



# **TRIADE 2.0**

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## **WORKBOOK FOR TRAINERS**

Part II.

## **TRAINING PEDAGOGICAL RESOURCES**



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Erasmus+ Programme  
of the European Union

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## 1. Introduction

Training pedagogical resources (Workbook part II) is second part of Workbook for trainers and is in function of a manual for implementation training content (training program called “My new inclusive job”) presented in Workbook part I.

Both parts of workbook (part I. and part II.) are intended for trainers who will implement the training course mentioned above. The target group of this training is heterogeneous group of educators/professionals who work with ageing adults with intellectual disabilities – AAWID.

### ***Why training for professionals is needed?***

Professionals supporting ageing people in services for the elderly and services for disabled people are challenged in several ways. Their competences - skills and attitudes – don’t match any longer the expectations of the ‘ageing’ person, the societal challenges, the organizational, regional, national and European policies. The training as presented in workbook part I. is a necessary step to narrow the gap. The aim of this training 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.

However, it is not a sufficient step to work with the professionals to gain insight in the new expectations, as also organizations, government and the social environment/society need to change their (HR, quality, ...) policies and perceptions on ageing and ageing people.

### ***What Workbook part II. offers?***

Pedagogic resources includes basic information that:

- gives insights into the project and its results (see chapter 1.),
- gives insights into the structure of Workbook part I. and
- presents basic standards that help to achieve the necessary andragogic skills of trainers for successful implementation of the course (chapters 2-6).

Moreover, it also represents the framework of training contents in accordance with standards of Education Qualification Framework (EQF) and European Credit System for Vocational Education and Training (ECVET).

At the end of this part of workbook there are Annexes giving more detailed information or giving examples on specific topic or examples of planning, implementation and evaluation phase.

Taking into account the specific functions, roles, experience, knowledge and needs of the target group who takes part in the training (educators who work with ageing adults with intellectual disabilities - AAWID) and also of our final users (AAWID), these guidelines offer specific guidance for each stage of the process (planning of the training course, its execution and evaluation).

This workbook can be used as a manual (as a step-by-step guide) how to use Workbook part I. for successful implementation of the training not only within the project but even after the completion of our project, for all trainers (from external organizations - adult training providers) who would like to carry out similar training for the mentioned target group above.

However, our pedagogical resources can serve only as general manual, and it needs to be adjusted to specific context.

## 1.1. General information about the project TRIADE 2.0

Ten organizations took part in the first TRIADE project (2015-2018), financed also by ERAMUS+ 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 at project website <https://www.ivass.gva.es/Triade2>.

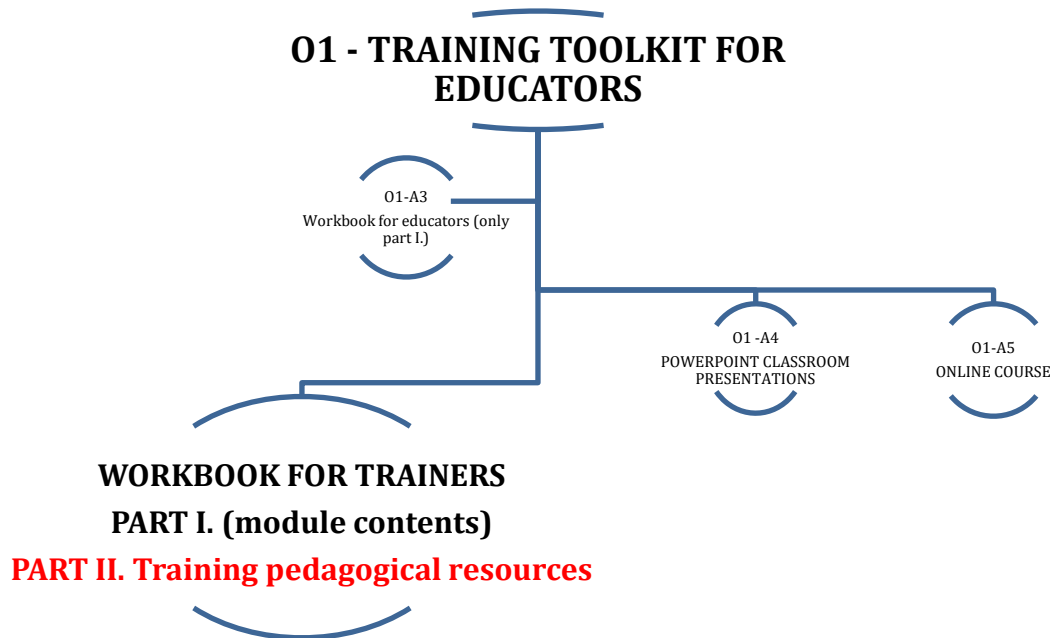
TRIADE 2.0 has used these factors of success and professional training needs as starting point to tackle the problem of "Social inclusion of ageing adults with intellectual disabilities".

To achieve this objective, TRIADE 2.0 developed a set of pedagogical materials and carrying out several training activities which will are fully described in the Project Training plan (available at project website <https://www.ivass.gva.es/Triade2>).

Within the project, partnership has developed:

**Intellectual output 1: Training toolkit for educators:My new inclusive job** (Image 1): including Workbook for trainers (module contents) with pedagogical resources, Workbook for educators, PP classroom presentations, and MOOC online course.

**Intellectual output 2: MNAM Training Platform** including Interactive training platform, Platform Validation Methodology and Educators Platform Guidelines.



*Image 1: Training pedagogical resources (Part II. of Workbook for trainers) within Intellectual output 1 (IO1 – Training toolkit for educators)*

Regarding to the training activities, the project TRIADE 2.0 carried out two types of activities:

20-hour training course: four participating countries (Belgium, Spain, Slovenia and Bulgaria) carried out the training in order to improve the competences of 40 educators related to AAWID. It also aimed how to use the interactive training platform.

The interactive training platform activity: the same educators taking part in the 20-hour training course has used the interactive training platform to improve the competences of 150 AAWID.

All project results are available at project website: <https://www.ivass.gva.es/Triade2>.

## 1.2. Basic information regarding training course for educators

### Duration of the training

TRIADE 2.0 project has designed and completed content (within Workbook for trainers – PART I.) for implementation of 25-hour training course with 10 educators implemented as traditional classroom as well as blended learning where the process is carried out using both on-site and online modalities (TRIADE has also created an e-learning platform to host the content).

