



DESIGNING CURRICULUM FOR PRE-SCHOOL TEACHERS WHO WORK IN INCLUSIVE CLASSROOM SETTINGS

Training Event in Spain Report

PERMACULTURA CANTABRIA

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Erasmus+



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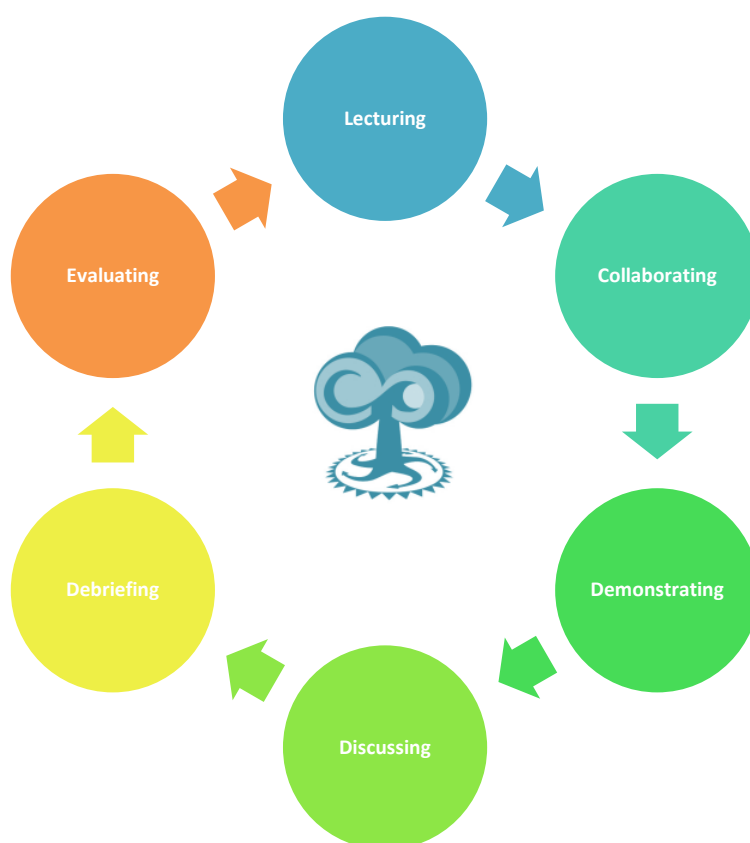
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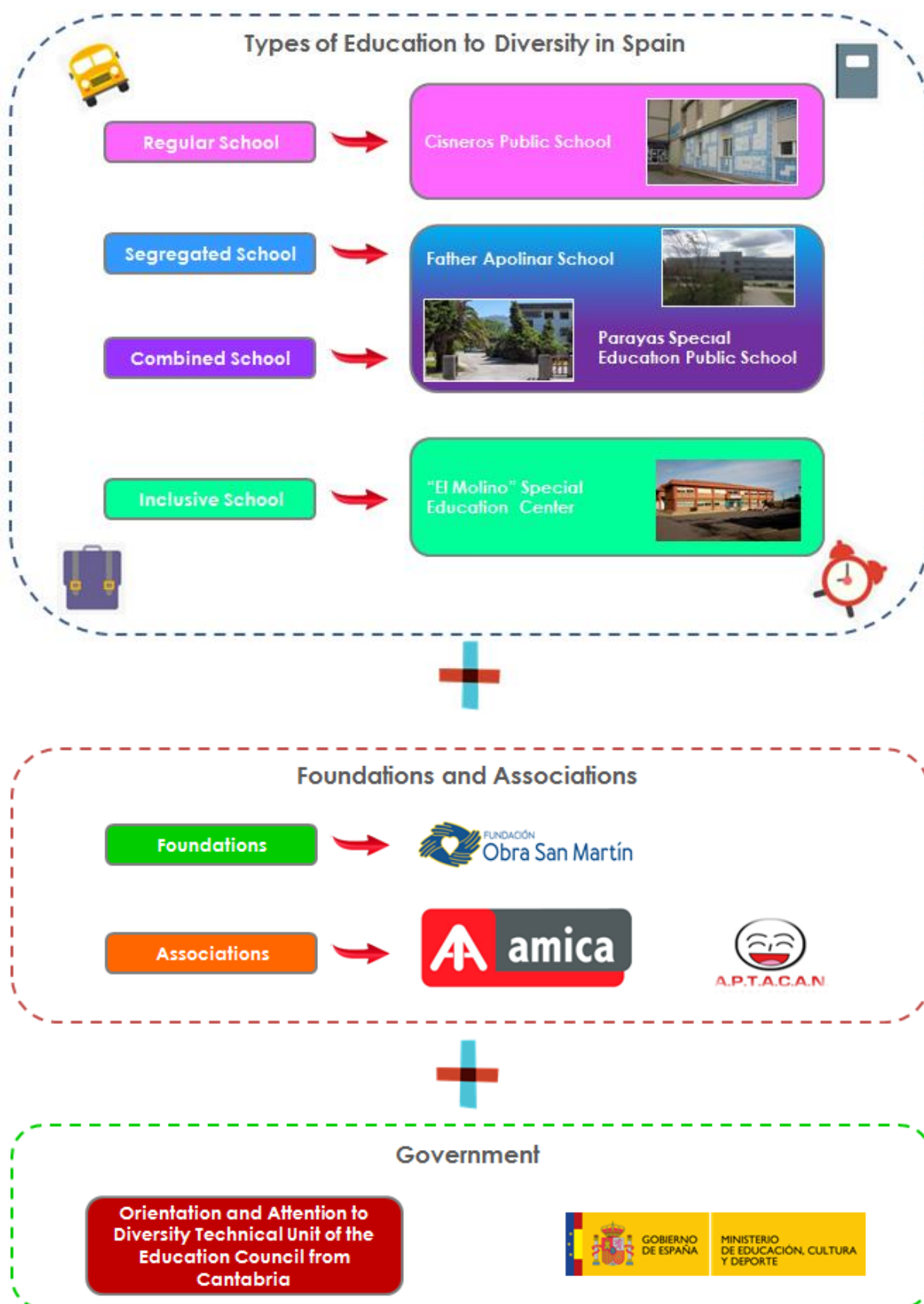
Methodology and Phases of the Training Event

Permacultura Cantabria has a methodology that enables participants to achieve a better understanding. This methodology makes them to have a real overview and a deeper knowledge from real scenarios and conversations with professionals.

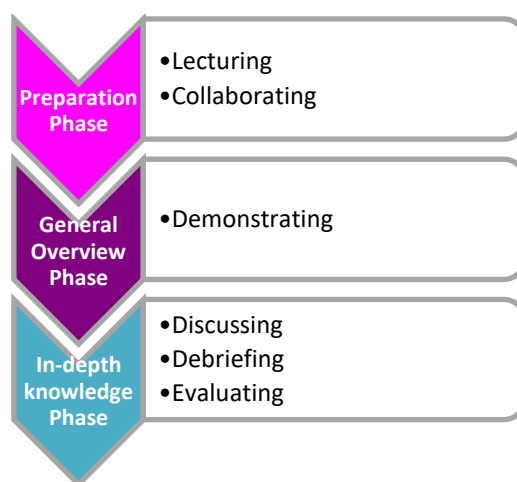
Permacultura Cantabria's methodology is divided into 6 main pillars, which are part of the different phases from the training event:



Permacultura Cantabria looked forward to having a full vision of how Cantabria provides attention to diversity. For this reason, it was important the participants could see from different perspectives how strategies, initiatives and activities to facilitate inclusion are being carried out by schools, centers, associations, foundations and government, considering all types of education to diversity in Spain:



Considering the project context and main objectives, Permacultura Cantabria established 3 different phases, considering all the pillars from their methodology:



Preparation Phase

During the Preparation Phase, Permacultura Cantabria conducted interviews with experts of different centers for two main purposes. The first purpose is to select those institutions that are more interesting with the project's objectives. The second purpose is that the participants could have a general overview of the centers that they were going to visit, before their arrival to Spain. In this way, the participants could be able to start looking for deeper information during the visits.

Some of the questions asked in the interviews were:

SERVICES AND INFRASTRUCTURE

What kind of center is it?

How many professionals do you have?

How many users do you have?

What is the age range of users?

What profiles do the users have?

How are your facilities?

Do you have special installations to facilitate mobility?

What kind of activities do you do?

What material do you use in classrooms?

How do you use ICT to support the users you work with?

What activities do you do to facilitate inclusion?

What are the most important points or precautions when preparing the contents of education plans?

How do you prepare education plans?

COMMUNICATION

What are the characteristics of communication and interaction between users?

What are the characteristics of communication and interaction between users and teachers / professionals?

What kind of devices or ways of communication do you have?

Do they have electronic platforms to communicate between teachers / professionals?

Do they use forums as a means of communication between teachers / professionals or other centers and / or agencies?

STAFF TRAINING

Do you know or work with collaborative e-learning platforms between teachers / professionals?

How are trainings within your organization?

Do you have a special training program?

ADDITIONAL QUESTIONS

What are some improvements you have learned in recent years?

What are your strengths?

What are your needs or difficulties?

Permacultura Cantabria recorded the interviews and made a report of each center with all the information gathered from each session. In the final report, Permacultura Cantabria organized the information into 5 sections for an easier comparison between all the centers. The main sections are:

- Facilities
- Education
- Communication



- ICT Tools
- Training

As a result of these activities, Permacultura Cantabria delivered an In-depth Interviews Summary to all the participants.

Also during this phase, Permacultura Cantabria sent a first proposal of the working programme to ZİÇEV, the project leader organisation. In collaboration with ZİÇEV, the main activities for the training event in Spain were defined. The full programme can be seen at the “Working Programme” section.

General Overview Phase

During the General Overview Phase, the participants were able to visit different centers, raising their interest and reinforcing their knowledge by making connections between what they read in the In-depth Interviews Summary and real scenarios. The centers visited were:

- Parayas Special Education Public School (Colegio Público de Educación Especial Parayas)
- “El Molino” Special Education Center (Centro de Educación Especial “El Molino”)
- Cisneros Public School (Colegio Público Cisneros)
- Father Apolinar School (Colegio Padre Apolinar)
- AMICA

In-depth knowledge Phase

The In-depth knowledge Phase is an important activity for the learners to acquire more information from the centers’ teachers and professionals. Permacultura Cantabria carried out daily round tables after the visits. In addition, they had a round table with Mercedes Cruz, Head of the Orientation and Attention to Diversity Technical Unit of the Education Council from Cantabria. The participants were able to discuss with the professionals different questions such as:

How do you assess the performance of the teachers in your school?

What kind of profiles and requirements your staff need to have?

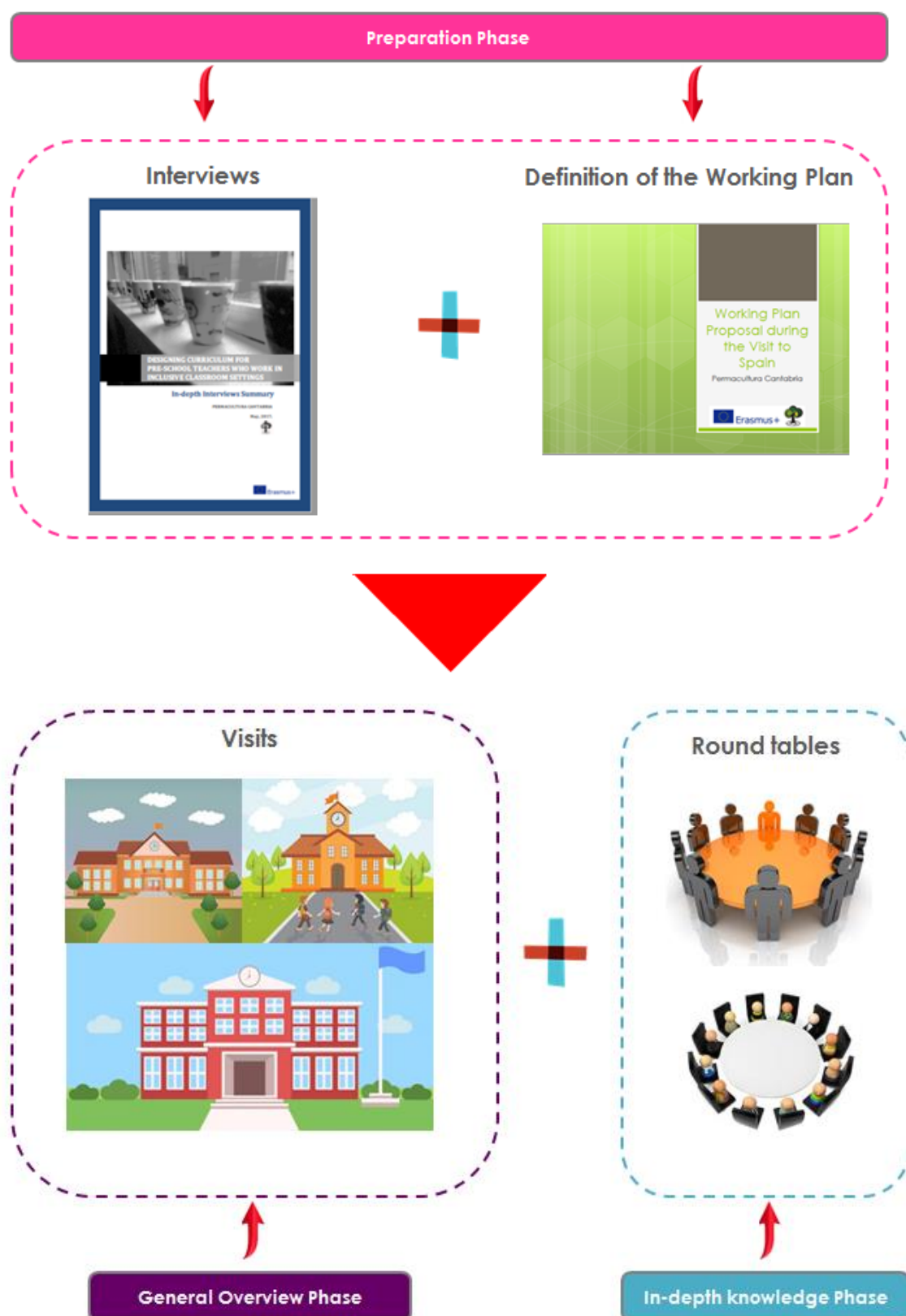
How do you monitor the teachers performance?

How do you monitor the users performance?

What type of training the teachers /professionals constantly receive?

What happens if a teacher is not doing his/her job correctly?

Describe the hiring process in your institution?



Some visits and round tables were interpreted from Spanish to English and English to Turkish so all the participants were able to understand and participate in the activities.

Working Programme





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KA2 STRATEGIC PARTNERSHIP PROGRAM
SCHOOL EDUCATION PROJECT

DESIGNING CURRICULUM
FOR PRE-SCHOOL TEACHERS
WHO
WORK IN INCLUSIVE CLASSROOM
SETTINGS
“TEACHERS TO TEACHERS”

Joint Staff Training in Spain Working Plan

Permacultura Cantabria



Erasmus+



MORNING: Public event for the presentation of the activity, objectives and participating entities

- **9:30** Reception of participants
- **10:00** Welcome to the European Projects Offices Headquarters. *Montserrat García Ortiz, European Affairs Director.*
- **10:10** Presentation of the weekly program. *Oscar Argumosa, President of Permacultura Cantabria.*
- **10:30** General Overview of the Project. *Uğur Ersoy (ZİÇEV)*
- **10:50** Coffee break
- **11:10** Presentation of the Education Council from Cantabria. *Alonso Gutiérrez Murillo, Director of Education.*
- **11:30** Overview of special education centers and childhood care in the region of Cantabria. *María Felisa Lois, General Director of ICASS*
- **12:30** Questions and Answers Session



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AFTERNOON:

- **13:00** Meal
- **14:30** Presentation of participants. A dynamic activity to know the work we do in our institutions and the relationship we have with inclusive education
- **15:30** Discussion on teachers interview conducted by Permacultura Cantabria
- **18:00** Closing



- **9:30** Visit to Parayas Special Education Public School
- **11:00** Coffee break
- **11:15** Visit to Cisneros Public School
- **13:00** Meal
- **14:30** Brainstorming to prepare the interviews with the visited schools
- **15:00** Break
- **15:15** Round table with teachers from the visited schools in the morning
- **16:15** Daily evaluation
- **17:30** Closing



- **9:00** Visit to AMICA's facilities (Training and labour inclusion Center)
- **11:00** Coffee break
- **11:15** Visit to AMICA's facilities (Day Care Center to talk about low-cost inclusive technologies)
- **13:15** Meal
- **15:00** Visit to AMICA's facilities (IDIPOWER Project)
- **16:15** Break
- **16:30** Round table with teachers of the AMICA Association
- **18:00** Closing



- **9:30** Visit to Father Apolinar School
- **11:00** Coffee break
- **11:15** Visit to “El Molino” Special Education Center
- **13:00** Meal
- **15:00** Round table with teachers of the centers visited during the morning.
- **16:15** Break
- **16:30** Round table with Mercedes Cruz, Head of the Orientation and Attention to Diversity Technical Unit of the Education Council from Cantabria.
- **18:00** Closing



- **9:30** Team work to analyze the most outstanding learnings and reflections
- **11:00** Coffee break
- **11:15** Evaluation of training
- **12:00** Discussion on upcoming training and overview of responsibilities
- **13:00** Certificates Delivery.
- **13:30** Closing and Meal



Father Apolinar School



VIDEO

The video presented during the visit to Father Apolinar can be downloaded in the following link:

https://educantabria-my.sharepoint.com/personal/ccee_padre_apolinar_educantabria_es/_layouts/15/guestaccess.aspx?docid=1765b6b72b4754fe18227c7a78d116e7e&authkey=AS7g3HDZaSXp2OQq2RiVmQY

Scale to assess the needs of people with disabilities

Father Apolinar School has done a scale to assess the needs of people with significant disabilities with the collaboration of INICO (University of Salamanca).

The San Martín Scale is the first international instrument to evaluate the quality of life of adults with significant disabilities (i.e., people with intellectual disabilities who require extensive and generalized support, with other possible associated conditions). Therefore, the San Martín Scale allows professionals and organizations to focus on data that reflect the personal results of users of their centers and services.

The San Martín Scale must be completed by a person who knows the person sufficiently and has the opportunity to observe him in different scenarios. The instrument consists of 95 items organized around eight dimensions of Quality of Life that include observable and objective aspects.

The scale can be downloaded as an application in the following link:

http://www.fundacionobrasanmartin.org/fundacion_historia.php?subcategoria=escala

The scale is also available in a PDF document:

ANEXO B
ESCALA
SAN MARTÍN

De la persona evaluada

DÍA MES AÑO

Fecha de aplicación

Fecha de nacimiento

DATOS DE LA PERSONA EVALUADA

NOMBRE Y APELLIDOS:

Nivel de necesidades de apoyo: ☐ Extenso ☐ Generalizado

Nivel de dependencia reconocido:

☐ Grado I de dependencia moderada

☐ Grado II de dependencia severa

☐ Grado III de gran dependencia

Porcentaje de discapacidad: % Año de expedición del certificado:

Otras condiciones de la persona evaluada (marque todas las que procedan)

☐ Disc. Física: ☐ Limitaciones motoras en extremidades superiores

☐ Limitaciones motoras en extremidades inferiores

☐ Disc. Sensorial: ☐ Auditiva/sordera ☐ Visual

☐ Parálisis cerebral ☐ Epilepsia

☐ Problemas de salud mental / Trastorno emocional

☐ Trastorno del espectro autista ☐ Síndrome de Down

☐ Problemas de salud graves ☐ Problemas de comportamiento

☐ Otra (especifique):

DATOS DEL INFORMADOR 1

NOMBRE Y APELLIDOS:

Tiempo en contacto con la persona evaluada:

años y meses

Frecuencia del contacto con la persona evaluada:

Varias veces / semana

Una vez / semana

Una vez / dos semanas

Una vez / mes

Relación con la persona evaluada:

Profesional

Madre / Padre

Hermano/a

Tutor/a legal

Otra (especifique)

DATOS DEL INFORMADOR 2

NOMBRE Y APELLIDOS:

Tiempo en contacto con la persona evaluada:

años y meses

Frecuencia del contacto con la persona evaluada:

Varias veces / semana

Una vez / semana

Una vez / dos semanas

Una vez / mes

Relación con la persona evaluada:

Profesional

Madre / Padre

Hermano/a

Tutor/a legal

Otra (especifique)

INSTRUCCIONES:

A continuación se presentan una serie de afirmaciones relativas a la calidad de vida de la persona que está evaluando. Por favor, marque la opción de respuesta que MEJOR describa a dicha persona y no deje ninguna cuestión en blanco.

CLAVE DE RESPUESTA:

	N	NUNCA	A	ALGUNAS VECES	F	FRECUENTEMENTE	S	SIEMPRE
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AUTODETERMINACIÓN		N	A	F	S
1	Las personas que le proporcionan apoyos tienen en cuenta sus preferencias y elecciones	1	2	3	4
2	Participa en la elaboración de su plan individual de apoyos	1	2	3	4
3	El personal del centro respeta sus decisiones	1	2	3	4
4	Elige cómo pasar su tiempo libre	1	2	3	4
5	Se toman medidas específicas para permitir que ejerza influencia en su entorno (i.e., ambiente físico, material, social)	1	2	3	4
6	Se toman medidas específicas para permitir que haga elecciones	1	2	3	4
7	Tiene oportunidades para negarse a hacer actividades irrelevantes para su salud (e.g., participar en una actividad de ocio, irse a la cama a una hora determinada, ponerse la ropa que otros le eligen)	1	2	3	4
8	Elige la comida o parte de la comida cuando hay variedad en 1º, 2º y postre	1	2	3	4
9	Decora la habitación a su gusto	1	2	3	4
10	Se le proporcionan apoyos que tienen en cuenta sus necesidades, deseos y preferencias (e.g., las personas que le proporcionan los apoyos, estar solo/a o en grupo, lugares en los que estar, tiempo, ritmos)	1	2	3	4
11	Se considera detenidamente la decisión de llevar a cabo una acción si la persona la experimenta como desagradable (e.g., durante el cuidado personal, comida, actividades)	1	2	3	4
12	Tiene un programa diario de actividades adecuado a sus preferencias	1	2	3	4

Puntuación Directa Total

CLAVE DE RESPUESTA:

N	NUNCA	A	ALGUNAS VECES	F	FRECUENTEMENTE	S	SIEMPRE
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BIENESTAR EMOCIONAL		N	A	F	S
13	Las personas que le proporcionan apoyos disponen de un listado de conductas observables que expresan sus estados emocionales (e.g., mapas, registros, etc.)	1	2	3	4
14	Se informa a la persona con antelación sobre los cambios de personas que le proporcionan apoyos (e.g., debido a turnos, bajas, vacaciones, situaciones familiares, etc.)	1	2	3	4
15	Las personas que le proporcionan apoyos conocen sus expresiones individuales de bienestar emocional	1	2	3	4
16	Las personas que le proporcionan apoyos conocen sus expresiones individuales de angustia	1	2	3	4
17	Las personas que le proporcionan apoyos conocen cómo expresa sus deseos	1	2	3	4
18	Las personas que le proporcionan apoyos ponen atención a las expresiones faciales, miradas y dirección de la vista, voz, tensión muscular, postura, movimiento y reacciones fisiológicas	1	2	3	4
19	Tiene una ficha personal donde consta lo que le gusta, le tranquiliza, lo que no soporta y cómo puede reaccionar, que todo el personal conoce y debe cumplir	1	2	3	4
20	Se le proporcionan pautas y consejos específicos para ayudar a controlar sus conductas	1	2	3	4
21	Las personas que le proporcionan apoyos cuentan con formación en técnicas de Apoyo Conductual Positivo	1	2	3	4
22	Se le proporcionan cariño, afecto y contacto físico apropiados cuando los necesita	1	2	3	4
23	Se toman medidas específicas para optimizar la atmósfera o el ambiente de grupo	1	2	3	4
24	Se toman medidas específicas para conseguir que su entorno sea reconocible y predecible (e.g., espacios, temporalización, personas que le proporcionan apoyos, actividades, etc.)	1	2	3	4
Puntuación Directa Total					

CLAVE DE RESPUESTA:

N	NUNCA	A	ALGUNAS VECES	F	FRECUENTEMENTE	S	SIEMPRE
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BIENESTAR FÍSICO		N	A	F	S
25	Tiene una dieta adaptada a sus características y necesidades	1	2	3	4
26	Realiza actividades y ejercicios físicos adecuados a sus características y necesidades	1	2	3	4
27	Toma la cantidad de comida y líquidos aconsejada para mantener un buen estado de salud	1	2	3	4
28	Se cuida la preparación y la presentación de la comida (e.g., composición, gusto, variedad, temperatura, etc.)	1	2	3	4
29	Las personas que le proporcionan apoyos cuentan con formación específica acerca de las cuestiones de salud concretas de la persona	1	2	3	4
30	Tiene una adecuada higiene (e.g., dientes, pelo, uñas, cuerpo) e imagen personal (e.g., ropa adecuada para su edad, para la ocasión, etc.)	1	2	3	4
31	Se mueve por diferentes espacios (i.e., interiores y exteriores)	1	2	3	4
32	Se toman medidas específicas para prevenir o tratar problemas derivados de discapacidades físicas (e.g., espasticidad, rigidez, deformidad, etc.)	1	2	3	4
33	Se toman medidas específicas en relación con su movilidad para estimular su independencia	1	2	3	4
34	Se toman medidas específicas para prevenir o tratar el dolor	1	2	3	4
35	Se presta especial atención al diagnóstico y el tratamiento de las discapacidades sensoriales que pueda tener	1	2	3	4
36	Las personas que le proporcionan apoyos ofrecen guía y apoyo acerca de su sexualidad	1	2	3	4

Puntuación Directa Total

MATIZACIONES

ITEM 35: Si la persona no tiene discapacidad sensorial, valore igualmente si se presta atención a su prevención y control de su posible aparición.

CLAVE DE RESPUESTA:

N	NUNCA	A	ALGUNAS VECES	F	FRECUENTEMENTE	S	SIEMPRE
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BIENESTAR MATERIAL		N	A	F	S
37	Se repone o repara el material de la persona cuando está deteriorado	1	2	3	4
38	El centro al que acude está adaptado a sus características (i.e., sensoriales, cognitivas, conductuales, físicas)	1	2	3	4
39	El centro al que acude toma medidas específicas para evitar riesgos como golpes, caídas y fugas	1	2	3	4
40	Tiene un espacio físico con sus pertenencias personales a su alcance	1	2	3	4
41	Las ayudas técnicas que necesita han sido adaptadas de forma individual	1	2	3	4
42	Se evalúa el efecto de las ayudas técnicas en el funcionamiento y la conducta de la persona	1	2	3	4
43	Dispone de las ayudas técnicas que necesita	1	2	3	4
44	Las personas que le proporcionan apoyos entienden los sistemas alternativos de comunicación que necesita	1	2	3	4
45	Cuenta con sus propios materiales para entretenerse (e.g., juegos, revistas, música, televisión, etc.)	1	2	3	4
46	Dispone de los bienes materiales que necesita	1	2	3	4
47	Se toman medidas específicas para adaptar el entorno en el que vive a las capacidades y limitaciones de la persona (i.e., sensoriales, cognitivas, conductuales, físicas)	1	2	3	4
48	Se toman medidas específicas para adaptar el entorno en el que vive a sus deseos y preferencias	1	2	3	4

Puntuación Directa Total

MATIZACIONES

- ITEM 38 Y 39: Centro hace referencia a centro de día, ocupacional, de ocio y tiempo libre, etc.
- ITEM 44: En caso de que no los necesitara, marque "Siempre".

CLAVE DE RESPUESTA:

	N	NUNCA	A	ALGUNAS VECES	F	FRECIENTEMENTE	S	SIEMPRE
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DERECHOS		N	A	F	S
49	Las personas que le proporcionan apoyos disponen de formación específica sobre ética y respeto de los derechos de las personas con discapacidad	1	2	3	4
50	Las personas que le proporcionan apoyo tratan a la persona con respeto (e.g., le hablan con un tono adecuado, no le infantilizan, utilizan términos positivos, evitan los comentarios negativos en público, evitan hablar delante de la persona como si ésta no estuviera presente, etc.)	1	2	3	4
51	En el servicio al que acude se respetan y defienden sus derechos (e.g., confidencialidad, información sobre sus derechos como usuarios, etc.)	1	2	3	4
52	La persona conoce su carta de derechos personalizada	1	2	3	4
53	En el centro al que acude se respeta su intimidad (e.g., llamar antes de entrar, cerrar la puerta cuando le duchan, cuando va al WC o cuando le cambian el pañal, etc.)	1	2	3	4
54	En el centro al que acude la persona cuenta con un espacio donde poder estar sola si lo desea	1	2	3	4
55	Tiene en regla toda su documentación personal, prestaciones y valoraciones que le corresponden por ley	1	2	3	4
56	Se toman medidas específicas para respetar su privacidad (e.g., durante el cuidado personal y la higiene, en relación con su sexualidad, información confidencial, etc.)	1	2	3	4
57	En su entorno es tratado con respeto	1	2	3	4
58	En el centro al que acude se respetan sus posesiones y su derecho a la propiedad	1	2	3	4
59	En el centro al que acude se respetan sus derechos	1	2	3	4
60	El centro respeta la privacidad de la información (e.g., difusión de imágenes, datos personales, etc.)	1	2	3	4

Puntuación Directa Total

CLAVE DE RESPUESTA:

N	NUNCA	A	ALGUNAS VECES	F	FRECUENTEMENTE	S	SIEMPRE
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DESARROLLO PERSONAL		N	A	F	S
61	Tiene un programa de actividades con cosas que le gustan y contribuyen a su enriquecimiento personal	1	2	3	4
62	Las actividades que realiza le permiten el aprendizaje de nuevas habilidades	1	2	3	4
63	Se le enseñan cosas que le interesan	1	2	3	4
64	Aprende cosas que le hacen ser más independiente	1	2	3	4
65	En el centro se le proporcionan instrucciones y modelos para aprender cosas nuevas	1	2	3	4
66	En el centro tiene oportunidades para demostrar sus habilidades	1	2	3	4
67	Tiene oportunidades para desarrollar actividades de forma independiente	1	2	3	4
68	Se toman medidas específicas para mantener sus capacidades y habilidades	1	2	3	4
69	Se toman medidas específicas para enseñarle nuevas habilidades	1	2	3	4
70	Se estimula su desarrollo en distintas áreas (e.g., cognitiva, social, sensorial, emocional, motora)	1	2	3	4
71	La estimulación de su desarrollo se lleva a cabo respetando sus ritmos y preferencias (e.g., evitando infra y sobre-estimulación)	1	2	3	4
72	Adquiere nuevas habilidades o experiencias mediante su participación en actividades	1	2	3	4

Puntuación Directa Total

CLAVE DE RESPUESTA:

N	NUNCA	A	ALGUNAS VECES	F	FRECUENTEMENTE	S	SIEMPRE
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INCLUSIÓN SOCIAL		N	A	F	S
73	Tiene oportunidades de conocer otros entornos diferentes al lugar donde vive (i.e., viajar hacer excursiones, rutas turísticas, etc.)	1	2	3	4
74	Disfruta de vacaciones en entornos inclusivos (e.g., hotel, parque, casa rural, playa, montaña, SPA, parques temáticos, etc.)	1	2	3	4
75	Tiene una ficha de apoyos personalizados que todo el personal conoce y debe cumplir	1	2	3	4
76	Participa en actividades fuera del centro con personas ajenas a su contexto de apoyos	1	2	3	4
77	Participa en actividades inclusivas adecuadas para sus condiciones físicas y mentales	1	2	3	4
78	Participa en actividades inclusivas que le interesan	1	2	3	4
79	Las actividades en las que participa tienen en cuenta las instalaciones de ocio y cultura de la zona	1	2	3	4
80	Se toman medidas específicas para ofertar tanta variedad de actividades como sea posible (e.g., actividades nuevas en función de las preferencias de las personas)	1	2	3	4
81	Participa en actividades sociales fuera del lugar donde recibe servicios o apoyos	1	2	3	4
82	Se toman medidas específicas para potenciar la participación de la persona en la comunidad	1	2	3	4
83	Utiliza entornos comunitarios (e.g., restaurantes, cafeterías, bibliotecas, piscina, cines, parques, playas, etc.)	1	2	3	4

Puntuación Directa Total

MATIZACIONES

ITEM 76: El contexto de apoyos puede incluir a familiares, profesionales, voluntarios/as, compañeros/as del centro, amigos/as, etc.

