead, mercury, ...), Labour- and delivery-related events

*(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)*

### Question 10.

Picture shows ...

- a. State when a person is left without anything
- b. influences that affect ageing
- c. Changing support needs
- d. State when the mind is free from tension and is not concentrated on any action



Answer: b.

## • PRACTICAL assessment

### 1. PRACTICAL TASK – REFLECTION ON THEORY

1.1. Explain “ageing” and list the main differences between different theories of ageing.

1.2. How would you explain ageing to a 10 year old child, how to your co-worker and how to your client.

1.3. Your student’s or co-worker’s believe is “You can’t teach an old dog new tricks. “

Explain his/her perspective on ageing person. What would you suggest to him to change his/her perspective.

1.4. Read two paragraphs bellow. Give the name to those two phenomes and write your opinion about statements bellow and explain how can you as professional working with ageing AAWID help improve this perception in society.

*“Because of the perception in society (or context) elderly people experience daily prejudices. Once you get older, it’s harder to be seen as a full-fledged person, just think of the labour market, access to quality health social services. This influences their health and well-being and has a negative impact on the individual ageing process.”*

*“In society, the image of people is often still negative. We are going to call this \_\_\_\_\_. \_\_\_\_\_ is the discrimination or prejudice against people with disabilities. \_\_\_\_\_ can express itself through ideas and assumptions, stereotypes, attitudes and practices, It is often unconscious and people do not always realize the impact of their words or actions when dealing with people with disabilities. The perception of people with disabilities is strongly influenced by the media and the belief in science where disability is seen as a failure.”*

## 2. PRACTICAL TASK – CASE STUDY.

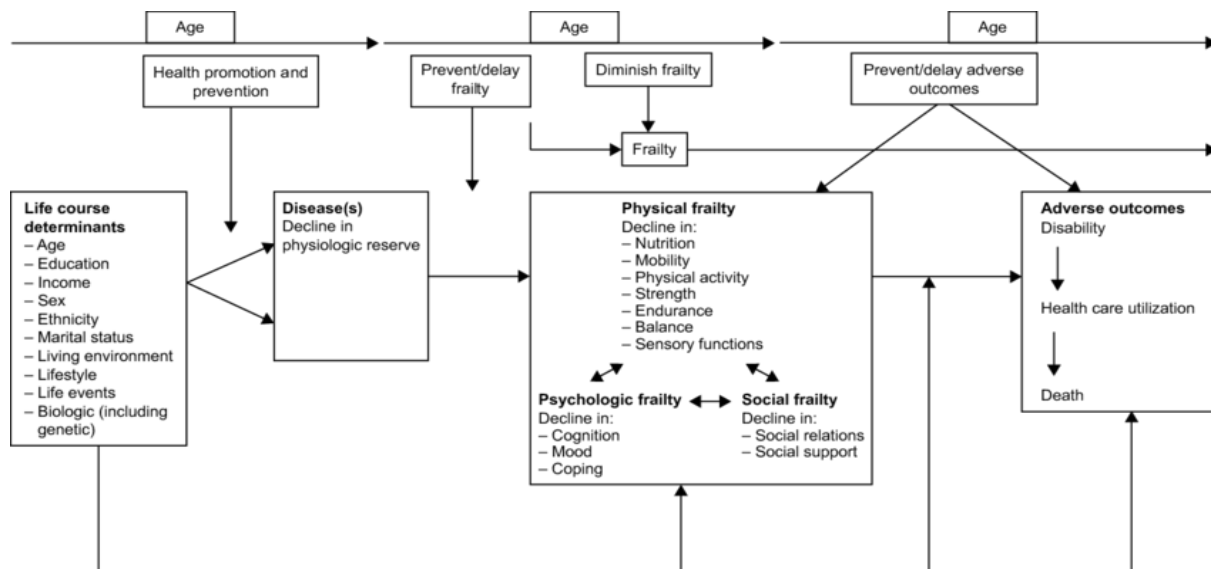
2.1. Choose one of your clients and:

- describe their characteristic using BPS model and ICF classification (mapping *human functioning*)
- define possible reasons for intellectual disability emergence
- divide adaptive behaviours into conceptual, social and practical skills.

2.2. Keeping the same client in mind, explain and express your opinion regarding the following statement “Everyone has opportunities and can learn new things even if they have a disability. People all have their own ability to communicate, their way of moving and behaving.”