However, duration of training course implementation is flexible and it has to be adjusted to specific context and reality (to the size, characteristics and to needs of the group of participants). The most important is that learning outcomes (see Table 3.) are achieved. As assessment procedure (see chapter 6) of the training course is complex as well, especially for skills and competences assessment, it involves also additional hours for individual and team work.

### Workbook part I. – starting point, content and its structure

Workbook part I. is divided into 4 main modules:

- The ageing process of AAWID
- The impact of ageing on the quality of life
- Methodology working with AAWID
- “My New Ageing Me” interactive training platform

Contents of the Workbook part I. were developed base on the changed needs in society (consequently also in professional work with AAWID) on the field of active ageing of AAWID and improving quality of life of AAWID. These needs are explained in introduction of the Workbook part I. The most important is that new holistic approach is proposed to be used in work with AAWID to fill this gap of needs successfully.

That is why most of the content and exercises in first (The ageing process) and second module (Impact of ageing on QoL) explaining ageism and ableism and raise awareness regarding active ageing of AAWID. While the third module (Methodology working on QoL with AAWID) and the last module (My new ageing me: Interactive platform) equip educators with necessary new approaches (Person-Centered Planning and Individualized Support Planning) and tools for successful work with AAWID.



The structure of Workbook part I. is complex. Each module introduces new knowledge with short theoretical explanation combining examples of exercises that educators can do it as a self-reflection or implement it in group of students/participants. For those who want to deepen theoretical knowledge there are additional explanation with references or list of resources where they can find more about specific theoretical knowledge.

As we mentioned above the training 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 Table 1) follows the identified needs for additional education and training of educators who work with AAWID.

UNIT	TOPICS	TRAINING HOURS	TEACHING/ LEARNING STRATEGY
<b>The ageing process of AAWID</b>	<ul style="list-style-type: none"> <li>- Definition, ageism</li> <li>- Theories and perspective on ageing</li> <li>- Determinants of ageing</li> <li>- Definition ID</li> <li>- Theory and perspective on ID</li> <li>- Ageing of AAWID</li> <li>- Changing support needs</li> </ul>	5	4 hour of theoretical learning 1 hours of practical learning  <i>using different active teaching methods fostering gaining new knowledge and exchanging experience (specified under chapter 5)</i>
<b>The impact of ageing on the quality of life</b>	<ul style="list-style-type: none"> <li>- Concept of QOL</li> <li>- Core principles of QOL</li> <li>- Impact of ageing on 8 domains of QOL</li> </ul>	3,5	2 hour of theoretical learning 3 hours of practical learning  <i>using different active teaching methods fostering gaining new knowledge and exchanging experience (specified under chapter 5)</i>
<b>Methodology working with AAWID</b>	<ul style="list-style-type: none"> <li>- Person-Centred Planning</li> <li>- Framework Individual Support Planning</li> <li>- ISP for AAWID</li> </ul>	11,5	2 hour of theoretical learning 9,5 hours of practical learning  <i>using different active teaching methods fostering gaining new knowledge and exchanging experience (specified under chapter 5)</i>
<b>“My New Ageing Me” interactive training platform</b>	<ul style="list-style-type: none"> <li>- Impact of ICT on QOL</li> <li>- Inclusion of AAWID trough 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 (specified under chapter 5)</i>

Table 1: Summary of the training course (contents, duration and teaching learning strategy)

## Target group

TRIADE consortium by involving heterogeneous target group of professionals working with AAWID create a challenge for implementation the training, while this is fully in line with the reality as usually more than one professional support the client. Usually work with AAWID is implemented in all partner countries through teamwork (consist of professionals with various educational background eg. high qualified professional i.e. psychologists, special educator etc. and caregiver). However the content of the Workbook Part I offers both theoretical and practical information, models and approaches, which are presented in balanced and accessible style which will allow learners with even various educational background and work experience to master the content.

Target group/ training course participants consist of heterogeneous group of educators: FRONT-LINE PROFESSIONALS. Learning should be implemented in a synchronous environment (10 educators per classroom), meaning that the participants will be at the same place at the same time in order to learn.

FRONT-LINE PROFESSIONALS 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)

The most common occupations working directly with AAWID are: 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.

The workbook and the 25-hours course have been specifically designed for the occupations of social worker, occupational therapist, psychologist and workshop teacher (see table 2).

Occupation	Description of occupations according to ESCO(European Commission, n. k.)	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, organizations 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 psychological 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. To follow-up and evaluate the programs the she/he is carrying out. To collaborate in matters within its competence in the information programs.

<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. To apply the program in theory and on a practical level. To evaluate each program and report about the results. To coordinate the educative and employment actions together with the multi-professional team. To properly maintain the machinery and tools of the workshop. 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>

Table 2. Occupations and tasks descriptions.

As the group of participants is very heterogeneous, different active teaching/learning methods will be used which enable adjustment of training needs of each of them. We have also to ensure exchange of experience and knowledge between them. Moreover, also fostering cooperation between different professionals is one of the crucial aim of

implementation the training in heterogeneous groups as it can bring synergies to further cooperation in working with AAWID. For example, care givers who spent a lot of time with AAWID can bring a lot of new information for successfully planning and implementation, as well as improvements of support actions based on AAWID's needs using holistic approach. On the other hand, for example social workers, psychologist can help caregivers to understand theory that is more complex or abstract knowledge and how this is shown in the practice.

Heterogeneous group of participants means also a big challenge for trainer who will implement the training. Trainer has to be experienced and well prepared on implementation. Ability to be flexible in each situation to adjust content (with different levels/modality) and teaching learning approach/ method is very important. However, trainer has to be able to ensure active cooperation between all participants of the training, thus ensuring exchanging and gaining knowledge, exchanging experience ("peer to peer learning").

Final users who will benefit from this training course implementations are also AAWID, thus trainers should be familiar also with the target group of AAWID to meet the learning needs of educators. This target group is described in Training plan.

## 2. “My new inclusive job” training course in the framework of ECVET/EQF

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) (see *Training Plan, Annex 1*) in order to make qualifications gained in the training activities of the TRIADE 2.0 project readable across Europe thus ensuring high quality standards of the program.