CLAVE DE RESPUESTA:

N	NUNCA	A	ALGUNAS VECES	F	FRECUENTEMENTE	S	SIEMPRE
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RELACIONES INTERPERSONALES		N	A	F	S
84	Las personas que le proporcionan apoyos conocen el sistema de comunicación que utiliza	1	2	3	4
85	En el centro al que acude se identifica la mejor forma de comunicarle información (i.e., visual, táctil, auditiva, olfativa, gustativa)	1	2	3	4
86	En el centro al que acude se diseñan actividades que facilitan las interacciones personales entre compañeros/as	1	2	3	4
87	En el centro al que acude se proporciona información acerca del estilo interactivo de la persona cuando ésta conoce a gente nueva	1	2	3	4
88	Celebra acontecimientos importantes para ella y sus personas significativas (e.g., cumpleaños, aniversarios)	1	2	3	4
89	En el centro al que acude se planifican actividades o apoyos que le permitan la interacción social	1	2	3	4
90	Cuando se interactúa con la persona, se le proporciona el tiempo necesario para que pueda responder	1	2	3	4
91	Cuando exhibe una conducta concreta, se comprueba de forma sistemática su significado	1	2	3	4
92	Las personas que le proporcionan apoyos comprueban si la persona les entiende correctamente mediante el análisis de sus reacciones	1	2	3	4
93	Se toman medidas específicas para mejorar sus habilidades de comunicación	1	2	3	4
94	Tiene la oportunidad de conocer a personas ajenas al contexto de apoyos	1	2	3	4
95	Se toman medidas específicas para mantener y extender sus redes sociales	1	2	3	4

Puntuación Directa Total

MATIZACIONES

ITEM 94: El contexto de apoyos puede incluir a familiares, profesionales, voluntarios/as, compañeros/as del centro, amigos/as, etc.

[illegible]

RESUMEN DE PUNTUACIONES			
ESCALA SAN MARTÍN			
1. Introducir las puntuaciones directas totales de cada una de las dimensiones			
2. Introducir las puntuaciones estándar y los percentiles			
3. Introducir el Índice de Calidad de Vida y su correspondiente percentil			
DIMENSIONES DE CALIDAD DE VIDA	PUNTUACIONES DIRECTAS TOTALES	PUNTUACIONES ESTÁNDAR	PERCENTILES DE LAS DIMENSIONES
AUTODETERMINACIÓN			
BIENESTAR EMOCIONAL			
BIENESTAR FÍSICO			
BIENESTAR MATERIAL			
DERECHOS			
DESARROLLO PERSONAL			
INCLUSIÓN SOCIAL			
RELACIONES INTERPERSONALES			
Puntuación Estándar Total (suma)			
Índice de Calidad de Vida (Puntuación Estándar compuesta)			
Percentil del Índice de Calidad de Vida			

PERFIL DE CALIDAD DE VIDA

Rodee la puntuación estándar de cada dimensión y del Índice de Calidad de Vida. Después una los círculos de las dimensiones con una línea para formar el perfil.

AU	BE	BF	BM	DE	DP	IS	RI	ÍNDICE DE CV	PERCENTIL
16-20	16-20	16-20	16-20	16-20	16-20	16-20	16-20	>128	99
15	15	15	15	15	15	15	15	122-128	95
14	14	14	14	14	14	14	14	118-121	90
13	13	13	13	13	13	13	13	114-117	85
								112-113	80
12	12	12	12	12	12	12	12	110-111	75
								108-109	70
11	11	11	11	11	11	11	11	106-107	65
								104-105	60
								101-103	55
10	10	10	10	10	10	10	10	100	50
								98-99	45
								96-97	40
9	9	9	9	9	9	9	9	94-95	35
								92-93	30
8	8	8	8	8	8	8	8	90-91	25
								86-89	20
7	7	7	7	7	7	7	7	83-85	15
6	6	6	6	6	6	6	6	79-82	10
5	5	5	5	5	5	5	5	71-78	5
1-4	1-4	1-4	1-4	1-4	1-4	1-4	1-4	<70	1



Cisneros Public School



C.P. CISNEROS

HISTORY

1963: Opened

1986: Inclusive since

PRINCIPLES

Diversity

- Values
- Services

ICTs

Reading competence

Sustainability

- Health
- Environment
- Values





FACILITIES:

LIBRARY

SPORTS PAVILION

GYM

PLAYGROUNDS

ASSEMBLY HALL

MUSIC & ENGLISH CLASSROOMS

TWO-YEAR-OLD CLASSROOMS

CANTEEN

REDUCED MOBILITY TRANSPORT

PHYSIOTHERAPY CLASSROOM

- **ADAPTED DEVICES AND FACILITIES**
- **WORKSHOPS**
- **SAFETY AREAS**

SPEECH THERAPY CLASSROOMS

SPECIAL NEEDS CLASSROOMS

SPECIAL NEEDS ASSISTANTS' ROOM

PSYCHOLOGIST'S OFFICE



LIBRARY

There are two libraries; one for Infants and one for Primary



SPORTS PAVILION

- Sports
- Carnival
- Peace Day...

We share this facility
with two more schools



GYM



PLAYGROUNDS

There are two playgrounds. We share them with two more schools.



ASSEMBLY HALL

We share this facility with the school next door





MUSIC & ENGLISH CLASSROOMS



CANTEEN

About a hundred pupils have lunch here every day, 60 of them with a lunch grant.



TWO-YEAR-OLDS CLASSROOM

There are
36
two-year-
old
children
in two
classrooms.
There are
two
teachers
and two
assistant
teachers



REDUCED MOBILITY TRANSPORT



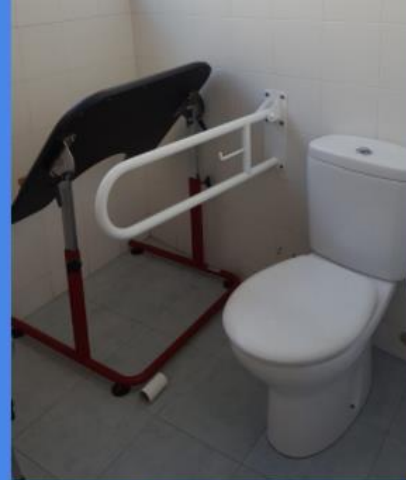
A reduced mobility van brings the children to school at half past eight in the morning and takes them home at half past three in the afternoon. Six pupils use this service every day.

PHYSIOTHERAPY CLASSROOM

Nineteen pupils
are regularly treated
here



● ADAPTED DEVICES AND FACILITIES



- **WORKSHOPS**
- Healthy back



- Orofacial mobility



- Games workshop



- PECS (Picture Exchange Communication System)



- **SAFETY AREAS**

There is at least a safety area on each floor.



SPEECH THERAPY CLASSROOMS

36 pupils are regularly treated in the speech therapy classrooms. They receive one, two or three sessions a week.



SPECIAL NEEDS CLASSROOMS

39 pupils are regularly treated in the special needs classrooms. They receive two, three or four sessions a week



SPECIAL NEEDS ASSISTANTS' ROOM

Three assistants are in charge of taking the children to the therapists and back to their classrooms. They also go to the school trips to take care of disabled pupils, help them with the mid-morning snack or change the clothes to the ones who cannot control their sphincter



PSYCHOLOGIST'S OFFICE

There is a psychologist who evaluates pupils and determines the kind of treatment they need. She coordinates all the therapists and the special needs assistants. She is also the link between them and the rest of the staff.

She also coordinates a problem prevention and detection programme for Infant pupils

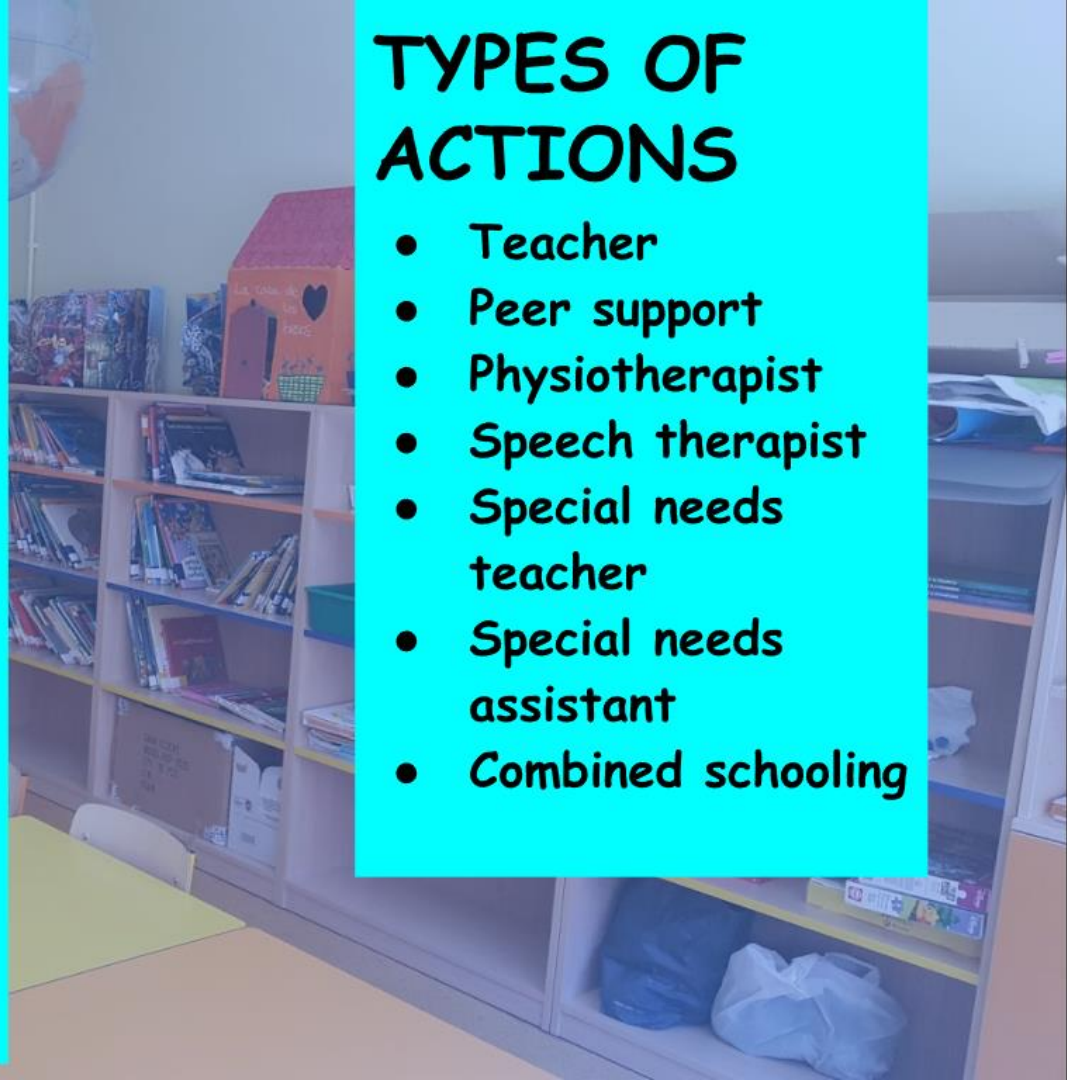


TYPES OF NEEDS

- Developmental delay
- Speech delay/problems
- Learning problems
- Literacy dealy
- Speech tardiness
- Specific language impairment
- General immaturity
- Intellectual disability
- Physical Disability
- Sphincters control
- Hearing impairment
- Down syndrome
- Prune-belly syndrome
- Currarino syndrome
- Wolf-Hirschhorn syndrome
- Marfan syndrome (sight impairment)
- Autism spectrum disorder
- Cerebral Palsy
- Attention deficit- (hyperactivity disorder)
- Precocity
- Intellectual giftedness
- Emotional and behavioural problems
- Severe behavioural disorder

TYPES OF ACTIONS

- Teacher
- Peer support
- Physiotherapist
- Speech therapist
- Special needs teacher
- Special needs assistant
- Combined schooling

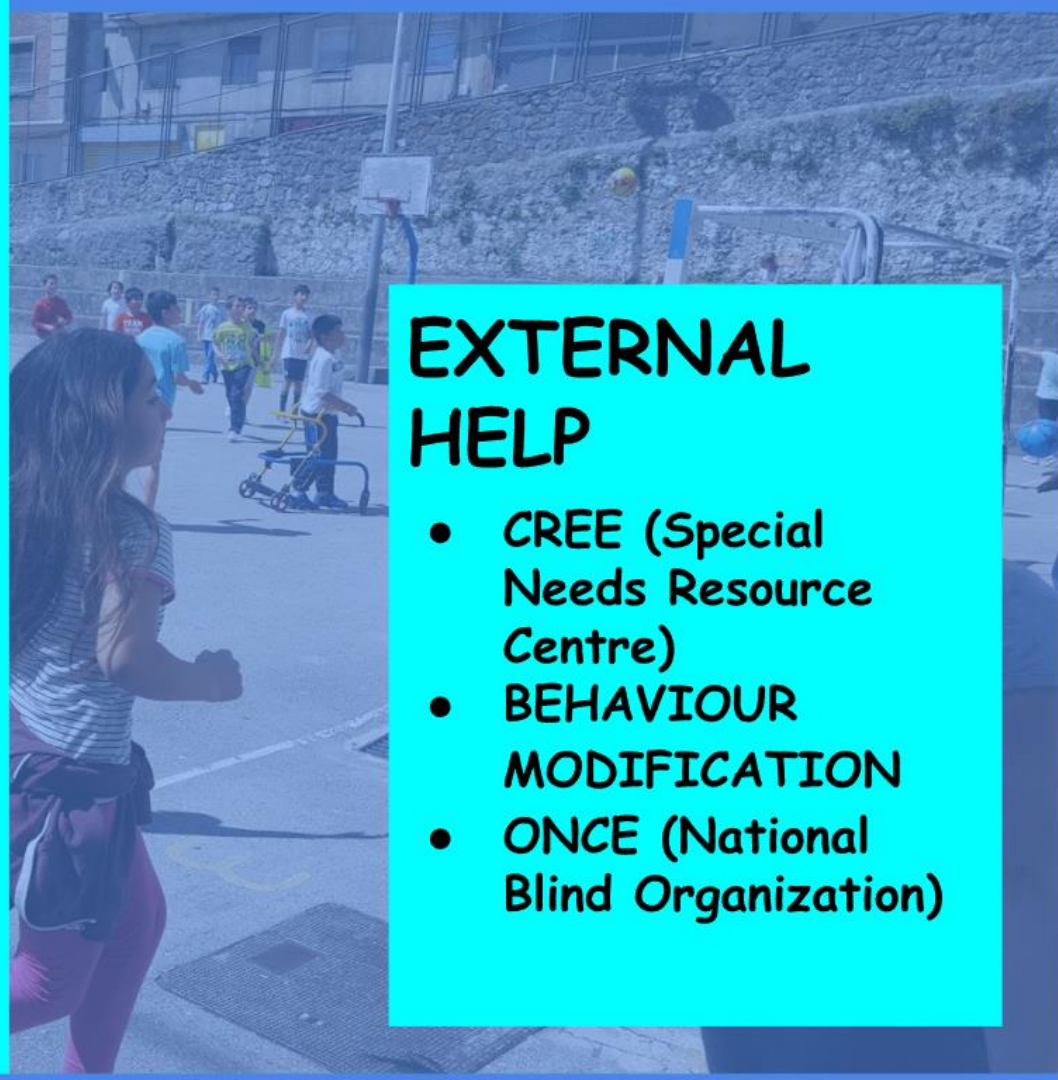


SOME FIGURES AND FACTS

- 468 pupils
- 62 pupils with educational needs (22 of them with special needs)
- 35 teachers
- 4 special needs teachers: three full-time and one part-time
- 1 physiotherapist
- 2 speech therapists
- 1 psychologist
- 3 special needs assistants

EXTERNAL HELP

- CREE (Special Needs Resource Centre)
- BEHAVIOUR MODIFICATION
- ONCE (National Blind Organization)



SOME PROBLEMS

- Too many pupils (more than 22 pupils per classroom)
- Space (small and few rooms)
- Too many pupils who need educational help
- Too many special needs pupils
- "Undercover schooling"

AMICA



Blogs

Blog where many activities carried out by AMICA are published:

<http://queestaranhaciendo.blogspot.com.es/>

New low-cost technologies developed by AMICA to facilitate inclusión:

<http://nuevastecnologiasycosasdeesas.blogspot.com.es/>

AMICA's Day Care Center blog:

<http://sotileision.blogspot.com.es/>

Idipower Platform

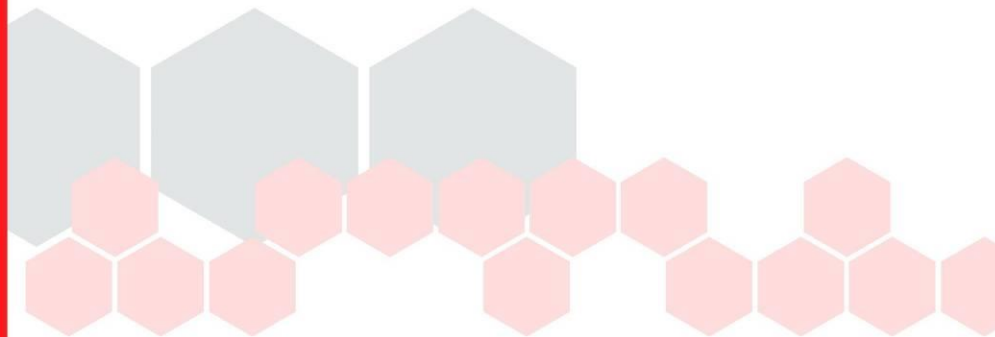
The following link will take you to AMICA's Idipower E-learning Platform which was done with the support of the Erasmus + Programme. The project IDIPOWER has the goal to help people with disabilities becoming as much independent as possible. This platform offers training material to become independent. Also, it has training material for parents and professionals to support people with disabilities. In addition, it has a community forum to exchange experiences.

<http://community.idipower.eu/>



Association AMICA

Torrelavega Spain, February 2015



Features

Amica is a non-profit organization.
Formed by families, persons with disabilities and professionals.
Established in 1984.
Declared of public interest in 1993.



Features

1406 persons with disabilities
supported (2014)

Amica's staff: 104 professionals

26 activities centers

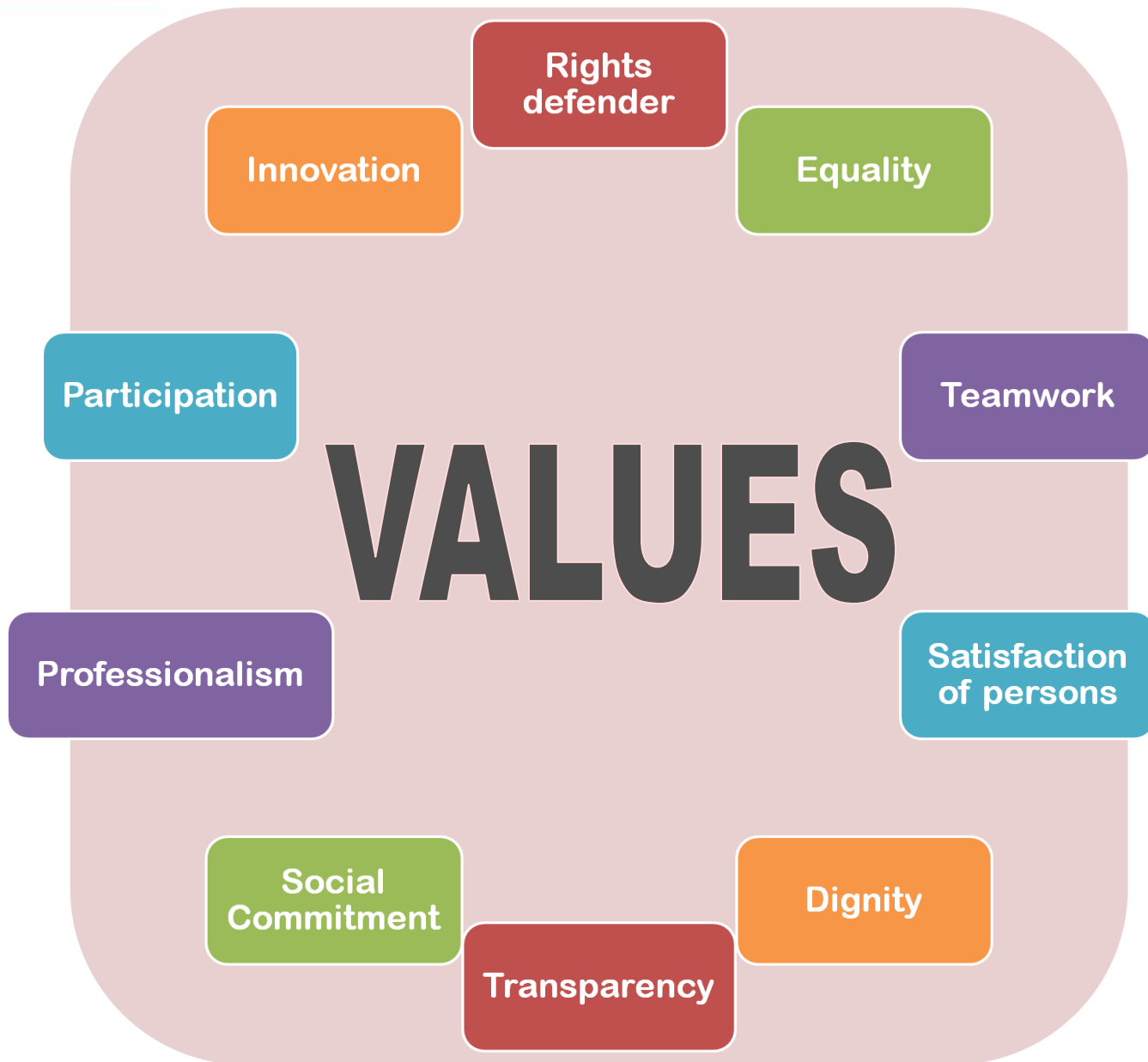


MISSION

To discover the capacities that exist in each person, supporting him in the limitations, the autonomy, the exercise of rights and the participation with responsibilities in the community, so that it manages to be the protagonist of his life and of the necessary social change.

VISION

Amica wants to be a resource to promote networks of support and accompaniment to the person in the community, through collaborative projects of innovation



Support and accompaniment



The person is our starting point and who defines its interests accompanied by professionals who design the itinerary support.

Process Map

STRATEGIC PROCESS

MANAGEMENT
AND PLANNING

PROJECTS AND
INNOVATION

ASSOCIATIONS
MANAGEMENT

STAFF
POLICY

FINANCIAL
CONTROL

SOEMCA PRODUCTION

RENTAL

WASH

CLOTHING

AMICA

SUPPORT TO THE
PERSON IN YOUR
ENVIRONMENT

SAEMA PRODUCTION

WASTE
MANAGEM

LANDSCAPE
RECOVERY

ENVIRONMENTAL
DISCLOSURE

SATISFACTION
OF CLAIMS

- USERS
- FAMILY
- COMPANY

PROCESS SUPPORT

MANAGEMENT
CENTERS

TECHNICAL
SERVICES

PREVENTION

COMPUTING

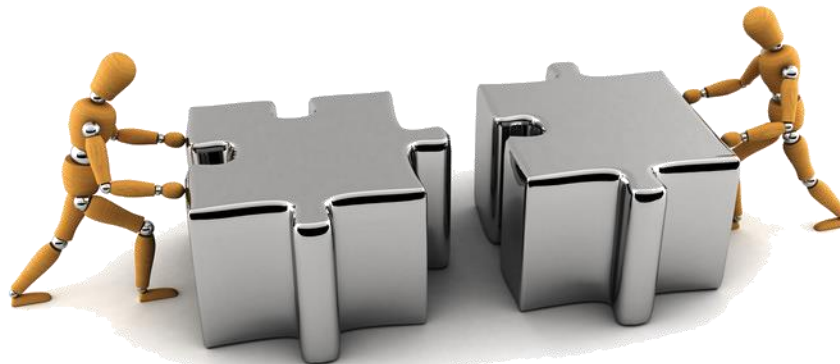
COMMUNICATION

CONTROL
COSTS AND
SHOPPING



MULTIDISCIPLINARY ASSESSMENT

Analyze the possibilities of the persons in terms of capabilities and limitations for their personal and social development, that is, the state of well-being and quality of life. The goal is to draw basic lines of this itinerary, which allow us to develop the skills and compensate difficulties in the realization of his personal project.



SOCIAL CARE

Respond to the needs of the people, developing actions to social intervention: global support, information, advice and processing of aid efforts and access to resources, according to their needs. The social care team is responsible of valuing the environment that surrounds a person both on the level of the family as the social group to which it belongs.



CHILDHOOD

Work in developing diferents programs : global attention, physiotherapy, speech therapy, social adaptation ... with children who present some disorders or difficulties that limit their development in their family environment, school and social in general.



REHABILITATION, PERSONAL SUPPORT AND HOME SUPPORT

Develop a set of individual or small group interventions, with adults that require specific support to improve their autonomy, adaptation, independence and participation in the social and work environment. Includes physical therapy, speech therapy, personal support and home support. The activities are carried out both in our centers and community areas.



DAY CARE

Supports adults with serious limitation. The objective is empowering them so they can fend for themselves within their family environment, and participate in community life, creating links with the social environment.

4 centers has been launched distributed by the region.

La Vega, La Barca , Sotileza , El Buciero.



ACCOMMODATION

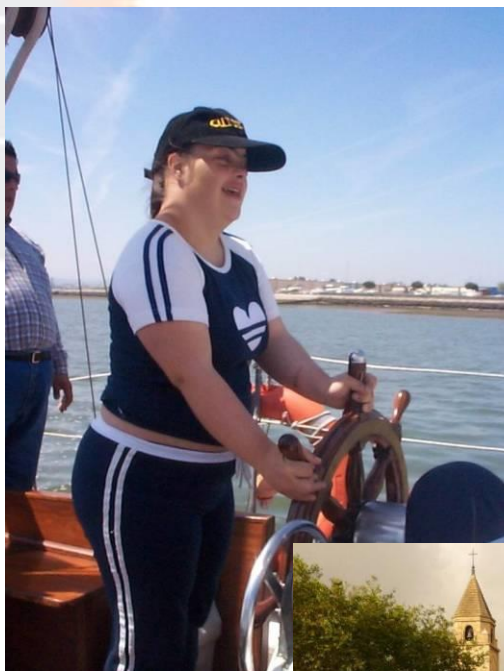
Respond to the needs of accommodation that have emerged from the family environment: advanced age, diseases and situations of overloading of the main caregivers.



Also responds to the desire of independence of the people through their training program for an independent living.

LEISURE

Seeks promote and encourage the participation in sports activities, cultural, recreational and tourism in general, that are conducive to their integral development and to enhance their community participation.



TRAINING

Ensure that people with some kind of limitation for access to adequate training to their needs, to enable them to acquire a suitable personal and social development, as well as prepare for the employment access.



**PRE- JOB
TRAINING**



**ADULT
EDUCATION**



**JOB
TRAINING**



**LABOR
REHABILITATION.
INICIA PROJECT**

PRE-JOB TRAINING

People between the ages of 16 and 64 years with mental, physical and/or sensory disabilities impairment, that clearly have limited their chances of joining the job and require skills in self-management, the daily living skills, social skills, and in general the active participation in the family and society, in standar enviroments.



For people between 16 and 64 years with mental disabilities, physical and/or sensory impairment, with labor concerns, opportunities to learn a trade (in anticipation for their learning a long-term training), ability to perform a job and employment opportunities within a Special Employment Center

ADULTS EDUCATION



Created to provide training to persons with disabilities, to achieve their access to employment, through the adequacy of individualized programs. Courses of laundry , clothing. Recovery of the landscape, collection and sorting of waste and reception.

JOB TRAINING



LABOR REHABILITATION “INICIA”

Designed for people with mental illness, so that each person rotate by the various workshops such as phase of preparation prior to its incorporation in a job training.

EMPLOYMENT: get a job in the ordinary company.

AMICA seeks employment access for the persons with disabilities as a culmination to their training process. To achieve this, we have got two protected employment companies SOEMCA S. L. and SAEMA S.L., and the tracking and support necessary for the maintenance of their work station and the access to ordinary companies.



Socio labor tracking

It was carried out with the workers, both in the Special Employment Centers as ordinary company, detecting through the personal needs, social and labor and acting accordingly in order to prevent possible failures or problems.



SUPPORT IN THE WORKPLACE



Accompanies the development of the work for those in need of a direct reference to reach and maintain productivity levels in the quality and pace of work is concerned.

Support in the ordinary company

Develop actions of information, guidance and access to regular employment. With persons incorporated to ordinary companies is maintained regular tracking.



THANK YOU SO MUCH!





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39300 Torrelavega. Cantabria. España
Teléf.: +34 **942 89 52 09** Fax: 942 80 21 15



Empowering disabled persons through
Collaborative learning



REPORT ABOUT BEST PRACTICES FOR IMPLEMENTING SUPPORT MODELS FOR PERSONS WITH DISABILITIES



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





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



IDIPOWER CONSORTIUM:



PUBLICATION DATE: June, 2015.

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Project Nr. 2014-1-ES01-KA204-004512



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**collaborative platform programme addressed to
persons with disabilities, families and professionals**

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1. PROJECT DESCRIPTION

1.1 NEEDS

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which may, in interaction with various barriers, hinder their full and effective participation in society on an equal basis with others (Leonardi et al., 2006, p. 1220). With one billion persons living with disabilities, 80% of those in developing nations, a sound global development agenda cannot ignore disabilities, a key driver of exclusion and poverty (The ICT Opportunity for a Disability-Inclusive Development Framework, United Nations, 2013).