2.3. Using the same client explain healthy, active and successful ageing of AAWID. Explain four factors influencing ageing, then choose one of them and make a specific example for it.

2.4. Taking the same client as an example, please develop a plan to prevent frailty (use an integral conceptual model of frailty, see the picture below).



2.5. Imagine that this person would have to face with a big lose in his/her life (like a death of a parent..) how would you change/adapt his/her support needs. Break down and describe the adjustments for each. Make a plan for that kind of situation of “risks” (first define all possible risks and make an intervention plan).



• **Assessment criteria**

*For assessing theoretical knowledge, each question is awarded a certain number of points. If 50% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II., page 10-15).*

*Practical tasks can be completed as portfolio. Tasks can be completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.*

*These tasks will assessed by experts using assessments checklist bellow. If 50 % for each unit is reached then also EQF level in accordance with framework is reached.*

**Unit 1: The ageing process of AAWID**

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

*Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based of submitted practical assignments.*

✓ *Select the item by checking the box next to the item.*

**SKILLS/COMPETENCES**

Is able to use a definition of ageing in different situations and explaining it to other professionals.
Is able to discuss the current perspective on intellectual disability.
Is able to recognize students´ view of aged people.
Is able to indicate prejudices faced by elderly.

<p><b>Is able to find hidden conventions and biased views comprising ageism.</b></p>
<p><b>Is able to discuss the ageing phenomenon using an integrated framework of theories and perspectives of ageing.</b></p>
<p><b>Is able to plan and take an actions for preventing prejudicial beliefs on ageing and prejudicial connected with AAWID.</b></p>
<p><b>Is able to use BPS model for describing clients characteristic.</b></p>
<p><b>Is able to use IFC for mapping human functioning.</b></p>
<p><b>Is able to recognize possible reasons for intellectual disability emergence.</b></p>
<p><b>Is able to divide adaptive behaviours into conceptual, social and practical skills based on a case.</b></p>
<p><b>Is able to use the concept of health, active ageing through personal lifestyle.</b></p>
<p><b>Is able to recognize four factors influencing ageing.</b></p>
<p><b>Is able to define/ describe four factors influencing ageing.</b></p>
<p><b>Is able to use an integral model of frailty to prevent early frailty in AAWID.</b></p>
<p><b>Is able to discuss the ageing person from the holistic perspective.</b></p>
<p><b>Is able to use a general theoretical framework, taken from all the ageing theories and perspectives, to make clinical decisions.</b></p>
<p><b>Is able to define mayor support needs of AAWID</b></p>
<p><b>Is able to plan mayor support needs of AAWID.</b></p>
<p><b>Is able to plan adaptation of mayor support needs of AAWID to different stressful situations.</b></p>

## Topic 2 –Impact of ageing on QoL of AAWID

**Question1.** What does QoL refer to? (*More answers are possible*)

- QoL is recognized as an important process indicator and outcome measure for assessing the effectiveness of treatment.
- The QoL concept is used to define the ageing process of a person with ID.
- It refers to quality of life.

Answer: a., c.

### Question 2.

Choose which of the following statements are true and false:

Question	Answer: True/False
QoL is a multidimensional phenomenon composed of core domains influenced by both personal characteristics and environmental factors”	<b>True</b>
According to Bergland and Narum (2007) there are three different perspectives on QOL: the economic perspective, medical perspective, physical perspective.	<b>False</b>
QoL is universal- and cultural bound	<b>True</b>
QOL is an objective concept.	<b>False</b>
The WHO defines QOL as: “An individual’s perception of their position in life, in the context of the culture and value systems in which they live, and in relation to their goals, expectations, standards, and concerns.”	<b>True</b>
QoL is a dynamic concept.	<b>True</b>
HRQOL is a holistic conceptualisation of QOL	<b>False</b>

(In Moodle classroom a drop-down list of possible answers will be created)

### Question 3.

The economic perspective on QoL (according to Bergland and Narum (2007) (*Choose one answer*)

- a) states that economic indicators such as 'income', 'living conditions, etc. are essential for a satisfactory life;
- b) is in fact Health Related QoL;
- c) states that QoL is a comprehensive construct, incorporating more variables than just health and money.

Answer: a.