Through definition of learning outcomes of each course unit and by leveling of skills, knowledge, competences for each learning outcome we enable efficient evaluation of the training program and the interpretation of this course/qualification in Europe. Moreover, this section by explaining to the trainers what is and how to follow the EQF, offers them opportunity to implement high quality training program.

### Majority of the training outcomes are developed to achieve EQF Level 6

The level of training activities will intend to represent the 6<sup>th</sup> reference level of learning outcomes: Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	<b>Knowledge</b>	<b>Skills</b>	<b>Competences (Responsibility and autonomy)</b>
	<i>In the context of EQF, knowledge is described as theoretical and/or factual.</i>	<i>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).</i>	<i>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</i>
<b>Level 6</b>  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

Each unit of the training program is divided into topics and each topic into learning outcomes (see table 3). Learning outcomes are described with skills, knowledge and competences, which are in accordance with EQF level 6 (some topic marked with \* 6-8 level).

UNIT OBJECTIVES	TOPIC	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCES
<b>Unit 1: The ageing process of AAWID</b> To understand and be able to use knowledge regarding ageing of ID to give them appropriate support ensuring successful	Ageing	<ul style="list-style-type: none"> <li>• <i>Definition of ageing</i></li> <li>• <i>Views on getting older</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Consequences of health care improvement for age in society.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Using a definition of ageing in different situations and explaining it to other professionals</i></li> <li>• <i>Recognizing students' view of aged people.</i></li> <li>• <i>Finding hidden conventions and biased views comprising ageism</i></li> <li>• <i>Discussing the ageing phenomenon using an integrated framework of theories and perspectives of ageing.</i></li> <li>• <i>Discussing the ageing person from the holistic perspective</i></li> <li>• <i>Making division of adaptive behaviours into conceptual, social and practical skills based on a description.</i></li> <li>• <i>Recognizing and defining four factors influencing ageing.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Preventing prejudicial beliefs on ageing.</i></li> <li>• <i>Using a general theoretical framework, taken from all the ageing theories and perspectives, to make clinical decisions.</i></li> <li>• <i>Using the concept of health, active ageing through personal lifestyle</i></li> <li>• <i>Using an integral model of frailty to prevent early frailty in AAWID</i></li> <li>• <i>Recognizing possible reasons for intellectual disability emergence.</i></li> </ul>
	Ageism	<ul style="list-style-type: none"> <li>• <i>Definition of ageism</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prejudices faced by elderly</i></li> </ul>		
	Theories and current perspectives	<ul style="list-style-type: none"> <li>• <i>Biological and psychosocial theories on ageing</i></li> <li>• <i>Perspectives on the ageing process: healthy ageing; active ageing; Successful ageing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analyse the rationale for using multiple theories and perspectives of ageing to understand the complex phenomenon of ageing</i></li> </ul>		
	An ageing person	<ul style="list-style-type: none"> <li>• <i>Ageing person and social ageing definition</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Using ICF for mapping human functioning</i></li> <li>• <i>BPS model</i></li> </ul>		
	Ageing points of attention: focus on frailty and resilience	<ul style="list-style-type: none"> <li>• <i>Definitions of the term frailty</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>An integral model of frailty</i></li> <li>• <i>Ideas of resilience</i></li> </ul>		
	Intellectual disability	<ul style="list-style-type: none"> <li>• <i>Characteristics of intellectual disabilities in society</i></li> <li>• <i>Definitions of AAWID</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The notion of ID in society</i></li> <li>• <i>Different perspectives on ID</i></li> </ul>		
	Ageing and ID	<ul style="list-style-type: none"> <li>• <i>Characteristics of AAWID in society</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prejudices faced by AAWID</i></li> <li>• <i>Support needs for AAWID</i></li> </ul>		



UNIT OBJECTIVES	TOPIC/SUB-UNIT	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCES
<b>Unit 2: The impact of ageing on the quality of life</b> <i>To understand impact of ageing on quality of life</i>	Concept of QoL	<ul style="list-style-type: none"> <li>Defining QoL</li> <li>Core principles of QoL</li> </ul>	<ul style="list-style-type: none"> <li>Conceptualising QOL as a cross-cultural and cross-sectoral concept for care and support.</li> <li>Differentiate HRQOL and QOL</li> <li>Know the consequences of a narrow definition of QoL for the overall support and care of AAWID</li> <li>QoL principles: subjective and objective, dynamic, universal and multidimensional</li> </ul>	<ul style="list-style-type: none"> <li>Using a broad perspective on QoL in daily practices and explaining it to fellow professionals.</li> <li>Using the broad perspective on QoL to work and cooperate in an interprofessional context</li> <li>Recognizing when the focus of professionals is mainly on HRQOL</li> </ul>	<ul style="list-style-type: none"> <li>Develop a QoL holistic view in their daily practice.</li> <li>Keep focus on the subjective nature of QoL and always start from the client's perspective on life.</li> <li>Maintaining the balance between objective and subjective QOL.</li> </ul>
	Concept of QoL with the field of ID	<ul style="list-style-type: none"> <li>Model of Schalock&amp;verdugo</li> <li>Eight QoL domains and indicators</li> </ul>	<ul style="list-style-type: none"> <li>Using QoL model by Schalock&amp; Verdugo</li> <li>Describing the eight domains and QoL indicators</li> <li>Assessing QoL outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Describe the eight domains of QoL to fellow professionals</li> <li>Knows how to gather information on QoL in AAWID</li> </ul>	<ul style="list-style-type: none"> <li>Start from the eight domains of QOL to develop a support plan for clients</li> </ul>
	Ageing and QoL	<ul style="list-style-type: none"> <li>Impact of ageing on nine domains of QoL for AAWID</li> </ul>	<p>Knows and understands how ageing has an impact on AAWID's:</p> <ul style="list-style-type: none"> <li>Personal development</li> <li>Self-determination</li> <li>Social inclusion</li> <li>Interpersonal relationships</li> <li>Emotional well-being</li> <li>Physical well-being</li> <li>Material well-being</li> <li>Spiritual/existential well-being</li> </ul>	<ul style="list-style-type: none"> <li>Describe and analyse individualized support needs of AAWID within each of the 9 domains of QoL for AAWID.</li> </ul>	<ul style="list-style-type: none"> <li>Makes innovative and/or optimizing proposals regarding the support and care needs of AAWID on the 9 QoL domains</li> <li>Provides theoretically substantiated feedback on the support and care needs of AAWID</li> </ul>