Article 24 of the UN Convention on the Rights of Persons with Disabilities (UN CRPD) fully recognises the rights of persons with disabilities to education, without discrimination. A right to education is key in allowing persons with disabilities to reach their human potential and enabling them to fully participate in a free society like everybody else (<http://www.easpd.eu/en/content/inclusive-education#sthash.wQLqk3h.dpuf>).

Services for persons with disabilities have traditionally been provided in segregated institutions. Transferring these persons from institutional care to community living requires community based services included in a support model for persons with disabilities. This offers such persons a choice regarding where and with whom they wish to live and provides the necessary support for community participation and independent life within the community, taking as a reference the International Classification of Functioning, Disability and Health (World Health Organisation – WHO) and the International Convention on the Rights of Persons with Disabilities of the United Nations. This reorientation



changes the roles of users and providers of services. Rather than being "recipients" of services, people become active participants in planning and obtaining the support they feel will best meet their needs and goals.

Whilst service providers retain a responsibility for the quality of services and the outcomes, their role is more in enabling, i.e. providing advice and support to help persons with a disability exercise as much choice and control as possible over their life.

These approaches represent the empowerment of disabled persons, which is the process of enabling people to increase control over their lives, to gain control over the factors and decisions that shape their lives, to increase their resources and qualities and to build capacities in order to obtain access, partners, networks, a voice or control. Empowerment is now increasingly used and connected to social development groups, such as poor people, youth, older persons, persons with disabilities, indigenous peoples and marginalised persons.

The majority of persons with a disability are able to make their own decisions in life and take action based on these decisions. However, there are situations, particularly where such persons have a cognitive disability, complex support needs and/or communication difficulties, where they may need some assistance.

The amount of assistance someone might need will depend on their personal circumstances. Support and involvement should be provided in such a way as to ensure that the person with a disability is still making the decision.

Some factors do not allow for a broad implementation of these support models, among others:



- a lack of awareness about the potential of a support model and evidences of its success;
- a lack of resources and communication needed to coordinate and organise support networks formed by persons with disabilities, families, professionals and other community stakeholders;
- a lack of necessary knowledge and skills to facilitate the participation of disabled persons and promote their independent living;
- the existence of several different methodologies, tools and approaches for the implementation of the theoretical foundations of a support model.

For the proper implementation of a support model, it is therefore needed:

- to increase the awareness about the usefulness and the potential of its exploitation;
- to increase the cooperation among all stakeholders involved in the support network, improving the efficiency of the actions carried out by professionals and families;
- to present harmonised methodologies and tools based on successful best practices;
- to develop practical cases, which strengthen the credibility of the support model, the skills of professionals and families and the self-esteem of persons with disabilities.



1.2 PROJECT APPROACH AND INNOVATION

There are currently various initiatives and projects in the field of promoting the development and implementation of support models.

There are other models and approaches, e.g. the Quality of Life Model, Person-centred Programmes (PCP) or Self-Directed Support, which are active in this area trying to facilitate the support needed for disabled persons from a wide perspective taking into account the network of stakeholders that surrounds disabled persons.

The entities that are involved in the IDIPOWER project have also developed their own methodologies, which are based on the person as the axis and centre of all activities , fostering;

- the inclusion and participation in the community as an individual's fundamental right;
- support and assistance to persons in their environment;
- support for persons in the exercise of their rights enshrined in the Convention on the Rights of Persons with Disabilities.

These models have been successfully implemented through pilot activities, but they are not yet widespread due to the reasons stated above and new approaches are needed in order to boost their broad implementation.

The IDIPOWER project proposes the development of an INNOVATIVE collaborative and participatory methodology focused on overcoming the previously mentioned competence-limiting factors through the following main elements:

- learning and joint training of families, professionals and persons with disabilities;



- the consideration of the person as the focus of the intervention that defines its interests, accompanied by the professionals who design the orientation of services;
- as a result of the implementation of the methodology, personal projects will be developed, based on the interests, needs, abilities and environment of the individual, in order to facilitate their personal advancement and community participation.

1.3 OBJECTIVES

Services for persons with disabilities have traditionally been provided in segregated institutions. Whilst service providers retain a responsibility for the quality of services and the outcomes, their role is more in enabling, i.e. providing advice and support to help persons with a disability exercise as much choice and control as possible over their life.

These approaches represent the Empowerment of disabled persons, which is the process of enabling people to increase control over their lives, to gain control over the factors and decisions that shape their lives, to increase their resources and qualities and to build capacities in order to obtain access, partners, networks, a voice or control.

The general project objective is to boost the implementation of support models for intellectual disabled persons. The specific objectives for the proper implementation of a support model are:

- to increase the awareness about the usefulness and the potential of the exploitation of support models;
- to increase the cooperation among all stakeholders involved in the support network, improving the efficiency of the actions carried out by professionals and families;
- to present harmonised methodologies and tools based on successful best practices;



- to develop practical cases, which strengthen the credibility of the support model, the skills of professionals and families and the empowerment of persons with disabilities.

The main product of IDIPOWER are the "Collaborative Training Materials and e-Platform". This product will be used by the following target groups:

- persons with intellectual disabilities;
- families of persons with intellectual disabilities;
- professionals working with persons with intellectual disabilities;
- persons, families and professionals dealing with other kinds of disabilities.

1.4 EXPECTED RESULTS

The expected results of the project are:

1. The determination of key success factors and best practices for the implementation of a support model for disabled persons, including the promotion of their autonomy and the collaboration of the whole support community around them, especially families and professionals in the field of disability.
2. The development of a Collaborative Training Methodology and a set of tools addressed to disabled persons, their relatives and professionals in order to facilitate the implementation of a support model, based on the empowerment of disabled persons and the participation and collaboration of all the support stakeholders.
3. The development of an e-Collaborative Platform, including awareness-raising and training contents, tools and social applications in order to boost the implementation of the collaborative methodology.



4. Implementation of the Collaborative Training Methodology through direct training validation actions divided into Workshops addressed to about 200 disabled persons, their relatives and professionals.
5. Creation of 6 Support Units in the participant entities related to disability, which are dedicated to the application of the Training Methodology after the completion of the project, with the objective of training about 1,600 disabled persons, their relatives and professionals in the period 2017–2020.
6. Awareness-raising activities at the regional and the European level aimed at the global stakeholders related to disability, in order to create a multiplier effect.

1.5 INTELLECTUAL OUTPUTS

The implementation of the project tasks according to the expected objectives and results will produce the following intellectual output:

- O1. Report about best practices for implementing support models for persons with disabilities
- O2. Training programme
- O3. Theoretical and practical training materials
- O4. IDIPOWER e-Platform



2. DESCRIPTION OF O1-A1 ANALYSIS OF SUPPORT MODELS

The aim of the present report called "*Best practices for implementing support models for persons with disabilities*" is to elaborate successful common guidelines for the implementation of support models in cooperation with partners, persons with disabilities and families from all participating countries, namely through the development of a series of activities.

2.1 METHODOLOGICAL ASPECTS

In order to establish successful common guidelines, the consortium has developed 4 main activities:

O1-A1_1. Revision and characterisation of support models

For the development of this activity, each of the partners had prepared a thorough review of its own support model for a period of three months. After the review, each entity has drawn up a detailed report incorporating common aspects such as the mission, the vision, values, principles, the organisational structure and management bodies as well as the description of support models for individuals, taking into consideration the variables previously established: quality of life, community participation, exercise of rights, independent living and personal project.

All the information reflected in the individual reports produced by each entity is presented in this document and compared in order to better understand each of the models.

Based on the information reflected in each of the reports concerning the characteristics of the support model of each entity, a table/summary has been elaborated that is presented in the section of this document entitled



"Characterisation of support models developed by the different participant entities".

O1-A1_2. Collaborative dynamic working sessions

During the months of April and early May, each participating organisation has organised a dynamic working session with persons with disabilities, professionals and family members in order to establish criteria for a successful implementation of the models from the point of view of the users.

The dynamic working sessions have consisted of two working sessions: an initial and a final one.

In order to present and justify the implementation of the session, each partner has submitted various types of documents such as attendance sheets, minutes, photographs, videos, presentations, etc.

O1-A1_3. Identification of the factors for a successful implementation

Each entity has developed a descriptive report on the dynamic working session, which included the following information:

- title of the dynamic working session;
- planning – location, date and duration of the preparation of each meeting;
- total number of participants;
- promotion of the sessions – how were the people informed about them; if a promotion action was carried out, this was included in this section and documents were attached;
- development of the sessions – the partners explained the development of the session, its contents, a summary of the testimonies of the participants and the resources used;



- conclusions – success factors and examples of good practices based on the variables that were previously established: quality of life, community participation, exercise of rights, independent living and personal project.

The partners have uploaded the reports with the conclusions of the dynamic sessions on a Google Drive platform. In this way, the information is shared with all the members of the consortium.

As established in the operative plan, the **Report on dynamic working sessions (Annex1)**(intermediate deliverable) is included in the present document.

O1-A1_4. Determination of best practices

Through the pooling of the conclusions reached in each of the dynamic working sessions, the consortium has made a comparative analysis in order to identify the factors that are shared by all models and differ from the common factors that have been identified as important for inclusion in the common model.

This method has been used to identify successful factors within the characterisation of the support models, i.e. how the central aims of these models are defined and implemented: quality of life, community participation, exercise of rights, independent living, personal project.

It is necessary to emphasise that, throughout the entire process of the organisation and development of the intellectual output O1-A1 Analysis of support models, there has been a continuous communication and coordination between all partners, via e-mail and 5 videoconferences via Skype, the minutes of which have been archived on the Google Drive platform.



In addition, on 26 and 27 February 2015, a kick-off meeting held at the headquarters of AMICA (Cantabria, Spain) served as a starting-point to establish the basic lines of the work initiated with regard to the said intellectual output.

On the other hand, a meeting held at the headquarters of CERCIOEIRAS (Lisbon, Portugal) on 11 and 12 June 2015 allowed, with the participation of all the partners, to harmonise the key aspects of the final **Report about best practices for implementing support models for persons with disabilities** and introduce amendments in order to improve the quality of the report.

2.2 ROLES OF PARTNERS

- CUDV DRAGA

has directed the activity, including the coordination and the development of the intellectual output "Report about best practices for implementing support models for persons with disabilities".

- AMICA, COPAVA, IAT, HURT, CERCIOEIRAS

have provided information about the situation of their national stakeholders and characteristics of support models. They have organised and managed dynamic working sessions with national stakeholders and have contributed to the knowledge homogenisation by sharing the results with other partners.

- IAT

has provided information about the existing collaborative ICT solutions, their application to persons with disabilities as well as key factors related to the implementation of e-learning methodologies and competences needed for their exploitation.



2.3 SCHEDULE

The activity O1-A1 Analysis of support models, as established in the technical planning, has been developed between the months of January and June. The following table shows the distribution of the activities:

ACTIVITY	START	FINISH
O1-A1 Analysis of support models	01/01/2015	01/06/2015
O1-A1_1 Revision and characterisation of support models	01/01/2015	01/04/2015
O1-A1_2 Collaborative dynamic working sessions	01/04/2015	01/05/2015
O1-A1_3 Identification of the factors for a successful implementation	01/05/2015	01/06/2015
O1-A1_4 Determination of best practices	01/05/2015	01/06/2015
Intellectual outputs		
O1-A1_3 Identification of the factors for a successful implementation	01/05/2015	01/06/2015
O1-A1_4 Determination of best practices	01/05/2015	01/06/2015
Intellectual outputs		
DL.1. Report about best practices for implementing support models for persons with disabilities		01/06/2015
Intermediate deliverables		
AN 1.1 Report on dynamic working sessions		01/05/2015

Table 1: Schedule of O1-A1 Analysis of support models



3. REVISION AND CHARACTERISATION OF SUPPORT MODELS

3.1 INTRODUCTION

Defining the basic characteristics of an institution as well as the support models developed for individuals is a complex, but at the same time interesting task.

This allows us to determine the basic features of the work that each of the participating organisations has performed, resulting in the development of the autonomy and independence of many persons who were able to discover and make use of their capabilities.

For this reason, this section of the document throughout reflects the comparative analysis carried out between the different participating entities, developed on the basis of reports made by each one of them, which can be viewed in full in Annex 1.

3.2 CHARACTERISATION OF SUPPORT MODELS DEVELOPED BY THE DIFFERENT PARTICIPATING ENTITIES

Below are presented the fundamental aspects of each participating organisation such as the mission, vision, values, principles and basic features of the support model, based on the review and exchange carried out by the entities participating in the IDIPOWER project.

- **Mission**

Reflecting the mission of each participating entity is important, as it defines the activities they perform. Therefore, such a comparison allows us to make sure that the consortium is moving in the same direction.



MISSION	
AMICA	Discover the capabilities of every person and support their limitations, promoting their greatest possible autonomy, enjoyment of their basic rights as citizens and participation with responsibilities in the community.
COPAVA	Improve the quality of life of persons with intellectual disabilities in different bio-psycho-social areas through support based on teamwork, continuous reuse of ideas and democratic participation.
HURT	Empower individuals, groups and the society by using daily occupations as a therapeutic medium in order to achieve participation, health and well-being.
CERCIOEIRAS	Integration, education, rehabilitation and lifelong care for users and their families, involving excellence and sustainability.
IAT	Engage in research and application projects in collaboration with organisations working with persons with disabilities. Promote an inclusive education and social innovation.
CUDV DRAGA	Adopt a strategy towards inclusion and strive to adopt legislation in this field. Set goals stating that all persons with mental disabilities need to be integrated into the society. The assistance that they receive should be based on the principles of respect for every individual, freedom of choice and control over how they live as well as full participation within the community including support to increase their autonomy. Ban discrimination against persons with mental disabilities. Increase the influence of persons with intellectual disabilities, their families and their advocates. Encourage interest by the media and support for the inclusion of persons with special needs. Create innovative services.

Table 2: Comparison of the mission

It can be concluded that the 6 entities are involved in promoting the autonomy and participation of persons with disabilities within the community from an inclusive paradigm, favouring their empowerment through a particular support model.



- **Vision**

The vision of each entity is compared here, including the goals to achieve in the future.

VISION	
AMICA	Accompany persons in developing their project within the community through innovative actions.
COPAVA	Promote the highest possible degree of quality of life for users, ensuring as far as possible their access to a larger number of skills that enable them to participate in the environment of their micro-, meso- and macrosystem. Support persons with disabilities in their efforts for a better quality of life, personal adjustment and social integration, with respect, dignity and consideration of the persons' views on their personal development.
HURT	Promote interests of occupational therapists, ethics in the occupational therapy profession and the quality of occupational therapy services in Croatia.
CERCIOEIRAS	Be an organisation of excellence and reference with regard to building an inclusive society.
IAT	Develop approaches to improve the quality of life and education of persons with disabilities.
CUDV DRAGA	Ensure that all people are treated with respect and dignity. Persons with special needs must be accepted just like everyone else, they also have rights. Every individual must be heard. We need to enable people to make decisions on their own instead of others deciding in their place.

Table 3: Comparison of the vision

In one way or another, the 6 participating entities have a common goal: to support and accompany persons in increasing their level of quality of life and achieving their personal goals within the community.



- **Values**

Values represent the ethical principles that underlie the culture of an organisation. Such values allow to create patterns of functioning and action for all the persons involved in an organisation's project.

VALUES					
CERCIOEIRAS	AMICA	COPAVA	IAT	CUDV DRAGA	HURT
Respect for the individual	Defence of the rights	Dignity	Empowerment of students regarding suitable learning approaches	Rights	Participation in life
Quality and excellence	Quality	Respect for the rights of persons	More respect for colleagues with disabilities in higher education institutions	Individuality	Diversity of persons
Cooperation	Teamwork	Personal autonomy and self-determination	Raising self-confidence of students with the help of mentors	Decision-making	Client centeredness – clients as active partners
Social responsibility	Satisfaction of the people	Independence	ICT inclusive tools for cooperative learning	Privacy	Occupational justice by providing participation
Innovation and entrepreneurship	Dignity	Improving the quality of life		Autonomy	Collaboration and networking
Environmental responsibility	Transparency	Personal adjustment		Dignity	Professionalism
	Social commitment	Social inclusion		Respect	Leadership in advocating
	Respect for difference and individuality	Personal development		Partnership	Development through permanent informing and education
	Participation	Privacy and security		Empowerment	Transparency of work
	Professionalism	Satisfaction of persons with disabilities and their families		Self-determination	
		Sustainability		Inclusion	
		Innovation and creativity		Availability	
		The person as the principal actor		Accessibility	
				Integrity	
				Innovativeness	
				Sound and efficient management	



		Transparency and ethics Professionalism Teamwork Reconciliation Community cooperation Involvement			
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Table 4: Comparison of the values

The 6 entities have values in common that – even though they are defined in different ways – are based on the same principles. These common values are:

- respect for differences and the individuality of the person;
- defence of rights;
- innovation;
- teamwork;
- full participation of the individual in all areas of his/her life;
- satisfaction of the person (autonomy, independence and self-advocacy).

• **Purposes**

The purposes of each organisation are presented below:

PURPOSES	
AMICA	<ul style="list-style-type: none"> - Promote the integral development, autonomy and independence, the equality of opportunities and rights in order to avoid any situation of discrimination or social exclusion. - Contribute to the prevention of disabilities and to the assessment of the capabilities of each person as well as to



guidance and support when facing limitations, namely since the first months of a person's life.

- Provide support through services of the entity as well as programmes for the promotion of independent living, social participation and anything else that could lead to a better quality of life.
- Enhance accessible environments for persons through interventions in different areas, removing barriers and promoting the exercise of rights.
- Raise awareness within families and the society in general in order to achieve progress regarding the respect of the rights and dignity of persons with disabilities.
- Highlight the capabilities of each person beyond his/her limitations.
- Develop specific actions to promote personal development and social participation.
- Support initiatives that promote the visibility of disability in impoverished countries.
- Anything else that directly or indirectly contributes to the realisation of the purposes of the association and that is to the benefit of the people.

COPAVAL

The primary objective is to maximize the skills and abilities of the individual in order to be able to perform the tasks and roles of everyday life and achieve social and labour integration enabling the formation of habits with regard to personal autonomy, job training and personal and social adjustment.

- Occupational therapy: provide training and occupation.
- Personal adjustment: provide persons with disabilities with the highest possible level of independence in their daily activities and make them aware of their personal capacities.
- Social integration programmes and activities considered in this area are aimed at gaining access to community resources (recreational, cultural, sports, etc.) and participating in them just as any other citizen.

Furthermore, day centres:

- represent a resource for persons with intellectual disabilities who require extensive and widespread support and have a high



degree of dependence;

- provide the opportunity to participate in programmes designed with the objective of maintaining and, where possible, improving the persons' independence and sociability, consequently enabling them a better quality of life;
- provide psycho-social support, which can have an educational, therapeutic, recreational or rehabilitative content, through the use of human and technical resources;
- allow users access to a community based on the principles of standardisation and social integration;
- represent a resource providing a series of comprehensive activities aimed at the person, consisting of diagnosis, intervention, assessment and monitoring.

HURT

Ensure the highest level of excellence in providing occupational therapy services in Croatia as well as set the foundations for rehabilitation within a community as the prerequisite of an inclusive society.

CERCIOEIRAS

- Ensure excellence through a continuous improvement of services.
- Meet the needs of persons with intellectual disabilities.
- Support users at home and within a community institutional context.
- Enabling and rehabilitation.
- Improve their autonomy and quality of life.
- Meet the expectations and needs of the families.
- Promote inclusion.
- Raise awareness and encourage shared responsibility within the community.
- Ensure the right to health, education and social support.

IAT

Ensure suitable learning services and mentoring for students with disabilities. ICT support accessible to students with disabilities. Work together with services for persons with disabilities at higher education institutions. Promotion of diversity concepts in education and employment in order to help persons with disabilities integrate in education and society. Cooperate closely with the main players in the health and care industry and in the field of health policy.



CUDV DRAGA In addition to the basic programmes, i.e. social assistance, education, lifelong learning, health care, psychological work, employment, we are implementing a number of projects, such as self-advocacy, advocacy, key persons, self-help groups for parents, crisis admissions, etc. We participate in several national and European projects, in which our users are also involved. We also strive for:

- an improved transition between services and programmes;
- support for families;
- integration into the local environment;
- the implementation of individual projects;
- the involvement of adults in care and training centre services and inclusive forms of employment;
- the development of advocacy.

Table 5: Comparison of the purposes

By comparing and analysing the information presented in the table, we can say that the common objectives of the consortium are essentially:

- to promote an integral development of the person, favouring their autonomy and independence;
- to ensure the exercise of their rights;
- to support persons within their environment and their family in order to develop their goals in life;
- to provide quality services;
- to promote the participation and the inclusion of the person in the community through accessible environments, as well as to sensitise the society;
- to develop and/or discover abilities in persons;
- to raise awareness within the families and society in general about the need to respect the dignity of the person and to share responsibilities within the community.



• **Services/Resources**

Throughout the years, the participating organisations have developed services and resources that are intended to be of a high quality, with the purpose to achieve all of the above-mentioned objectives and to support persons in all stages and areas of their life, as a means of ensuring their autonomy, independence, quality of life, the exercise of their rights and their participation within their environment. These services or resources are the following:

SERVICES					
CERCIOEIRAS	AMICA	COPAVA	IAT	CUDV DRAGA	HURT
1. Residential home 2. Occupational activities centre 3. Early intervention 4. Resource centres for inclusion (CRI) 5. Bank equipment and assistive technology 6. Therapeutic support centre and temporary centre 7. Curriculum enrichment activities	1. Childhood 2. Rehabilitation, personal support and home support 3. Day care 4. Accommodation (family dwellings and housing training for independent living) 5. Leisure 6. Training 7. Employment	1. Occupational activities centre 2. Day care centre 3. Special employment centre 4. Sheltered housing 5. Early childhood centre 6. Sport 7. Leisure centre weekend 8. Attention to families at risk of social exclusion 9. Permanent adult school	Consulting services in order to integrate disabled persons into working life. Mentoring services particularly for persons with disabilities. Diversity coaching for employers to convince them about the competence and skills of persons with disabilities and about suitable	The focus of the centre are its activities at the national level. From its establishment on, it provides different services: <ul style="list-style-type: none"> • around-the-clock care in the institution, a residential group or a residential apartment, • day care, • care and working centre, • help at home, • short-term admissions, • weekend care, • crisis admissions, • holiday care, • implementation of programmes for external users. 	Provide occupational therapists, other professionals, persons with disabilities and their families with: <ul style="list-style-type: none"> • educational lectures, courses and workshops; • life skills workshops in early intervention, education, employment and care for the elderly; • counselling; • advocating; • lobbying and promoting.



			working places.		
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Table 6: Comparison of the services

- **Support model**

Each of the entities has developed its own support model for the individual. Below is a summary of the pillars of each model¹.

SUPPORT MODEL		
	MODEL	PRINCIPLES
AMICA	Support and accompaniment model for the person within the environment.	<ul style="list-style-type: none"> - Independent living is based on the existence of a personal project. - Search for individual solutions. - Avoid excess protection and intervene only when this is necessary. - Provide the necessary training during the process of emancipation aimed at person, the family and the environment. - Implement the participation in the community.
COPAVAL	Provide support to persons with intellectual disabilities in order to improve	<ul style="list-style-type: none"> - dignity - exercise of rights - autonomy

¹ Support models of each entity are described in detail in the final report as listed in Annex 1.



	<p>outcomes related to personal independence, relationships, community involvement and personal well-being.</p>	<ul style="list-style-type: none"> - equal opportunities - self-esteem of the persons and their individual capabilities - such persons should be more visible within the society and empowered - empathy is a key value - it is important to have cities without obstacles for all
<p>HURT</p>	<p>Model E.N.A.B.L.E. EMPOWER a person through a NETWORK of professionals and peers to be able to be ACTIVE in daily occupations through BENEFICIAL LEARNING experiences to ENHANCE occupational participation in the life of the family and the community.</p>	<ul style="list-style-type: none"> - Achieve health, well-being and participation in life through engagement in occupation. - Numerous research evidence supports the relationship between occupation, health and well-being, while the extent of the effect of occupation on health is dependent on the relationship between the person, the environment and the occupation, which is why our practices need to be focused on 3 levels: the level of the person, the level of occupation and the level of environment. - Meaningful, purposeful activities – the personal



		activities that individuals choose or need to engage in and the ways in which each individual actually experiences them, so chosen therapeutic occupations and services should no longer be imposed without the participation of the persons who use the services.
CERCIOEIRAS	Empowering Model Self-advocacy and Self-determination Quality of Life Model	<ul style="list-style-type: none"> - dignity - right to Sexuality - right to Privacy - autonomy - equal opportunities
IAT	Integrating persons with learning difficulties into the labour market. Inclusive training for care workers.	<ul style="list-style-type: none"> - Independent work – the expression of needs in order to implement independent work and living of students. - Right to an active participation in learning groups together with persons without disabilities. - Provide help for the participation in cultural and social activities of the higher education student community. - Work with ICT.
CUDV DRAGA	The organisation has a support system of	<ul style="list-style-type: none"> - empowerment - person-centred



	<p>empowerment.</p> <p>It enables clients to make an informed choice and then, according to their ability, to influence their lives and take responsibility for them (self-advocates to support people, key persons).</p> <p>Creating a personal plan to meet the individual needs and wishes of the client.</p>	<p>planning</p> <ul style="list-style-type: none">- risk analysis- quality of life- active support- deinstitutionalisation- inclusion
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Table 7: Comparison of the support models

As we can see, each support model has their characteristics and peculiarities. However, all the support models within the consortium have in common that the person is the main basis around which all the support revolves, taking into account the environment in which they operate as well as their interests and needs.

On the other hand, all the support models are intended to promote the empowerment of the person as a way to encourage their autonomy and personal development. The persons should direct their life and the rest of the people around them (professionals, family) must accompany, support, orient and advise them.

- **Competences of the professional team**



For the successful development of a support model, each entity has clearly defined the competences of all the professionals who support persons in one way or another.

The consortium has agreed to classify their competences in three groups:

- competences aimed at establishing a relationship of trust with the person as a facilitator for their personal project;
- competences aimed at the development and the revitalisation of activities and occupations, according to the interests and needs of the person;
- competences aimed at favouring the inclusion and participation of the person within the community.

These competences are:

COMPETENCES OF THE PROFESSIONAL TEAM	
AMICA	PERSONS Commitment Involvement Support and accompaniment role Key figure: reference professional
	ACTIVITIES/OCCUPATIONS Professional attitudes (respect, tolerance, empathy, human warmth, providing opportunities, confidence, learning to listen, flexibility, reuse) Teamwork (coordination, consensus, service vocation, innovation, creativity, collaborative work, etc.)
	ENVIRONMENT Professional attitudes Coordination with the family and other internal or external professionals Try to transmit the proper attitude of a family with a positive approach that ensures the possibility for persons to demonstrate their capabilities



COPAVA	<p>Multidisciplinary team, work-oriented for a holistic approach to the person</p> <p>Professional attitudes: respect, tolerance, empathy, capacity for teamwork, active listening</p> <p>Training, knowledge and information</p>
HURT	<p>Occupational therapy perspective for the individual within the system includes the following:</p> <ol style="list-style-type: none"> 1. biomedical approach with an emphasis on the importance of a holistic view and client-centeredness; 2. development approach in looking at performance skills; 3. social and psychological insight – humanistic approach emphasising client-oriented practice and environmental factors that encourage (rather than restrict) the functioning of an occupation; 4. occupational approach perceiving the importance of active participation in the daily activities that a person requires or wishes or that must be carried out and their impact on global health and well-being.
CERCIOEIRAS	<p>PERSONS</p> <p>Client process manager</p> <p>Multidisciplinary team that is work oriented for a holistic approach to the person</p> <p>ACTIVITIES</p> <p>Knowledge of a multidisciplinary team</p> <p>ENVIRONMENT</p> <ol style="list-style-type: none"> a) Professional attitudes b) Coordination with the family and other professionals c) Ability to adapt the context to the daily activities of the person with disabilities
IAT	<p>Interest in the work with persons with disabilities, communication skills, knowledge about learning approaches for persons with disabilities, knowledge about mentoring and diversity, knowledge about inclusive ICT, teamwork skills.</p>
CUDV DRAGA	<p>Following rules, methods and procedures of education, work and collaboration with persons with special needs;</p> <p>developmental, project and research work on the spot with the</p>



	<p>consideration of good practices;</p> <p>raising awareness and following the UN Convention on the Rights of Persons with Disabilities, permanent education and training, exchange of good practices;</p> <p>cooperation on all levels (interdisciplinary approach and collaboration within the team);</p> <p>education of workers;</p> <p>supervision and intervision.</p>
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Table 8: Comparison: competences of the professional team

In short, there are common professional competences in all support models of the participating organisations:

- work in a multidisciplinary team;
- professional attitudes of respect, tolerance and empathy;
- no limitations for the person, but an enhancement of their capabilities;
- taking into account the person's environment in coordination with all the external agents (families, other professionals, etc.) by creating an enabling environment for the person.



4. DEFINITION OF VARIABLES MODEL

Taking into account the common aspects of each support model, all the partners have reached a consensus that the common support model that will be developed throughout the different phases of the project must revolve around 4 variables: independent living, quality of life, community participation and exercise of rights.

The consortium then proceeded to define these variables.

- **Approach to the concept of "independent living"**

Independent living is a *"self-directed state of being characterised by an individual's ability to participate in necessary and preferred occupations in a satisfying manner irrespective of the amount or kind of external assistance desired or required"* (AOTA, 2002a, p. 660). Independent living is not defined by the amount of assistance one receives while performing activities. Persons with disabilities may be considered independent when they perform or direct the actions necessary for their participation regardless of the amount or kind of assistance required, if they are satisfied with their performance.

In a more holistic way, independent living can be considered as *"the ability to live independently in the regular environment or in the community and to live with the same freedom of choice and with the possibility of decision-making as a non-disabled person. So it is not that you are living on your own but that you control where you live and have the same range of choices as a non-disabled person"*.

Persons with disabilities should be empowered and trained to experience independent living. They need to arouse in themselves the need to have goals



in life and to achieve an independent life as well as develop a series of skills in order to achieve this.

- **Approach to the concept of "quality of life" (QOL)**

Quality of life is a highly complex concept that covers multiple aspects, and it is therefore very difficult to outline its meaning in a single dimension.

As Schallock and Alonso (2002) have established, QOL "is multidimensional, being influenced by the context in which the person belongs and the relationship established with the environment. It considers the significant life experiences that people have access to. In the lives of persons with disabilities, it is like a guideline for the areas where these people need more support and better services".

Based on the above definition, which indicates that quality of life is a multidimensional concept, Arola (2003) specifies that QOL is a "subjective feeling of physical, psychological and social well-being that includes intimacy, emotional expression, perceived security, personal productivity and perceived health, material well-being, social, interpersonal relations and the community".

Likewise, a reference body as important as the World Health Organisation (WHO) defines quality of life as "*individuals' perceptions 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*"².

In short, quality of life means that persons have a positive perception of their lives in all their dimensions, through the enjoyment of rights and the carrying out

² Definition of quality of life taken from the web page http://www.who.int/mental_health/publications/whoqol/en/ (01/03/2015).



of their daily activities, in a standardised context, with equal opportunities and with the necessary support.

- **Approach to the concept of "community participation"**

The World Health Organisation (WHO, 1978) has already defined community participation as a *"process of permanent full incorporation of individuals and groups into communal life, not only for the cultural and human development of the individuals that compose it"*.

The community represents a support for beneficial relations, contacts, routines; it seeks common ground in order to widen relationships. For this reason, also community participation can be defined as a process of engaging in dialogue and collaboration between community members.

The goals of community participation can be:

- to advocate and strengthen an early and meaningful community participation of persons with disabilities, their families and professionals;
- to enable community members, persons with disabilities, their families and professionals to become involved;
- to take the time needed to deal with the concerns of all relevant stakeholders;
- to change, modify and/or adapt planned actions when relevant stakeholders' comments or concerns are justified.

In order to increase integration at all levels of the society and to reduce social exclusion, the focus should be on the collaboration between persons with disabilities, families, professionals and the community. It is important that members of a community become involved in activities to support persons with disabilities.



- **Approach to the concept of "exercise of rights"**

Throughout history, persons with disabilities were regarded as a group at risk of exclusion, mainly because their human rights had not been respected.

However, as has already been established by the United Nations in the **Convention on the Rights of Persons with Disabilities (2006)**, the human rights of persons with disabilities are the same as those of other people, in spite of having certain limitations and more support needs.

The enjoyment of human rights is based on a series of general principles that must be present in all areas of society (Art. 3):

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- Non-discrimination;
- Full and effective participation and inclusion in society;
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- Equality of opportunity;
- Accessibility;
- Equality between men and women;
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

In short, persons with disabilities as well as other people, as established by the Convention, have the right to:

- | | |
|---|--|
| - equality before the law without discrimination; | - equal recognition before the law and legal capacity; |
| - life, liberty and security of the person; | - protection against torture; |



- protection from exploitation, violence and abuse;
- respect for physical and mental integrity;
- liberty of movement and nationality;
- live in the community;
- freedom of expression and opinion;
- respect of privacy;
- respect for home and the family;
- education;
- health;
- work.



In the last few decades, owing to the assistance of certain associations and movements, persons with disabilities are raising their voices, are being able to express their thoughts and feelings with firmness, state opinions and make decisions, and above all are gaining a clear understanding about their rights and the power to make changes. This aspect is very important, as it is the responsibility of professionals and families to forward information about the rights and remedies available to persons with disabilities in order to help them understand and exercise their own rights.

Self-advocacy could therefore be viewed as a means to support inclusion and participation by encouraging persons to influence development of services in general and to promote changes in social policies (Whitehead and Hughey, 2004).

Advocacy has a role in changing the services by working in partnership with users of services in order to increase social participation and opportunities for everyday experiences such as employment and further education (Fyson and Ward, 2004).



5. DETERMINATION AND ASSESSMENT OF EVALUATION CRITERIA AND INDICATORS

A fundamental aspect for the fulfilment of the purpose of a project is to make an analysis of the **criteria of functionality** through variables relating to the context or framework that enables the development of an IDIPOWER project. The analysis of variables such as aspirations, goals, values or principles of institutions has throughout shown that these variables have a direct correlation with the positive results obtained with persons.

On the other hand, the comparative analysis of support models and services or resources developed by each entity allows a statement that there is indeed a consistency between the proposed goals and objectives and the product developed.

Also the development of the dynamic working sessions, in which persons with disabilities, families and professionals had the opportunity to comment on experiences or exchange views about the project variables determined above (independent living, quality of life, community participation, exercise of rights), allows the assessment in an objective manner that the goals and products developed are leading to positive results through the development of good practices that enable a person to get the most out of the project.

With regard to the determination of common success factors, examples of good practices have been prepared by using qualitative and quantitative indicators.

After the pooling of the success factors of the support models of each entity, the common factors have been identified through the following indicators:



- a factor is considered as successful if it is present in at least 4 of the 6 support models analysed;
- for the non-common factors (which do not comply with the above criterion), if at least 5 of the 6 entities agree, the factor is added to the list of success factors.

For the determination of examples of good practices, some testimonies and views of the persons who had participated in the dynamic working sessions have been reflected in the report. Their experiences present in a qualitative and objective way the positive results in different areas of one's life as a result of the success factors.



6. ASSESSMENT OF BEST PRACTICES FOR IMPLEMENTING A SUPPORT MODEL FOR PERSONS WITH DISABILITIES AND DETERMINATION OF SUCCESS FACTORS

Taking into consideration the variables described above, each entity has developed dynamic working sessions (the methodology has already been described in the section dealing with methodological aspects), in which persons with disabilities, families and professionals have participated in order to determine success factors and best practices for a common support model that will allow to increase the levels of community participation, quality of life and exercise of the rights of a person.

An analysis is presented with variables, in which the following information is displayed:

- success factors identified by each entity;
- a comparative analysis to determine the common factors between the entities that should be included in a common support model;
- examples of good practices, showing that success factors produce positive results in persons.

- **Exercise of rights:**

The table presents the success factors identified by each institution that help to promote, protect and ensure the exercise of the rights of persons with disabilities.



EXERCISE OF RIGHTS	
CERCIOEIRAS	<ul style="list-style-type: none"> - Follow the model of self-advocacy and self-determination - Importance of the self-advocates movement in the function of the organisations: <ul style="list-style-type: none"> • valuing their opinion and accepting them as partners in the elaboration of the action plans and global objectives for the institution • participation in the general assemblies in order to be informed and share responsibilities • participation in projects and events of the institution • frequent participation in meetings with directors of the organisation - Present to the persons with intellectual disabilities their rights according to the UN Convention on the Rights of Persons with Disabilities in a form that they understand, as well as to the families and professionals - Importance of paying attention to ethical questions in the approach with persons with intellectual disabilities, their families and professionals
AMICA	<ul style="list-style-type: none"> - Develop a support and accompaniment model with the intent of the persons achieving their goals and life and promote the enjoyment of equal opportunities (education, employment, community participation, etc.) - Transmit the knowledge about the rights of persons to families, persons with disabilities and professionals through the dissemination and analysis of various documents and acts, and that at any given opportunity (meetings, courses, assemblies) - Promote the participation of all persons and include their opinions in a way that they are not only recipients, but also contributors: <ul style="list-style-type: none"> • enhance the joint decision-making through the participation at annual assemblies, monthly committee meetings and other meetings within each centre, contributing to the continuous



	<p>improvement and the elaboration of new general objectives and action plans</p> <ul style="list-style-type: none">• actively participate in the organisation and development of projects, activities and events• participate in training activities and information sessions on the rights of persons by promoting a continuous reflection and development of advocacy material by professionals, families and persons with disabilities (UN Convention on the Rights of Persons with Disabilities)• participate in working groups and discussions, such as the one on a code of good practices for the defence of the rights of persons• establish a group for the promotion of rights to denounce the abuses that occur in the environment <ul style="list-style-type: none">- Work concerning the exercise of rights must be addressed both with persons with disabilities, their families and professionals and with society in general- The exercise of rights means to acknowledge that all people make mistakes, change opinions and choose the way in which they want to live, ensuring a treatment involving respect and tolerance
COPAVA	<ul style="list-style-type: none">- The success factors to achieve a good quality of life depend on obtaining the rights to be heard and to be respected- The main right of persons is to be heard and to be asked what they want to do in their lives, what others can do to fulfil their wishes and how they choose to live their own life- Rights are innate – we all have rights and obligations that need to be fulfilled- Such rights are the right to be heard, to choose one's destiny, how and with whom to live, what work can be performed, the right to leisure, the right to choose one's representatives and to be informed by them, the right to be respected, the right to be wrong, the right to one's



	<p>individuality and to be different, that one's abilities and limitations are recognised, the right to one's privacy, the right choose one's friends and companions, the right to educational integration and employment</p> <ul style="list-style-type: none"> - Persons are free to choose their friends, when to do the things they like, to choose a quality of life and to be happy
IAT	<ul style="list-style-type: none"> - Develop and successfully test a model of inclusive training for persons with learning disabilities in order to achieve inclusive education - A model of mentoring students with disabilities at higher institutions, so they can become integrated into the student community - A model of mentoring persons with disabilities in order to enable them to perform ordinary tasks, e.g. in restaurant kitchens or in social care
CUDV DRAGA	<ul style="list-style-type: none"> - Follow a model of empowerment through self-advocacy and a person-centred support model that is based on the UN Convention on the Rights of Persons with Disabilities with the aim for persons to take control over their lives, to have the power to decide about their accommodation, employment, intimacy, to feel like a part of society - Persons with disabilities need to be able to express their wishes and defend their interests - Work with families to enable their children to exercise their rights - Raise awareness with these persons about their rights and about them being equal citizens with regard to the local community and politics - Persons with disabilities should be included in the self-advocacy movement, they should share their knowledge with other persons with disabilities and the society
HURT	<p>Achieve the exercise of rights by enabling an active participation of a person in self-chosen and self-motivated occupations; the model E.N.A.B.L.E. stands for the following: to EMPOWER a person</p>



	through a NETWORK of professionals and peers to be able to be ACTIVE in daily occupations through BENEFICIAL LEARNING experiences to ENHANCE occupational participation in the life of the family and the community
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Table 9: Comparison: success factors and best practices with regard to exercise of rights

An analysis is then carried out by identifying the common factors with regard to the exercise of rights in all the previously analysed support models.

COMMON FACTORS WITH REGARD TO THE EXERCISE OF RIGHTS

1. Promote equality of opportunities and inclusion (education, employment, community participation, etc.).
2. Listen to persons and take into account their goals in life, favouring their rights to choose, to make mistakes and to change opinions (empowerment), thereby giving them sufficient time and space to express themselves.
3. Transmit knowledge about the exercise of rights to persons with disabilities, professionals and families through lectures, discussion groups and meetings, thereby analysing and reflecting on documents such as the UN Convention or other important acts, all with the aim of empowering and enabling individuals to actively and independently exercise their rights. This means that all stakeholders (persons with disabilities, families and professionals) need to be involved in a sequenced, step-by-step process of developing competences for self-advocacy and to provide a context that will support and facilitate equal opportunities.



4. Perform activities to raise awareness about rights and equal opportunities adapted to society in general, through events or other awareness-raising activities.
5. Promote the active participation of all people within an organisation (persons with disabilities, family members and professionals) in assemblies, project development and the planning of activities. In short, this means making joint decisions and sharing responsibilities.
6. Participate in groups for the promotion of good practices with regard to the exercise of rights.
7. Participation in groups to denounce situations of abuse and breaches of the rights of persons.
8. Establish a self-advocacy movement and stress the important role that it can have in the community where these persons live, so that they can actively participate in the exercise of their rights.

EXAMPLES OF BEST PRACTICES

- Bea, who attends a day centre, recounted her experience in a dynamic working session:

She has always been interested in learning about things happening in the environment (attending lectures, reading the newspaper, watching the news, discussing current issues with colleagues). For this reason, she has always tried to get involved in different activities (accessibility, talks in schools, etc.) to try to contribute and change those things that she did not like.



One day, she realised that, due to her disability, she could not exercise her right to vote. One of her rights was being violated! Since then, Bea has begun a long process to defend and be able to exercise her right to vote.

With the help of her family and the support of professionals, she achieved her objective: after passing a series of tests and many questions concerning politics and other issues, a favourable judgment finally confirmed that Bea has sufficient capacity to decide which person she wants to represent her as well as the rest of the citizens.

Another example of good practices are the persons' views and thoughts, if they are offered a space and the means to express them. Below are some of the views expressed in a dynamic working session:

- *One of the persons with a disability said that when his parents were still alive, he used to go elections, but now he no longer does. Two other users stated that they attend elections, while others do not. Users like to attend elections, because it makes them feel important and helpful and their self-image is improving.*

- *An individual said that persons with intellectual disabilities have concerns, abilities, rights and obligations; they are equal, not special. Since everyone, unfortunately, does not respect these rights, we need to present them in written form such as conventions and human rights charters, in order to remind these people that rights exist and should be respected. Participants stated that the primary aim is to be heard, to ask them what they want to do in their life, what others can do to fulfil their wishes, to help them choose how to live their own life.*



- *Everything is interrelated – having an independent life, having a personal life project, a good quality of life, being part of the community. If their rights are respected, they can achieve all of the above and actually be happy.*

CONCLUSIONS

All the partners think that users should have the same rights and obligations, leading them to a more independent and meaningful life.

Persons with intellectual disabilities have the same rights as everyone else (Declaration on the Rights of Disabled Persons, 1975). According to the UN Convention on the Rights of Persons with Disabilities (if all its recommendations come into effect), it is essential to inform the individual about his/her rights and the choices he/she has. Everyone has the right to choose if he/she needs help on his/her personal journey or not, but they need to be informed about the consequences of their choices and have to take responsibility for them.

In order to have these rights also in practice, i.e. to be able to enjoy them, they often need assistance. People that give support to a person with disabilities have to ensure that an individual's rights are upheld at all times, especially when individuals may not be in a position to ensure themselves that their rights are being upheld. The right to equal opportunities and to be treated as an individual is one of the basic rights. The right to vote, the right to participation, the right to autonomy, the right to privacy and the right to sexuality are also very important.

Society must provide the necessary support for these rights to be put into practice. The governments that have ratified the UN Convention on the Rights of Persons with Disabilities have to make sure that it is implemented.



Freedom represents a supreme value. It is part of the most valuable personal assets. Individuals need to make their own decisions: successful or not, they are their decisions. People who support them guide them and help them.

The self-advocacy movement in the organisations leading to the empowerment of persons with intellectual disabilities is of great importance. It is crucial to value their opinions and accept them as partners in the elaboration of action plans and global objectives for the institution; they should take part at general assemblies and in projects and events of the institution.

- **Quality of life:**

In the following table, the success factors identified by each entity are described in relation to the improvement of the quality of life of persons with disabilities.

QUALITY OF LIFE	
CERCIOEIRAS	<ul style="list-style-type: none"> - To follow an approach and carry out interventions focused on persons with intellectual disabilities - Spirituality of persons with intellectual disabilities is an important dimension that is sometimes not taken into consideration
AMICA	<ul style="list-style-type: none"> - Discover the capacities and possibilities offering opportunities and overcoming limitations - Develop a working methodology based on the personal support and accompaniment of a person - The professional should be a facilitator enabling persons to achieve their suggested goals in life, respecting their decisions, rhythms of work and leisure time, responding to their interests and avoiding an attitude of over-protection, including withdrawing the support when it is no longer needed
COPAVAL	<ul style="list-style-type: none"> - It arises, that if a person gets a dream, is getting a personal project.



	<ul style="list-style-type: none"> - We must be aware of the current situation where resources are scarce, that all / os we need to prepare for these new thoughts or models, it takes a lot of collaboration, of struggle and effort. - We must break with the routines of life. - We must be aware of the limitations of each / a and we must fight against all social and cultural prejudices. - First we must believe that dreams can be achieved. - There must be a balance between professionals, persons with intellectual disabilities and families and adapt between all / os. - Needed accomplices and supporters, and these are the families, friends, professionals, public administration, peers and volunteers; and among all / os they / will generate a "Network". - We need to strengthen the self-esteem of persons with intellectual disabilities and should be more visible and empowered to society; it all more accessible; that social relationships are varied and beneficial; That is because "learning to learn" and "learning to teach"; that empathy is a key value in every relationship and emotions are healthy
IAT	<ul style="list-style-type: none"> - The mentoring model, which helps persons with disabilities to be integrated into work improved their quality of life. - The students integrated in the working and learning groups in the university expressed their increased quality of life.
CUDV DRAGA	<ul style="list-style-type: none"> - needs of person have to have central part in care - needs and wishes of all individuals should be taken into concern - it's important to achive personal goals - person has to have as much support as needed, not more, he has to be as independent and active as possible. - they have to be included into community - it's important to them that they have job in local community (restaurant, library, home for elderly people, company) - they need to feel that they are helpful, that they make difference
HURT	<p>Model which enables:</p> <p>1. facilitation of daily life participation on the level of family, comunity and sociaty and in all age ranges (early intervention, education - kindergarten & school, studying, employment and retirement (such as support for inclusion of children in</p>



	kindergartens, PayItBack initiative of volunteer student work, Parenting skills for parents of fussy babies etc).
	2. Client centeredness as prerequisite for empowerment of individuals – Client centeredness as a foundational concept need to be implemented in all practices as it has shown positive results on an personal level, occupational level as well as the level of environment (examples such as individually based counselling and selection of professional right for the person and environment resulted in positive progress of the child in kindergarten)

Table 10: Comparison: success factors and best practices with regard to quality of life

After the analysis the success factors, it will determine the factors common to all models.

COMMON FACTORS WITH REGARD TO QUALITY OF LIFE

As quality of life is a process based on 3 relevant fact - a person, daily occupations (activities) and environment we need to state that all need to be taken into account if we want positive result. For example if there are no actions taken into account in environment to adapt it for the needs of an person, person will be restricted in his/hers actions. Intervention must be “tailored made” for the person with disability (person with disability centered), but there need to be actions taken into account which provide opportunities for development.

In this line, the factors that determine how success factors are:

1. Follow and approach and intervention centred in the person.



2. Promote an overall support of the person:

- needs and wishes of all individuals should be taken into concern
- it's important to achieve personal goals
- person has to have as much support as needed, not more, he has to be as independent and active as possible.
- they have to be included into community
- It's important to them that they have job in local community (restaurant, library, home for elderly people, company)
- they need to feel that they are helpful, that they make difference

3. Follow an intervention is not only centred on the person, also in your environment.

4. Discover capacities and possibilities offering opportunities and overcoming the limitations.

5. The professional should be the facilitator for that person gets the life goals that proposes, respecting their decisions, rhythms of work and time, in response its interests and avoiding an attitude of over-protection, retiring the support when these aren't longer necessary.

6. Facilitation of daily life participation on the level of family, community and society and in all age ranges.



EXAMPLES OF BEST PRACTICES

In the Amica's dynamic working session a person with disabilities comments the following experience:

"I was doing a training program in laundry eleven years ago when my teachers told me I was very good at it and they offered me a job. They considered I was ready for working. I couldn't have imagined something like this, and I said yes.

I remember my beginning...I was very nervous but it didn't last too long. I've always worked in SOEMCA in the laundry. I work at Alba II nowadays. I've had some problems because we are many people at the laundry and people like to gossip. I have always dealt this problem with my laundry managers. They always listen to my needs and they tell me to ignore this thing.

I really love my job. I like to be in contact with people and I like to work because I am not a child, I'm an adult.

I don't like issues. The truth is I love working and I will never leave it.

I do what I like. I also go to the gym in order to be fit and I think I'm very lucky for being able to do what I want and what I like".



In CUDV DRAGA's dynamic working session the testimonies are the followings:

First user stated that he works in gardening programme and also in the restaurant Draga violina in City centre. He's happy there. He wouldn't change anything in his life. Now he lives in residential unit Grosuplje. He has a girlfriend Atifa. In residential unit he helps gardening (lawnmowing).

One girl helps her boyfriend gardening. She can go out by her own. She works in restaurant Druga violina as a waitress. She is very independent. In residential unit Grosuplje she helps in the kitchen.

Another user said that he works around the house. He likes to do what he wants. He likes his job. He would like to have a bigger salary.

Third user said that he has a very good life; he likes to live in residential unit Vižmarje. He would like to have a girlfriend there. At his father's house he likes gardening. He would like to go alone by bus to Working centre, go alone for a walk or to the shop. After the completion of risk analysis he will be able to do these activities by his own. Once a month we have house meeting in our residential unit. We talk about summer camps, our wishes ... For summer camps I prefer Rovinj, this year I will go there. Camp on the island Prvic I don't like, because there are only priests and desert.



Parents and professional stated that users have good quality of life when they are happy, are as independent as possible, have different activities, work, participate in the community, can choose what they want. Since they started to work in restaurant they have better quality of life.

CONCLUSIONS

The IDIPOWER Team concluded that for good quality of life we have to follow the needs and expectations of the person.

UN convention on rights of persons with disabilities sets basic principles that should shape the support and attitudes in community and society:

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- Equality of opportunity
- Accessibility

In giving support to persons with disabilities we should follow quality of life model. Support has to be person-centred. When planning we have to know the person, his/her talents, skills, interests and needs for support, and on the other hand being aware of the possibilities. In the local environment and the possibilities for coordination and providing support to the persons with disabilities and the employer. Some partners speak of personal plan, some of personal project.



Each plan has to be designed in a way that helps people to achieve personal goals with the support that is needed. Person with disability has to be involved in this process, also his family, advocates...

User has to have as much support as needed, not more; he has to be as independent and active as possible. It is important that person giving assistance does not assume the entire activity, but only to the extent allowing the disabled person to successfully participate. With just enough support, they will also be seen as successful by others while performing new activities. If people have the feeling that they are failing when trying new things, they will be less likely to try again. Good personal support to facilitate independence will ensure success. People can achieve health, well-being, and participation in life through engagement in occupation. Numerous research evidences is supporting the relationship between occupation, health and well-being and the strength of the effect of occupation on health is dependent on the relationship between the person, environment and occupation.

Plans of support have to be regularly evaluated.

Users have to be involved in the local community.

Good support is result of cooperation between user, family, professionals, local community and government.

Families are actively involved in support and are partners. They also influence the work of organisations (can be board members, parents council) and also users (user council, they have representative in the board). Some partners mention that person and the family annually fulfil a questionnaire on overall satisfaction on the support provided and the adequacy of the resource.

In some organisations professionals apply testing and quality-of-life



questionnaires, adaptive behaviour, self-determination, etc... that allow an objective view of the results achieved by the person.

- **Community participation:**

The factors that each entity has been identified as factors of success in your model of support are:

COMMUNITY PARTICIPATION	
CERCIOEIRAS	<ul style="list-style-type: none"> - Participation in the community to identify architectural barriers - Qualify for citizenship - Make accessible means of communication for persons with ID - The need to have a proximity with the community to create more opportunities to integrate persons with ID - It's important to have a networking system, to continue to promote experiences, Knowledge, examples of best practises, strategies
AMICA	<ul style="list-style-type: none"> - The model of support and accompaniment promotes the integral development of the person through community participation. - The person must be part of the surrounding environment, with the necessary support in case they need it, but with the same opportunities as other citizens: <ul style="list-style-type: none"> • To make use of services, facilities and programs developed by the community services. • Eliminate barriers through the identification through collaborative agreements with municipalities and other public agencies to create accessible environments. • Perform actions of social awareness through internal and external actions: Conferences in schools, other associations, partnerships with municipalities..). • Create alliances with other associations, companies, councils ... to have a greater presence in the society and achieve full participation in society, through the exchange of experiences, knowledge, strategies, working groups...
COPAVAL	<ul style="list-style-type: none"> - The disabled person like all people should be part of the community environment and equal opportunities.



	<ul style="list-style-type: none"> - You need networking between institutions, organisations, companies, government, people, etc. to ensure that equality of opportunities for participation in the community. - We need: <ul style="list-style-type: none"> • Personal respect and consideration • Our capabilities and our difficulties are known before designing policies, especially those that affect us directly • Adapted to understand documentation (readable) • Political campaigns adapted • That inclusion does not remain on paper but a reality • More open activities in which to participate and thus make ourselves known to the public. • Facilitate communication between us and institutions • We want a city that is designed and built for all without exclusion • Greater social awareness
IAT	<ul style="list-style-type: none"> - By the use of colleagues as mentors, the participation of students with disabilities in the cultural community of the higher institution has been improved. - The use of inclusive ICT helps the students to participate in social networks.
CUDV DRAGA	<ul style="list-style-type: none"> - it's important to live in a normal environment, using post office, shops, library, going to different events... - persons with disabilities should not be separated from the rest of society - they should actively participate in community also as presenters in different events, sports - local community should provide support for different needs, it's necessary to create good support network that offers just as much support as person needs - persons with disabilities should have possibility of integrated employment - raising awareness in schools with purpose of deinstitutionalization in future - raising awareness in community by actively participating in community
HURT	<ul style="list-style-type: none"> - Assessment, planning and implementation (customizing) environment without barriers in accordance with the abilities and needs of the individual - Adopting the environment in which the activities are performed, identifies existing and potential barriers that can potentially restrict independent and



	<p>active participation in activities and make recommendations on the necessary amendments in accordance with inclusive design</p> <ul style="list-style-type: none">- Consulting, educating and training of an person, family members / caregivers, other professionals on needed changes in environment and how they will be done- The use of assistive and adaptive technology
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Table 11: Comparison: success factors and best practices with regard to community participation

COMMON FACTORS “COMMUNITY PARTICIPATION”

1. Promote the integral development of the person through community participation.
2. Full participation in community resources (services, programs, activities, events), avoiding create specific resources for persons with disabilities.
3. Collaborate with public agencies to eliminate barriers and create accessible environments.
4. Contribute to the creation of accesible information to all persons in the community environment.
5. Develop actions of social awareness in the community to promote the right to community participation.
6. Establish a collaborative network with other institutions and agencies through partnerships, collaborative arrangements... to promote experiences, exchange knowledge and new experiences.



7. Promote the inclusive use of ICT to help people participate in social networks and accessibility of the information.

EXAMPLES OF BEST PRACTICES

- One user exposed her testimony, "My experience in the world of theatre". She said that she decided to be part of a theatre group that isn't of persons with disabilities; it is a group in which you can participate around the world regardless of the characteristics. For this reason, she had to give several steps (register, know the route, the means of transport to get there). She assesses her experience as very good because she has met people, new friends and she has been able to develop new skills.
- Several persons of AMICA day centres explained that together with the professionals who support them have created a blog with the fundamental objective of informing both families and other colleagues who cannot attend the centre, of all the activities, events that take place.
- Users that participated in dynamic working sessions said that other people from neighbourhood don't come to their residential unit. Some of them go out alone. They think that they don't participate enough in events in local community. They all said that at home all neighbours are friendly, only one is nagging.
- Parents think that they have very good cooperation with local community. They like restaurant Druga violina very much, il have experience with tourists from Australia that were very excited about involving persons with special needs in work in restaurants.



- Students with disabilities would like to have more respect and tolerance, would like to be more included in the study groups organised by students. They would like to have ICT platform to cooperate with colleagues.

CONCLUSIONS

There are many examples of good practice presented by partners in the field of community involvement such as attending different events and festivals as visitors or presenters (pottery, music, theatre, library, workshops for children and adults), groups (theatre), sports, lifelong learning and education.

There are also some examples of integrated employment, some in the form of projects. Employment is a mean to enter active economic life, and a factor of personal prestige. Be autonomic in economic sense is important in achieving personal freedom, because the economic means will allow person to get many of the things that he wants to. But the work is also a matter of prestige, and is important for acceptance in the community. A job offers many ways of social relations, creates a pleasant sense of economic security, of being useful, generates and contributes to the personal perception of active citizenship to pay into social security and taxes. Employment, without being an end in itself, if it is a basic component of the independence.

As defined by the human rights and anti-discrimination laws, it is essentially illegal to discriminate on the basis of a disability. Despite the integration movement of the 1960s and the reform concept of the normalisation principle, persons with disabilities are still confronted with fewer possibilities of financial and social participation.



Partners offer their users preparation, training for the job education training in job, and support those who have employment in normal environment. The employments are mainly sheltered, in special occupational centres or special companies of the partner. There are also examples where person with learning difficulties is no longer part of the client group in a given organisation, but is now part of the team of assistants.

Everybody agrees that persons with intellectual disabilities need more opportunities to integrate and should be more included into society. It is important to raise awareness within the society and promotion. Some students with disabilities (IAT) expressed that they wanted to be more included in the study groups organised by students at different subjects of their study and to have an ICT supported cooperative platform. The environment should be accesible to all, without barriers, adjustments have to be made.

- **Independent living:**

INDEPENDENT LIVING	
CERCIOEIRAS	<ul style="list-style-type: none"> - It's important to help them to identify dreams and explore abilities and resources, to support a future that is desire by the person with ID - Partnerships with university students to create opportunities to go out at night and participate in normal activities that are not associated with the institution - The importance of train abilities the persons with ID and Families to promote autonomy in daily life
AMICA	<ul style="list-style-type: none"> - It's necessary to support the person to design a personal itinerary based on a personal project, of which elaboration is protagonist the person, their families and professionals of their support. - The supports should be global encompassing all the areas of the life of the person (personal autonomy, social adaptation, cognitive aspect ...).. - Enhance complementarity of services through the interdisciplinary



	<p>coordination.</p> <ul style="list-style-type: none"> - Promote collaboration with the family and the knowledge and participation in individual programs, training initiatives, etc. - The person must be actively involved in the design of your own program and objectives, favoring a good self-esteem.
COPAVAL	<ul style="list-style-type: none"> - The need to ask for adequate resources to be provided by the public authorities arises. Specifically the need to create tax incentives for families living with a ICDP in order to live with the p.c.d.i. involving no extra expense for the family since many have needs such as technical aids, medication, etc. - Another finding that emerged is the need to involve families during the whole process of independent living, addressing all issues relating to the ICDP although many of these are still taboo for many families. In this connection, the need for partnership between professionals, users and families in order to promote independent living was raised. - Another theme that emerged was that a diagnosis at an early age to see who could live alone, who supervised apartments or any other resource in order to plan the possible support that will need to be held the ICDP when carrying out an independent life. - As a last point the need to increase resources from the public, both economic powers like any other raised.
IAT	<ul style="list-style-type: none"> - Mentoring helps the students to become more independent in the tasks of housekeeping and learning. Also they become more self-confident and try to live independent from their parents. - The finding of suitable jobs helps people to be independent with the support of employers who understood the diversity concept.
CUDV DRAGA	<ul style="list-style-type: none"> - Independent living is very important for persons with disabilities - They should have possibility to choose the way of life - Independent living gives them better self-esteem, independency, influence over their lives and better quality of life - For independent living they need optimal support from families, professionals, local community and government



	- Independent living includes life long learning and inclusive employment
HURT	It is important to provide through all activities empowerment of individuals and families in developing skills for participating in occupations that help their health and wellbeing, supporting their current involvement in the community and develop opportunities that enable people to perform their occupation in a safe and sustainable manner.

Table 12: Comparison: success factors and best practices with regard to independent living

COMMON FACTORS “INDEPENDENT LIVING”

1. Identify the objectives of life of the person and build an itinerary of supports that allow her to develop skills and participate in resources that are conducive to their autonomy and independence.
2. Promote a greater self-esteem and self-concept in the person. Person with disabilities, family members and professionals should believe in their capabilities.
3. Provide support for the development of personal skills, social, cognitive that are conducive to their independence to the greatest extent possible.
4. Encourage collaboration and involvement between the person with disabilities, family and professionals through training and development of supports necessary for independent living.
5. It's s important to adapt activities, tasks and environment to specific needs of the person with disability for promoting independent living.



EXAMPLES OF BEST PRACTICES

- A person presented his testimony "live together". He explains that until recently he was living with his parents, but he had a very clear objective which was to live independently with his partner. Currently, he has achieved his personal goal after much effort and with the support of the professionals of AMICA. He has learned to carry out household tasks, economic management of the home, to live with his partner.
- Another person with a disability told that he thought that he was incapable of leading an independent life. After some time he was aware that he needed help in order to achieve independency. A professional began to come to his home to help him with household tasks, economic management. He is the one who decides what he wants to do in his life. He is advised by other people, but the final decision is his. He thinks that the parents don't have to give everything to their children. The parents must prepare them for the future, by providing them with opportunities and experiences. Little by little they must learn to live independently. Parents should trust their children. Families stressed that is difficult to maintain the balance between what can be let go or not to the children. Always you want the best for the children. There is always fear that parents fail their children.
- Other user explained why he decided to be part of AMICA. When he finished his school stage he was clear what his goals of life. Currently were, he is in the housing of training for independent living (Coll Home) to learn how to perform the household chores and to live with other people.



- Another person also lives in her own home with another person. Her life has undergone a great change. The most important thing is that she has learned to listen to other people. Her experience living independently is very good and happy because she performs many activities in the community.
- One person with disability said that that she would like to live alone with her boyfriend. She would like to buy a house, but she doesn't know how.
- Parent told that her daughter could be more independent if she lived in some other arrangement. In this residential unit it is hard to achieve that, because there are clients that have very different abilities.
- Another parent stresses that staff should start with developing independence (for persons with physical impairments) when they are children. Professionals should give more emphasis to development of independence. Also parents should be made aware of the importance of that.
- Parents and staff agreed that we learn from persons with intellectual disabilities and them from us our whole lives.
- Users, families and professionals concluded that persons with disabilities can achieve to conduct an independent life. There is a need to ask for adequate resources to be provided from public authorities. Specifically a need to create tax incentives for families living with a ICDP in order to live with persons with disabilities involving no extra expense for the family since many have needs such as technical aids, medication, etc. Another finding that emerged is the need to involve families during the whole process of independent living, addressing all issues relating to the persons with disabilities



although many of these are still taboo for many families. In this connection, the need for partnership between professionals, users and families in order to promote independent living was raised.

CONCLUSIONS

The IDIPOWER team stressed that persons with disabilities should live as independent life as possible and that we should promote living in local community. Support should be given to people to live in their own home (alone or in shared housing), developing skills for domestic tasks, economic management ...Training, occupational therapy and support helps the person to actively and independently participate in daily activities appropriate to the age, needs, desires and expectations that environment sets upon a person.

There are examples of good practice that people can be more independent and more satisfied with their lives. In order to achieve that, adequate resources have to provide by authorities. There has to be good cooperation between person, families, professionals and community, we have to create a network of support. The education and training of persons with disabilities, their families and staff is essential. Partners from Germany have a staff profile Inclusive care worker and training for that.

- **Final conclusion**

As a conclusion to all the aspects mentioned above, the analysis is to configure a common support model, in that through the development of the common success factors in each of the variables and taking into account examples of good practice, An increase in the level of empowerment of the person will be increase and she will be able to define their needs, interests and life goals.



In this sense, both family members as professionals should support and accompany the person in the achievement of the objectives.

For this reason, each entity has defined the importance of setting up a life Project within its support model for finally define the common success factors.

LIFE PROJECT	
CERCIOEIRAS	It's very important to keep giving training and formation to families and professionals about the profile, abilities of the persons with ID and all the dimensions of their life.
AMICA	<p>The person is the axis of the supports. It defines its interests accompanied by professionals with whom the person designs the itinerary of supports.</p> <p>The person making decisions about their own lives (empowerment) reached a greater level of autonomy and independence in personal satisfaction and increase your quality of life index.</p>
COPAVA	<p>If a person fulfils a dream, this person is fulfils a personal project.</p> <p>The need to provide adequate support for persons with disabilities to fulfil their dreams and advance their personal project arises.</p>
IAT	Successful projects initiated by the IAT dealt with the improvement of quality of life for ageing people, who lived in assisted living houses, by the collaboration with students with disabilities. The IAT also conducts projects to integrate persons with disabilities into working life and society by the use of diversity and mentoring models and inclusive educational technologies. Seniors who would like to work are supported by the IAT to become (re)integrated.
CUDV DRAGA	<p>Key to success knows the person, their talents, skills, interests and needs for support. Support has to be person-centred and should help to achieve personal goals with the support that is needed.</p> <p>Person has to actively participate with the help of key persons. Good cooperation of person, families, professionals and community is essential.</p>
HURT	Power of influence of occupation on health depends on the person, the environment and occupation of the individual balance in self-care, productivity and leisure. Likewise, the health affects the choice and control of everyday occupations. Termination or changes in occupations can lead to increased dependence on others, lack of self-esteem and depression. Conversely, restoring



	individual abilities to the person functioned independently and had no control over their daily activities increases productivity and life satisfaction.
--	--

Table 13: Comparison: success factors and best practices with regard to life project

COMMON FACTORS "LIFE PROJECT"

For the development of the project life of the person, it is necessary to take into account all the dimensions and success factors mentioned above. All these dimensions are the itinerary that the person must follow to achieve their goals according to their needs and interests.

In addition, the consortium has agreed that must also be taken into account the following aspects:

1. Support to the person in the development of his personal project (dreams, life goals ...) to promote their quality of life, autonomy and independence and personal satisfaction.
2. Train and educate persons with disabilities, family members and professionals for the development of skills and the promotion of all the dimensions of the life of the person.
3. Constant evaluation of person - centred plan is needed.
4. Power of influence of occupation on health depends on the person, the environment and occupation of the individual balance in self-care, productivity and leisure. Likewise, the health affects the choice and control of everyday occupations. Termination or changes in occupations can lead to increased dependence on others, lack of self-esteem and depression. Conversely, restoring individual abilities



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to the person functioned independently and had no control over
their daily activities increases productivity and life satisfaction



7. COMPETENCES TO BE DEVELOPED FOR THE DIFFERENT STAKEHOLDERS INVOLVED IN THE IMPLEMENTATION OF THE SUPPORT MODEL, INCLUDING PERSONS WITH DISABILITIES, FAMILIES AND PROFESSIONALS

➤ PERSONS WITH DISABILITIES

During collaborate training persons with disabilities should get competences and knowledge in following areas:

- Empowerment
- Knowledge about rights- the convention of united nations about their rights in a form that they understand it
- Knowledge about self-advocacy (groups, movements)
- Have knowledge about support model, the role they have in it
- Communication (expressing their wishes, needs, satisfaction, dissatisfaction)
- Community participation (learn about possibilities, obstacles, social rules)
- To know areas of the support plan
- To be able to identify and express their wishes on all areas of support plan
- To be able to say what support they need in the daily activities, work, leisure time



➤ **FAMILIES**

During collaborate training families of persons with disabilities should get competences and knowledge in following areas:

- Rights of persons with disabilities
- Self-advocacy and advocacy
- Knowledge of support model and support plan
- Their role in supporting their family member
- Cooperation and communication with professionals
- How to support their family member to be more independent
- How to promote community participation

➤ **PROFESSIONALS**

- **Respect**, and **tolerance**: With regard to the decisions of the person, although we don't seem the most appropriate, as the person is exercising its right to decide freely. Tolerance and treatment with their customs, beliefs, and limitations. Accepting the person as is, it is essential.
- **To respect the privacy** of individuals and the confidentiality of the information
- **To provide opportunities** for the person to learn to do things for themselves. Enhancing their capacities.
- **To be able to work in team**. For all professionals offering supports is required the effective **coordination** between person, family, professionals, community.
- Professional participating in training have to get knowledge about:



- Rights of persons with disabilities
- Basic principles of support
- What is important to know about the person
- Their role as a support worker
- social competence and assistance at home, at work and in leisure activities
- How to promote quality of life , community participation
- Communication (with person, family, others, reports)
- teamwork
- how to prepare support plan, evaluation
- development of worker, preventing burnout



8. KEY SUCCESS FACTORS FOR THE DEVELOPMENT OF AN E-COLLABORATIVE PLATFORM PROGRAMME ADDRESSED TO PERSONS WITH DISABILITIES, FAMILIES AND PROFESSIONALS

ICT collaborative platform can be particularly efficient for learners with disabilities who are vulnerable to the digital divide and exclusion from education opportunities. Inclusive collaborative platforms can support an inclusive education and improve the quality of life by increasing participation and reducing social exclusion.

The IDIPOWER collaborative platform will be an inclusive one. Some key success factors and requirements will be:

- To support learning of persons with disabilities, their relatives and professionals
- To motivate persons from these three groups to use ICT also by the empowerment of them
- To support them to be able to collaborate by the use of the ICT platform
- To provide accessible and suitable content for each of these groups
- Persons with disabilities must have easy access to learning material
- Professionals and parents must be able to work collaboratively on a shared area
- The platform must provide means for communication across all groups
- Possibility to use the platform for blended learning by professionals.



➤ **Particularly for professionals:**

- To support them in the care process
- To collaborate with other professionals

➤ **For parents:**

- To learn how to cooperate with professionals in the care of children
- To collaborate with other parents

➤ **For persons with disabilities:**

- To collaborate with others by the use of social networking
- To access learning modules



9. POSSIBLE DIFFERENCES BETWEEN COUNTRIES

Partners are very different organisations, some are service providers, one coordinator of occupational centres (COPAVA), one is research centre (IAT), and one is association of occupational therapies. They have different structures of organisation- in some there are only professional, in some parents started the organisation (CERCIOEIRAS) and in some parents have mayor role in management (AMICA). The organisations offer different services and activities some are more oriented in offering support in community, some more in their organisation, some have both.

Despite different types of organisations, all partners have very similar views on support, basic values and basic parts of support model.

Empowerment of persons is essential and to provide them more opportunities to be more independent, successful and satisfied with their life.

A good awareness of public and wider environment is crucial. It is essential to promote exercise of rights, inclusion and independent living in community with needed support, environment has to be more adapted and cities accessible to all. We have to keep applying to stakeholders and governments in order to facilitate that process.

It is necessary to continue with the methods and modes of work which can contribute to a better quality of life for our users and to find and develop new methods of work.

It is important to develop collaborative training of persons with disabilities, their families and professionals. That was also confirmed by participants of dynamic working sessions. E-collaborative platform will promote that process.



10. CRITICAL POINTS TRAINEES SHOULD IMPROVE AFTER THE TRAINING

Once developed and implemented the training program, the critical points where the stakeholders must obtain improvements are the following:

PERSONS WITH DISABILITIES

- Increase the level of empowering/training in all aspects relating to the promotion of their autonomy, exercise of rights, community participation, independent living and ultimately to develop their own life project.
- Greater knowledge and awareness of the rights and obligations, as well as the way to exercise and defend them in case of situations of violations of them.
- Get greater degree of participation (active agent) in the development of the personal project and the supports that revolve around the person.
- Increase personal and social skills being able to express their wish, needs, interests and opinions freely.
- Be aware of the need to participate in experiences that offer greater opportunities for development.
- Participate actively in the community, making use of the resources and services, knowing all the possibilities of the environment.
- Develop, to a greater extent, competences for the development of activities of daily living.
- Get greater self-knowledge and their environment in order to know the aspects that need to be improved to achieve a higher level of quality of life.



FAMILIES

- Favour the self-determination of the person, such as facilitator agent, for the achievement of personal goals.
- Get greater degree of knowledge about the exercise of rights of persons with disabilities.
- Increase the level of knowledge about the support model and support program.
- Maintain an attitude of cooperation and dialog with the professionals to promote continuous improvement.
- Support to the person to encourage community participation, independence and quality of life, using the success factors and offering opportunities.

PROFESSIONALS

- Provide support to the person, avoiding is a care figure. The professional should be a facilitator and accompaniment figure, allowing the person to be an active agent in their own development.
- Develop greater teamwork skills.
- Increase the number of times that there will be opportunities and experiences to the people of community participation and independence.
- Achieve a higher level of reflection and analysis about the rights of the person, taking into account examples of good practices.



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Empowering disabled persons through
Collaborative learning



ANNEX 1

REPORT ON DYNAMIC WORKING SESSION



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IDIPOWER CONSORTIUM:



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1. INTRODUCTION

Through the report , it is intended to reflect the organization, development and conclusions of Dynamic working Sessions developed by each entity , in order to establish jointly with persons with disabilities , professionals and family the success factors and examples of good practices developed by each entity through their own support model.

For this reason, the report is divided in two parts:

1. Methodological development of dynamic working sessions.
2. Report of conclusions of each entity which describes the contents and aspects worked during the sessions.

The contents of this report and the conclusions reached will be used for the comparative analysis between the support models, determining a common support model, unify the success factors and best practices.

2. METHODOLOGICAL ASPECTS

During the months of April and early May, each participating organization has organized 1 Dynamic Working Session with persons with disabilities, professionals and family member to include criateria for successful implementation of the models from the point of view of the users.

The dynamics working sessions have consisted of two working sessions: Initial and final.

In order to demonstrate and justify the implementation of the session, each partner has submitted another type of documents such as: Attendance sheet, minutes, photos, videos, presentations... This documents are in the Platform Google Drive.

Between persons with disabilities, familiers and professionals, the total participants in these dynamic working sessions have been:

	1rd Session	2nd Session
Persons summoned	284	274
Participants	267	255

3. REPORT ON CONCLUSIONS

"EXAMPLES OF GOOD PRACTICE AND SUCCESS FACTORS OF THE SUPPORT AND ACCOMPANIMENT OF AMICA MODEL"



O1.A1.2 Collaborative dynamic working session.

OBJECTIVE

Establish the success factors in the support model developed in AMICA as well as examples of good practice through the testimonies of different persons.

PLANNING

The dynamic working sessions have been held on April 15th and 23th , 2015, in the Center of Resources Agustín Barcena (AMICA) Torrelavega, Cantabria, Spain.

Both sessions have been developed during the hours of 11:00 to 13:00 (Spanish time).

TOTAL NUMBER OF PARTICIPANTS

Through the dynamic working session, there has been a meeting between persons with disabilities, families and professionals. In order to give continuity to the session, have been summoned to the same persons

	1rd Session	2nd Session
Persons summoned	39	39
Participants	34	33

These data indicate that the objective of participants in each session, established in the technical memory of IDIPOWER project, has been fulfilled and even exceeded..

DISSEMINATION OF SESSIONS

From AMICA the following actions have been done for the dissemination of the program¹:

- Sending a invitation letter to persons with disabilities, families and professionals.
- A new on the AMICA website about the celebration of the dynamic working sessions .
- A New on general information about IDIPOWER project and holding of the dynamics working sessions in the AMICA newsletter. (It's important to indicate that the newsletter is distributed throughout the region, not only to the AMICA associates).

¹ Dissemination activities identified in the attached annex 1: *Dissemination action*.

DEVELOPMENT OF THE SESSIONS

The experience developed by Amica² has revealed that advance them in persons with disabilities occur where a family understanding of the goals is achieved to get by the own person, through their involvement and collaboration.

For this reason, it proposes the development of seminars of participation and/or collaborative learning among people with disabilities, families and professionals constituting a work tool for progress in removing psychological barriers and strategies of support for people in everyday life.

The seminars, as they arise, contribute to the training of people with disabilities, families and professionals, overcoming the traditional pattern in which professionals taught a series of thesis that try to convince family members.

This training is based on listening to the demands the people with disabilities, professionals and the media enough to get this message with the strength that it deserves, regardless of disability that has the person.

This methodology allows to go working on concrete ideas, discuss them and draw conclusions together.

² Castillo Arenal, Tomás (2014). *La persona protagonista de su vida independiente. Un modelo de escucha de profesionales y familia*". Educació Social. Revista d'Intervenció Socioeducativa, 58, p.29-44

Following this same line of work, AMICA has divided the seminar 'Examples of good practice and success factors' in two collaborative work sessions whose work plan is described below:

1 st Dynamic working session (15/04/2015) ³
General presentation of the Erasmus Program + and IDIPOWER Project: Explanation of the purpose of the dynamic work sessions.
<p>Presentation of experiences of people who are developing their personal project. (Presentations in digital format (Power point), in order to make information accessible to all persons).</p> <ul style="list-style-type: none"> ▪ Experiences on Quality of life and Personal Project: <ul style="list-style-type: none"> ○ I do what I like. ○ A life of least to most. ▪ Experiences on exercise of rights: <ul style="list-style-type: none"> ○ I ask the professional to me is going to support. ○ They have to improve the families. ○ My right to vote. ○ Working rights. ▪ Experiences on community participation: <ul style="list-style-type: none"> ○ My experience in the world of theatre. ○ What you are doing? ▪ Experiences on independent living: <ul style="list-style-type: none"> ○ Live together.

³ The minutes of the meeting and the presentations with the testimonies is attached in Annex 2: Minute of 1st dynamic work session

Discussion and brainstorming: What aspects have helped you to achieve your goals; to improve your life?
Closing of the session and agreements.

2nd Dynamic working session (23/04/2015)⁴
Reminder of the aspects worked at the previous meeting.
Review of the success factors extracted in the previous meeting (modifications and additions).
Closing of the session and agreements.

RESOURCES USED

- Accesible room for all persons.
- Screen
- Computer
- Projector
- Slate.

⁴ The minutes of the meeting a is attached in Annex 3: *Minute of 2nd dynamic work session*

CONCLUSIONS: Success factors and examples of good practices

Through the discussion emerged in the dynamic work sessions developed, it is established that are examples of good practice all those personal experiences, in the through the supports needed, reflect that people can meet their personal goals, increasing their quality of life, personal satisfaction, the full exercise of their rights, live independently, participate in the community and, ultimately, be happy in life through their own decision-making.

It is established that the factors in the success of the model of support of AMICA to promote the quality of life, personal project, exercises of law, independent living, and community participation are the following:

- **Values and principles** that underpin the work of AMICA:
 - **Respect and tolerance:** Each person is different and unique but all the people, with some capabilities or other can provide. For this reason, it is necessary to get into the skin of the other person knowing live with it, without the need to judge it and offering a dignified and respectful treatment.
 - **Sense of Belonging:** All the persons that are part of AMICA (persons with disabilities, families, professionals) share the same project jointly working to achieve common objectives.
 - **Solidarity:** Be committed to society, looking for the best not only for oneself but also for the other, through mutual support

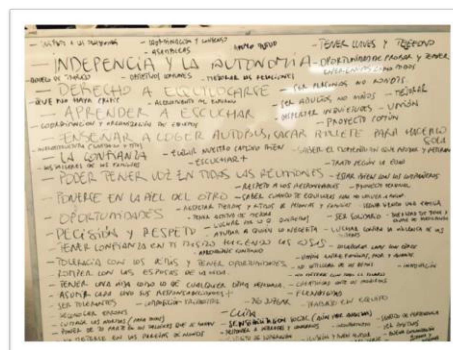
- **Confidence and connection** between people with disabilities, families and professionals, thus configuring a team that looks for and take joint decisions, which supports and coordinates, to reach a consensus.
 - **Spirit of Accomplishment:** strive for the goals they set, and not to be content with what you have, through continuous improvement.
 - **Social Awareness,** fighting for equal rights through internal and external actions (conferences in schools, other associations, community involvement, partnerships with local councils...).
 - **Transparency:** good management of economic resources
-
- **The methodological principles:**
 - **Personal Project:** Each person raises their life goals, trusting in its possibilities.
 - **Discovery Capabilities,** offering opportunities and raising concerns in the persons.
 - **Personal support and accompaniment:** The professional through a treatment of peer-to-peer facilitator for must be that the person gets the life goals that propose, respecting the decisions, the rhythms and times of the person, in response to their interests and avoiding an attitude over-protectionist, retiring when the support is no longer necessary.
 - **Creativity in the face of difficulties:** seek solutions through new experiences, with a positive attitude and illusion.

- **Innovation**, through an attitude of continuous improvement and training (**recycling**), still on top of new methods and techniques.
 - **Participation** of all persons who are part of AMICA, encouraging the **spirit of the opinion**, in such a way that each person not only receive but also contribution
 - **Coordination** among professionals, families and persons with disabilities, through assemblies in small and large group, thus favoring the mutual collaboration.
 - **Consensus** between all the people. Each opinion is important, by what is being discussed until agreement is reached.
 - **Flexibility**, on the part of all the people, with regard to schedules, activities, thus facilitating the development of new actions.
 - **Internal and external communication**, diversity of forums and participation in different groups.
 - **Learn to listen and recognize errors**, through an attitude of self-improvement and improvement.
 - **Comply with the rules**, laid down in the regulations and code of good practices for the proper functioning of the resources and supports (correct treatment, maintenance and proper use of infrastructure...).
-
- The **results** constitute a success factor in the support model are:
 - Independence and Autonomy
 - Have opportunities, learning to do new things, discovering new capabilities.
 - Have a life more standardized as possible.

- Take own your decisions (choose our path), recognizing the right to make mistakes.
- Esteem, having confidence in yourself and what you are doing.

Both professionals, persons with disabilities and families t conclude that the AMICA support model promotes the results just mentioned in the previous paragraph and consequence they produce in the person the effects:

- Happiness
- Personal Satisfaction
- Quality of life.



REPORT OF CONCLUSIONS

"EXAMPLES OF GOOD PRACTICE AND SUCCESS FACTORS OF THE SUPPORT AND ACCOMPANIMENT OF COPAVA MODEL



*Coordinadora Centres Ocupacionals
Comunitat Valenciana*

Collaborative dynamic working session.

OBJECTIVE

Establish the success factors in the support model developed in COPAVA as well as examples of good practice through the testimonies of different persons.

PLANNING

The dynamic working sessions have been held on April 28th and May 5th, 2015, in the Instituto de Educación Secundaria Dr. Lluís SIMARRO LACABRA Avenida de las Cortes Valencianas, s/n 46800 Játiva (Valencia), Spain.

Both sessions have been developed during the hours of 10:00 to 13:00 (Spanish time).

TOTAL NUMBER OF PARTICIPANS

Through the dynamic working session, there has been a meeting between persons with disabilities, families and professionals .

In order to give continuity to the session, have been summoned to the same persons

	1rd Session	2nd Session
Persons summoned	80	80
Participants	75	75

These data indicate that the objective of number of participants in each session, established in the technical memory of IDIPOWER project, has been fulfilled and even exceeded.

DISSEMINATION OF SESSIONS

From COPAVA the following actions have been done for the dissemination of the program:

- ☐ Send a letter of invitation via email to all partners COPAVA centres to report the activity. The Centres were responsible for calling people with disabilities, their families and support professionals.
- ☐ Publicize the event on the website of COPAVA and also the social networks of the different partner institutions.
- ☐ Convene the local press. They advertised the event.
- ☐ Create a direct link to the website of COPAVA for all interested persons to access information and materials used in the seminar

DEVELOPMENT OF THE SESSIONS

The seminar was divided into two sessions of collaborative work: the first session the European project is presented and the objectives of these sessions are explained first, then examples of good practices arise from the different participating centres and from the various stakeholders, people with disabilities, families and professionals.

In the second session small workgroups around four main themes were organized: Quality of life and personal project, the exercise of rights, community participation and independent living. The people chose workbench that wanted to participate.

Working groups followed these different methodologies:

From the discussion, active listening and reflection, asking relevant to the subject of the table questions and experiences of the participants, a dynamic of "brainstorming" that achieves, by consensus and shared is generated, the criteria keys to achieving the stated objective, recording these findings in its own scheme PATH.

Previously made a power point explaining the differences between models that focus on the issue of the rights of IDPs (rehabilitation, social and diversity) and photocopies of the literature was distributed. Because of the time so tight base listing at comments on his experiences, he wondered about how they lived and what was important to feel good. And they were filling in paragraph PowerPoint picture and specifications about it.

Based on the knowledge of the different experiences of independent living that occur in our users, establish common requirements to help meet the necessary support to be provided from all fields (professionals, families and institutions) to achieve the most independent life possible.

RESOURCES USED

- ☐ Accessible room for all persons.
- ☐ Documentation deliverable each participant
- ☐ 4 Screens
- ☐ Computer
- ☐ Projector
- ☐ Slate
- ☐ cards, pens, pencils, etc.

CONCLUSIONS

The findings are collected within a short PATH model, where actions are at present.

It arises, that if a person gets a dream, getting a personal project. If this dream is fulfilled to the person you are going to generate happiness, feeling fulfilled, satisfaction, change, be happier / to and enjoy more. But for all this we must be aware of the current situation where resources are scarce, that all we need to prepare for these new thoughts or mental models, it takes a lot of collaboration, of struggle and effort. You have to break with the routines of life; we must be aware of the limitations of each and we must fight against all social and cultural prejudices.

That above all to believe that dreams can be achieved, there must be a balance between professionals, people with di and families and adapt between all.

Needed accomplices and supporters, and these are the families, friends, professionals, public administration, peers and volunteers; and among all. They will generate a "Network".

We need to strengthen the self-esteem of the people, the individual capabilities of each people with ID They should be more visible and empowered to society; it all more accessible; that social relationships are varied and beneficial; That is because "learning to learn" and "learning to teach"; that empathy is a key value in every relationship and emotions are healthy.

And to put this in place we need to start believing that it is possible that every person has his "desire" or desired personal project; that we must reflect before us as same and to extrapolate to others and to share; and that people with ID They need to be more visible to society.

It is believed that rights must be innate, we all have rights and obligations, and must require the company, and all of us are met. Society must provide the necessary support for these rights a reality. People with intellectual disabilities have concerns, abilities, rights and obligations, we are equal, not special. Since all humans, unfortunately, do not respect these rights need to put them in writing, holding conventions and human rights charters to remind those who do not meet that exist and should be respected?

The primary law is to be heard, to ask them what they want to do in your life, what others can do to get their wishes, to choose how to live their own life.

Everything is related to one another, have an independent life, have a personal life project, a good quality of life, part of the community. If I get my rights are respected can get all of the above, really happy.

Now we indicated that we see all these rights important, but for the short time we could not go deeper. Right to be heard, to choose my destiny, how and with whom to live, what I make and have it work; accessibility to the environment (if I go with wheelchair to move around the town, if I need help getting in and out can have it); have the right to leisure (sign up for partnerships, cinema, bars ...); have the right to choose my rulers (be informed of what happens in my town, country, the world, to vote, do not put my vote in an envelope, if I explain what is happening and how to govern politicians I can decide) ; they respect me (this right is very important, as they feel they cannot speak well, who are despised, watching them wrong, to feel loved and that feels if they are listened to, if they think if they can make mistakes and rectify and others); individuality and my right to be different, to recognize my abilities and my limitations; right to my privacy and my privacy (to have my own things in my own space); choose my friends boyfriend (not always listen to me and my family let me explain what I do with my friends and so I do not automatically deny the relationship); right to education and employment integration (to learn and to choose the occupational centre to go); right to be happy when I choose my friends, when I do the things I like,

when I can choose quality of life I have and I can become happy.

The success factors for achieving a good quality of life depends on obtaining the rights to be heard and to be respected.

From a family of People with disabilities there is a need to ask for adequate resources to be provided from public authorities.

Specifically a need to create tax incentives for families living with a ICDP in order to live with the People with disabilities involving no extra expense for the family since many have needs such as technical aids, medication, etc.

Another finding that emerged is the need to involve families during the whole process of independent living, addressing all issues relating to the People with disabilities although many of these are still taboo for many families. In this connection, the need for partnership between professionals, users and families in order to promote independent living was raised.

Another theme that emerged was that a diagnosis at an early age to see who could live alone, who supervised apartments or any other resource in order to plan the possible support that will need to be held the People with disabilities when carrying out an independent life.

As a last point the need to increase resources from the public, both economic powers like any other raised.

- ☐ Personal respect and consideration
- ☐ Our capabilities and our difficulties are known before designing policies, especially those that affect us directly
- ☐ Adapted to understand documentation (readable)
- ☐ Political campaigns adapted
- ☐ That inclusion does not remain on paper but a reality

- ☐ More open activities in which to participate and thus make ourselves known to the public.
- ☐ Facilitate communication between us and institutions
- ☐ We want a city that is designed and built for all without exclusion



REPORT OF CONCLUSIONS

"EXAMPLES OF GOOD PRACTICE AND SUCCESS FACTORS OF THE SUPPORT AND ACCOMPANIMENT OF CERCIOEIRAS MODEL



Collaborative dynamic working session.

OBJETIVE

Establish the success factors in the support model developed in CERCIOEIRAS as well as examples of good practice through the testimonies of different persons.

SESSIONS

The dynamic working sessions have been held on 28/04/2015, in CERCIOEIRAS, Portugal.

Start time: 10:00 - Finish time: 17:00

TOTAL NUMBER OF PARTICIPANTS

	1rd Session	2nd Session
Persons summoned	30	30
Participants	27	27

DEVELOPMENT THE SESSIONS

1) General presentation of the Erasmus + Programme and IDIPOWER Project

It was explain to the participants an general overview of the main purpose and objetives of the project. This was also previous done in the

invite made for the participants, explaining what was pretending in their presentations and discussion representing institutions that support people with intellectual disabilities.

2) Presentation of testimonies:

1. Quality of life of people with special needs and their independency

- To follow an approach and intervention centred in the persons with ID
- The importance of the quality of life model centred in the persons with ID and adapt this to the persons with more high disability
- Spirituality of the person with ID it's an important dimension that sometimes is not approach

2. Exercise of rights

The importance of the self-advocates movement in the function of the organizations:

- to value their opinion and take them as partners in the building of the activities plans and global objectives for the institution;
- participation in the general assemblies,
- participation in projects and events of the institution
- participation in meetings with directors of the organization
- Qualify for citizenship

- Work with the persons with ID the convention of united nations about their rights in a form that they understand it
- It's important to give attention to ethical questions in the approach with people with ID, their families and professionals
- To follow the model of self-advocacy and self-determination
- The right to have sexual education and to express and live their sexuality and affective relationships

3. Community participation

- Participation in city hall meetings or group work for identify architectural barriers in the community
- Promote adaptations to the different contexts of life of the person with disability to improve accessibility and functionality in daily life and participation in community
- Make accessible means of communication for persons with ID
- The need to have a proximity with the community to create more opportunities to integrate persons with ID
- Partnerships with university students to create opportunities to go out at night and participate in normal activities that are not associated with the institution
- It's important to have a networking system, to continue to promote experiences, Knowledge, examples of best practises, strategies

4. Independent living

- It's very important to keep giving training and formation to families and professionals about the profile, abilities of the persons with ID and all the dimensions of their life
- It's important to help them to identify dreams and explore abilities and resources, to support a future that is desired by the person with ID
- The importance of training abilities the persons with ID and Families to promote autonomy in daily life
- Identify resources that can support and improve independent living

CONCLUSIONS

This was a very positive experience for all the participants, because it brings to discussion opinions and different sides accordingly if you are person with disability, professional or family.

It's important to create these meetings for keeping the discussion about the rights of people with disability and align strategies and methods of approaching some subjects.

It was agreed by all participants that this discussion is very needed and must be extended to another benchmarking actions, involving different partners of the community.



**REPORT OF CONCLUSIONS ABOUT BEST PRACTICES FOR
IMPLEMENTING SUPPORT MODELS FOR PERSONS WITH
DISABILITIES.**



Collaborative dynamic working session.

OBJECTIVE

Discussion of existing systems to support students with disabilities at the University Duisburg Essen, particularly the gaps in helping students to be more independent in their study and communicative. Development of a cooperation with the IAT and applying the approach about Diversity and Mentoring developed by IAT.

SESSIONS

The sessions took place on the 24 April at the Campus Essen with 30 participants and on the 08 May at the Campus Duisburg with 30 participants. The duration was planned by 2 hours but the discussion took place longer.

PREPARATION

The sessions have been prepared by the IAT in collaboration with the Beratungsstelle zur Inklusion bei Behinderung und chronischer Erkrankung of the University Duisburg Essen.. Invitations have been sent by e-mail to students with Autism particularly Asperger Syndrome and their colleagues as well as teachers from the Faculty of Mathematics. At this faculty five percent of the students are those with Asperger Syndrome. The number of them should be greater, but some of them do not know about their disorder. Also some parents received information. **Some students express their wishes for the topics of the sessions which have been considered.**

DEVELOPMENT OF THE SESSIONS

First session: The topic was a presentation of different German and European programmes in the context of education of people with disabilities

It was a long discussion about inclusive education which is in the development phase in Germany but not understood by students. The activities of the

working group including experts from education and representatives of organisations aimed at people with disabilities have been explained.

Brainstorming about difficulties coming up during the process of realisation:

- lack of prepared teachers,
- expensive assistive technologies to help people with disabilities to integrate into regular education,
- less tolerance of the non-handicapped classmates of students with disabilities

Dynamic brainstorming about realisation of a cooperation

Some difficulties to realise inclusive courses:

- too much audience in courses like mathematics, I
- lack of professionals to support people with disabilities concerning the integration,
- lack of seminar rooms providing technology for people with disabilities.

Conclusions:

The students with disabilities would like to have:

- more respect and tolerance from the colleagues and teachers
- to be helped by i.e. mentors to achieve self-confidence and have a trusted person
- to be more included in the study groups organised by students at different subjects of their study
- to have an ICT supported cooperative platform to cooperate with colleagues, mentors, and teachers because they have often verbal communicative difficulties.

Final Conclusion: The service for people with disabilities of the University Duisburg Essen should be improved and a mentoring approach should be developed together with IAT.

The second session: Presentation of the diversity and mentoring concept and dynamic brainstorming about the development of a mentoring concept at the University Duisburg-Essen based of the IAT approach

Objectives:

- Presentation of the IAT mentoring concept
- Discussion of the adaptation for the students with Asperger Syndrome
- Cooperation with some parents and teachers and participation of 3 students in the adaptation process.
- Presentation of the IDIPOWER platform at a special session

- Testing the IDIPOWER platform at the end of 2015 by students with Asperger and other disabilities and also by students without disabilities.

Final Conclusions: Students express their trust in improving their situation through mentoring and improved collaboration in study groups. They will happy to have an ICT tool to help them to socially integrate.

REPORT OF CONCLUSIONS ABOUT BEST PRACTICES FOR IMPLEMENTING SUPPORT MODELS FOR PERSONS WITH DISABILITIES.



Collaborative dynamic working session.

OBJECTIVE

To determine success factors of support model designed in CUDV Draga as well as examples of good practice with testimonies of different persons.

PLANNING

CUDV Draga, Draga 1, 1292 Ig, Slovenia,
23. 4. 2015, 16:00 – 18:00

CUDV Draga, Draga 1, 1292 Ig, Slovenia,
6. 5. 2015, 16:00 – 18:00

TOTAL NUMBER OF PARTICIPANTS

	1rd Session	2nd Session
Persons summoned	30	30
Participants	30	30

DISSEMINATION SESSIONS

All participants of the round table have expressed their desire for further cooperation in such form (participation at round tables). They have also expressed enthusiasm at users' integration in the work at the Druga violin restaurant (Other fiddle).

DEVELOPMENT OF THE SESSIONS

First session:

It is necessary to continue with the methods and modes of work which can contribute to a better quality of life for our users and to find and develop new methods of work. A good awareness of public in wider environment is important to them.

CONCLUSIONS:

Participants at the dynamic working sessions commended work in CUDV Draga. They have stressed that there has been a visible improvement in the work with the users, in the sense of empowerment, options of choice, inclusiveness and integration of users into the wider environment. Good practices of certain users are an indication that, together with their relatives, we have made a major step forward in the empowerment of users (work in the restaurant, independent exits from nursing home, etc.).

Second session:

All (users and their parents) would like to have more cooperation with local communities. For this, however, it's necessary to rearrange legislation, establish a network of support and staff training in the local community, to facilitate lifelong learning and to raise awareness and educational levels of parents, other family members and wider professional public.

CONCLUSIONS:

Participants at the round table commended cooperation and again expressed their desire for further cooperation in this form. But they also reminded of the weaknesses which they perceive primarily in insufficient number of personnel which consequently affects the quality of integration into the wider environment.



REPORT OF CONCLUSIONS

"EXAMPLES OF GOOD PRACTICE AND SUCCESS FACTORS OF THE SUPPORT AND ACCOMPANIMENT OF HURT MODEL



O1.A1.2 Collaborative dynamic working session.

OBJECTIVE

Establish the success factors in the support model developed in H.U.R.T. as well as examples of good practice through the testimonies of different persons.

PLANNING

The dynamic working sessions have been held on April 30th and May 5th, 2015, in the Association of parents of children with special needs - Put u zivot - PUŽ, Zagreb, Croatia and Association of Families of children with disabilities and persons with disabilities "SJENA", Zagreb, Croatia

Both sessions have been developed during the hours of 16:00 to 20:00.

TOTAL NUMBER OF PARTICIPANTS

The dynamic working session were organized to provide a multidimensional group which can give all aspects needed for collaborative learning about developing sound foundations for social inclusion, such as persons with disabilities, families and professionals. In order to assure continuity to the session, members of the named groups were summoned.

	1rd Session	2nd Session
Persons summoned	75	65
Participants	70	60

These data indicate that the number of participants objective in each session, established in the technical details of IDIPOWER project, has been fulfilled.

DISSEMINATION OF SESSIONS

From H.U.R.T. the following actions have been done for the dissemination of the program:

- The invitation for the dynamic working sessions was sent to members of the Associations working with people with disabilities through email
- The dynamic workshop was publicized thorough regular H.U.R.T. newsletter
- As H.U.R.T. has had several events in the last month in relation to specific issues and challenges of persons with disabilities, the event was publicized in an short 5 minute presentation
- Results, and the dynamic working sessions will be also presented during Annual days of nongovernmental organizations in May.

DEVELOPMENT OF THE SESSIONS

The dynamic working sessions were developed based on provided materials, experience of HU.R.T. project team members present in Spain and our past experience running educational workshops.

The dynamic working sessions were organized in an specific time frame:

- ⇒ Preparation activity - several stakeholders, persons with disabilities, families and professionals were given an task to prepare a study of their own experiences of specific challenge present in their context, in written for as an poster presentation
- ⇒ "Icebreaker" activity (20 minutes) - short presentation of IDIPOWER project (goals, objectives and activities organized up to date)
- ⇒ Storytelling activity (20) - Participant presentation of their challenges and solutions through occupational storytelling
- ⇒ "World Cafe" activity (50) - participants were divided into 4 smaller groups for close cooperation and then presented their prepared poster presentation in front of the big group. As the "World Cafe" method is an simple, effective, and flexible format for hosting large group dialogue. A "special" environment was created, tables covered with a big paper, colored pens. The dynamic working sessions host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease. The process begins with the first of three 10 rounds of conversation for the small group seated around a table. At the end of the 10

- ⇒ minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round. Each table had a specific question in relation to the theme of the dynamic working sessions which people who sit at it discuss and replay. Replay is then written on the paper. At the end, one person per table presents the results of the table. Questions at the tables were: What is needed for better social inclusion? What do all relevant stakeholders get from it? What is available at the moment? What do I provide at the moment?
- ⇒ Discussion and Q & A (20 minutes)
- ⇒ Small get-together

RESOURCES

- Accessible room for all persons
- Screen
- Computer
- Projector
- Tables covered with a big paper
- Colored pens

CONCLUSIONS: SUCCESS FACTORS AND EXAMPLES OF GOOD PRACTICES

The dynamic work sessions prepared, especially through the use of alternative ways to facilitate participant communication presented present examples of good practice all those involved. One of the crucial points was occupational justice and balance in daily activities, meeting personal goals and needs, increasing their quality of life, life satisfaction, independent and purposeful living, active participation in community in all daily activities. It is presented that the factors in the success of the Model E.N.A.B.L.E. - EMPOWER a person through NETWORK of professionals and peers to be able to be ACTIVE in daily occupations through BENEFICIAL LEARNING experiences to ENHANCE occupational participation in life of family and community is crucial for the persons with disability, their families and professionals.

One of the key points of the dynamic working sessions was also presentation what was learned from partners of the IDIPOWER project and their development of services, so there was an raised point that the resources for development of more interdynamic services can be found in Croatia but there needs to be raised awareness and stakeholder networking. Some key points which need to emphasize in the future work in relation to H.U.R.T. values were:

- Occupation – Occupational balance, occupational justice and occupational rights need to be raised on the higher level through more work on inclusion of persons with disability in daily living of community. Some of the crucial points are present in ENABLE project but it needs to be communicated more often
- Participation – Daily life participation is a must, so good practices which were present in the last years of the H.U.R.T. work need to be presented to general and professional public in a form of specific projects (such as support for inclusion of children in kindergartens, PayItBack initiative of volunteer student work, Parenting skills for parents of fussy babies etc)
- Client centeredness – Client centeredness as a foundational concept need to be implemented in all practices.
- Collaboration and networking – what was learned was that the dynamic working sessions format can be used for resolving present and future challenges as this is an format which can give and common ground for collaboration and networking.





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IDIPOWER

COLLABORATIVE LEARNING PROGRAM **IDIPOWER** TO EMPOWER PEOPLE'S CAPABILITIES

TRAINERS MANUAL



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INTRODUCTION

This Training Manual aim is to enhance a wide and practical knowledge to those agents who want to use the Collaborative Learning Program IDIPOWER as a pedagogical tool to empower the persons with disabilities capabilities, increasing their control over their own life, promoting strategies and skills based in good practices examples developed through the support to the person model in their environment. The document is divided in two parts:

- Conceptual and theoretical framework: Main arguments and reference documentd about what the support to the person model revolves around are exposed;
- Training programme: Topics, formats, materials, activities and motivation strategies are suggested to guide and orientate the potential training agentsin their role to play as trainer.

MANUAL RECIPIENTS

Training Manual is aimed to:

- People interested in boosting the implementation of the support to the person model.
- Actors interested in carrying out awareness, promotion and good practices activities exchange, through a collaborative learning, enhancing professional and families skills and people's empowerment to make decisions about their lives.
- Social and educational agents who want to run workshops to boost and promote the capabilities of the persons with disabilities in their entity.

MANUAL GOALS

- Make known, through the different international agreements and reference documents, the theoretical basis of the support to the person model.
- Reflect on the importance of promoting the exchange of good practices among persons with disabilities, professionals and families to enhance people's capabilities.
- Identify the opportunities and advantages of the use of IDIPOWER Collaborative Learning Programme as a pedagogical tool to promote experiences and good practices exchange, raising bigger opportunities to the person's autonomy, independence and development.

- Provide the training agents, the needed tools to carry out the training programme.

EXPECTED OUTCOMES

- Conceptual and regulatory knowledge of the basic principles of the support to the person model.
- Understanding about the need to promote the good practices among persons with disabilities, families and professionals, to empower people's capabilities.
- Familiarization about the applications and uses of the IDIPOWER Collaborative Learning Programme as a pedagogical tool raising bigger opportunities to the person's development of autonomy and independence.
- Resources provision to promote capabilities, opportunities and skills development in persons with disabilities, families and professionals.
- Bigger compromise and commitment from the social-educational agents from public institutions and also in the private ones with the training activities development which enhance attitudes and actions development about rights use, community participation, independent life and quality of life, guaranteeing the opportunities equality for everybody.

THEORETICAL FRAMEWORK

Currently it is estimated that a billion people have a disability around the world. This situation affects the general society, consequently, global policies must include disability as a primary issue not being forgotten, being the key to fight poverty and social exclusion which is suffered by many of these people, raising equal opportunities for everybody (The ICT Opportunity for a Disability-Inclusive Development Framework, United Nations, 2013).

Article 24 of the United Nations Convention on the Rights and Dignity of Persons with Disabilities (UN CRPD) fully grants the rights of these people to education, without any discrimination. Education is the key which allows persons with disabilities reaching their human potential, showing their capabilities, and fully participate in a free society where everybody has a place.

(<http://www.easpd.eu/en/content/educación#sthash.wQlLqk3h.dpuf>).

Services to the persons with disabilities have traditionally been set as segregated institutions. Going from an institutional care to community life requires resources based in their environment, starting from a Support to the persons with disabilities Model which offers options about where they live or with who, and in the meantime promoting their community participation and independent life, taking as reference the International Classification of Functioning, Disability, and Health, (World Health Organization (WHO) and the International Convention on the Rights of People with Disabilities.

This reorientation changes the role of users and services providers. Instead of being “takers” they become agents, active in planning and getting matched supports to their needs and desires, contributing to an improvement of their quality of life, self-esteem and empowerment.

While organizations keep the responsibility to maintain the quality of the services and to boost people's outcomes; through the support to the person model is included the duty of giving advice and help persons with disabilities to exercise the control and make decisions about their own lives.

This view empower persons with disabilities due to the fact that is a process where several abilities are acquired and they allow to increase control over their own life and to find out new capabilities getting over limitations, creating bigger opportunities to the use of their rights and social participation.

However, in today's society there are some factors or barriers which are hindering the use of the support to the person model, such as for example:

- Lack of awareness about the support to the person model potential and its success evidences.
- Lack of resources and the communication needed to coordinate and organize support networks formed by persons with disabilities, families, professionals and other community agents.
- Lack of the knowledge and the abilities needed to enhance persons with disabilities participation and to promote their independent life.
- The existence of different methodologies and tools to apply approaches about the theoretical basis of the support model.

Therefore, for a suitable implementation of the support to the person model is needed the development of other factors as:

- Increasing the awareness about the use and the possibilities to get outcomes in people.
- Increasing the cooperation among all parts interested in the Support Network, to improve the effectiveness of the actions carried out by professionals and families.
- Share harmonized tools and methodologies, which are based in successful practices.
- Develop practical cases, which guarantee the credibility of the support model, the families and professional's knowledge and the persons with disabilities self-esteem.

The experience and the outcomes obtained from entities which carry out IDIPOWER Collaborative Learning Programme have shown that there are several success key factors in the different contexts to empower the capabilities of persons with disabilities. Next, they are reflected briefly:

SUCCESS FACTORS TO PROMOTE QUALITY OF LIFE

- 1. Develop an approach which their main character is the person.**
- 2. Promote supports where the person is the main axis.**
- 3. Develop support not only focused in the person, but also in their environment.**
- 4. Find out capabilities and offer opportunities overcoming limitations.**
- 5. The professional must enable the person to get the life goals which they propose, respecting their decisions, tempos... avoiding an over-protective attitude and removing supports when needed.**
- 6. Enhance the participation in all daily activities in a family, community and society level, regardless of range age.**

SUCCESS FACTOR FOR THE RIGHTS USE

- 1. Promote the opportunities equality and inclusion.**
- 2. Listen to the people and taking into account their life goals, enhancing their right to decide, make mistakes, change their minds, giving them time and the space enough to express themselves.**
- 3. Transfer knowledge about the rights use to the persons with disabilities and also relatives and professionals.**
- 4. Promote the persons active participation in assemblies, planning activities, sharing responsibilities...**
- 5. Participate in groups for the promotion of good practices to ensure the rights use.**
- 6. Participation in groups to denounce situations of abuse and rights violations.**
- 7. Perform activities to raise awareness about rights and equal opportunities adapted to the society in general, through events or other awareness-raising activities.**
- 8. Establish a self-advocacy movement and highlight the important role that it can have in the community where these persons live, so that they can actively participate in the exercise of their rights.**

SUCCESS FACTORS TO PROMOTE COMMUNITY PARTICIPATION

1. Promote the overall person development through the community participation.
2. Fully participation in the community resources, avoiding the creation of specific resources for persons with disabilities.
3. Collaborate with public bodies to remove barriers and create accessible environments.
4. Contribute to the creation of accessible information for everybody.
5. Develop social awareness actions to promote the community participation right.
6. Establish a collaborative network with other institutions to promote experience, knowledge Exchange and so on.
7. Promote the inclusive use of the Information and Communication technology to make people able to participate in social networks and to have an access to all the information.

SUCCESS FACTORS TO PROMOTE AN INDEPENDENT LIFE

1. Identify people's life goals and build a support itinerary which allows them to develop abilities and participate in resources which contribute to their autonomy and independency.
2. Promote a good self-esteem and self-concept in the person.
3. Promote support to personal, social and cognitive skills development.
4. Encourage the collaboration and participation among all persons with disabilities, family and professionals through training and development of the needed supports for the independent life.
5. Adapt the activities, tasks and environment to the person with disabilities specific needs to promote their independence.

SUCCESS FACTORS TO HAVE A LIFE PROJECT

- 1. Support the person in the development of their life Project (dreams, life goals...)**
- 2. Train and educate persons with disabilities, families and professionals in the abilities development and the promotion of all the person's life areas.**
- 3. Continuous check of the Support to the Person Plan.**

The way to develop these key factors will be approached across the Collaborative Learning Programme through the good practices presentation and exchange, developed by persons with disabilities but also professionals and families.

IDIPOWER TRAINING PROGRAMME DEVELOPMENT

WHO IS THIS AIMED TO?

Draw from the principles of the Support to the Person Model, collaborative learning and the increased of the cooperation among all people involved (society in general), it is recognized as an important and may crucial element for the development of solid bases to get persons with disabilities social inclusion.

Due to this, IDIPOWER Collaborative Learning Programme is aimed to persons with disabilities, their relatives, professionals as well as public or private organizations (educational and social centres...) interested in contribute to persons with disabilities autonomy, independence and quality of life promotion.

PURPOSE

To empower persons with disabilities through the collaborative learning among the persons with disabilities themselves, families, professionals and other social agents through the good practices Exchange. The aim is to produce new practices which promote their autonomy and Independence.

GENERAL GOALS

- Create awareness about the importance of collaborative learning among persons with disabilities, families and professionals for the development of the basic pillars of the support to the person model, based in the exchange of good practices and experiences, enhancing in this way person's autonomy and their life goals achievement.
- Give to the persons with disabilities, their relatives and professionals, the knowledge and skills needed to implement a support model where 4 main axes are promoted:
 - Rights use.
 - Community participation.
 - Independent life.
 - Personal project.
- Provide training based in a wide collection of strategies and good practices examples to boost a support to the person model, finding out and empowering their capabilities as well as the decisions in all their life areas.

SPECIFIC GOALS

❖ Specific goals for the general goal 1:

- Make awareness of the personal and practical involvement of persons with disabilities, relatives and professionals. What can we do to carry out a good practice?
- Promote abilities and attitudes according to the collaborative and cooperative work approach among persons with disabilities, relatives and professionals.
- Produce reflection opportunities among persons with disabilities, relatives and professionals to promote autonomy and people's quality of life.

❖ Specific goals for the general goal 2:

- Acquire theoretical knowledge about the basic principles of the Support Model.
- Knowledge and awareness of:
 - o Rights and duties as citizen.
 - o Community resources in different areas where develop as a person.
 - o Capabilities to overcome limitations contributing to the society development.

❖ Specific goals for the general goal 3:

- Acquire the needed knowledge, habits and attitudes by all the participants during the training development.

A. PERSONS WITH DISABILITIES

- ☐ Increasing training level in all areas related to autonomy promotion, rights use, community participation, independent life, and ultimately, the development of their own lives.
- ☐ Bigger knowledge and awareness of rights and duties, as well as use and defend them in case of situations where they are violated.
- ☐ Actively participate in the personal project development and in all areas related to their development.
- ☐ Increase personal and social skills to express their desires, needs, interests and opinions freely.
- ☐ Be aware of the need to participate in experiences which offer bigger development opportunities.
- ☐ Actively participate into the community, making use of resources and services, getting to know all the environment possibilities.
- ☐ Develop to a large extent, abilities for the daily life activities development.
- ☐ Getting a better understanding of themselves and their environment, aiming to find out improvable areas to achieve a better quality of life.

B. FAMILIES

- ☐ **Use strategies and practical skills to enhance self-determination and the person's goals achievement through family support.**
- ☐ **Increase their participation and involvement as active agents in the family accompaniment.**
- ☐ **Encourage communicational and discussion strategies with professionals and the direct listening to the persons with disabilities claims.**
- ☐ **Provide support, through places where they could share experiences and concerns.**
- ☐ **Get suitable attitudes from relatives, through a positive approach, aiming giving their relative the opportunity to show their capabilities.**

C. PROFESSIONALS

- ☐ **Awareness of the support model to enhance and accompany the person with disabilities as active agents of their own development.**
- ☐ **Develop teamwork skills.**
- ☐ **Encourage communication, dialogue and active listening with friends and persons with disabilities.**
- ☐ **Accompany families in the over-protective attitudes change, providing the needed Independence, through a fitted support to the person needs and desires.**

PROGRAMME STRUCTURE

The programme is structured in two fundamental interconnected parts to achieve the programme's general goals. These two parts are:

✓ IDIPOWER COLLABORATIVE LEARNING PLATFORM.

This platform is formed by:

- **6 theoretical modules:**

They aimed the awareness and acquisition of knowledge, strategies and skills to promote fundamental areas for the person's promotion and empowerment, in areas as exercise of rights, community participation, independent life and personal project.

The 6 theoretical modules are:

1. Introduction.
2. Rights use.
3. Community participation.
4. Independent life.
5. Life Project.
6. Social support and environment.

Each module's contents are structured in **two informational levels: basic and advanced** for each person, with the trainer's help, choose the option more suitable to their needs and interests, regardless if the person is a person with disabilities, relative, profesional or other kind of social agent. Each of them, are able to choose which they find more appropriate.

The contents, in each of its levels, will be developed through presentations which try to cover, in a clear and accessible way, key elements in the Support to the Person Model.

These contents have gone through a validation process where, according to the philosophy raised in this programme, have participated persons with disabilities, relatives and professionals.

In each of the information level will be proposed several **activities:**

- Interactive
- Personal
- Forum participation

Besides, in each module will be found **a folder with complementary material**, where there will be added those already created materials which promote the skills and strategies acquisition to empower people's capabilities in the different areas previously named.

✓ IN-PERSON WORKSHOPS OF COLLABORATIVE LEARNING

The workshops are structured in:

- **2 practical modules:**

Their aim is to create reflection, dialogue and collaboration opportunities among professionals, persons with disabilities, relatives and other agents interested in enhance their autonomy and the quality of their lives, as well as finding out their capabilities.

IDIPOWER COLLABORATIVE LEARNING PROGRAMME	
IDIPOWER COLLABORATIVE LEARNING PLATFORM	IN-PERSON COLLABORATIVE LEARNING WORKSHOPS
THEOTERICAL MODULES	PRACTICAL MODULES
<ul style="list-style-type: none"> • Module 1: introduction • Module 2: Rights use. • Módulo 3: Community participation. • Módulo 4: Independent life. • Módulo 5: Life project. • Módulo 6: Social support and environment. 	<p>Moduloe 1: workshop</p> <ul style="list-style-type: none"> • Rights use • Community participation. <p>Module 2: workshop</p> <ul style="list-style-type: none"> • Independent life. • Life project.

WORK METHODOLOGY

To the IDIPOWER Collaborative Learning Programme development, is proposed a mixed work methodology, considering it will be combine on-line and in-person training, as well as individual and group participation.

✓ IDIPOWER Collaborative Learning Platform

It provides an open, collaborative and flexible environment, allowing participants play an active role in their learning, empowerment and experiences knowledge and exchange.

All people interested will have an Access to the platform through the user's registration.

The Platform suggests a self-conducted training, meaning, each participant is able to choose the module to do first, although it is suggested to carry out a path according to the proposed order due to the fact they are sequenced under logical criteria to enhance a better contents understanding.

However, it is recommended, especially for those people with support needs in the technological tools use as well as those with support needs for learning and participation in the platform, that the training process would be orientated, guide and supervise by a dynamizing agent, meaning a person who has some knowledge about IDIPOWER Programme.

The total session's number for the development of the theoretical modules is 6.

It is estimated that the minimum time given to these modules viewing is 5 hours, although this time will be different depending on the needs and level of motivation of each person.

✓ Collaborative learning workshops

The collaborative learning workshops are considered an educational resource based on the joined collaboration among persons with disabilities, relatives, professionals and other interested agents.

Experience has shown a bigger advance in the persons with disabilities development through their active participation in shared spaces with relatives and support professionals where are created discussions and a joined reflection about attitudes and good practices to develop.

The workshops are considered a tool for participation, for removing psychological barriers and uptaking strategies to support the person in their daily life.

Ultimately, offering people the opportunities to participate in a collaborative and cooperative learning group, will contribute to the development of the following skills:

- Participate in the collective building of knowledge.
- Assume commitments with the group.
- Help others and offer help when is needed.
- Make the individual strengths available to others.

- Be tolerant with other people's opinión.
- Understand other people's needs.
- Find out solutions that benefits everybody.
- Establish new contact with groups of new people.
- Compare, Exchange and create activities with other people.
- Establish goals, tasks, resources, roles and so on.
- Develop communicative and social skills.
- Get familiar with democratic processes.

The workshops development is in-person, with the participation of a minimum number of 15 people per WORKSHOP, fulfilling the essential requirement of the joined participation of persons with disabilities, families, professionals and other interested agents.

The recommended length of each workshop is 3 hours (6 hours in total).

IDIPOWER Collaborative Learning Platform provides a space to share conclusions, experiences, developed material and so on, as a result of the joined work during the workshops.

SESSION'S STRUCTURE AND CONTENTS

MODULE 1: INTRODUCTION

SESSION

Duration:

Specific Objectives:

1. Make known the action axes and competencies of the training programme based in the good practices development.
2. Acquire knowledge based in the support to the person model.
3. Awareness of the importance of promoting personal autonomy through the support to the person model.
4. Make known the active role of the different agents/actors involved in the person support and accompaniment process.
5. Develop attitudes to enhance people's Quality of Life.

Theoretical fundamentals

Quality of life is a highly complex concept that covers multiple aspects, and it is therefore very difficult to outline its meaning in a single dimension.

As Schalock and Alonso (2002) have established, QOL "is multidimensional, being influenced by the context in which the person belongs and the relationship established with the environment. It considers the significant life experiences that people have access to. In the lives of persons with disabilities, it is like a guideline for the areas where these people need more support and better services".

Based on the above definition, which indicates that quality of life is a multidimensional concept, Arola (2003) specifies that QOL is a "subjective feeling of physical, psychological and social well-being that includes intimacy, emotional expression, perceived security, personal productivity and perceived health, material well-being, social, interpersonal relations and the community".

Likewise, a reference body as important as the World Health Organisation (WHO) defines quality of life as "individuals' perceptions 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".

In short, quality of life means that persons have a positive perception of their lives in all their dimensions, through the enjoyment of rights and their daily activities execution, in a normalized context, with equal opportunities and with the necessary support.

BASIC LEVEL OF INFORMATION	ADVANCED LEVEL OF INFORMATION
<p>Contents/ Presentations</p> <ol style="list-style-type: none"> 1. What is IDIPOWER? 2. Do I feel good with my life? 3. Find out capabilities <p>Supplementary Materials:</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Personal activity: <ul style="list-style-type: none"> ○ My life. ○ How I feel? ○ Forum: <ul style="list-style-type: none"> ○ What I like most about my life? 	<p>Contents / Presentations</p> <ol style="list-style-type: none"> 1. What is IDIPOWER? 2. Quality of life based in the personal project planification. 3. Find out capabilities: support to the person model. <p>Supplementary Materials</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Test your knowledge. ○ Personal Activity: <ul style="list-style-type: none"> ○ Dimensions of Quality of life (QL). ○ Forum: <ul style="list-style-type: none"> ○ Why disability is considered to be a circumstance that affects all people?
REFERENCES:	
<p>A.A.I.D.D., (2011). Discapacidad Intelectual: Definición, clasificación y sistemas de Apoyo (Undécima edición). Madrid: Alianza Editorial (Traducción de Verdugo Alonso, M.A.).</p> <p>Castillo, T. (2007). Let me try! Disability: Towards a creative view of the human limitations. Barcelona: Ceac.</p> <p>Ministerio de Trabajo y Asuntos Sociales. (1999). <i>Analizando la Calidad de Vida: Calidad de Vida, Calidad de Servicio</i>. Madrid: Ministerio de trabajo y Asuntos Sociales.</p> <p>Schalock, R. L., & Verdugo, M. A. (2002). <i>Handbook on quality of life for human service practitioners</i>. Washington, DC: American Association on Mental Retardation.</p> <p>World Health Organization (2001). <i>International Classification of functioning, disability and health</i>. Switzerland: World Health Organization.</p>	

MODULE 2: RIGHTS USE

SESSION

Duration:

Specific Objectives:

1. To become aware of the rights and duties as citizens.
2. To identify, recognize and select which legislation defines the rights of person with disabilities.
3. To recognize situations when the rights are not respected.
4. To promote attitudes to make people to use their rights and to recognize when they are not respected.
5. To give examples of attitudes and actions which promote rights use.
6. Good practices development which guarantee rights use.

Theoretical fundaments

Persons with disability face barriers in social participation and discrimination every day and they have been considered as marginalized population for the past 50 years. United Nations **Convention on the Rights of Persons with Disabilities (2006)** has provided a framework that can enable social and occupational justice for persons with disabilities.

In the last few decades, due to the work of associations and movements who work with and for persons with disabilities, these are **raising their voices** and they are being enabled to become more visible in society, expressing their thoughts and feelings, giving opinions and **making decisions**, and above all, they are gaining a clear understanding about their rights and the power to make changes. This aspect is very important, as it is the responsibility of professionals and families to share knowledge, resources and tools available for persons with disabilities in order to enable them **understand and use their own rights**.

Self-advocacy (empowerment) could therefore be seen as the most powerful resource to get inclusion and participation, encouraging people to have an influence in the development of services in general and to promote changes in social policies (Whitehead and Hughey, 2004).

Empowerment has an important role in the services change through everybody's collaborative work (especially the work of people who belong to services and resources which work with disability) **aiming increasing daily life social participation**

and opportunities as within the employment or education. (Fyson and Ward, 2004).

BASIC LEVEL OF INFORMATION	ADVANCED LEVEL OF INFORMATION
<p>Contents/ Presentations</p> <ol style="list-style-type: none"> 1. Human Rights 2. Rights use – Convention on rights of persons with disabilities. 3. Actions and attitudes for the development of rights use: Good Practices examples. <p>Supplementary Materials:</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Do you know which are your rights? ○ Complete the sentence. ○ Personal activity: <ul style="list-style-type: none"> ○ Storytelling ○ Forum: <ul style="list-style-type: none"> ○ Are your rights respected? ○ What would help you to be more respected? 	<p>Contents / Presentations</p> <ol style="list-style-type: none"> 1. Human Rights- 2. Rights use – Convention on rights of persons with disabilities. 3. Breaches of rights. 4. Actions and attitudes for the development of rights use: Good Practices Examples. <p>Supplementary Materials</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Wordsearch Puzzle. ○ Test your knowledge. ○ Personal Activity: <ul style="list-style-type: none"> ○ Storytelling. ○ Forum: <ul style="list-style-type: none"> ○ Have you ever felt that your rights haven't been respected?
<p>REFERENCES:</p> <p>Castillo, T. (2013). Avanzar en mi independencia: El derecho a la autonomía personal. Torrelavega: Amica.</p> <p>Fyson, R. and Ward, L. (2004). Making valuing people work: Strategies for change in services for people with learning disabilities. Bristol: Policy Press.</p> <p>United Nations (2006). Convention on the Rights of persons with disabilities.</p> <p>Whitehead, T. and Hughey, J. (2004). Exploring Self-advocacy from a Social Power Perspective. New york: Nova Science.</p>	

MODULE 3: COMMUNITY PARTICIPATION

SESSION

Duration:

Specific Objectives:

1. Demonstrate knowledge and skills in social participation in community area and the planning of the leisure and free time.
2. Recognise available opportunities within the environment where the person lives/works (community resources, associations, volunteering...).
3. Present actions, habits, roles and attitudes learned through good practices examples, which can enable the development of new activities which promote person's personal and social development.
4. Participate into the community as a fulfilled citizen.

Theoretical fundamentals

The World Health Organisation has defined **community participation** as “a process by which people are enabled to become actively and genuinely involved in defining the issues which concern them, in making decisions about factors that affect their lives, in formulating and implementing policies, in planning, developing and delivering services and in taking action to achieve change’ (WHO, 2002, p.10)”. Through community participation, the person and/or the groups are able to be an active development agent on a personal, but also on a community level.

The community can provide and ensure opportunities for new relations development, establishment and development of new roles, habits and routines, development of new social participation patterns and capacities (on personal, but also on a community level);. An inclusive community can provide sound foundations and fruitful ground for widening relationships, person's empowerment and to create dialogue and collaboration between community members.

The **goals** of community participation can be:

- to ensure an open forum for dialogue about society members needs and challenges as well as possible solutions and opportunities;
- to advocate and strengthen an early and meaningful persons with disabilities participation, their families and professionals;
- to enable community members, persons with disabilities, their families and professionals to become “social agents/contributors” which will make them more likely to implement needed changes as there were a part in developing them;

- to have available space and time for ensuring that all stakeholders concerns are dealt with;
- to have an opportunity to modificate and adapt planned actions with relevant and justified stakeholders' comments and/or concerns.

In order to increase integration at every society level and to enhance social inclusion, the focus should be on the stakeholder collaboration (persons with disabilities, families, professionals) and the community. To provide a full participation of persons with disabilities into the community life, there is a strong need for the community and it's members to become more inclusive as it is important for persons with disabilities to raise their social competences.

BASIC LEVEL OF INFORMATION	ADVANCED LEVEL OF INFORMATION
<p>Contents/ Presentations</p> <ol style="list-style-type: none"> 1. Participate into the community. 2. What does leisure time mean? 3. Examples of participation into the community. <p>Supplementary Materials:</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Barriers. ○ Personal activity: <ul style="list-style-type: none"> ○ I like. ○ My Community. ○ Forum: <ul style="list-style-type: none"> ○ What I like in my city? 	<p>Contents / Presentations</p> <ol style="list-style-type: none"> 1. Community participation. 2. What does leisure time mean? How should I organize it? 3. Actions and attitudes for the community participation development. <p>Supplementary Materials</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Crossword. ○ Personal Activity: <ul style="list-style-type: none"> ○ Organizing my leisure activities. ○ Forum: <ul style="list-style-type: none"> ○ Do you belong to any association? ○ Have you ever been a volunteer?

REFERENCES:

Observatorio Estatal de la Discapacidad (2014). *Informe Olivenza 2014 sobre la Discapacidad en España*. Madrid: Ministerio de Sanidad, Servicios Sociales e Igualdad.

World Health Organization (2001). *International Classification of functioning, disability and health*. Switzerland: World Health Organization.

World Health Organization (2001). Community participation in local health and sustainable development. Approaches and techniques. Available:
http://www.euro.who.int/_data/assets/pdf_file/0013/101065/E78652.pdf?ua=1

United Nations (2006). *Convention on the Rights of persons with disabilities*. New york: UN

World Leisure And Recreation Association (WLRA) (1994). *International Charter for Leisure Education*, in European Leisure and Recreation Association (ELRA), pp. 13-16.

MODULE 4: INDEPENDENT LIFE

SESSION

Duration:

Specific Objectives:

1. Show knowledge and strategies which ease the development of a support model based in an autonomous and independent life.
2. Awareness of the different possibilities and opportunities which exist to achieve to live independently.
3. Develop actions, attitudes and habits, through good practices examples to boost independent life.
4. Promote other person's independent life.

Theoretical fundamentals

Independent living is a "self-directed state of being characterised by an individual's ability to participate in necessary and preferred occupations in a satisfying manner irrespective of the amount or kind of external assistance desired or required" (AOTA, 2002a, p. 660). Independent living is not defined by the amount of assistance one receives while performing activities. Persons with disabilities may be considered independent when they perform or direct the actions necessary for their participation regardless of the amount or kind of assistance required, if they are satisfied with their performance.

In a more holistic way, independent living can be considered as "the ability to live independently in the regular environment or in the community and to live with the same freedom of choice and with the possibility of decision-making as a non-disabled person. So it is not that you are living on your own but that you control where you live and have the same range of choices as a non-disabled person".

Persons with disabilities should be **empowered and trained to experience independent living**. They need to arouse in themselves the need to have goals in life and to achieve an independent life as well as develop a series of skills in order to achieve this.

BASIC LEVEL OF INFORMATION

Contents/ Presentations

1. Living independently.
2. How should a person be

ADVANCED LEVEL OF INFORMATION

Contents / Presentations

1. Living Independently.
2. Accompaniment and support

<p>supported and accompanied?</p> <p>3. Things you can do to live independently. Good practices examples.</p> <p>Supplementary Materials:</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Independent life. ○ Personal activity: <ul style="list-style-type: none"> ○ Learning to live independently. ○ Forum: <ul style="list-style-type: none"> ○ What are you doing to get an independent life? 	<p>strategies.</p> <p>3. Good practices examples to promote an independent life.</p> <p>Supplementary Materials</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Independent life. ○ Personal Activity: <ul style="list-style-type: none"> ○ Learning to live independently. ○ Forum: <ul style="list-style-type: none"> ○ What do you think about the figure of the personal assistant? Do you think that it is necessary for some people?
<p>REFERENCES:</p>	
<p>American Occupational Therapy Association. (2002a). <i>Broadening the construct of independence [Position Paper]</i>. American Journal of Occupational Therapy, 56, 660. http://dx.doi.org/10.5014/ajot.56.6.660</p> <p>Castillo, T. (2013). <i>Avanzar en mi independencia: El derecho a la autonomía personal</i>. Torrelavega: Amica.</p> <p>World Health Organization (2001). <i>International Classification of functioning, disability and health</i>. Switzerland: World Health Organization.</p> <p>United Nations (2006). <i>Convention on the Rights of persons with disabilities</i>. New york: UN</p>	

MODULE 5: LIFE PROJECT

SESSION

Duration:

Specific Objectives:

1. Awareness rising of the need and importance of having a life project.
2. Identify personal life goals.
3. Develop attitudes and actions, good practices examples based in, for the start-up of a life project.

Theoretical fundamentals

Everybody has a life project, goals which give a meaning to what we do.

The **life project** could be defined as a plan which boosts the person to act, mobilizing to draw their path to the independence day by day, giving their life a meaning.

Everybody has the right but also the need to have a life project. Of course, in this idea persons with disabilities are included too, who must not settle nor resign to just getting services and a good care. They must take the control of their lives undertaking projects which make them excited

Having a life project is a key to be happy. There is no need for the person to has big projects, due to the fact that the small projects like quitting unhealthy habits, returning to a left activity and so on, it could also be very fulfilling.

Sometimes, it is needed to **offer support to people to make their projects true**, because they have limitations which make them tough to achieve their goals. Disability must not being seen as an obstacle to have projects. It is needed to overcome the obstacles through training and suitable supports which are adjusted to the person wishes.

BASIC LEVEL OF INFORMATION

Contents/ Presentations

1. Person's life project.
2. Support person
3. Things which can be done to develop the person's life project.

Supplementary Materials:

Activities:

- **Interactive activity:**

ADVANCED LEVEL OF INFORMATION

Contents / Presentations

1. Person's life project.
2. Support person.
3. Good practices examples o develop of the person's life project.

Supplementary Materials

Activities:

- **Interactive activity:**

<ul style="list-style-type: none"> ○ Life Project. ○ Personal activity: <ul style="list-style-type: none"> ○ What do you want to do in your life? ○ Forum: <ul style="list-style-type: none"> ○ Do you have a life Project? 	<ul style="list-style-type: none"> ○ Life Project. ○ Personal Activity: <ul style="list-style-type: none"> ○ What do you want to do in your life? ○ Forum: <ul style="list-style-type: none"> ○ Do you think that it is posible for all people to have a personal Project?
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REFERENCES:

Castillo, T. (2007). *Let me try! Disability: Towards a creative view of the human limitations*. Barcelona: Ceac.

Castillo, T. (2013). *Avanzar en mi independencia: El derecho a la autonomía personal*. Torrelavega: Amica.

Organización Mundial de la Salud (2001). *Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud*. Madrid: Ministerio de trabajo y Asuntos Sociales.

United Nations (2006). *Convention on the Rights of persons with disabilities*. New york: UN

MODULE 6: SOCIAL SUPPORT AND ENVIRONMENT

SESSION

Duration:

Specific Objectives:

1. Demonstrate knowledge about natural environment importance.
2. Demonstrate attitudes and opinions which will promote participation in the social environment and will enable highest personal autonomy and independence.
3. Recognise and demonstrate actions and activities that will promote personal and social development.

Theoretical Fundaments:

Every day we are informed about many experiences from persons with disabilities who despite of their own limitations, go forward in the autonomy and independence, showing they can do and give many things to the community through their community participation.

This is possible today due to the fact that society has changed towards being more inclusive, so accessible society has a positive influence on personal development.

Disability can happen to anyone and in any period of life, but the environment (by that we mean family, friends, professionals...) is a foundational element which can facilitate functionality and ensure support for participation.

When respect, understanding and listening attitudes are developed, people feel accepted. Regardless of disability, it is important to see the person first, not paying attention to their limitations but to their capabilities and their way of being.

It is needed to develop attitudes to enhance the person's approachment and knowledge. Giving opportunities for a full participation through an equal interaction.

We all are community, environment. We all can do many things to open the doors to others, allowing them to go forward day by day.

<p>Contents/ Presentations</p> <ol style="list-style-type: none"> 1. We can learn and live in the community. 2. What should the support person do? 3. Examples of how support people have to be and what they have to do. <p>Supplementary Materials:</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ How do I like being treated? ○ Personal activity: <ul style="list-style-type: none"> ○ My behaviour with the others. ○ Forum: <ul style="list-style-type: none"> ○ What can I do to treat better other people? 	<p>Contents / Presentations</p> <ol style="list-style-type: none"> 1. Natural environment as enabler for the individual's development. 2. Support person attitudes and behaviours. 3. Good practices examples. <p>Supplementary Materials</p> <p>Activities:</p> <ul style="list-style-type: none"> ○ Interactive activity: <ul style="list-style-type: none"> ○ Wordsearch puzzle. ○ Personal Activity: <ul style="list-style-type: none"> ○ Thinking in attitudes. ○ Forum: <ul style="list-style-type: none"> ○ Is the society changing the attitudes regarding the treatment towards persons with disabilities?
<p>REFERENCES:</p> <p>Castillo, T. (2007). <i>Let me try! Disability: Towards a creative view of the human limitations</i>. Barcelona: Ceac.</p> <p>UNICEF (2011). Govorimo o mogućnostima - Vodič kroz učenje o konvenciji o pravima osoba sa invaliditetom.</p> <p>World Health Organization (2001). <i>International Classification of functioning, disability and health</i>. Switzerland: World Health Organization.</p>	

WORKSHOP 1

GOOD PRACTICES ABOUT

RIGHTS USE AND COMMUNITY PARTICIPATION

Duration

Session structure

- **Introduction:**
Presentation of the conclusions of the modules 1, 2 and 3 (INTRODUCTION, RIGHTS USE AND COMMUNITY PARTICIPATION) by the trainer, generating a discussion dynamic and sharing ideas and thoughts.
- **Personal activities:**
Presentation of the personal activities corresponding to the modules 2 and 3 by the participants.
- **Examples of good practices:**
Examples of Good Practice about THE EXERCISE OF RIGHTS AND COMMUNITY PARTICIPATION, developed by the participants.
- **Ideas to keep going:**
Express opinions about the question " **Which GOOD PRACTICES CAN WE DEVELOP TO KEEP GOING?**". The trainer should generate a brainstorming dynamic.

The Collaborative Learning Platform is a good place to expose and present good practices generated as a result of the participation in the program.

WORKSHOP 2

GOOD PRACTICES ABOUT INDEPENDENT LIVING, LIFE PROJECT AND SOCIAL SUPPORT AND ENVIRONMENT

Duration

Session structure

- **Introduction:**
Presentation of the conclusions of the modules 4, 5 and 6 (INDEPENDENT LIVING, LIFE PROJECT AND SOCIAL SUPPORT AND ENVIRONMENT) by the trainer, generating a discussion dynamic and sharing ideas and thoughts.
- **Personal activities:**
Presentation of the personal activities corresponding to the modules 4, 5 and 6 by the participants.
- **Examples of good practices:**
Examples of Good Practice about INDEPENDENT LIVING, LIFE PROJECT AND SOCIAL SUPPORT AND ENVIRONMENT, developed by the participants.
- **Ideas to keep going:**
Express opinions about the question " **Which GOOD PRACTICES CAN WE DEVELOP TO KEEP GOING?**". The trainer should generate a brainstorming dynamic.

The Collaborative Learning Platform is a good place to expose and present good practices generated as a result of participation in the program.

RESOURCES

HUMAN RESOURCES:

Proposed mixed training (on-line and in-person) requires the participation of facilitator agents of the training programme who act as guide, counsellors and support people for the programme participants.

□ **Technical assistant**

- **Tasks:**

- **Offer technical support**, for the participant and also for the tutor, giving advice in matters related to the on-line platform.

□ **On-line facilitator**

Key educational community character within IDIPOWER Collaborative Learning Platform.

- **Task:**

- **Offer teaching support:** This character knows deeply the course teaching guide, especially which respect to methodology, contents, activities, resources...
- In charge to keep updated the contents and submit the platform to a continuous process.
- **IDIPOWER Platform Administration**, contributing to get the highest benefit from the possibilities which are offered by the resources and tools of the online environment of collaborative learning where the training action is developed.

Provide information which helps the programme participants to fulfil the proposed tasks.

Participation group invigoration through feedback on forums, email, experiences exchange spaces and so on.

□ **In-person facilitator**

This role will be to play only by professionals linked directly to the entity, organization, association, etc... where the participants of the program belong.

- **Tasks:**

- **Provide advice** about the level of information which fits better the participant needs, capabilities and/or interests
- **Provide support and guide as a facilitator agent** to the management of New Technology and online environments, contents understanding and needed adjustments to promote the person participation in the platform. Ultimately, they are in charge of playing the support person role for the group or person who is/are participating in the training programme.
- **Facilitator role in** collaborative learning in-person **WORKSHOPS**. Also, this person is in charge of setting up the groups for these actions.

MATERIAL RESOURCES:

IDIPOWER Collaborative Learning Platform is the learning and experiences Exchange on-line environment, so it is set up as a support for the materials where the contents are presented and over them different activities will be carried out. For this reason, it is fundamental that the participant has an access to computer equipment with Internet connection.

For the collaborative WORKSHOPS development is need to dispose of:

- A venue or classroom which allows flexibility to the proposed dynamics development.
- Audio-visual media: computer, projector, projection screen.
- Other exposition facilities: blackboard.
- Fungible material: Paper, pens and so on.

GENERAL CONSIDERATIONS FOR A SUITABLE WORKSHOPS INVIGORATION

- **Group formation**

A fundamental part of IDIPOWER Collaborative Learning Programme is the WORKSHOPS participation. For this reason, everybody who previously has decided to participate in this programme from an association, entity, educational centre... and who has previously carried out the proposed training in the IDIPOWER Platform, must have the opportunity to participate in the WORKSHOPS aiming to complete the training process.

To promote people's active participation in the WORKSHOP, each entity will carry out dissemination and information actions.

Key elements for the group invigoration:

1. WORKSHOP led by professionals with wide knowledge about the topics to develop. Also they must know the people who participate in the group aiming being flexible and offering fitted support to their needs.
2. It is important the participants to have previous knowledge of the contents to work over during the WORKSHOP, aiming to bring their personal activities done to expose them in case if they want (voluntarily), as well as enhance participation and opinions exchange.

EVALUATION

Taking into account that the IDIPOWER Programme purpose is to promote the good practices Exchange among persons with disabilities, relatives and professionals as well as other social agents to create in the meantime new practices which empower people's capabilities, programme's assessment is focused in the participation of the interested parts.

For this reason, the platform will have a tool which will allows tracking connection across the different modules, users' participation in forums and other spaces as well as the activities implementation.

Once the person had checked actively at least the 80% of the contents and proposed activities, they will get a PARTICIPATION DIPLOMA in IDIPOWER Collaborative Learning Platform which will be automatically created.

On the other hand, the person who actively participates in the two collaborative WORKSHOPS which are proposed from IDIPOWER Programme will get a PARTICIPATION CERTIFICATE.

Also, the Platform will offer the participants to do an evaluation of it through a SATISFACTION SURVEY.

Equally, participants and in-person programme facilitators will have the opportunity to do an evaluation of the WORKSHOPS through:

- Collaborative WORKSHOPS Satisfaction Survey (PARTICIPANTS)
- WORKSHOPS Evaluation Survey (FACILITATORS)

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PROCESOS PRODUCTIVOS SAEMA



PUNTO LIMPIO



PROCESOS PRODUCTIVOS SAEMA



RECOGIDA PUERTA A PUERTA



PROCESOS PRODUCTIVOS SAEMA



GESTIÓN DE RESIDUOS HOSPITALARIOS



PROCESOS PRODUCTIVOS SAEMA



RECUPERACION PAISAJISTICA

Parayas Special Education Public School



WELCOME

WELKOM

WILKOMMEN

HOŞ GELDİNİZ!



COLEGIO DE EDUCACIÓN ESPECIAL PARAYAS

SÓLO CON EL CORAZÓN
SE PUEDE VER BIEN,

...

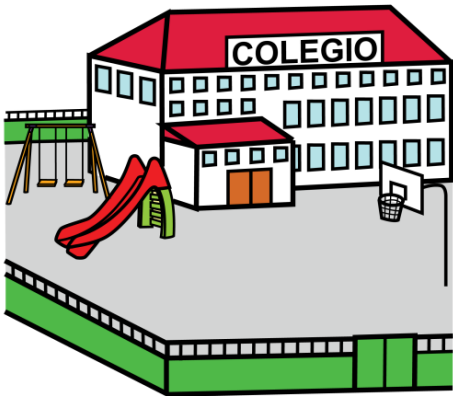
LO ESENCIAL ES
INVISIBLE A LOS OJOS.



Y POR ESO ERES ESPECIAL

80 students
28 teachers
6 physiotherapists
11 carers
1 nurse

School Bus
Canteen
Students residence



3-21 years
All kind of disabilities

Kindergarden(3 años)

Basic Education

- Primary
- Secondary

Adult life Education

- Ceramics
- Agrarian
- Textile
- Personal autonomy

Vocational training

- Gardens
- Laundry

Our principles...

- Integral
- Individualized
- Diferent contexts
- Open to the enviroment
- Familiy-school



INCLUSION

SPECIAL EDUCATION
SCHOOL



Máximo
development
personal capabilities





“El Molino” Special Education Center



Although the following presentation is in Spanish, during the visit to El Molino, some members of the team interpreted from Spanish to English and English to Turkish. In this way, all of the participants were able to understand and have a full interaction.



APTACAN es una asociación de Padres de personas afectadas del Trastorno de Espectro Autista y otros Trastornos Generalizados del Desarrollo de Cantabria, que se constituye en el año 2003.

¿QUÉ ES EL TRASTORNO DEL ESPECTRO AUTISTA?

- No es una enfermedad
- Trastorno del neurodesarrollo

CARACTERÍSTICAS

Alteración de la interacción y comunicación social

Patrones de comportamiento, intereses y actividades restringidos, repetitivos y estereotipados.



Ámbitos de intervención

- CCEE El Molino
- Centro Ocupacional
- Ocio y Tiempo libre (terapia con perros, piscina, musicoterapia, psicomotricidad, campamentos...)
- Proyecto Dia a Dia (Habilidades sociales, conducta, recreos dinámicos, logopedia, valoraciones)
- Atención Social (Escuela de padres, difusión, voluntariado)

CCEE EL MOLINO



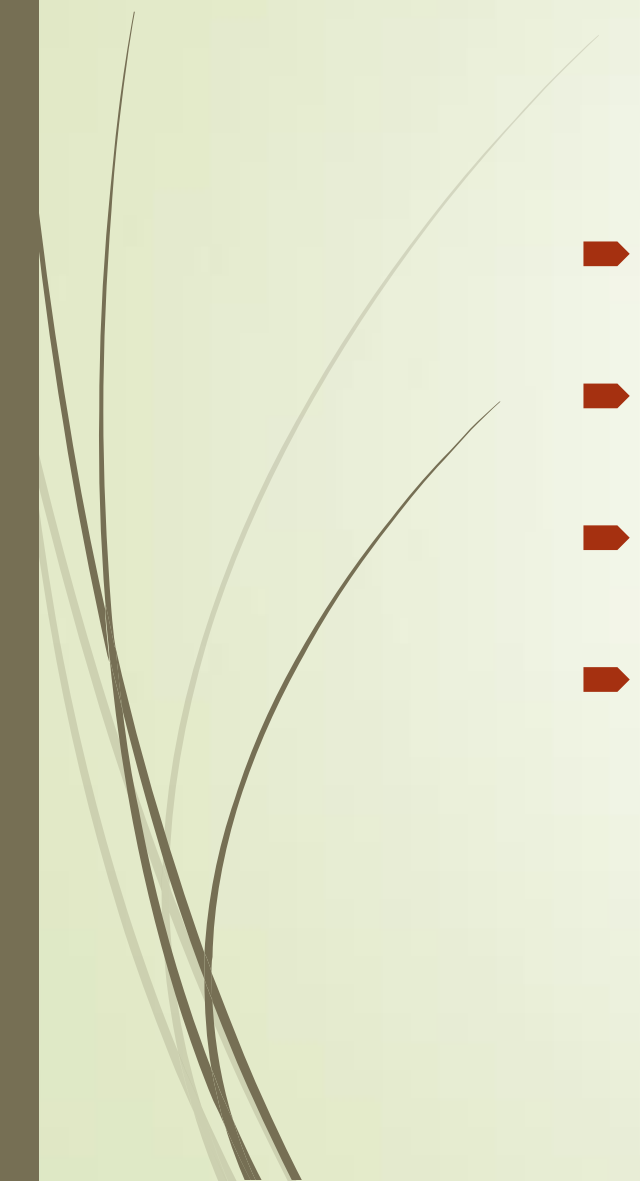
Etapas educativas:

- INFANTIL
- PRIMARIA
- SECUNDARIA (AULA INCLUSIVA)
- FPB: Artes Gráficas. Módulo de Trabajos de Reprografía. Prácticas en distintos centros de Cantabria.

- ▶ **Edades:** desde los **3- 25 años**.
- ▶ **Ratio** por aula: de **3- 5 alumnos** por cada 2 profesores.
- ▶ **39 alumnos/as** matriculados:
 - 16 en escolarización combinada.
 - 23 en escolarización jornada completa.



El colegio el Molino es un colegio innovador:

- Primer y único colegio especializado en autismo de Cantabria.
 - Crea un aula inclusiva en Educación Secundaria.
 - El primer colegio en instaurar la modalidad de combinada.
 - Primer FPB enfocado para personas con Trastorno de espectro autista.
- 

AREAS DE DESARROLLO QUE MÁS DIFICULTADES TIENEN Y SOBRE LAS QUE ES NECESARIO TRABAJAR

HABILIDADES
SOCIALES E
INTERACCIÓN SOCIAL



COMUNICACIÓN

ATENCIÓN Y
COMPREENSIÓN



EXPRESIÓN

Tª DE LA MENTE Y
JUEGO
SIMBÓLICO



RECURSOS DIDÁCTICOS

- Método TEACCH
- Programa PECS.
- Método Benson Shaeffer: Habla Signada.
- Pictogramas.
- Comunicador – JOCOMUNICO
- Programa de cobros

RECURSOS HUMANOS

- Personal docente
 - 8 Profesores Especializados en Pedagogía terapéutica.
 - Pedagogo y Técnico en Reprografía y Encuadernación.
 - Logopeda.
 - Psicomotricista.
 - Orientadora.
- Personal no docente:
 - 1 Técnico Auxiliar de Educación.
 - 1 Persona en el Servicio de Limpieza.
 - 1 Trabajador Social.
- Alumnos en Prácticas



PROGRAMAS

- Programa de Centro Sostenible.
- Programa de Integración Sociolaboral:
 - CANTUR: Cabárceno. Granja y Jardinería.
 - Centro Hípico Los Robles (Boo de Piélagos).
 - Iniciación a la hostelería
- Autonomía en el Contexto Social (uso transporte público, educación vial, realización de compra, campamentos escolares...).
- Programa de Desensibilización Sistemática de Aproximación al Contexto Sanitario.
- Hábitos de autonomía en la alimentación.
- Técnicas de relajación.

ESCUELA INCLUSIVA

CONSTRUIR LA ESCUELA DESDE LA DIVERSIDAD Y PARA LA IGUALDAD



INTEGRACIÓN


ALUMNO CON
NECESIDADES
EDUCATIVAS
ESPECIALES

SENSIBILIZACIÓN

COMUNIDAD
EDUCATIVA
(PROFESORADO Y
ALUMNOS)



ACTIVIDADES

- PROGRAMA DE SENSIBILIZACIÓN
 - RECREOS DINÁMICOS
 - MERCADO NAVIDEÑO
 - ACTIVIDADES EDUCATIVAS
 - TALLER DE REPROGRAFÍA Y ENCUADERNACIÓN
 - PROGRAMA DE HABILIDADES SOCIALES
- 



MUCHAS GRACIAS

EVALUATION



Evaluation

Permacultura Cantabria carried out an evaluation during the last day of the course, in which the participants have to fill in a questionnaire with qualitative and quantitative questions. This questionnaire was done with the collaboration of Monika from CJD.

Quantitative Questions

The participants were able to evaluate and express their points of view and feelings about the course (☹ ☺ ☺). The quantitative questions asked to the participants are:

1. *The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.).*
2. *I am satisfied with the timetable of the meeting.*
3. *The place was appropriate for the training.*
4. *The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate.*
5. *Did you read the In-depth interviews report before the visits?*
6. *Did you prepare before taking the course?*
7. *Did the trainer present the activities and methodology in a clear and understandable manner?*
8. *How was your participation during all the course?*
9. *Did the workshop fulfill your expectations?*
13. *Overall, I am satisfied with the training.*
14. *Please Evaluate the visits:*
 - Father Apolinar*
 - Cisneros School*
 - AMICA*
 - Parayas School*
 - El Molino School*
 - Round Table with Mercedes Cruz*



Results

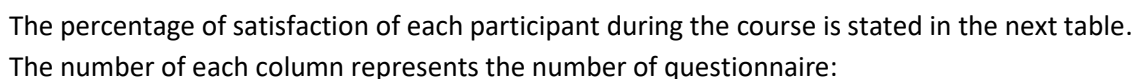
All the data from the questionnaires was introduced in a table to analyse the participants' feelings. Each column corresponds to one questionnaire, which information can be consulted in the scanned sheets. The number one in the cells indicates the answer the participant has given:

Question	1			2			3			4			5		
	☹	☺	☺	☹	☺	☺	☹	☺	☺	☹	☺	☺	☹	☺	☺
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.).		1			1			1			1			1	
2. I am satisfied with the timetable of the meeting.		1			1			1			1			1	
3. The place was appropriate for the training.		1			1			1			1			1	
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate.		1			1		1				1		1		
5. Did you read the In-depth interviews report before the visits?	1				1		1				1			1	
6. Did you prepare before taking the course?			1			1			1			1			1
7. Did the trainer present the activities and methodology in a clear and understandable manner?		1			1			1			1			1	
8. How was your participation during all the course?			1			1			1			1			1
9. Did the workshop fulfill your expectations?	1				1			1			1			1	
13. Overall, I am satisfied with the training.		1			1		1				1		1		
14. Please Evaluate the visits:															
Father Apolinar			1			1			1			1			1
Cisneros School		1				1			1			1			1
AMICA	1					1	1				1		1		
Parayas School		1				1			1			1			1
El Molino School			1			1			1			1			1
Round Table with Mercedes Cruz			1			1			1			1			1
TOTAL	3	8	5	0	7	9	4	9	3	0	6	10	3	9	4

Question	6			7			8			9			10		
	☹	☺	☺	☹	☺	☺	☹	☺	N/A	☹	☺	☺	☹	☺	N/A
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.).			1		1				1		1			1	
2. I am satisfied with the timetable of the meeting.			1		1				1		1			1	
3. The place was appropriate for the training.			1		1				1		1			1	
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate.			1		1				1		1			1	
5. Did you read the In-depth interviews report before the visits?		1	1					1			1			1	
6. Did you prepare before taking the course?		1		1				1			1			1	
7. Did the trainer present the activities and methodology in a clear and understandable manner?			1		1			1			1			1	
8. How was your participation during all the course?			1		1			1			1			1	
9. Did the workshop fulfill your expectations?			1		1			1			1			1	
13. Overall, I am satisfied with the training.			1		1			1			1			1	
14. Please Evaluate the visits:															
Father Apolinar			1		1			1			1			1	
Cisneros School			1		1			1			1			1	
AMICA			1	1				1			1			1	
Parayas School			1		1			1			1			1	
El Molino School			1		1			1			1			1	
Round Table with Mercedes Cruz			1		1			1			1			1	
TOTAL	0	0	16	2	11	3	0	8	7	1	0	6	10	0	1

Question	11			12			13			14			15		
	☹	☺	☺	☹	☺	☺	☹	☺	☺	☹	☺	☺	☹	☺	☺
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.).			1		1			1			1			1	
2. I am satisfied with the timetable of the meeting.			1	1				1			1			1	
3. The place was appropriate for the training.			1		1			1			1			1	
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate.			1	1				1			1			1	
5. Did you read the In-depth interviews report before the visits?	1					1		1			1			1	
6. Did you prepare before taking the course?		1				1		1			1			1	
7. Did the trainer present the activities and methodology in a clear and understandable manner?			1	1				1			1			1	
8. How was your participation during all the course?			1		1			1			1			1	
9. Did the workshop fulfill your expectations?			1	1				1			1			1	
13. Overall, I am satisfied with the training.			1	1				1			1			1	
14. Please Evaluate the visits:															
Father Apolinar			1	1				1			1			1	
Cisneros School			1	1				1			1			1	
AMICA			1	1				1			1			1	
Parayas School			1	1				1			1			1	
El Molino School			1	1				1			1			1	
Round Table with Mercedes Cruz			1			1		1			1			1	
TOTAL	1	1	14	10	3	3	0	11	5	0	1	15	0	7	9

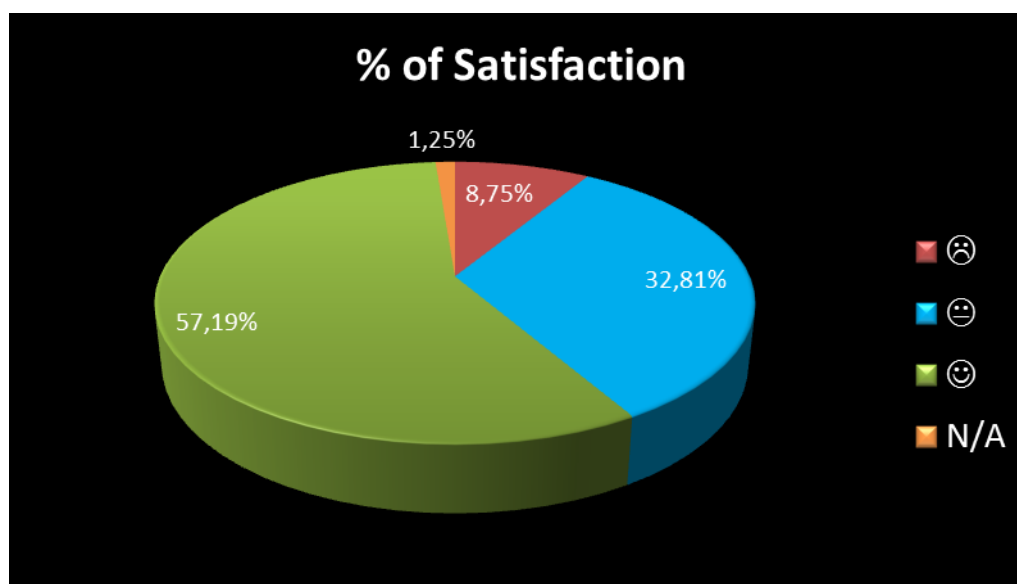
The next graph shows the total number of answers from all the participants in each question, which can be seen that most of the answers were satisfactory:



The percentage of satisfaction of the group per question is stated in the next table:

Question	%			
	☹	😊	☺	N/A
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.).	5	60	30	5
2. I am satisfied with the timetable of the meeting.	10	15	75	0
3. The place was appropriate for the training.	0	30	70	0
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate.	20	40	40	0
5. Did you read the In-depth interviews report before the visits?	25	30	45	0
6. Did you prepare before taking the course?	0	15	85	0
7. Did the trainer present the activities and methodology in a clear and understandable manner?	5	60	35	0
8. How was your participation during all the course?	0	25	75	0
9. Did the workshop fulfill your expectations?	10	55	35	0
13. Overall, I am satisfied with the training.	15	35	45	5
Father Apolinar	5	20	75	0
Cisneros School	5	35	60	0
AMICA	25	35	40	0
Parayas School	5	15	75	5
El Molino School	10	40	50	0
Round Table with Mercedes Cruz	0	15	80	5

The total percentage of satisfaction of the course is stated in the next graph, where can be seen that most of the participants were happy with the course:



Qualitative Questions

Permacultura Cantabria decided only to add 4 qualitative questions in the form, as to their previous experience, not all the participants answer these kinds of questions or the answers can be vague.

The participants were able to share their comments and points of view about the following

qualitative questions:

10. *Which part of the workshop was the most helpful for you?*

11. *Which part the least?*

12. *Is there anything that could be added or changed that would make this workshop more beneficial for you?*

Any other suggestions

Results

10. *Which part of the workshop was the most helpful for you?*

All the participants' comments were analysed concluding that the most helpful activities from the course were:

1st place: Roundtable with Mercedes Cruz

2nd place: Parayas and Cisneros Schools (same number of answers)

3rd place: Roundtables

Some of the participants' comments are:

meetings

The part that Mercedes Cruz came. Round Table

Parayas School

Cisneros school was the most suitable for our expectations to be able to see inclusion

roundtables

sharing views and ideas

discussing the expectations of the partner towards the contribution in the next output from us

none

the visits to Cisneros and Parayas

4 day session more useful

the session with mercedes

cisneros school

Question and answer sessions

Miss Mercedes

11. *Which part the least?*

Most of the participants agreed that the visit to AMICA was the least helpful activity. In second place is Father Apolinar.

Some of the participants' comments are:

AMICA

some visits on Wednesday

AMICA

The segregated schools was not suitable to our aims for this project

Wednesday morning visit

discussions in the group in the afternoon

repeated discussions on tools required

visits

All the translations that needed to be done

father apolinar visit

day care center

father apolinar visit

AMICA

12. *Is there anything that could be added or changed that would make this workshop more beneficial for you?*

Some participants would have added more visits to inclusive schools, including preschools. Also, some considered the division of the whole team into small groups to visit the centers according to their profile and interest.

Some of the participants' comments are:

visiting inclusive preschool had to be visited. That would be more on the point

More schools could be added that have both typical developing children and disabled children

More preschool settings would be added to visits. Also, more people could be present about the curriculum, practices, etc.

small group excursions

no thanks

too many things to change

All the translations that needed to be done

separate groups

Examples of forms used in assessments (for individuals)

Any other suggestions

In this section, some participants thanked Permacultura Cantabria for the preparation of the week and their hospitality. Only one suggestion was done "More preschools could be added. There would be chance to meet more teachers and different speakers would attend to the round table".

Group Reflections

Each day the participants from each country joined after the activities to have some reflections about the activities carried out during the day. On the last day, the group shared their opinions from the course in which the whole team came up with the following reflections and conclusions:

Timetable: Due to cultural differences, the participants coming from Turkey were concerned about the timetable of the activities, especially for the long delays during lunch time and starting the visits late. Permacultura Cantabria explained that in Spain, people is used to having 2 hours for lunch, normally from 2 pm to 4 pm. For Permacultura Cantabria was a big challenge to make the teachers and professionals from the schools and centers visited to attend to the roundtables at 3pm. Also, all schools and centers were not able to receive us earlier as the students arrive at 9:30 am and they have to receive the children, not being available until 9:50am. Only AMICA was available at 9:00 am. In Turkey most of people start working before 8:00 am so for them was difficult to get used to the Spanish working hours. All of the team learned that it is important to know the cultural life of the visiting and visited country so both of them try to make an effort in a win-win basis, to organise a timetable according to all the cultures.

Visits: As the team was composed of 20 persons with different profiles and interests, not all the members were interested in all the centers visited. Each person was interested in a specific center and they think it would have been better to spend more time in the center they considered the most interesting. Permacultura Cantabria explained that the tight schedule for the visits was planned according to the teachers' availability. None of the centers were available during the afternoons as the kids go back to their homes. In addition, Permacultura Cantabria expressed their concern about the lack of good attitude and attention from some participants towards some centers and professionals. The main conclusion of this multicultural profiles and tight schedules is that in the next course in Netherlands, the team will be divided into small groups and visit the centers they are more interested in. In this way, different groups, visit different centers in one day and can spend more hours to learn from the teachers and professionals.

Language: Most of the participants, especially those who speak and understand English in an advanced level, found tiring the translations done from Spanish to English and English to Turkish. In addition, many participants with low English level were not able to read the English In-depth Interview Summary provided by Permacultura Cantabria, not being aware about the centers they were visiting. For the full integration of all the participants in the course is necessary to do these translations otherwise the course will have a lower impact. For future organisations, we have to take into account that doing both translations triplicates the time of the activities, and all the material has to be translated into Turkish.

Round Tables: Preparing the questions to be done to experts in round tables is important, to make the activity faster and go straight to the main information required. In addition, the experts should know in advance the general overview of the project. With these 2 points, the activity can be more effective.

In conclusion, most of the participants were satisfied with the visit to Spain, but it is important to consider the reflections above for the upcoming events.

Evaluation Questionnaires



Visualize

Designing Curriculum for Pre-School Teachers to Work in Inclusive Classroom Settings

Erasmus+, Strategic Partnerships

Project #: 2016-1-TR01-KA201-034660

SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitimininiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question	☹	☺	☺
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		✓	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.		✓	
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yeri.		✓	
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.		✓	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?	✓		
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		✓	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			✓
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?	✓		
Comments Yorumlar Tam olarak getirmedi			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar Kurumlarını tanıtarak, kurumlarındaki profesyonellerin anlattıkları			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar Seçilen ziyaret yerlerini			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?		✓	
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.		✓	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			✓
Cisneros School		✓	
AMICA	✓		
Parayas School		✓	
El Molino School			✓
Round Table with Mercedes Cruz			✓

Any other suggestions? Başka öneriniz var mı?



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Designing Curriculum for Pre-School Teachers to Work in Inclusive Classroom Settings

Erasmus+, Strategic Partnerships

Project #: 2016-1-TR01-KA201-034660

SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		X	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerdi.			X
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.		X	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?		X	
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			X
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		X	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		X	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar It's good that we see different school structures.			
11. Which part the least?En az hangi bölüm?			
Comments Yorumlar Segregated schools weren't suitable for our project. They can be inclusive schools.			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			X
Comments Yorumlar It can be seen a lot of preschools.			
13. Overall, I am satisfied with the training. Genel olarak, eğitimin memnun kaldım.		X	
Comments Yorumlar			
14. Please Evaluate the visits:Lütfen ziyaretleri değerlendirin:			
Father Apolinar			X
Cisneros School			X
AMICA			X
Parayas School			X
El Molino School		X	
Round Table with Mercedes Cruz			X

Any other suggestions?Başka önerileriniz var mı?



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SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.)			
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunum.			
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.			
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		X	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?		X	
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		X	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar	PARAMAS		
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar	AMCA		
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenabilir veya değiştirilecek bir şey var mı?			
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak eğitimin memnun kaldım.		X	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apollinar			X
Disneros School		X	
AMCA	X		
Parayas School			X
El Molino School		X	
Round Table with Mercedes Cruz		X	

Any other suggestions? Başka öneriniz var mı?



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Designing Curriculum for Pre-School Teachers to Work in Inclusive Classroom Settings

Erasmus+, Strategic Partnerships

Project #: 2016-1-TR01-KA201-034660

SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminigörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question	☹	☺	☺
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterli olduğunu düşünüyorum. (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		✓ X	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.	X		✓ X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.	X		✓ X
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.	X		✓ X
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?		✓ X	
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?		✓ X	
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		✓ X	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			✓ X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		✓ X	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar Meetings			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar AMICA			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?		X	
Comments Yorumlar —			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			X
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			X
Father Apolinar			X
Cisneros School			
AMICA		X	
Parayas School			X
El Molino School			X
Round Table with Mercedes Cruz			X

Any other suggestions? Başka öneriniz var mı?



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Erasmus+, Strategic Partnerships

Project #: 2016-1-TR01-KA201-034660

SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		✓	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.			✓
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yeri.		✓	
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygun.	✓		
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?		✓	
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		✓	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?		✓	
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		✓	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar PARMA School.			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar AMICA !			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar PARMA School			
13. Overall, I am satisfied with the training. Genel olarak, eğitilmekten memnun kaldım.		✓	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			✓
Cisneros School		✓	
AMICA	✓		
Parayas School			✓
El Mollino School		✓	
Round Table with Mercedes Cruz		✓	

Any other suggestions? Başka öneriniz var mı?



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Erasmus+, Strategic Partnerships

Project #: 2016-1-TR01-KA201-034860

SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / Eğitcilerin Eğitimini G6rselleřtir

Santander, Spain, May 29th -2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

L6tfen, ařağıdaki anketi eğitimle ilgili g6r6ř6n6z6 doldurarak tamamlayın.

Samimiyetiniz 6ok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı 6ncesinde verilen bilgiler yeterince iyi (nasıl ulařılacağı, konaklama i6in 6neri, yemek vs.).			✓
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunum.			✓
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim i6in uygun yerd.			✓
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak i6in d6zenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.			✓
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden 6nce Ayrıntılı g6r6řmeler raporunu okudunuz mu?			✓
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden 6nce hazır mısınız?			✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			✓



Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			✓
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			✓
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?			✓
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			✓
Comments Yorumlar Round table: Mercedes			
11. Which part the least? En az hangi bölüm?			✓
Comments Yorumlar			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			✓
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			✓
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			✓
Cisneros School			✓
AMICA			✓
Parayas School			✓
El Molino School			✓
Round Table with Mercedes Cruz			✓

Any other suggestions? Başka öneriniz var mı?



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Designing Curriculum for Pre-School Teachers to Work in Inclusive Classroom Settings

Erasmus+, Strategic Partnerships

Project #: 2016-1-TR01-KA201-034660

SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question	☹	😊	☺
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterli olduğunu düşünüyorum (nasıl ulaşılacağı, konaklama önerisi, yemek vs.).		X	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.		X	
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundur.		X	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?	X		
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?		X	
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?		X	

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?		X	
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		X	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			X
Comments Yorumlar The part that Mercedes came. Round table Cruz			
11. Which part the least? En az hangi bölüm?		X	
Comments Yorumlar Some visits of school on Wednesday			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?		X	
Comments Yorumlar Visiting inclusive preschool had to be visited. That would be more on the point.			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.		X	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar		X	
Cisneros School		X	
AMICA	X		
Parayas School			X
El Molino School		X	
Round Table with Mercedes Cruz			X

Any other suggestions? Başka öneriniz var mı?



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Designing Curriculum for Pre School Teachers to Work in Inclusive Classroom Settings

Executive, Strategic Partnership

Project # 2016-1-TR01-KA201-034660

SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketle eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgiler yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.). Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz. Comments Yorumlar			✓
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd. Comments Yorumlar			✓
4. The visits and round tables organized by Pemacultura Cantabria to understand the topic were appropriate. Pemacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu. Comments Yorumlar		✓	
5. Did you read the in depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu? Comments Yorumlar		✓	
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız? Comments Yorumlar			✓
7. Did the trainer present the activities and methodology in a clear and understandable manner? Eğitmenin faaliyetleri ve metodolojiyi açık ve anlaşılabilir bir şekilde sundu mu? Comments Yorumlar		✓	

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			✓
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		✓	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar Cisneros school was the most suitable for our expectations to be able to see inclusion			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar The selected schools was not suitable to our aims for this project			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar more schools would be added that have both typically developing children and disabled children			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.		✓	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar	3		✓
Cisneros School	3		✓
AMICA	2	✓	
Parayas School	2	✓	
El Molino School	2	✓	
Round Table with Mercedes Cruz	3+		✓

Any other suggestions? Başka öneriniz var mı?

more preschools could be added to program. There would be chance to meet more teachers and different speakers would attend to the next workshops



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Erasmus+, Strategic Partnerships

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SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitimininiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgiler yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		7	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			7
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.		X	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?		X	
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			7
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?		7	

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		X	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		X	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?		X	
Comments Yorumlar Round tables			
11. Which part the least? En az hangi bölüm?		X	
Comments Yorumlar Ukenasydes morning visit			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar more preschool settings would be added to visits. Also, more people could be present about the curriculum, practices etc.			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			X
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			X
Cisneros School			X
AMICA		X	
Parayas School			X
El Molino School			X
Round Table with Mercedes Cruz			X

Any other suggestions? Başka öneriniz var mı?



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SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question	☹	☺	😊
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterli olduğunu (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).			X
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			X
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.		X	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			X
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			X
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			X

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?			X
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar	Sharing views and ideas		
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar	Discussions in the group in the afternoon		
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar	Small group excursions		
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			X
Cisneros School			X
AMICA			X
Parayas School			X
El Molino School			X
Round Table with Mercedes Cruz		X	

Any other suggestions? Başka öneriniz var mı?

Thank you for a very interesting week!
Oscar and Daniela, thank you for your hospitality and companionship!



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Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgiler yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).			X
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunum.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			X
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.			X
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?	X		
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?		X	
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			X

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?			X
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar Discussing the expectations of the Turkish partner towards the contribution in the next output from us			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar Repeated discussions on tools required			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar no, thanks			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			X
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			X
Cisneros School			X
AMICA			X
Parayas School			X
El Molino School			X
Round Table with Mercedes Cruz			X

Any other suggestions? Başka öneriniz var mı?

Thank you very much for the week and all the preparation done.



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Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question	☹	☺	😊
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		✓	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunum.	✓		
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerdi.		✓	
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.	✓		
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			
Comments Yorumlar Yes I did but it was not about interviews, they were only introduction of a few centers, that's all.			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			✓
Comments Yorumlar I was ready they were not + not. Permaculture representatives were not aware of the topic of the project			
7. Did the trainer present the activities and methodology in a clear and understandable manner?	✓		



Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?	X		
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?		✓	
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?	X		
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar None			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar Not at all			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar Too many things to change			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.	X		
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar	✓		
Cisneros School	X		
AMICA	X		
Parayas School	X		
El Molino School	X		
Round Table with Mercedes Cruz			✓

Any other suggestions? Başka önerileriniz var mı?



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Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgiler yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		X	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunum.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			X
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.		X	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?		X	
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			X
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		X	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		X	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?		X	
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.		X	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar		X	
Cisneros School		X	
AMICA		X	
Parayas School		X	
El Molino School		X	
Round Table with Mercedes Cruz			X

Any other suggestions? Başka öneriniz var mı?



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Santander, Spain, May 29th-2nd June 2017

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Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgiler yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).			X
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			X
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.			X
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			X
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			X
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			X



Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?			X
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			X
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			X
Cisneros School			X
AMICA			X
Parayas School			X
El Molino School			X
Round Table with Mercedes Cruz			X

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Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).			X
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunum.			X
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			X
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.			X
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			X
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			X
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			X

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			X
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?			X
Comments Yorumlar <i>Very nice to see the different organizations</i>			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar <i>The visit to Cisneros and Parayaga</i>			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar <i>All the trainings had much to be done</i>			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar <i>Yes "</i>			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			X
Comments Yorumlar <i>Recommendations to Dora and Daniela</i>			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			X
Cisneros School			X
AMICA			X
Parayas School			X
El Molino School			X
Round Table with Mercedes Cruz		X	X

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Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.
Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterli olduğunu düşünüyorum. (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).			✓
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuzum.			✓
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			✓
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.		✓	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			✓
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?		✓	✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?		✓	

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		✓	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			✓
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		✓	
Comments Yorumlar 1t could have been with more discussion sessions			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?		✓	
Comments Yorumlar 4th day sessions were more usefull			
11. Which part the least?En az hangi bölüm?		✓	
Comments Yorumlar Father Apoliner visit			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?		✓	
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.		✓	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretlerinizi değerlendirin:			
Father Apolinar		✓	
Cisneros School		✓	
AMICA		✓	
Parayas School			✓
El Molino School			✓
Round Table with Mercedes Cruz			✓

Any other suggestions?Başka öneriniz varmı?



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Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgiler yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		✓	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuzum.			✓
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			✓
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygunu.		✓	
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			✓
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?		✓	

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		✓	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıl oldu?			✓
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?			✓
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			✓
Comments Yorumlar	The last session with Mrs Mercedes.		
11. Which part the least? En az hangi bölüm?	✓		
Comments Yorumlar	Day Care Centre		
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?		✓	
Comments Yorumlar	Separate groups with their borders.		
13. Overall, I am satisfied with the training. Genel olarak, eğitimin memnun kaldım.			✓
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			✓
Cisneros School		✓	
AMICA			✓
Parayas School			✓
El Molino School		✓	
Round Table with Mercedes Cruz			✓

Any other suggestions? Başka öneriniz var mı?




Thanks.

Visualize**Designing Curriculum for Pre-School Teachers to Work in Inclusive Classroom Settings**

Erasmus+, Strategic Partnerships

Project #: 2016-1-TR01-KA201-034660

SATISFACTION SURVEY / MEMNUNİYET ANKETİ**Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir***Santander, Spain, May 29th-2nd June 2017***Please, complete the following questionnaire with your view about the training.****Your sincerity is much appreciated.****Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.****Samimiyetiniz çok takdir ediliyor.**

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterli olduğunu (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).	✓		
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuzum.			✓
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yerd.			✓
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.	✓		
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			✓
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			✓
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			✓
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		✓	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			✓
Comments Yorumlar Cisneros School			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar Father Apolinar			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			✓
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.		✓	
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:		✓	
Father Apolinar			✓
Cisneros School			✓
AMICA		✓	
Parayas School			✓
El Molino School			✓
Round Table with Mercedes Cruz			✓

Any other suggestions? Başka öneriniz var mı?



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Designing Curriculum for Pre-School Teachers to Work in Inclusive Classroom Settings

Erasmus+, Strategic Partnerships

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SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question			
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgilerin yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		✓	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunuz.	✓		
Comments Ramazan ayına olduğu için			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yeri.			✓
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.			✓
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?			✓
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?			✓
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?		✓	
Comments Yorumlar İngilizce bilmediğim için			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?			✓
Comments Yorumlar AMICA			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			✓
Comments Yorumlar Soru-cevap oturumları			
11. Which part the least? En az hangi bölüm?		✓	
Comments Yorumlar AMICA Bakımevi			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?		✓	
Comments Yorumlar Değerlendirmelerde (bireylet için) kullanılan formların örnekleri			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			✓
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar			✓
Cisneros School			✓
AMICA			✓
Parayas School			✓
El Molino School	✓		
Round Table with Mercedes Cruz			✓

Any other suggestions? Başka öneriniz var mı?



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SATISFACTION SURVEY / MEMNUNİYET ANKETİ

Visualize Training of the Trainers / EğiticilerinEğitiminiGörselleştir

Santander, Spain, May 29th-2nd June 2017

Please, complete the following questionnaire with your view about the training.

Your sincerity is much appreciated.

Lütfen, aşağıdaki anketi eğitimle ilgili görüşünüzü doldurarak tamamlayın.

Samimiyetiniz çok takdir ediliyor.

Question	☹	☺	😊
1. The information provided before the meeting was good enough (how to arrive, recommendation for accommodation, food, etc.). Toplantı öncesinde verilen bilgiler yeterince iyi (nasıl ulaşılacağı, konaklama için öneri, yemek vs.).		✓	
Comments Yorumlar			
2. I am satisfied with the timetable of the meeting. Toplantının takviminden memnunum.		✓	
Comments Yorumlar			
3. The place was appropriate for the training. Eğitim, eğitim için uygun yeri.		✓	
Comments Yorumlar			
4. The visits and round tables organized by Permacultura Cantabria to understand the topic were appropriate. Permacultura Cantabria tarafından konuyu anlamak için düzenlenen ziyaretler ve yuvarlak masa toplantıları uygundu.			✓
Comments Yorumlar			
5. Did you read the In-depth interviews report before the visits? Ziyaretlerden önce Ayrıntılı görüşmeler raporunu okudunuz mu?	✓		
Comments Yorumlar			
6. Did you prepare before taking the course? Kursa girmeden önce hazır mısınız?			✓
Comments Yorumlar			
7. Did the trainer present the activities and methodology in a clear and understandable manner?			

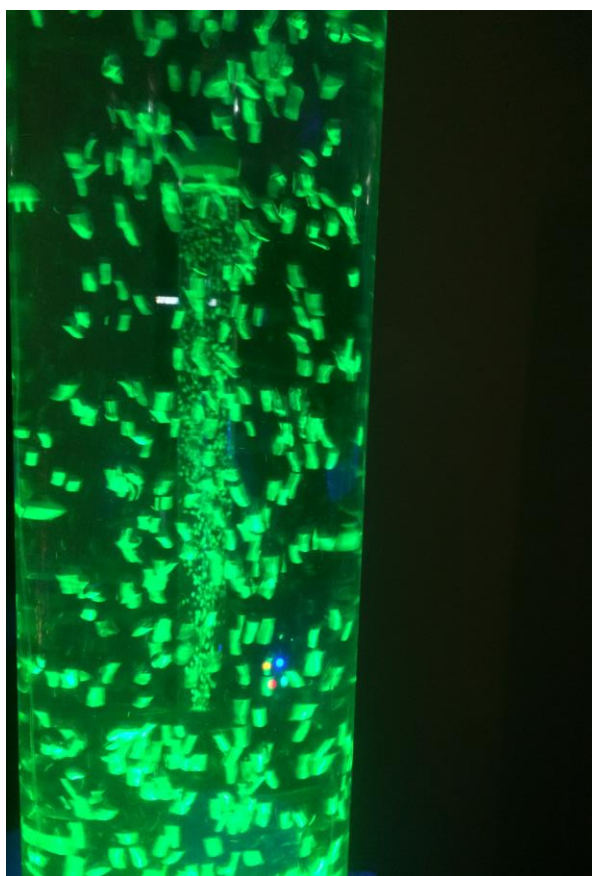
Antrenör, faaliyetleri ve metodolojiyi açık ve anlaşılır bir şekilde sunmuş mu?		✓	
Comments Yorumlar			
8. How was your participation during all the course? Tüm ders boyunca katılımınız nasıldı?			✓
Comments Yorumlar			
9. Did the workshop fulfill your expectations? Atölye beklentilerinizi yerine getirdi mi?		✓	
Comments Yorumlar			
10. Which part of the workshop was the most helpful for you? Çalıştığınız hangi kısmı sizin için en yararlıydı?			
Comments Yorumlar miss mercedes			
11. Which part the least? En az hangi bölüm?			
Comments Yorumlar Okul öncesi daha fazla olmalıydı.			
12. Is there anything that could be added or changed that would make this workshop more beneficial for you? Bu atölyeyi sizin için daha faydalı hale getiren eklenebilir veya değiştirilebilecek bir şey var mı?			
Comments Yorumlar			
13. Overall, I am satisfied with the training. Genel olarak, eğitimden memnun kaldım.			✓
Comments Yorumlar			
14. Please Evaluate the visits: Lütfen ziyaretleri değerlendirin:			
Father Apolinar		✓	
Cisneros School			✓
AMICA		✓	
Parayas School			✓
El Molino School			✓
Round Table with Mercedes Cruz			✓

Any other suggestions? Başka öneriniz var mı?

Pictures





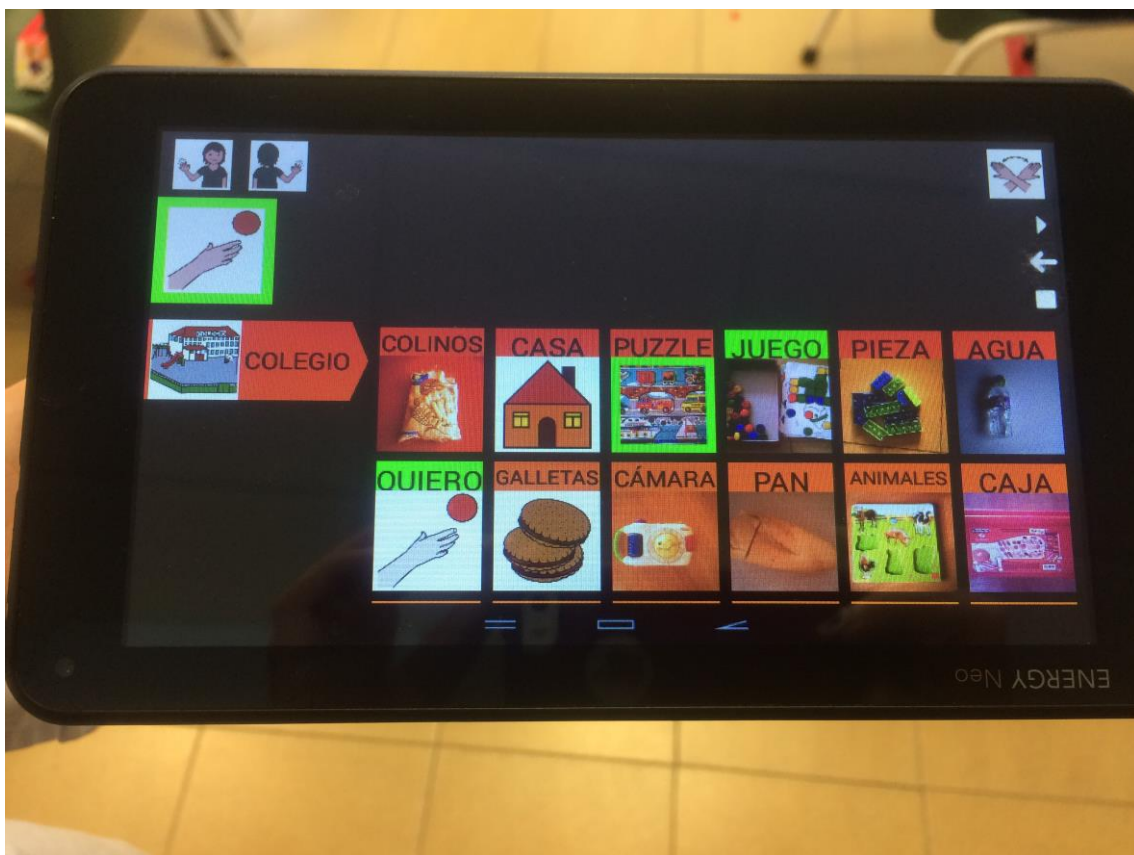






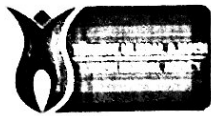






Attendance Lists





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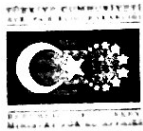
Designing Curriculum for Pre-School Teachers who work in Inclusive Classroom Settings

Teachers to Teachers Project

Date: 30th May 2017

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Short-term Joint Staff Training in Santander Spain

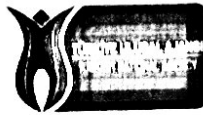


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Erasmus+ KA2 Project
Designing Curriculum for Pre-School Teachers who work in Inclusive Classroom Settings
Teachers to Teachers Project

Date: 31st May 2017

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Short-term Joint Staff Training in Santander/Spain

Erasmus+ KA2 Project

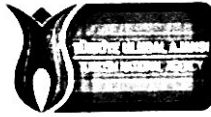
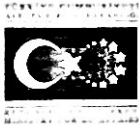
Designing Curriculum for Pre-School Teachers who work in Inclusive Classroom Settings

Teachers to Teachers Project

Date: 1st June 2017

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D			

Short-term Joint Staff Training in Santander/Spain



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Erasmus+ KA2 Project
Designing Curriculum for Pre-School Teachers who work in Inclusive Classroom Settings
Teachers to Teachers Project

Date: 2nd June 2017

NAME-SURNAME	E-MAIL	ORGANIZATION	SIGNATURE
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