### Question 4.

Does having a good job mean you are having a good quality of life? (*Choose one answer*)

- a) yes, when having a good job people are always satisfied with their life.
- b) No, it depends on the relationship between such objective measures (having a job) and personal sense of well-being.

Answer: b

### Question 5.

Match QoL Domain with QoL Factors

QoL Factor	QoL Domain
Independence	
Social participation	
Well-being	

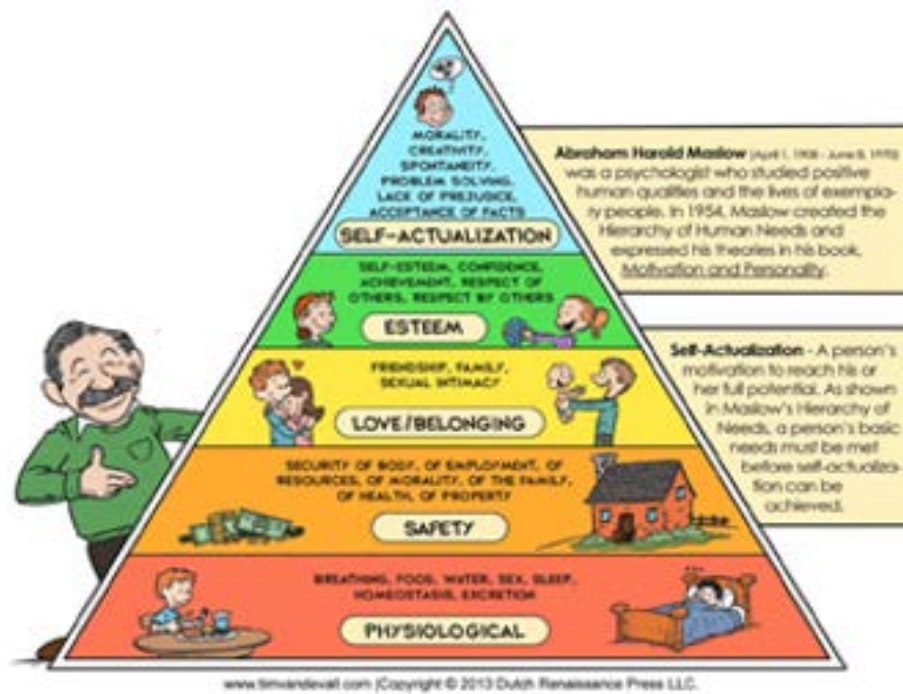
Personal development, Self-determination, Interpersonal relations, Rights, Emotional well-being, Social inclusion, Physical well-being, Material well-being

*(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)*

### Question 6.

Picture shows ...

- a. Schalock`s hierarchy of needs
- b. influences that affect ageing
- c. Changing support needs
- d. Maslow`s hierarchy of needs



Answer: d

### Question 7.

Match (insert words in table) QoL Indicator with QoL Domain

QoL Domain	QoL indicator
	Education status, personal competences
	Choices, personal control, decisions
	Social network friendships, family relations
	Community integration, social roles
	Human and legal
	Contentment, lack of stress
	Health and nutritional status
	Financial status, employment, possessions

Personal development, Self-determination, Interpersonal relations, Rights, Emotional well-being, Social inclusion, Physical well-being, Material well-being

*(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)*

### Question 8.

Ways of promoting active ageing in AAWID (WHO) with respect to the QoL domain 'personal development', those support outcomes where:

*(Choose more answers)*

- a) practical, leisure or life enhancing skills (i.e. making choices between alternative activities and allowing person to access community opportunities for work or retirement);
- b) reduce personal goals
- c) a varied rhythm of life (i.e. involving preferred activities);
- d) recognition that challenge and productivity must continue throughout old age
- e) Fostering health and money.

Answer: a., c., d.

### Question 9.

The next description “accept their process of ageing, have a positive image of ageing (focus on the possibilities) and have a relevant contribution in the process of active ageing” Is connected with ((Choose one answer)

- a) Existential/spiritual well-being
- b) Emotional well-being
- c) Material well-being

Answer: a.