UNIT OBJECTIVES	TOPIC/SUB-UNIT	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCES
<b>Unit 3: Methodology working on QoL with AAWID</b> <i>To know how to develop a person-centred plan for AAWID and to be able to align specific support strategies to the support needs of AAWID.</i>	Person-centered planning	<ul style="list-style-type: none"> <li>Defining Person-centered planning (PCP) and Individual Support Plan (ISP)</li> </ul>	<ul style="list-style-type: none"> <li>Knowing the theoretical fundamentals of PCP model(s) or ISP</li> <li>Differentiate person-centered planning from service-centered planning</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the theoretical framework of ISP is used to augment or maintain AAWID's QoL</li> <li>Builds supports from the strengths of the person with ID and not the deficits, and focusses on AAWID's individual interests and preferences</li> <li>Tailors supports to achieve the person's goals and future</li> </ul>	<ul style="list-style-type: none"> <li>Uses ways of commissioning, providing and organising practices rooted in listening to what people want.</li> <li>Is vigilant for services or daily practices that are system-centred rather than person-centred</li> </ul>
	*Individual Support Plan (ISP) for AAWID	<ul style="list-style-type: none"> <li>Developing ISP for AAWID (PART I)</li> </ul>	<ul style="list-style-type: none"> <li>Role of a facilitator</li> <li>Identify and clarify desired life experiences and goals of AAWID on QoL domains</li> <li>Clarify current QoL of AAWID</li> <li>Gather the future hopes and dreams of AAWID and differentiate what is important 'to' - what is important 'for' a person</li> </ul>	<ul style="list-style-type: none"> <li>Defines the role of a facilitator</li> <li>Assesses the wishes and life goals of AAWID using correct communication techniques or skills</li> <li>Use QOL AAWID tool to assess current QOL outcomes</li> <li>Help AAWID maximize control over their lives</li> </ul>	<ul style="list-style-type: none"> <li>Assess AAWID's individual life goals, current QoL and support needs and develop individualized support strategies to facilitate a good QoL for AAWID</li> </ul>

			<ul style="list-style-type: none"> <li>• <i>Identify the support needs of AAWID</i></li> <li>• <i>Different support activities or strategies for AAWID</i></li> <li>• <i>Creating a supports group for AAWID</i></li> </ul>	<p><i>and help them find the balance in what is important 'to' from what is important for</i></p> <ul style="list-style-type: none"> <li>• <i>Using a assessment tool to identify AAWIDD support needs</i></li> <li>• <i>Develop correct support activities or strategies that are aligned with the support needs</i></li> <li>• <i>Forming a support group</i></li> </ul>	
		<p>Implementing ISPfor AAWID</p>	<ul style="list-style-type: none"> <li>• <i>Role of coordinator</i></li> <li>• <i>How to organise and analyse ISP information</i></li> <li>• <i>prioritise the support needs that are relevant to realise AAWID's wishes</i></li> <li>• <i>Organising ISP meetings with AAWID and support group</i></li> <li>• <i>Knows what to do when the support group and AAWID have conflicting ideas or when AAWID's goal is unrealistic</i></li> <li>• <i>Various forms of support that either are person-</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can efficiently organise and analyse all ISP information gathered by the educators or support workers</i></li> <li>• <i>organise ISP meetings as prescribed and create full participation and an open dialogue between all participants</i></li> <li>• <i>Settles differences, and stimulates compromise and a common goal in groups</i></li> <li>• <i>Solves conflict from a person-centered perspective</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can interpret and analyse data from different (assessment) tools (QoL AAWID, Support Needs, priority goals, what is important 'to' versus important 'for')</i></li> <li>• <i>Uses effective support strategies that promote the development, independence, interests, and well-being of AAWID, and enhance the individual's functioning, participation within society, and engagement in life activities.</i></li> </ul>



			<p><i>centered, system-oriented, or society-oriented</i></p> <ul style="list-style-type: none"> <li>• <i>define concrete, clear and unambiguous supporting goals</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reviews and coordinates various forms of support activities or strategies for AAWID</i></li> <li>• <i>Monitoring and evaluating</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engages support groups</i></li> <li>• <i>Monitors and evaluates ISP implementation progress</i></li> <li>• <i>Evaluate the impact of the ISP on the QoL of AAWID</i></li> </ul>
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\*refers to 6-8<sup>th</sup> EQF level

<p><b>Unit 4: ‘My New Ageing Me’ interactive training platform</b></p> <p><i>To use TRIADE 2.0. learning platform and other ICT tool thus improving own professional competences and fostering inclusion and rising the level of QOL of AAWID</i></p>	<p><b>Impact of ICT on QOL</b></p>	<p><b>Improving QOL with ICT</b></p>	<ul style="list-style-type: none"> <li>• <i>Can classify the type of ICTs</i></li> <li>• <i>Is familiar with the applications of ICTs in the management and interventions on individuals with IDs</i></li> <li>• <i>Can list the benefits, limitations and considerations when using ICT in AAWID</i></li> <li>• <i>Is aware about the evidence on the use of ICT in AAWID</i></li> <li>• <i>Knows what the MNAM platform is</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can navigate without assistance through the MNAM platform</i></li> <li>• <i>Can find a specific resource in the MNAM platform</i></li> <li>• <i>Knows how to use the resources in the MNAM platform to implement an intervention/activity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can interpret news, reports or scientific papers introducing new applications of ICT for AAWID.</i></li> <li>• <i>Uses the MNAM platform to gain knowledge and practical skills on how to implement therapeutic interventions to AAWID</i></li> <li>• <i>Uses the MNAM platform to implement interventions</i></li> <li>• <i>Is capable of updating the materials and resources in the MNAM platform</i></li> </ul>
		Types of ICT			
		Use of specific ICT tool			
	<p>Inclusion of AAWID through use of ICT</p>	<p>The role of ICT within AAWID inclusion</p>			
		<p>Activities using ICT for inclusion</p>			
	<p>How to use TRIADE 2.0. learning platform to foster educator’s competences</p>	<p>Getting to know TRIADE 2.0. learning platform</p>			
		<p>Use of TRIADE 2.0. learning platform</p>			
	<p>How to use TRIADE 2.0. learning platform for empowering AAWID</p>	<p>Getting to know TRIADE 2.0. learning platform</p>			
		<p>Use of TRIADE 2.0. learning platform</p>			

Table 3: Training program framework in accordance with EQF

Within next chapters, trainers will find:

- more specific information regarding content and framework of the contents with levels and learning outcomes,
- instruction how to plan, implement and evaluate the training in accordance with Andragogiccircle (see Image 2)
- how to implement each content, which learning strategy and methods use
- and how to evaluate the effect of training course in accordance from different point of views.



