



Erasmus+



**IDIPOWER**

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

**TRAINERS MANUAL**



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

**Date of publication: 2016**

**IDIPOWER Consortium:**



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

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

# CONTENTS

---

	PAGES
<b>INTRODUCTION</b>	4
• <b>MANUAL RECIPIENTS</b>	5
• <b>MANUAL GOALS</b>	5
• <b>EXPECTED OUTCOMES</b>	6
<b>THEORETICAL FRAMEWORK</b>	7
<b>DEVELOPMENT OF IDIPOWER TRAINING PROGRAMME</b>	14
• <b>WHO IS AIMED TO?</b>	14
• <b>PURPOSE</b>	14
• <b>GENERAL GOALS</b>	15
• <b>SPECIFIC GOALS</b>	16
• <b>PROGRAMME STRUCTURE</b>	19
• <b>WORK METHODOLOGY</b>	22
• <b>SESSION STRUCTURE AND CONTENTS</b>	25
• <b>RESOURCES</b>	41
• <b>GENERAL CONSIDERATIONS FOR A SUITABLE WORKSHOPS</b>	44
<b>DYNAMIZATION</b>	
• <b>EVALUATION</b>	45
• <b>REFERENCES</b>	46

# 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.wQILqk3h.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, professional 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.

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

## 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><b>Contents/ Presentations</b></p> <ol style="list-style-type: none"> <li>1. What is IDIPOWER?</li> <li>2. Do I feel good with my life?</li> <li>3. Find out capabilities</li> </ol> <p><b>Supplementary Materials:</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ Personal activity: <ul style="list-style-type: none"> <li>○ My life.</li> <li>○ How I feel?</li> </ul> </li> <li>○ Forum: <ul style="list-style-type: none"> <li>○ What I like most about my life?</li> </ul> </li> </ul>	<p><b>Contents / Presentations</b></p> <ol style="list-style-type: none"> <li>1. What is IDIPOWER?</li> <li>2. Quality of life based in the personal project planification.</li> <li>3. Find out capabilities: support to the person model.</li> </ol> <p><b>Supplementary Materials</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive activity:</b> <ul style="list-style-type: none"> <li>○ Test your knowledge.</li> </ul> </li> <li>○ <b>Personal Activity:</b> <ul style="list-style-type: none"> <li>○ Dimensions of Quality of life (QL).</li> </ul> </li> <li>○ <b>Forum:</b> <ul style="list-style-type: none"> <li>○ Why disability is considered to be a circumstance that affects all people?</li> </ul> </li> </ul>
<p><b>REFERENCES:</b></p>	
<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., &amp; 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 fundamentals

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><b>Contents/ Presentations</b></p> <ol style="list-style-type: none"> <li>1. Human Rights</li> <li>2. Rights use – Convention on rights of persons with disabilities.</li> <li>3. Actions and attitudes for the development of rights use: Good Practices examples.</li> </ol> <p><b>Supplementary Materials:</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive activity:</b> <ul style="list-style-type: none"> <li>○ Do you know which are your rights?</li> <li>○ Complete the sentence.</li> </ul> </li> <li>○ <b>Personal activity:</b> <ul style="list-style-type: none"> <li>○ Storytelling</li> </ul> </li> <li>○ <b>Forum:</b> <ul style="list-style-type: none"> <li>○ Are your rights respected?</li> <li>○ What would help you to be more respected?</li> </ul> </li> </ul>	<p><b>Contents / Presentations</b></p> <ol style="list-style-type: none"> <li>1. Human Rights-</li> <li>2. Rights use – Convention on rights of persons with disabilities.</li> <li>3. Breaches of rights.</li> <li>4. Actions and attitudes for the development of rights use: Good Practices Examples.</li> </ol> <p><b>Supplementary Materials</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive activity:</b> <ul style="list-style-type: none"> <li>○ Wordsearch Puzzle.</li> <li>○ Test your knowledge.</li> </ul> </li> <li>○ <b>Personal Activity:</b> <ul style="list-style-type: none"> <li>○ Storytelling.</li> </ul> </li> <li>○ <b>Forum:</b> <ul style="list-style-type: none"> <li>○ Have you ever felt that your rights haven't been respected?</li> </ul> </li> </ul>

**REFERENCES:**

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

Fyson, R. and Ward, L. (2004). Making valuing people work: Strategies for change in services for people with learning disabilities. Bristol: Policy Press.

United Nations (2006). Convention on the Rights of persons with disabilities.

Whitehead, T. and Hughey, J. (2004). Exploring Self-advocacy from a Social Power Perspective. New york: Nova Science.