### Question 10.

Match the QoL domains (on the left) with the correct description (on the right)

Statement	Description
Interpersonal relations	This domain is about all the meaningful relationships, all the people the client knows, esp. the important and meaningful ones for the individual.
Self-determination	This domain is related to the possibilities of taking decisions, having options & choices, finding respect for the decision taken and having an environment responsive to the personal preferences, opinions and decisions.
Emotional well-being	This domain is related to positive emotions about themselves. Enjoying life environments that are not stressing, having activities in which a person can experience his/her strengths and receiving positive feedback during daily activities, expressing affection and trustworthiness to the people present in his/her life.
Social inclusion	This domain is about the participation of an individual in the community this individual lives in, the roles acquired and practiced, presence in the meaningful social activities, supports received by the community members and services.
Material Well-being	This domain is related to what a person earns, the belongings of a person, the housing conditions, availability of money
Physical Well-being	This domain is about the health, the presence of a good fitness and all the actions of prevention.
Rights empowerment	This domain is what a culture defines as norms and laws; if these conditions are respected, having access to all the possibilities that are offered to the people, in the same culture, for persons of the same age and gender. Having rights respected.

*When entering a question in the Moodle classroom, the order of the items for matching is shuffled)*



- **PRACTICAL assessment**

## **1. PRACTICAL TASK – REFLECTION OF THEORY**

1.1. Describe one definition on QoL, and explain why there are so many different definitions on QoL.

1.2. Give the “core domains” in QoL. How would you define these core domains? Explain to a co-worker why you think these core domains are important.

1.3. Explain how ageing might have an impact on the personal development, social inclusion, interpersonal relationships, rights and self-determination of AAWID.

1.4. Discuss: “QoL” is more subjective than objective.

## **2. PRACTICAL TASK – CASE STUDY**

*By taking the same client as a study case from the first unit.*

*2.1. Describe how ageing might affect the QoL of your client on the following 3 domains:*

*1. Physical well-being, 2. social inclusion, 3. Spiritualit.*

*2.2. List the support that is currently offered to your client and explain the reasons for choosing these supports? How did you gather information on the QoL of your client (AAWID)? Is the support that is currently offered to you client in line with his/her wishes and goals in life? Are the supports, or some of the supports, subject to the resources that are available in your organisation? (person-centred vs system-centred). Describe if you think that the support plan for your client is construed from a health related perspective (HRQoL) or a holistic perspective (QoL).*

2.3. Which are possible improvements/changes of support in their life, which would significantly raise their quality of life (QLL). *Make an individual plan of possible improvements of support for your client. For each of the QoL domains describe a minimum of 2 support needs specific for AAWID.*

Need	Type of support/activity	How	when	who

2.4. Describe how the initial plan differs from the new one. Explain also the possible impact of the new plan on the emotional, physical, material well-being of AAWID.

- **Assesment criteria**

*For assessing theoretical knowledge, each question is awarded a certain number of points. If 80% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II).*

*Practical tasks can be completed as portfolio. Tasks can be freely completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.*

*These tasks will assessed by experts using assessments checklist bellow. If 80% for each unit is reached then also EQF level in accordance with framework is reached.*

## **Unit 2: IMPACT OF AGEING ON QOL OF AAWID**

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

*Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based of submitted practical assignments.*

*✓ Select the item by checking the box next to the item.*

<i>Is able to define the concept of Quality of Life (QOL)</i>
<i>Is able to and use definition in broad perspective on QoL in daily practices and explaining it to fellow professionals.</i>
<i>Is able to explain some of the core principles of the QoL concept</i>
<i>Develop a QoL holistic view in their daily practice.</i>
<i>Knows the eight domains of QoL as defined by Schalock and Verdugo.</i>
<i>Is able to use the broad perspective on QoL to work and cooperate in an interprofessional context</i>
<i>Is aware how ageing might have an impact on the personal development, social inclusion, interpersonal relationships, on the rights and self-determination of AAWID</i>
<i>Is aware how ageing might have an effect on the emotional, physical, material well-being of AAWID</i>
<i>Is aware how ageing might lead to more or other spiritual/existential questions in AAWID</i>
<i>For each of the QoL domains is able to describe a minimum of 2 support needs specific for AAWID.</i>
<i>Knows how to support AAWID in order to augment or maintain their QoL.</i>
<i>Is able to keep focus on the subjective nature of QoL and always start from the client's perspective on life.</i>
<i>Is able to recognize when the focus of professionals is mainly on HRQOL</i>
<i>Is able to maintain the balance between objective and subjective QOL.</i>
<i>Is able to describe the eight domains of QoL to fellow professionals</i>
<i>Knows how to gather information on QoL in AAWID</i>
<i>Is able to describe and analyse individualized support needs of AAWID within each of the 9 domains of QoL for AAWID.</i>
<i>Is able to use eight domains of QOL to develop a support plan for clients</i>
<i>Is able to make innovative and/or optimizing proposals regarding the support and care needs of AAWID on the 9 QoL domains</i>
<i>Is able to provide theoretically substantiated feedback on the support and care needs of AAWID</i>