Image2: Andragogic circle(Morano, 2019)

### 3. How to plan the training course

The first step in planning is to define target group and designing the training program and then to invite potential participants to the training. The design of the training is a process of developing a system in which the structural elements are organized. The design includes consistently paying attention to each individual stage and components of creating an effective training that meets the needs of the participants. Thus, it is crucial also to prepare prequestionnaire to explore participants needs.

An invitation to the training(see *Training Plan, Annex 2: Example of Invitation to the course*) includes:

- training program,
- training schedule and
- prequestionnaire to explore the knowledge background experience working with AAWID and educational needs of the participants which is the base for adjustments of the program implementation.

Based on the prequestionnaire feedback gained from potential participant, trainers (if necessary) prepare adjustment of training schedule, content, learning strategies, teaching methods, evaluation and other organization tasks (such as place for implementation of the training).

One of the main tasks of organizing adult learning course is to prepare adult learners to make their own learning decisions, to take responsibility, to look for and to generate new ideas. While preparing the training program, the trainer can help with next question for reflection:

- What we teach - learning subjects, programs, modules, knowledge, skills, understanding, attitudes, content, processes;
- How do we teach? - approaches, methods, techniques; learning facilities, use of learning and technical resources to support the learning process;
- Who teaches - the new roles and responsibilities of the adult educators, their training and development, special support (and training) of the new adult educators, opportunities for improvement in different spheres of the educators with more experience; rewarding efforts;
- Who do we teach - the new roles of adult learners, their expectations, demands and interests; their adaptation and introduction into the learning process and the educational environment; their preparation to seek and find job and to meet the expectations and requirements of employers and the society;

- How does the learning process take place? - specific features and changed requirements for teaching and learning adults; sources of training; compliance with European and global criteria and standards for the training of specialists in different sphere;
- How do we assess - forms, types, approaches, content of the evaluation, performance profiles.

Overview of the training needs, objectives, learning outcomes, the use of pedagogic material, training methodology and evaluation tools are described in the table 4 bellow. With the help of this table and evaluation feedback gained from pre-evaluation questionnaire the trainer should adjust the training program to the participants needs and then prepare final training program for participants and schedule (see Table 5)

Planning checklist can be helpful to the trainer for successful planning of the training (see *Training Plan, Annex 3*).



Unit 1: The ageing process of AAWID						
Needs	Objectives	Learning outcomes	Training hour	Pedagogical materials	Training methodology	Evaluation tools
the need to gain in-depth applicable knowledge regarding ageing of ID ensuring them appropriate support ensuring successful ageing	to understand and be able to use knowledge regarding ageing of ID to give them appropriate support ensuring successful ageing	<i>Definition of ageing</i>	15 min	PPT presentation, class activity description, worksheets/materials for making drawings, additional info for the trainer	Theoretical learning, Practical learning, Class activity- Drawing an aged person , discussion	Pre-evaluation questionnaire (paper)
		<i>Ageing in society</i>	15 min	PPT presentation, class activity description	Practical learning, Class activity- Statements about ageing, discussion	Post evaluation questionnaire immediately after implementation of 1 <sup>st</sup> unit (on-line)
		<i>Definition of ageism</i>	30 min	Worksheet, class activity description	Practical learning, class activity: Ageism	Follow up evaluation questionnaire (6 month after implementation of the training) (on-line)
		<i>Theories on ageing</i>	30 min	PPT presentation	Theoretical learning	
		<i>Current perspectives on the ageing process</i>	30 min	PPT presentation, list of successful life components	Theoretical learning, lecture	
		<i>Ageing person and social ageing definition</i>	20 min	PPT presentation, BPS model description, ICF	Theoretical learning Practical learning, discussion, role play	
		<i>Definitions of the term frailty and resilience</i>	30 min	PPT presentation, class activity description, An integral conceptual model of frailty	Theoretical learning Practical learning, Class activity: Dreams of the future, discussion	

		<i>Characteristics of intellectual disabilities in society</i>	30 min	PPT presentation, posters, class activity description, The multidimensional model of human functioning	Practical learning, Class activity: Case study, discussion	
		<i>Definitions of AAWID</i>	40 min	PPT presentation	Theoretical learning, lecture	
		Characteristics of AAWID in society	60 min	PPT presentation, class activity description	Class activity: Case study, discussion	
<b>Unit 2: The impact of ageing on the quality of life</b>						
<b>Needs</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Training hour</b>	<b>Pedagogical materials</b>	<b>Training methodology</b>	<b>Evaluation</b>
The need to gain insight into the concept of QoL and the key components	To have insight in the complexity of the concept of QoL and to be able to give appropriate support, ensuring successful ageing of persons with ID	<i>Defining QoL</i>	30 min	PPT presentation, class activity descriptions, worksheets/materials	Theoretical learning Practical learning Class activities(1) key and (2) word cloud	Pre-evaluation questionnaire (paper)
		<i>Core principles of QoL</i>	60 min	PPT presentation, class activity descriptions	Theoretical learning Practical learning Class activities (3) – (7)	Post evaluation questionnaire immediately after implementation of 1 <sup>st</sup> unit (on-line)
		<i>QoL in the disabilities field</i>	60 min	PPT presentation; QoL model by Schalock&Vedugo; list of 8 QoL domains, class activity and worksheet	Theoretical learning Practical learning Class activity (8) reflective exercise on QoL	Follow up evaluation questionnaire (6 month after implementation of the training) (on-line)
		QoL and AAWID	60 min	PPT presentation, 9 domains of QoL; class activity descriptions	Theoretical learning Practical learning Class activity (9-15) reflective exercise on QoL domains	