## 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.

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

**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](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 fundaments

**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><b>Supplementary Materials:</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive activity:</b> <ul style="list-style-type: none"> <li>○ Independent life.</li> </ul> </li> <li>○ <b>Personal activity:</b> <ul style="list-style-type: none"> <li>○ Learning to live independently.</li> </ul> </li> <li>○ <b>Forum:</b> <ul style="list-style-type: none"> <li>○ What are you doing to get an independent life?</li> </ul> </li> </ul>	<p>strategies.</p> <p>3. Good practices examples to promote an independent life.</p> <p><b>Supplementary Materials</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive activity:</b> <ul style="list-style-type: none"> <li>○ Independent life.</li> </ul> </li> <li>○ <b>Personal Activity:</b> <ul style="list-style-type: none"> <li>○ Learning to live independently.</li> </ul> </li> <li>○ <b>Forum:</b> <ul style="list-style-type: none"> <li>○ What do you think about the figure of the personal assistant? Do you think that it is necessary for some people?</li> </ul> </li> </ul>
---	---

**REFERENCES:**

American Occupational Therapy Association. (2002a). *Broadening the construct of independence [Position Paper]*. American Journal of Occupational Therapy, 56, 660. <http://dx.doi.org/10.5014/ajot.56.6.660>

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

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

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

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

### 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><b>Contents/ Presentations</b></p> <ol style="list-style-type: none"> <li>1. We can learn and live in the community.</li> <li>2. What should the support person do?</li> <li>3. Examples of how support people have to be and what they have to do.</li> </ol> <p><b>Supplementary Materials:</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive activity:</b> <ul style="list-style-type: none"> <li>○ How do I like being treated?</li> </ul> </li> <li>○ <b>Personal activity:</b> <ul style="list-style-type: none"> <li>○ My behaviour with the others.</li> </ul> </li> <li>○ <b>Forum:</b> <ul style="list-style-type: none"> <li>○ What can I do to treat better other people?</li> </ul> </li> </ul>	<p><b>Contents / Presentations</b></p> <ol style="list-style-type: none"> <li>1. Natural environment as enabler for the individual's development.</li> <li>2. Support person attitudes and behaviours.</li> <li>3. Good practices examples.</li> </ol> <p><b>Supplementary Materials</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive activity:</b> <ul style="list-style-type: none"> <li>○ Wordsearch puzzle.</li> </ul> </li> <li>○ <b>Personal Activity:</b> <ul style="list-style-type: none"> <li>○ Thinking in attitudes.</li> </ul> </li> <li>○ <b>Forum:</b> <ul style="list-style-type: none"> <li>○ Is the society changing the attitudes regarding the treatment towards persons with disabilities?</li> </ul> </li> </ul>
<p><b>REFERENCES:</b></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). <i>Govorimo o mogućnostima - Vodič kroz učenje o konvenciji o pravima osoba sa invaliditetom</i>.</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)

## REFERENCES

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.).

AMICA (2009). Descubriendo capacidades: Principios y valores que unen voluntades. Cantabria: Consejería de cultura, turismo y Deporte del Gobierno de Cantabria. Link:  
<http://intranet.amica.es/publico/webamica/05Comunicacion/LibrosPublicaciones/25aniversarioDescubriendoCapacidades.pdf>

AMICA (2011). 20 años creando oportunidades de empleo. Torrelavega: A.G. Quinzaños. Link:  
<http://intranet.amica.es/publico/webamica/05Comunicacion/LibrosPublicaciones/20aniversarioSOEMCAcreandoOportunidadesEmpleo.pdf>

Breipohl, W. and Hamburg, I. (2011). Mentoring people with disabilities. In: Andrioni, Felicia (ed.): Best practices in the adult education of people with special needs: conference proceedings. September 2011. Petrosani: Universitas Publishing House, p. 63-72

Breipohl, W., Hamburg, I. and Ionescu, A. (2011). Mentoring people with disabilities. In: Optimum Q22, no. ¾, p. 33-39.

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

Castillo T. (2009). Aprendiendo a vivir. La enfermedad: descubrir las posibilidades que hay en mí. Barcelona: Ceac.

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

European Agency (2014). Model policy for inclusive ICTs in education for persons with disabilities. Retrieved from <https://www.europeanagency.org/sites/default/files/UNESCOG3ict%20Model%20Policy%20on%20Inclusive%20ICTs%20for%20Education%204-2014.pdf>

Hamburg, I. (2013): Supporting mentoring on the job through social media. Encarnacao, P. et al. (eds.): Assistive technology: from research to practice; proceedings of the 12th biennial European conference of the Association for the Advancement of Assistive Technology in Europe – AAATE 2013. Amsterdam: IOS Press, pp. 11791184.

Hamburg, I. and Bucksch, S. (2015). ICT-based approaches to support learners with disabilities. *Journal of educational policy and entrepreneurial research (JEPER)* 2, no. 6, p. 1-12

Luckasson, R., Borthwick-Duffy, S., Buntix, W. H. E., Coulter, D. L., Craig, E. M., Reeve, A., et al. (2002). *Mental retardation: Definition, classification, and systems of supports* (10th ed.). Washington, DC: American Association on Mental Retardation.

Schalock, R. L., & Verdugo, M. A. (2002). *Handbook on quality of life for human service practitioners*. Washington, DC: American Association on Mental Retardation.

United Nations (2006). *Convention on the Rights of persons with disabilities*.

Verdugo, M.A, Schalock, R.L. (2013). *El cambio en las organizaciones de discapacidad*. Madrid: Alianza editorial.

World Health Organisation (2011). International Classification of Functioning, Disability and Health [December 3rd, 2011]. Link: [www.who.org/icidh](http://www.who.org/icidh) - [http://www.lebenshilfe-guv.at/ueber\\_uns/eu\\_projekte/ibb\\_2](http://www.lebenshilfe-guv.at/ueber_uns/eu_projekte/ibb_2) - <https://www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/Gesundheit/Behinderte/BehinderteMenschen.html>