## Topic 3 – Methodology working on QoL with AAWID

### • Theoretical assesment

#### Question1.

What ISP and PCP are:

- a) 'Individual Specific planning' (ISP) or Planning Using ICT (PCP).
- b) 'Individual Support planning' (ISP) or Person-Centred Planning (PCP).
- c) 'Intellectual disabilities Support Programme' (ISP) or 'Person-Centred Planning' (PCP)

*Answer: b.*

#### Question 2.

A good QoL starts with:

- a) assessing skills and competences of AAWID
- b) with assessing physical condition of AAWID
- c) asking a person how he/she wants to live his/her life before determining what needs to be done to achieve these life goals/desires.

*Answer: c.*

### Question 3.

Choose if the sentence is true or false:

Question	Answer: True/False
The development of an ISP or PCP is an endeavour that is mostly coordinated by a (independent) facilitator, i.e. someone who is directly involved in the care and support of AAWID.	<b>False</b>
The development of an ISP or PCP is mainly a joint venture between the ageing individual with ID + his/her family and/or other people that know the individual well + his/her support workers.	<b>True</b>
Studies have shown that support workers/caregivers “constitute a minor influencing factor in the success of ISP or PCP implementation as they play a vital role in shaping the lives of people with ID through the quality of support they provide”	<b>False</b>
Positive changes in the QoL of individuals with ID are not directly linked to ISP or PCP but to the professional skills of their support workers who listen, give instrumental and emotional support and show commitment to following the individuals’ plan	<b>True</b>

*(In Moodle classroom a drop-down list of possible answers will be created)*

#### Question 4.

Choose which of the following statements fit to person centred approaches and which to traditional one.

Builds on strengths and high expectations that everyone can and should enjoy the 'good' life	<b>Person centred approaches</b>
Focuses on individual's unique interests and preferences	<b>Person centred approaches</b>
Planning assumes the person will spend most of their time grouped with other people with disability	<b>Traditional approaches</b>
Offers beyond what is currently available and works towards the future	<b>Person centred approaches</b>
Looks to what is currently available from a service	<b>Traditional approaches</b>
Fits the person into the service	<b>Traditional approaches</b>
Tailors supports to achieve the person's goals and future	<b>Person centred approaches</b>
Focuses on organising individualised, natural and creative supports and reduces reliance on the service system	<b>Person centred approaches</b>
Commences from a deficit and needs basis and low expectations	<b>Traditional approaches</b>
Focuses on individual from a disability professional viewpoint	<b>Traditional approaches</b>

*(In Moodle classroom a drop-down list of possible answers will be created)*

#### Question 5.

PCP's have some common features. Please choose several possibilities:

- a) The person is at the centre;
- b) Family members and friends are not involved in planning
- c) The plan reflects what is important to the person, his/her capacities and what support he/she requires;
- d) The plan results in actions that are about life, not just services and reflect what is possible and not what is available;
- e) The plan results mostly on past actions.

Answer: a), c), d)

### Question 6.

The first component of ISP is...

- a) about exploring and identifying the wishes and the support needs of AAWID on the different life domains. Gaining insight into the strengths and talents, the quality of life and what to do in times of crisis. The person is at the centre;
- b) about inclusion family members and friends in planning
- c) about reflection what QoL means in society

Answer: a)

### Question 7.

What order of steps of ISP is the right one

- a) 1) Getting to know someone, 2) What is the current QoL? 3) What are the hopes and dreams?, 4) What kind of support is needed? 5) Who will give support?
- b) 1) What kind of support is needed?, 2) Who will give support? 3) What are the hopes and dreams?, 4) Getting to know someone 5) What is the current QoL?
- c) 1) Getting to know family of the client, 2) What is the current QoL? 3) What are the hopes and dreams?, 4) What kind of support is needed? 5) Who will give support?

Answer: a.