Unit 3: Methodology working with AAWID						
Needs	Objectives	Learning outcomes	Training hour	Pedagogical materials	Training methodology	Evaluation
Need to understand how person-centred planning and different support strategies for AAWID can be developed and used in order to enhance or maintain the QoL of AAWID	To be able to align QoL domains and support strategies to the needs and desires of AAWID with the intent to enhance or maintain the QoL	<i>Person-centered planning</i>	30 min	PPT presentation; class activity descriptions & worksheet 1	Theoretical learning Practical learning Class activity (1) system-centered vs client-centered	Pre-evaluation questionnaire (paper)  Post evaluation questionnaire immediately after implementation of 1 <sup>st</sup> unit (on-line)  Follow up evaluation questionnaire (6 month after implementation of the training) (on-line)
		<i>Theoretical framework Individual supports planning</i>	30 min	PPT presentation	Theoretical learning	
		<i>Identifying and clarifying desired life experiences and goals</i>	20 min	PPT presentation; class activity descriptions	Theoretical learning Practical learning Class activity (2) system-centered vs client-centered	
		<i>Mapping current QoL of AAWID</i>	4 hours	PPT presentation, QoL AAWID tool, activity description, worksheet & focus	Practical learning class activity (3) & (4) on QoL AAWID assessment tool	
		<i>Identify hopes and dreams</i>	30 min	PPT presentation, important for and to, activity description, worksheet	Practical learning Class activity 5 what is important to versus important for	
		<i>Support needs and support activities or - strategies</i>	30 min	PPT presentation Focus with overview of support needs and support activities or – strategies on 9 QoL domains	Theoretical learning Practical learning Class activity (6) supports	
		<i>Support group AAWID</i>	10 min	PPT presentation Class activity description & worksheet	Practical learning Class activity (7) 'relationship cycle	

		<i>Implementing Individual supports planning for AAWID</i>	5 hours	Workbook Part II-IV : extra material for EQF level 6-8	Theoretical learning Practical learning	
Unit 4: "My New Ageing Me" interactive training platform						
Needs	Objectives	Learning outcomes		Pedagogical materials	Training methodology	Evaluation
Need to understand how ICT can improve the QOL of AAWID, professionals, caregivers and relatives.	To list ICT resources to support professional and informal caregiving to AAWID and latest evidence of its effectiveness	Identifying ICT tools and ways to use them effectively	1 hour	PPT presentation	Theoretical learning	Post evaluation questionnaire immediately after implementation of the session
Need to know how to use the MNAM platform to foster educator's competences	To introduce the MNAM platform and to list all the functionalities to be used by the educators and instruct on its proper use in the implementation of the interventions.	Independent use of the MNAM platform	2 hours	PPT presentation+ navigation in the MNAM platform	Practical learning	
Need to know how to use the MNAM platform to support therapies for AAWID		Adequate use of the MNAM platform	2 hours	Navigation in the MNAM platform + class activity descriptions		

Table4: Training program background

#### 4. How to implement the training

Implementation of the course begin with the actual implementation of the program in the classroom following the training program objectives, learning outcomes and schedule.

To reach goals of the course it is suggested to follow 4MAT(4MAT Group A/S, 2019) strategy for course implementation.

4MAT is a highly validated and world-renowned learning and communication tool, developed from a holistic perspective and based on essential human differences regarding how we perceive, process, understand and pass on information. In other words - 4MAT is a method for helping anyone learn anything. It has been used in thousands of teaching settings for over 30 years.

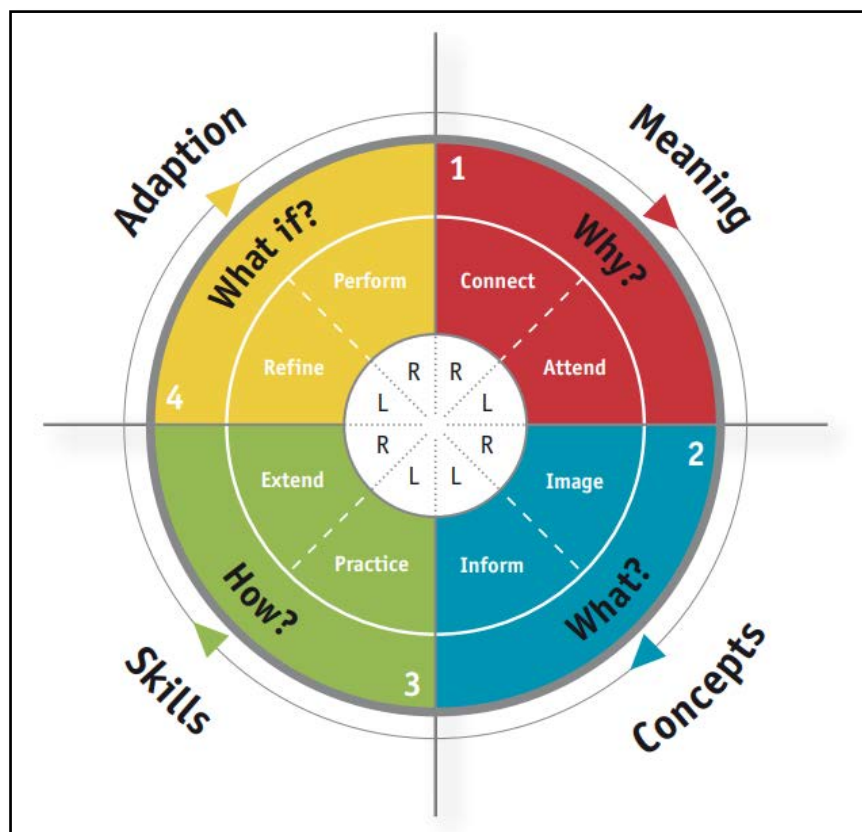


Image 3: 4MAT (4MAT Group A/S, 2019)

1. Understanding how people and organizations grow

4MAT is a framework for understanding the way people and organizations learn, communicate and evolve. It provides a common language for understanding the way individuals and groups move through the process of experiencing, assimilating, acting upon and integrating knowledge.

## 2. Typology and process method - integrated

The basic framework of 4MAT consists of a process method, visualized by an 8-step process wheel - and a typology based on four basic learning styles - both deeply integrated in each other - and interconnected with highly valuable brain science insights.

## 3. Renown theories - combined into a natural cycle

The 4MAT method is developed based on a number of renown theories on human psychology, learning and brain science. The unique of 4MAT springs from the way these theories are merged and connected into a natural cycle of learning, that ensures understanding of the core elements of learning and communication.

## 4. Successful learning and communication

The purpose of 4MAT is to create and deepen insight regarding learning. You will gain essential insight on individual differences, strengthen your understanding of successful communication and learn how to create more successful learning environments.

During the implementation phase, it is important to pay attention on constant feedback from course participant regarding implementation, if it match the objectives and learning outcomes, as well as the ongoing adjustment if necessary.

### **Would you like learn more about 4MAT and its use in practice?**

Please go to the link:

<https://www.speakinyourvoice.com/wp-content/uploads/2012/05/4mat-model-and-notes-Jan-2012.pdf>

Because the learning of the new content and exchanging experience is the most optimal in good learning environment, it is recommended to use active teaching and learning methods. In the table below, there is general proposal, which method to use by implementing each learning content and learning outcome (See Table5). Trainers should adjust it to the specific needs of the course participants.

<b>Unit 1: The ageing process of AAWID</b>			
<b>Learning outcomes</b>	<b>Training hour</b>	<b>Pedagogical materials</b>	<b>Training methods*</b>
<i>Definition of ageing</i>	15 min	PPT presentation, class activity description, worksheets/materials for making drawings, additional info for the trainer	Theoretical learning, Practical learning, Class activity- Drawing an aged person , discussion
<i>Ageing in society</i>	15 min	PPT presentation, class activity description	Practical learning, Class activity- Statements about ageing, discussion
<i>Definition of ageism</i>	30 min	Worksheet, class activity description	Practical learning, class activity: Ageism
<i>Theories on ageing</i>	30 min	PPT presentation worksheet	Theoretical learning Practical learning
<i>Current perspectives on ageing</i>	30 min	PPT presentation	Theoretical learning, lecture
<i>Ageing person and social ageing definition</i>	20 min	PPT presentation, BPS model description	Theoretical learning Practical learning, discussion, role play
<i>Definitions of the term frailty and resilience</i>	30 min	PPT presentation, class activity description, An integral conceptual model of frailty	Theoretical learning Practical learning, Class activity: Dreams of the future, discussion
<i>Characteristics of intellectual disabilities in society</i>	30 min	PPT presentation, posters, class activity description, The multidimensional model of human functioning	Practical learning, Class activity: Case study, discussion
<i>Definitions of AAWID</i>	40 min	PPT presentation	Theoretical learning, lecture
<i>Characteristics of AAWID in society</i>	60 min	PPT presentation, class activity description	Class activity: Case study, discussion

<b>Unit 2: The impact of ageing on the quality of life</b>			
<b>Learning outcomes</b>	<b>Training hour</b>	<b>Pedagogical materials</b>	<b>Training methods*</b>
<i>Defining QoL</i>	30 min	PPT presentation, class activity descriptions, worksheets/materials	Theoretical learning Practical learning Class activities (1) key and (2) word cloud
<i>Core principles of QoL</i>	60 min	PPT presentation, class activity descriptions	Theoretical learning Practical learning Class activities (3) – (7)
<i>QoL in the disabilities field</i>	60 min	PPT presentation; list of 8 QoL domains, class activity and worksheet	Theoretical learning Practical learning Class activity (8) reflective exercise on QoL
<i>QoL and AAWID</i>	1hours	PPT presentation, 9 domains of QoL; class activity descriptions	Theoretical learning Practical learning Class activity (9-15) reflective exercise on QoL domains
<b>Unit 3: Methodology working with AAWID</b>			
<b>Learning outcomes</b>	<b>Training hour</b>	<b>Pedagogical materials</b>	<b>Training methods*</b>
<i>Person-centered planning</i>	30 min	PPT presentation; class activity descriptions & worksheet 1	Theoretical learning Practical learning Class activity (1) system-centered vs client-centered
<i>Theoretical framework Individual supports planning</i>	30 min	PPT presentation	Theoretical learning
<i>Identifying and clarifying desired life experiences and goals</i>	20 min	PPT presentation; class activity descriptions	Theoretical learning Practical learning Class activity (2) system-centered vs client-centered
<i>Mapping current QoL of AAWID</i>	4 hours	PPT presentation, QoL AAWID tool, activity description, worksheet & focus	Practical learning class activity (3) & (4) on QoL AAWID assessment tool
<i>Identify hopes and dreams</i>	30 min	PPT presentation, important for and to, activity description, worksheet	Practical learning Class activity 5 what is important to versus important for



<i>Support needs and support activities or - strategies</i>	30 min	PPT presentation Focus with overview of support needs and support activities or – strategies on 9 QoL domains	Theoretical learning Practical learning Class activity (6) supports
<i>Support group AAWID</i>	10 min	PPT presentation Class activity description & worksheet	Practical learning Class activity (7) 'relationship cycle
<i>Implementing Individual supports planning for AAWID</i>	5 hours	Workbook Part II-IV : extra material for EQF level 6-8	Theoretical learning Practical learning
<b>Unit 4: “My New Ageing Me” interactive training platform</b>			
<b>Learning outcomes</b>	<b>Training hour</b>	<b>Pedagogical materials</b>	<b>Training methods*</b>
Identifying ICT tools and ways to use them effectively	1 hour	PPT presentation	Theoretical learning
Independent use of the MNAM platform	2 hours	PPT presentation+ navigation in the MNAM platform	Practical learning using computers, partly work in pairs
Adequate use of the MNAM platform	2 hours	Navigation in the MNAM platform + class activity descriptions	Practical learning using computers, partly work in pairs Work in small group

*Table 5: Matching learning and teaching methods with course contents*  
\*Description of methods described in Annex 3

Implementation of the training includes also formative evaluation of the training, to get immediately feedback of the participants and the base for adjustment of the training. Evaluation of the training program is in details described in the next section.

## 5. How to evaluate the training course: evaluation criteria and tools.

For the partners of TRIADE 2.0 implementing adult education training courses is important to evaluate to what extent the realized training has completed its objectives – high quality of the training and high level of satisfaction of the participants (trainers and trainees). Practically this means mechanisms and tools for the assessment of the efficiency of the course to be foreseen. The assessment toolkit includes various questionnaires, evaluation forms as well as self-assessment forms. By these tools we assess:

- Educators training course satisfaction, quality, professional usefulness, practical application and performance improvement
- EQF: qualitative degree of training activities adapted to the learning outcomes system
- Training methodology impact, quality and transferability
- Pre-test and post-test methodology usefulness and satisfaction
- Proposals for improvement after the educators training course

### 5.1. Pre-evaluation questionnaire

Evaluation of the course begin already before the training with needs analyses for appropriate adjustment of the training (see Training Plan, Annex 2) and its part of preparation phase of training course.

Based on evaluation of each training unit immediately after training trainer can adjust the training program within the next unit.

### 5.2. Overall satisfaction and Quality of the teaching resources & methods

General questionnaire immediately after each unit will give useful general feedback, that would be important for effective adjustment of the further implementation of the training (See Training Plan, Annex 9).

### 5.3. Trainer's performance

Trainers will get evaluation questionnaire after the end of the course with the purpose to improve the training program and update the future implementations of the programs. (See Training Plan, Annex 8)

#### 5.4. Delivery of the Unit content

The proposed assessment model is structured as:

- Self-assessment (See Training Plan, Annex 5)
- Assessment of knowledge, skills, competences (See Training Plan, Annex 6)

Self-assessment of skills and competences will be implemented before each unit implementation. The purpose of this activity is that participants of the training raise awareness of their knowledge, skills, and competences on this field that they have already. Assessment will be also used as orientation to adapt training course to participants needs.

Gained knowledge, skills and competences will be assessed via theoretical tests and practical tasks for each course unit which will be available in Moodle classroom (MNAM platform) (See Training Plan, Annex 6).

The proposed theoretical assessment suggests different types of questions (closed questions as well as true/false questions that allows assessment of acquired knowledge and skills). Practical part includes open questions to reflect theoretical knowledge and assignments (case study) for assessment of the acquired competences and this is exactly what ECVET model of assessment promotes.

Theoretical test will be assessed automatically (using Moodle quizzes), however practical tasks will be assessed by the trainer. It is recommended that practical tasks are done in pairs or in working teams (heterogeneous levels of education e.g. Social worker and care giver) by delivering portfolio. Working in group will allow participants to exchange experience and reflections, to give and receive peer support, and thus diversity of the target groups who participate in the training will be addressed.

#### *Assessing 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., page 10-15).



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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 an assessment checklist for each module (Training Plan, Annex 6). If 50% for each unit is reached then also EQF level in accordance with the framework is reached.

### 5.5. Follow-up

Follow up will be done 6 months after the implementation of the training course with the questionnaire to measure the impact of the training course (See Training Plan, Annex 7).

## 6. Glossary

### **ECVET framework**

European Credit System for Vocational Education and Training. It is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieve the desired qualification.

### **EQF framework**

The European Qualifications Framework for Lifelong Learning is overarching framework that joins the qualifications of different EU member states together.

### **Knowledge**

The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that are related to a field of work or study.

### **Skills**

The ability to apply knowledge and use know-how to complete tasks and solve problems.

### **Competence**

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. (Commission, 2018)

### **Teaching**

By providing knowledge to train someone to perform a particular activities; By encouraging, alerting to cause someone to gain a certain positive property; To interpret, declare what is real, the law, with the intention of accepting it, shall after that he is doing it; to work, to cause someone to come to useful knowledge, knowledge. (Morano M., 2013)

### **Learning**

By taking knowledge, you will be trained to perform a particular job, activities; training for a profession, how to craft; On the basis of experience, warned to obtain a certain positive characteristic; Learning about what comes to some knowledge, knowledge.

From andragogy point of view “learning “ is a process of changing behavior on the basis of new ones information (I learn from what I learn) and experience (I learn from what I experience). Ta the process (learning) may be intentional or unintentional, planned or incidental, casual.

### **Anagogical cycle**

The system of procedures for the preparation and implementation of education is called the Anagogical cycle. The Anagogical cycle consists of:

- identification of needs,
- planning,
- programming,
- organizing,
- deriving,
- Evaluation

### **Learning outcomes(CEDEFOP, 2017)**

Statements of what a learner knows, understands and is able to do on completion of a learning process defined in terms of knowledge, skills and competence.

### **The Language of Learning Outcomes(NCFHE, 2019)**

*Knowledge:* Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning. Knowledge and Understanding should include these information; Count, define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, sequence, tell, write.

*Skills:* Skills includes four skills; Applying Knowledge and Understanding (apply, practice, demonstrate, show, plan, design, operate, assemble, use, construct, prepare, create, compose, arrange). Communication Skills (write, illustrate, report, describe, discuss, explain, state, name, express, review, speak, present, interact). Judgmental Skills (choose, judge, identify, evaluate, analyses, assess, interpret, argue, select, compare, rate, measure, propose, appraise, estimate, examine, categories). Learning Skills (evaluate own learning, proceed, study, undertake further studies).

*Competences:* Autonomy and Responsibility (Collaborate, comply, deal with, ensure, be responsible for, carry out tasks, guide, supervise, monitor, authorize, manage, create, produce, represent, advise, negotiate, sell).

Learning outcomes may have different functions in the VET system, leading to different forms of operationalization.

**Unit (course unit) of learning outcomes** (ECVET, Geographical Mobility in Vocational Education and Training, Guidelines for describing units of learning outcomes , 2019)

Component of a qualification, consisting of a coherent set of knowledge, skills and competence, which can be assessed and validated.

**Assessment of learning outcomes** (EACEA, 2019)

Methods and processes used to establish the extent to which a learner has attained particular knowledge, skills and competence.

**Recognition of learning outcomes** (EACEA, 2019)

The process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

**Validation of learning outcomes** (EACEA, 2019)

The process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes, which may be required for a unit or a qualification.

**Credit for learning outcomes** (EACEA, 2019)

Set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.

**Qualification** (EACEA, 2019)

Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard.

**ECVET points** (ECVET, 2019)

Numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

## Course objectives

Proper implementation of the lessons within Adult education context starts with determining of realistic and attainable objectives. In practice, the cognitive learning objectives are related to mental activity and skills formation, reflecting a different degree of development of the thinking process:

- Reproducing of knowledge - the focus is on memorizing facts and terminology;
- Understanding - learners should be able to explain what they are doing when they reproduce information (for example, Keyboard shortcuts in Word);
- Application - once a certain concept is understood, learners can summarize using basic principles of knowledge application;
- Analyzing - distinguishing the parts (elements) of a statement or operation and referring each component to the others;
- Synthesis – “assembling” of different concepts or elements in a new form (as a whole);
- Evaluating - assessing the value of structure, arguments, methods, etc., with emphasis on their strengths and weaknesses, and differentiating of "pros" and "cons".



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