### Question 8.

Connect steps (of PHASE II: Planning and implementing the ISP ) on left with section of description of specific step on right:

Name of the step	Description
STEP 1: Gathering, organising and analysing all information	By using an overview table, analyses and reports of the information becomes more accessible
STEP 2: Working together	Let AAWID decide where, when and at what time the meeting should take place.
STEP 3: What are the supporting strategies?	Within this step the coordinator, together with the AAWID and the support group, look for concrete supporting strategies in order to realize the AAWID's wishes.
STEP 4: Which are the supporting goals?	The coordinator must ensure that all supporting goals are concrete, well defined, clear, and unambiguous.
STEP 5: Create an Individualized Support Plan	There are some guidelines about the agreements made between the AAWID and his/her support worker.

*(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)*

### Question 9.

The aim of the PHASE III. (Monitoring) within ISP is:

- a) To monitor progress of the support goals, skills and competences
- b) To monitor progress of the support goals and the process
- c) To reflection what QoL means for AAWID

Answer: b)

### Question 10.

The last phase of ISP is:

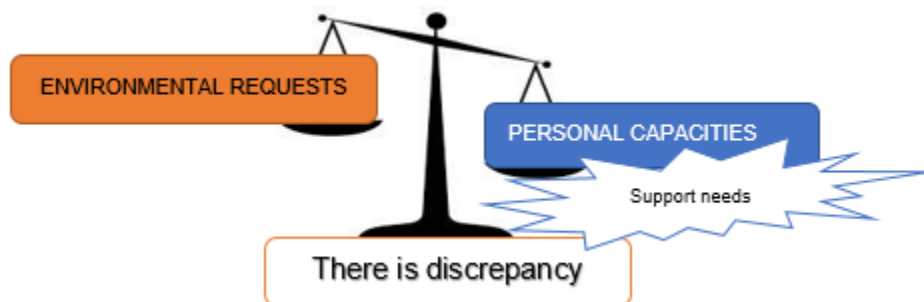
- a) planning new circle
- b) monitoring
- c) evaluation

Answer: b.

## 1. PRACTICAL TASK – REFLECTION ON THEORY

Explain what is ISP or PCP. And how you use this approach at your work with AAWID?

Explain the picture bellow.



## 2. PRACTICAL TASK – CASE STUDY

**Taking the same client from 1 and 2<sup>nd</sup> practical tasks** make a plan using ISP approach (step by step). Explain each step and action that you plan to do. Go through all four phases of ISP process.

Make a plan for your client to learn new skill and make a plan to improve leisure activities. Which approaches of ISP have you used in each plan? Why?

- **Assessment criteria**

*For assessing theoretical knowledge, each question is awarded a certain number of points. If 50% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II., page 10-15).*

*Practical tasks can be completed as portfolio. Tasks can be freely completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.*

*These tasks will be assessed by experts using assessments checklist below. If 50% for each unit is reached then also EQF level in accordance with framework is reached.*

### **Unit 3: METHODOLOGY WORKING ON QOL WITH AAWID**

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

*Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based on submitted practical assignments.*

✓ Select the item by checking the box next to the item.

<b>SKILLS/COMPETENCES</b>	
	<i>Knows the main principles of a person-centred planning (PCP) or Individual supports plan (ISP)</i>
	<i>Knows how to define 'supports' within the framework of individual supports planning.</i>
	<i>Is able to explain how the theoretical framework on individual supports planning can be used to augment or maintain the QoL of AAWID.</i>
	<i>Knows of minimum 2 alternative (support) communication techniques that might help to communicate well with AAWID.</i>
	<i>Knows how to gather information about the wishes and life goals of the AAWID.</i>
	<i>Uses (assessment) tools to gather information on the QoL domains of AAWID</i>
	<i>When defining hopes and dreams for the future, knows the difference between what is important 'to' and what is important 'for' AAWID, and knows what to do when both are in conflict.</i>
	<i>Knows how to support AAWID in order to maximize his/her self-control.</i>
	<i>Knows how to correctly identify the support needs of AAWID.</i>
	<i>Is able to apply the correct support strategies or support activities that are aligned with AAWID's support needs.</i>
	<i>Knows the value of a support group for AAWID and how the members might be involved in the realisation of the ISP</i>
	<i>I Knows what it entails to be a facilitator or a coordinator of AAWID Individual supports planning</i>
	<i>Has the necessary knowledge and skills to be an effective facilitator or</i>

	<i>coordinator.</i>
	<i>Knows how to efficiently organise all ISP information gathered by the educators or support workers (see previous items).</i>
	<i>Knows how to interpret and analyse data from different (assessment) tools (QoL AAWID, Support Needs, priority goals, what is important ‘to’ versus important ‘for’).</i>
	<i>Is able to organise ISP meetings with AAWID and his/her support group, starting from the wishes and desires from the AAWID</i>
	<i>As the coordinator of the ISP meetings is able to create full participation and an open dialogue between all participants.</i>
	<i>Knows what to do when the wishes of AAWID are unrealistic.</i>
	<i>Knows what to do when the members of the support group have conflicting opinions.</i>
	<i>Is able to translate the priority life goals and wishes of AAWID to members of the support group and make a review of all potential support activities or strategies.</i>
	<i>Knows how (as a coordinator) to ensure that all supporting goals of AAWID are concrete, well defined, clear, and unambiguous.</i>
	<i>Knows how to monitor the ISP implementation progress (i.e. is able to monitor and evaluate whether the goals of the ISP have been achieved)</i>
	<i>Knows how (as a coordinator) to evaluate if the impact of the ISP on the QoL of AAWID</i>

## Topic 4 –My New Ageing Me” interactive training platform

- **PRACTICAL assessment**

### 1. PRACTICAL TASK – REFLECTION OF THEORY

*Classify the type of ICTs (use the one that you are using at your work and in personal life).*

*Describe benefits, limitations and considerations when using ICT in AAWID?*

### 2. PRACTICAL TASK – CASE STUDY

*2.1. By taking the same client as a study case explain what kind of evidences on the use of ICT in AAWID you have/ gather.*

*2.2. Go to the MNAM platform and summarize which information you can find for better planning, implementation and monitoring work with AAWID.*

*2.3. Whish areas/tools of MNAM platform would you use for solving specific problems that occur in implementing therapeutic interventions to AAWID.*

*2.3. On the MNAM platform upload one new scientific article on fostering QoL of AAWID.*

- **Assessment criteria**

*For assessing theoretical knowledge, each question is awarded a certain number of points. If 50% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II., page 10-15).*

*Practical tasks can be completed as portfolio. Tasks can be freely completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.*

*These tasks will assessed by experts using assessments checklist bellow. If 50% for each unit is reached then also EQF level in accordance with framework is reached.*

#### Unit 4: MY NEW AGEING ME” INTERACTIVE TRAINING PLATFORM

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

*Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based of submitted practical assignments.*

✓ *Select the item by checking the box next to the item.*

	<i>Can classify the type of ICTs</i>
	<i>Is familiar with the applications of ICTs in the management and interventions on individuals with IDs</i>
	<i>Can list the benefits, limitations and considerations when using ICT in AAWID</i>
	<i>Is aware about the evidence on the use of ICT in AAWID</i>
	<i>Knows what the MNAM platform is</i>
	<i>Can navigate without assistance through MNAM platform</i>
	<i>Can find a specific resource in the MNAM platform</i>
	<i>Knows how to use the resources in the MNAM platform to implement an intervention/activity</i>
	<i>Can interpret news, reports or scientific papers introducing new applications of ICT for AAWID.</i>
	<i>Uses the MNAM platform to gain knowledge and practical skills on how to implement therapeutic interventions to AAWID</i>
	<i>Uses the MNAM platform to implement interventions</i>
	<i>Is capable of updating the materials and resources in the MNAM platform</i>



## **ANNEX 7: FOLLOW-UP.**

**Please answer questions bellow.**

Do you use knowledge gained during TRIADE training for working with AAWID?

If yes, where and how?

Which skills, competences gained during training are most useful?

Would you recommend training to others?

If yes, to whom?

**Thank you for cooperation.**

## **ANNEX 8: TRAINER'S PERFORMANCE.**

On the scale from 1 (very poor) to 10 (excellent) please evaluate:

- your organization of the training
- alignment to the target group needs
- usability of the workbook and pedagogical resources for training implementation
- assessment tools
- participants cooperation during the training
- participants cooperation and willingness to prepare portfolio after training (as the part of assessments)

Would you recommend this training (and training tools: Workbook and Pedagogical resources) to other professionals who are dealing with similar group? Explain why?

Would you like to give us other feedback?

## ANNEX 9 - EVALUATION OF UNITS.

### E - Questionnaire of the 1st unit The ageing process of AAWID

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

**On the scale (1-5) please indicate how would you rate the unit content).**

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

**On the scale (1-5) please indicate how would you rate the trainer's performance.**

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

**On the scale (1-5) please indicate how would you rate the teaching resources.**

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

**How do you intend to apply the knowledge gained in this unit? Please describe:**

**Which topics (from this unit) do you consider to be the most useful for your professional life? please describe:**

**What obstacles do you think that may occur while transferring the theory to the actual work environment?**

**Other comments or suggestions:**

**On the scale (1-5) please indicate how would you rate the evaluation procedures.**

	1 ( inappropriate)	2	3	4	5 ( appropriate)
The assessment methods.					

## E - Questionnaire of the 2nd unit

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

On the scale (1-5) please indicate how would you rate the unit content).

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

**On the scale (1-5) please indicate how would you rate the trainer's performance.**

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

**On the scale (1-5) please indicate how would you rate the teaching resources.**

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

**How do you intend to apply the knowledge gained in this unit? Please describe:**

**Which topics (from this unit) do you consider to be the most useful for your professional life? Please describe:**

**What obstacles do you think that may occur while transferring the theory to the actual work environment?**

**Other comments or suggestions:**

**On the scale (1-5) please indicate how would you rate the evaluation procedures.**

	<b>1 ( inappropriate)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 ( appropriate)</b>
The assessment methods.					



## E- Questionnaire of the 3rd unit

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

**On the scale (1-5) please indicate how would you rate the unit content).**

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

**On the scale (1-5) please indicate how would you rate the trainer's performance.**

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

**On the scale (1-5) please indicate how would you rate the teaching resources.**

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

**How do you intend to apply the knowledge gained in this unit? Please describe:**

**Which topics (from this unit) do you consider to be the most useful for your professional life? Please describe:**

**What obstacles do you think that may occur while transferring the theory to the actual work environment?**

**Other comments or suggestions:**

**On the scale (1-5) please indicate how would you rate the evaluation procedures.**

	1 ( inappropriate)	2	3	4	5 ( appropriate)
The assessment methods.					

## E- Questionnaire of the 4th unit

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

**On the scale (1-5) please indicate how would you rate the unit content).**

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

**On the scale (1-5) please indicate how would you rate the trainer's performance.**

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

**On the scale (1-5) please indicate how would you rate the teaching resources.**

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

**How do you intend to apply the knowledge gained in this unit? Please describe:**

**Which topics (from this unit) do you consider to be the most useful for your professional life? Please describe:**

**What obstacles do you think that may occur while transferring the theory to the actual work environment?**

**Other comments or suggestions:**

**On the scale (1-5) please indicate how would you rate the evaluation procedures.**

	1 ( inappropriate)	2	3	4	5 ( appropriate)
The assessment methods.					

**Thank you for collaboration!**

## **ANNEX 10: TRAINING ACTIVITIES REPORT TEMPLATE**

### **O3- A1 TRAINING ACTIVITIES REPORT TEMPLATE**

Organization:

Country:

For further information related to the project please visit:

Website: <https://www.ivass.gva.es/Triade2.html>

Facebook group: TRIADE 2.0

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- 1. Introduction.**
- 2. Training content.**
- 3. Schedule.**
- 4. Participants**
- 5. Instructors.**
- 6. Training materials used.**
- 7. Pre-test evaluation results analysis.**
- 8. Post- test evaluation results analysis.**
- 9. Evaluation results and conclusions.**
- 10. Summary.**



## ANNEX 11: TRAINING ACTIVITIES MONITORING.

Iriade <sub>2.0</sub>								
TRAINING ACTIVITIES IMPLEMENTATION MONITORING								
INTELLECTUAL OUTPUT	OUTPUT PART	TASK	PARTNER RESPONSIBLE	MONTH OF THE PROJECT	SCHEDULED TIME	Realisation YES/NO	DATE OF REALISATION	Comments
<i>O1 My new inclusive job</i>	<i>O1- A1/02- A1 TRAINING PLAN</i>	<i>Training plan structure</i>	<i>RIC Novo mesto</i>	<i>M1-M4</i>	<i>October 2018-January 2019</i>	<i>yes</i>		

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Co-funded by the Erasmus+  
Programme of the European Union



## Leading Organisation:



## Partners:

