

Family education "MeTURA-Back to the Roots", therapeutic family gardening and therapeutic family cooking for independent life of adult family members with intellectual disabilities



SUMMARY OF THE SYNTHESIS REPORT

Activity O1, A study of the opportunities for lifelong learning for families and their adult family members with intellectual disabilities in the concept of bringing the lifelong learning offer to their home

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1 INTRODUCTION

“MeTURA - Back to the Roots” is a project under the Erasmus+ program, Key Action 2 (KA2), aiming to improve lives of adults with intellectual disabilities by encouraging family therapeutic gardening and family therapeutic cooking as a way of supporting ongoing lifelong learning (LL) and independence of adult family members with intellectual disabilities (AFMID). Lifelong learning refers to all purposeful learning activities undertaken on an ongoing basis throughout a person's life, with the aim of improving knowledge, skills and competencies.

Project will last for 35 months in cooperation with non-profit organizations from Slovenia, UK, Croatia and Italy. Participating organizations are: Education Centre Geoss (Slovenia), Zveza Sožitje (Slovenia), Danilo Dolci (Italy), UOSIKAZU (Croatia) and Thrive (United Kingdom). With the implementation of the Family Education MeTURA partner organizations will expand their offer of lifelong learning opportunities for their participants - vulnerable adult learners. The project aims to develop toolkits and resources to enable educators and families to make the most of the lifelong learning opportunities that therapeutic gardening and therapeutic cooking can provide. It will give insights into the social and functional acquiring of competences and other therapeutic benefits of these activities.

In pre-preparations activities project partners discovered that the majority of adult persons with intellectual disabilities live at home with their families and that each family would benefit from a personalized, to them adapted, process of lifelong learning. O1 study's intention was to explore opportunities for lifelong learning for families and AFMID in their home environment. The intention of the study is to provide information useful for development of new knowledge and andragogic tools for educators who will be able to develop, based on the research results, a Family education MeTURA – Back to the roots method for implementation of therapeutic family gardening and therapeutic family cooking for more independent life of adult family members with intellectual disabilities.

Within the O1 Study, a questionnaire was conducted in all participating countries. With the questionnaire, we first wanted to find out if the families and AFMID attend any educational or other activities and which ones and second, we wanted to find out what are the reasons for not attending activities. Emphasize was on finding out if the family is willing to attend activities together with their AFMID and in specific, if the activities of therapeutic gardening and cooking would be interesting for families and AFMID to attend. We wanted to find out if the families

believe they would benefit from this kind of activities (gardening and cooking) and in what way.

Questionnaire was divided into three parts; first part consisted of some general information on the family, second part consisted of 12 closed questions that were answered within the whole family, while the third part consisted of one open and 3 closed questions and was meant for AFMID and was prepared in easy to read from.

In this report we present a short summary of the schooling and life-long learning situation for people with intellectual disabilities in all partner countries, and as well the questionnaire results. Whole report on the mentioned topics can be found in English version [here](#).^[P1]

2 SUMMARY OF THE NATIONAL REPORT FOR SLOVENIA

In national report Slovenia formal ways of education for adult persons with intellectual disabilities are first presented, what are their options after finishing formal education and the offer of lifelong learning for them. Last, questionnaire result for Slovenia are presented.

2.1 SCHOOLING AND TRAINING FOR ADULT PERSONS WITH INTELLECTUAL DISABILITIES

Special education program for persons with intellectual disabilities in Slovenia divide into:

- **obligatory part**, lasting 9 years and has 3 degrees: first (I), second (II), and third (III). Each degree has 3 years of schooling, and it lasts until the persons age of 18. Obligatory part can be followed by an optional program, lasting 3 years and includes fourth (IV) degree of schooling.
- **follow up (optional) program** from the age 18. – 26., lasting eight years, titled **Learning for life and work** and includes fifth (V) and sixth (VI) degree of schooling. V. degree lasts 3 years and VI. degree lasts 5 years (Republic of Slovenia, Ministry of education, science and sport, 2014).

Students finish obligatory schooling when they attend the program on I, II and III degree, for three years on each degree. When they finish education on other levels of educational program, they get a certificate with description of the achieved goals and recommendations for their further development. When they finish program Learning for life and work, they are given a certificate with estimated level of achieved development, description of their knowledge, and suggestions for their successful inclusion in life and work.

Within our project, we are concentrating on adult persons with intellectual disabilities. Adult persons with intellectual disabilities are persons who have an important limitation of both intellectual capability and adapted behavior, which is reflected in the conceptual, social and practical adaptation skills.

The area of education for adult persons with intellectual disabilities in Slovenia still needs to be improved. Often their wishes, needs and interest for further education are being neglected. Like all persons, persons with intellectual disabilities differ in

their capabilities and that is why they need individual approach that includes the needs and capabilities of each individual.

2.2 LIFELONG LEARNING FOR PERSONS WITH INTELLECTUAL DISABILITIES

In Slovenia, the area of lifelong learning for persons with intellectual disabilities is included in the area of social affairs. Article 17. of the Social Assistance Act states that “all-inclusive care of adults who are physically and intellectually disabled, their development, individuality and harmonic inclusion in the community and environment, keeping their gained knowledge and developing new capabilities” is part of the social security services (Social Assistance Act, Article 17.). Meaning that the need for further education or lifelong learning of these persons is within the institutions that offer social security services. Also, Article 10. of the Social Inclusion of Disabled Persons Act states that in order to ensure the social inclusion of people with disabilities in the community, persons with disabilities have the right to social inclusion services provided by providers of social inclusion services in the community with regard to the equal coexistence of people with disabilities and non-disabled persons in the community. The Article 10. specifically mentions Lifelong learning as a service of Social Inclusion.

Persons with intellectual disabilities in Slovenia can attend lifelong learning mostly within Occupational Activity Centers. Other main actor in Slovenia in the field of life long education for persons with intellectual disabilities are NGOs, most known is the Slovenian association for persons with intellectual disabilities (Zveza Sožitje), a partner in this project, which connects 51 local societies (Društvo Sožitje) all over Slovenia and Special Olympics Slovenia.

2.3 PROGRAMS OF LIFELONG LEARNING FOR PEROSNS WITH INTELLECTUAL DISABILITES OFFERED BY ZVEZA SOZITJE AND OCCUPATIONAL ACTIVITY CENTERS

Zveza Sožitje activities

Zveza Sožitje offers different programs of lifelong learning for persons with intellectual disabilities. Training for independent, active life and work of persons with intellectual disabilities includes learning on how one takes care of him/herself, seminar for girls and boys, self-advocacy, experience camps. Program is set in a way that teaches persons with intellectual disabilities how to take care of themselves, how to take decisions on certain matters by themselves, how to self-advocate themselves, how to become aware of their rights and duties as grown

up persons. The goal of the program is to equally include persons with intellectual disabilities in everyday life and to recognize their right on making decisions about themselves and as well obligations that come from these rights (Jordan Simončič, 2012; Zveza Sožitje n.d.).

Within the program they as well offer computer training, camping – living in nature, experiential camps on the seaside, sport camps, art camps etc. They offer workshops, seminars or experiential camps where the participants gain new knowledge or straighten their already existing knowledge and skills. These are important for their equal participation in everyday life and work. On experiential camps, individuals gain skills how to actively spend their free time, take care of their physical condition and because of the locations and special circumstances of the camps, the participants are forced to communicate among them and jointly decide on activities.

Part of the program is also Abilimpiada Slovenia and MATP – Motor Activities Training Program. Abilimpiada is an olympiad in skills, habits, working abilities and socialization of people. It is an event of a competitive character that links people with disabilities of all categories, including people with intellectual disabilities. Competitors compete in categories of employment and leisure activities in which they present their creativity, knowledge and competences. MATP is a program for keeping or developing motoric skills of persons with greater scale of intellectual disabilities.

Attending these programs helps persons with intellectual disabilities to get to know their capabilities, raise their self-esteem and self-confidence. By independent attendance on seminars and workshops they prove themselves and others, that they are capable of more than the society is sometimes willing to admit (Jordan Simončič, 2012; Zveza Sožitje n.d.).

Other lifelong programs offered by Zveza Sožitje are informative and publishing activities. They publish different printed materials with which they inform users – persons with intellectual disabilities and their parents, about the newest researches in the field of how to improve the quality of life. There is often a lack of access to information for adult persons with intellectual disabilities since information have to be understandable and adjusted to them. Because of that they are less included in education processes and that is why the informative and publishing activity is an important aspect of lifelong learning for adults with intellectual disabilities (Jordan Simončič, 2012; Zveza Sožitje n.d.).

Zveza Sožitje conducts sport activities for persons with intellectual disabilities through a NGO called Specialna olimpijada Slovenije (Special Olympics Slovenia). The result of this idea is the preservation of psychophysical abilities and socialization of people with intellectual disabilities. The slogan of the Special Olympics is: "Let me win, but if I can not win, let me be brave in my attempt."

Encouraging cultural activities; Zveza Sožitje enables persons with intellectual disabilities to present artworks and the results of their year-round efforts in the field of culture. When presenting their own achievements and abilities at organized cultural events, persons with intellectual disabilities confirm their own quality of their work and creativity.

Zveza Sožitje on national level offers as well training and education for families of persons with intellectual disabilities.

Programs of lifelong learning of local societies Sožitje are diverse. They depend on material, space capabilities, human resources – individuals that conduct activities in local societies are mostly volunteers. They offer programs like computer workshops, workshops for strengthening reading and writing, English classes, dance schools, swimming classes, learning social skills, workshops for making different products from different materials, programs for healthy lifestyle, first aid workshops, cooking workshops, excursions, activities for including in the local community, etc. (Jordan Simončič, 2012; Zveza Sožitje n.d.).

Occupational Activity Center's activities

Programs of lifelong learning that are conducted in an Occupational Activity Centers are written in their annual plans and they are conducted according to the interest of individuals and their capabilities. Interviews with the person with intellectual disabilities and their mentors are first conducted, to determine their wishes and capabilities, and according to this, an individual plan is prepared for them. It depends on the Occupational Activity Center to what extent this programs are conducted. Some Occupational Activity Centers are more work orientated, they teach persons with intellectual disabilities how to conduct certain working processes, teach them skills how to make products for example sawing, and carton gluing. They are more and more aware of the importance of lifelong learning for persons with intellectual disabilities and they pay attention to these aspects as well. They provide contents for gaining social skills, educate them for self-advocacy, teach them how to actively spend their free time, teach them

computer skills, foreign languages, how to get involved in the community, they speak about subjects like relationships, love, have cooking workshops, dance classes, reading classes, etc. (Jordan Simončič, 2012).

Since the population is aging, the occupancy of Occupational Activity Centers is at its full capacity and there are waiting lists for the persons with intellectual disabilities to get included. The government did not adjust on time to this demographical change and Slovenia is currently facing a problem - persons with intellectual disabilities have to stay at home after they finish their schooling until an open spots comes up in an Occupational Activity Centers. This means that they are being excluded from the lifelong learning and educational process. Lifelong learning process in their home environment represents a good solution so that the persons with intellectual disabilities do not stop with their learning process.

2.4 QUESTIONNAIRE ANALYSIS

25 families with AFMID filled out the questionnaire. The age of AFMID that participated in the questionnaire was between 16 and 60, their average age is approximately 32 years. The age of the parents was between 36 and 78, their average age is approximately 55 years.

According to the results, majority of AFMID that participated in the questionnaire live at home (96 %) and majority visits an Occupational Activity Center or activity group (64 %). Majority of the families and AFMID have opportunities to attend activities close to their home (84 %), these are mostly sport activities and different (weekend) workshops. The most frequently stated reason why the families do not attend activities was, the distance from home (8 families stated that), following health reasons (8 families).

Most of the families and AFMID would be interested in gardening and cooking activities (approx. 60 %) but the majority of the parents would not attend the workshops with their AFMID (44 % of family members would attend the workshop).

When we asked AFMID about their favorite meal, the answers were simple dishes and in half of the cases the AFMID does not know how to prepare it, but would wish to learn to prepare it and to grow the ingredients by themselves, to gain new skills, greater independence and because these activities provide better well-being.

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3 SUMMARY OF THE NATIONAL REPORT FOR ITALY

In national report Italy formal ways of education for adult persons with intellectual disabilities are first presented, what are their options after finishing formal education and the offer of lifelong learning for them. Last, the questionnaire results for Italy are presented. The questionnaire was conducted among families that have Adult Family Members with Intellectual Disabilities (AFMID).

3.1 SCHOOLING AND TRAINING FOR ADULT PERSONS WITH INTELLECTUAL DISABILITIES IN ITALY

In Italy education and training are a right, but also a duty. The State assures all the right to education and training up to the age of 18 and still for 12 years from the beginning of the first class of the Primary School.

The children who have a certified disability have the right, and not just a simple possibility, to enrol in the nursery. Moreover, children who are certified in a situation of gravity (in accordance with paragraph 3d of art. 3d Law No. 104 of 1992) have the right to priority in the access to the public services of the municipal nests of the municipality of residence.

3.2 SCHOOLING FOR INCLUSION

In Italy all pupils with disabilities attend common schools. In fact, since 1977 almost all “special” schools attended only by pupils with disabilities have been closed in Italy. To enable the inclusion of pupils with disabilities, the school must guarantee specific and additional resources, based on the needs of each student:

1. specialized support teacher;
2. autonomy and communication assistant;
3. basic assistant (personal hygiene with respect to the gender of the student, transfers within the school).

Students with disabilities can also:

1. have more time to do verification tests or do them in ways other than their companions;
2. follow personalized programs, even different from those of the companions;

3. make verification tests different from those of the companions: equivalent tests or differentiated tests.

3.3 LIFELONG LEARNING FOR PERSONS WITH INTELLECTUAL DISABILITIES

With regard to the possibility of orientation and professional training for people with mental disabilities, the Italian situation is complex, differentiated and often unsatisfactory. In a reality better than the current one, adolescents with intellectual disabilities after middle school should have the possibility of attending professional schools with staff resources and with adequate teachers to favour the integration of people with mental retardation. Often this does not happen and they are enrolled in other schools (including scientific or classical high schools).

This choice is due to several factors, but the main one is the fact that in many regional situations the professional courses are scarce and / or badly organized and / or with staff that are not very sensitive to the problems of integration. It should be emphasized even if there are very well organized and avant-garde realities: it is however a minority.

Taking note of this widespread lack, it must however be emphasized that since the years around 1970 Italy has favoured experiences of orientation, professional qualification and cutting-edge work placement.

The right to professional training of disabled citizens is enshrined in art. 38 of the Italian Constitution: "the disabled and the handicapped have the right to education and professional training".

Until the sixties, however, the regulations on the subject did not provide for interventions in favor of people with disabilities. With the L. n. 118/71 the first indications are given and, then, with the L. n. 845/78, more specific provisions in this regard, such as the coherence between the vocational training system and the general education system, the professional qualification of the disabled and the disabled, the interventions necessary to ensure them the right to vocational training, direct training initiatives to the professional re-education of workers who have become disabled and the formation of individuals who are not fit to attend normal courses. The L. n. 104/92 then intervenes to integrate what has already been provided.

It provides that the Regions guarantee disabled students who are not able to use ordinary learning methods to acquire a qualification also through specific activities within the activities of the vocational training centre, taking into account the orientation that emerged from the educational plans individualized during the scholastic process. To this end, they provide the centres with the necessary subsidies and equipment. The courses take into account the different abilities and needs of the disabled person who, consequently, is included in common classes or in specific courses or in pre-training courses. However, there is no support or only a few hours.

A very important law for people with disabilities in Italy was approved in 1992, the famous "104 Law". First of all, what is the law 104: The law 5 February 1992 n. 104, better known as law 104/92, is the legislative reference "for assistance, social integration and the rights of disabled people".

The main recipients of Law 104 are therefore the disabled, but there are also references to those who live with them. The assumption is in fact that autonomy and social integration are achieved by guaranteeing adequate support to the disabled person and the family.

And this support can be in the form of personal or family help services, but can also be understood as psychological, psycho-pedagogical, technical help.

After its entry into force, Law 104 was updated in some parts, as a result of rules introduced later. Article 12 of Law 104 guarantees the right to education and education of the disabled person in the nursery school sections, in the common classes of educational institutions of all levels and in university institutions. The exercise of the right to education and education cannot be prevented by learning difficulties or other difficulties deriving from disabilities connected with disability.

Article 17, on the other hand, concerns PROFESSIONAL TRAINING, according to which it is the Regions that implement the insertion of the disabled person in the ordinary courses of professional training of public and private centres and guarantee handicapped students who are not able to use the methods of ordinary learning the acquisition of a qualification also through specific activities within the activities of the vocational training centre taking into account the orientation that emerged from the individualized educational plans realized during the scholastic process.

The vocational training courses must take into account the different abilities and needs of the disabled person who, consequently, is inserted in common classes or in specific courses or in pre-training courses.

3.4 GOOD PRACTICES

Training and job opportunities for people with disabilities in 16 Italian regions

Launch of a new project open to young people with disabilities aged between 18 and 40 who are interested in entering the labour market

It is estimated that in Italy there are about 4 million 360 thousand people with a disability, or 7.2% of the population. According to the National Health Observatory in the Italian regions, the percentage of disabled people aged 45 to 64 employed is 18% (against 58.7% of the general population for the same age group) with significant gender differences. In fact, 23% of men with disabilities are employed (against 71.2% of men in the rest of the country) and only 14% of women (against 46.7%).

Italy is pleased to report an important new opportunity for those who are disabled and looking for work: the new call launched by UILDM - Italian Union for the Fight against Muscular Dystrophy. This is the 'PLUS' project, the socio-occupational inclusion initiative for people with disabilities, which won the first "single" call for proposals envisaged by the reform of the Third Sector, issued in November 2016 and financed by the Ministry of Labour and Social Policies, and that gave a job to 80 young people with disabilities (5 for each of the 16 participating regions).

The project, carried out together with the Movimento Difesa del Cittadino partner, Anas Puglia - National Association of Social Action and the Atlantis Association 27, consisted of the activation of job training grants, which lasted 18 months and took place in 16 regions, involving at least 5 people with disabilities from 18 to 40 years (5 for each region). 11 of the 16 participants were reserved for women.

It included two main activities: in the first the participants followed a 40-hour professional training course through which they were offered the necessary tools to promote personal and social autonomy and acquire an adequate working and relational mode. Later they were supported in work placement in companies, cooperatives or public bodies through 30-hour training periods, in order to put into practice what they have learned in the classroom and be able to have a first access to the world of work. For each beneficiary, the degree of ability, autonomy

and personal aptitude was noted, in order to create a CV identifying the most appropriate location and type of internship.

The second activity involved the creation of a reception and listening desk, independently managed by people with disabilities, with the aim of providing advice and assistance in entering the world of work. This second activity was attended by 32 people selected from the 80 initial recipients.

3.5 QUESTIONNAIRE SUMMARY

Questionnaire was filled out by 22 families with AFMID. the age of AFMID that participated in the questionnaire was between 18 and 81, their average age is approximately 49,5 years. The age of parent 1 was between 52 and 92, their average age is approximately 64 years, the age of the second parent is between 54 and 88, their average age is approximately 64,5 year.

According to the results, half of the AFMID that participated in the questionnaires lives at home (46 %) and the majority visits a day centre or activity group (64 %). The majority of the families and AFMID have opportunities to attend activities together (57 %), mostly sport activities, excursions and cooking workshops. The most frequently stated reason why the families do not attend activities is connected with the lack of opportunities offer (12 families stated that), following by the price of the activities. This suggests that it is desirable to widen the offer of activities with new activities so to provide better solutions for the families to attend lifelong educational processes.

Almost all the families and AFMID (91 %) would be interested in gardening and cooking activities and the majority of the parents would attend the workshops with their AFMID (73 %).

When we asked AFMID about their favourite meal, the answers were sophisticated dishes and in most of the cases the AFMID knows how to prepare it, and wish to grow the ingredients by themselves, to gain new skills, greater independence and because these activities provide better well-being.

3.6 REFERENCES

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4 SUMMARY OF THE NATIONAL REPORT FOR CROATIA

In Croatia, adult education is highlighted as an important component of the education system, and its confirmation comes from a number of important strategic documents. Today, the activities of adult education are taking place at the Agency for Vocational Education and Adult Education established by Agency for Vocational Education and Adult Education Act. In Croatia, adult education includes all forms of education of individuals over the age of 15. The law stipulates that adult education is based on the principles of lifelong learning; the rational use of educational opportunities, territorial proximity and the availability of education to all under equal conditions, in accordance with their abilities; freedom and autonomy in choosing the content, forms, resources and methods; appreciation of diversity and inclusion; professional and moral responsibilities of andragogical staff; guaranteeing the quality of educational offerings and respecting the personality and dignity of each participant.

There are over 500 different institutions in Croatia that run adult education programs. A very few of these institutions implement programs through which it is possible to acquire knowledge and skills in a very narrow and specific field of work. In the last 10 years, the rights to live in a community and the decrease in social exclusion of persons with disabilities and the promotion of social innovations and their inclusion in society, as set out in the Europe 2020 Strategy, the United Nations Convention on the Rights of Persons with Disabilities and many other legal documents have been more intensively discussed and because of that a need to develop adult education programs in the area of community social services for persons with intellectual and mental disabilities has emerged. The area of lifelong learning for persons with disabilities in Croatia includes the distinction between formal, non-formal and informal education, with a clear definition of the way of recognizing knowledge obtained informally.

- *Formal education refers to the inclusion of persons with intellectual disabilities into regular education through the use of inclusive practices and is based on human rights.*

The main form of education for students with intellectual disabilities was traditionally education in special educational institutions which are special

schools or special departments in which specialists educated children with intellectual disabilities separated from other children. Separation of children from families and accommodation in special institutions has proved to be useless because the methods were often inappropriate, below the level of capabilities of those children, because of that, the potentials needed for successful integration, were not fulfilled. Strong support for the integration of children with intellectual disabilities into the regular educational system was provided by the ideas of equal education and education for all, regardless of the existing differences on the basis of the 1948 Human Rights Declaration and by a number of other international and national documents that were later adopted, and among them the utmost importance has the UN Convention on the Rights of Persons with Disabilities. Based on the Convention, the National Strategy for equalization of opportunities for persons with disabilities from 2017 to 2020 was adopted and its goal is to progress and enhance the protection of the rights of persons with disabilities in order to make the Croatian society as sensitive and adapted to the necessary changes in favor of equalizing the opportunities of persons with disabilities, for which it is necessary to create the conditions for their active inclusion and equal participation in society, respect the innate dignity and respect the special interests and prevent any form of discrimination. More recently, the term educational inclusion or inclusion of everyone in education is more frequently used. The main objective of the educational inclusion is not only to integrate children into a system of regular education but also to provide a series of conditions that make a continuous process in which the educational and living needs of children with special educational needs, including children with intellectual disabilities, will be met.

According to the latest available data from the Croatian National Institute of Public Health in the Republic of Croatia, there are 51 1850 persons with disabilities, out of which 307934 are men (60%) and 203916 are women (40%), and in this way persons with disabilities make up about 11.9% of the total population of the Republic of Croatia. Of the above mentioned number of persons with disabilities 4.8% are persons with intellectual disabilities, and 29.6% of persons with disabilities have multiple disabilities that contribute to the functional impairment of the person with disability. Persons with disabilities, according to the available data of the social welfare system in the majority (80%) live in the family while about 17% of them live on their own. About 0.5% have a foster parent or a guardian, and 0.57%

of persons with disabilities reside in an institution. Intellectual disability with a 66% share of light intellectual disability is the most common specified cause that determines the need for an appropriate form of education and the most common form of specialized implementation of complete educational integration is through teaching methods with individualized access and special additional help (defectologist, speech therapist, psychotherapist, etc.).

- *Non-formal education of persons with intellectual disabilities is the result of everyday activities in the work environment, in the family or in the free time and usually does not end with the issuance of an official document.*

Throughout history persons with intellectual disabilities were mostly degraded and disadvantaged, often labeled as undesirable and it was thought that as such should be separated from society, because of that they were mostly treated through some form of segregation system. During the sixties of the last century there was a significant change in attitude towards disability and its interpretation. The medical model of disability has gradually changed into a social model and the goal of its policy towards persons with intellectual disabilities is no longer the therapy and protection, but the full inclusion of persons with intellectual disabilities in society while exercising all their rights. Under the influence of the mentioned processes, emerges the policy of deinstitutionalization of persons with intellectual disabilities in the context of the realization of the right to a life in the community. In the last century, in order to enable people with intellectual disabilities to fully participate in society and to exercise the right to live in a community, many developed countries of the world have been actively pursuing the deinstitutionalization policy with the development of adequate community support services. A progress has been made in Croatia, especially through the process of inclusion that started in 1997. Community service centers, community-based housing support for people with intellectual disabilities and civil society organizations are increasingly establishing with support services made up of experts such as defectologists - rehabilitators, social workers, psychologists, doctors / nurses and other professionals , which are necessary for a lifelong learning to acquire skills for everyday life in the community. However, these support services and organized inclusion in lifelong learning are most often carried out in the premises of those services that organize the activities, that is why families and AFMID who are not involved in such services are left alone in finding ways to

learn the skills of everyday life activities. This is a problem and it is demanding for families who have AFMID with combined (intellectual and physical) disabilities, and live in rural and poorly developed and poor areas because they have to invest more financial resources and separate more time. Through years of working experience of UOSIKAZU, we have noted that there are unused potentials for lifelong learning at home and in the familiar environment of AFMID, where additional skills and supportive andragogical methods can provide quality lifelong learning at home with the assumption that it will enable greater social inclusion rather than isolation of the family. Inclusion of AFMID in everyday family activities gives a person a sense of personal value, allows her/him to express, develop her/his talents, independence and autonomy, establish common interests with other people.

- *Informal education implies various forms of acquiring knowledge and skills that involve self-initiated or spontaneous forms of learning that take place in everyday life.*

Such type of learning can greatly help AFMID. The largest source of information here is the internet on which there are numerous e-platforms, web portals with interesting learning contents, social networks among which some of them are suitable for easy and simple search. Informal situations offer a spectar of opportunities for acquiring knowledge. For this reason, informal learning could be an important source of innovation in learning and teaching methods in the future. Establishing a system of lifelong learning for families and their adult members with intellectual disabilities in the concept of bringing lifelong learning closer to their home ultimately depends on their interests and real opportunities for implementing the family lifelong learning as well as on how recognized and supported that would be by the community service providers. That is why the study carried out through the MeTURA project is so important, and the analysis of this study will surely provide valuable guidance for the implementation of lifelong learning for AFMID in their home. For families and AFMID lifelong learning is not just acquiring new skills and knowledge but also integrating in society which means that they can represent themselves and take more control over their daily lives.

4.1 QUESTIONNAIRE ANALYSIS

According to the results, almost all AFMID that participated in the questionnaires live at home (95 %). Majority visits a day center or activity group (55 %). Majority of the families and AFMID do not have opportunities to attend activities close to their home (85 %). The most frequently stated reason why the families do not attend activities was, the distance from home (11 families stated that). Most of the families and AFMID would be interested in cooking (65 %), as less than half families would be interested in gardening (40 %). Majority of the parents would not attend the workshops with their AFMID (70 %). The most frequently stated reason to attend activities was acquiring new knowledge and skills. Most of them would like to learn about cooking and gardening through workshops and lessons guided by an experienced trainer (11 families stated that).

When we asked AFMID about their favourite meal, the answers were simple dishes and in most of the cases the AFMID does not know how to prepare it, but would wish to learn, to gain greater independence.

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5. SUMMARY OF THE NATIONAL REPORT FOR UNITED KINGDOM

5.1 TERMINOLOGY

In the UK, the term “learning disabilities” is still widely used although the term “intellectual disabilities” is gradually becoming more common (in part to prevent confusion with the US where “learning disabilities” is used to describe individuals with what would be termed in the UK “learning difficulties” e.g. dyslexia.) This report will use the term “learning disabilities”

5.2 CURRENT STATE IN THE UK

Around 1.5 million people in the UK have a learning disability which includes over 1,100,000 adults² (about 2.16% of adults in the UK and 862,995 adults of working age). About 350,000 people have a severe learning disability These figures are increasing, primarily due to reductions in mortality¹. The majority of individuals with learning disabilities (about 78%) have no support from specialist living disability services, only about 22% are known to learning disability services⁶. Half of all adults with a learning disability live in the family home, others live in supported living or residential care and a smaller number live independently⁶. Overall about 77% are living in the community in one form or another and the UK government is committed to further reducing the numbers in inpatient care by 2020⁷. Only 1 in 3 people with a learning disability take part in some form of education or training² and in 2014/15 only a small number 7,500 were in paid employment and the majority of these were working less than 16 hours per day⁶. People with learning disabilities have more health care needs than the general population (about 50% will have at least 1 significant health problem). They are also much more likely to have issues around diet and exercise; less than 10% of adults with learning disabilities in supported accommodation eat a balanced diet with an insufficient intake of fruit and vegetables and are less likely to engage in physical activity⁶.

5.3 SUPPORT IN UK

In recent years there has been an increasing drive in the UK to provide opportunities for independent living and working environments within the local community for adults with learning disabilities and in particular to move adults

with learning disabilities from hospitals to their own homes in the community¹⁰. There has also been a focus on reducing discrimination and providing opportunities for paid employment. Provision for individuals with disabilities has become more specialized, with separation of disability support into specific disability groups. Groups such as those with Autistic Spectrum Disorders and Asperger's syndrome are now becoming recognized as distinct disability groups (since, for example, not everyone with autism will have a learning disability⁶). More adults with learning disabilities are now living with families which has led to greater strain on carers (7 out of 10 families caring for someone with profound and multiple learning disabilities report having reached or come close to breaking point because of a lack of short break services⁶.) Over 50% of family carers report that they spend 100 or more hours a week caring for the person with learning difficulties and about 75% have been caring for the individual for more than 20 years⁵.

5.4 FUTURE FOCUS – PROMOTING INDEPENDENT LIVING AND SOCIAL INTEGRATION

A report by Lancaster University in 2008 looked at the predicted changes in the needs of adults with learning disabilities in England for social care services from 2009 to 2026.⁴ They predict that there will be a significant increase in the number of older people with LD and in young adults with complex needs and learning disabilities.

5.5 EDUCATIONAL OPPORTUNITIES FOR ADULT FAMILY MEMBERS WITH INTELLECTUAL DISABILITIES (AFMID) IN THE UK

Gardening and social and therapeutic horticulture are common activities that AFMID take part in, providing social, vocational and therapeutic benefits. A survey in 2017 by the Green Care Coalition investigated the provision of gardening for health & wellbeing in the UK⁸. Learning disabilities was one of the most common groups that organizations were working with (53%), secondly only to mental health.

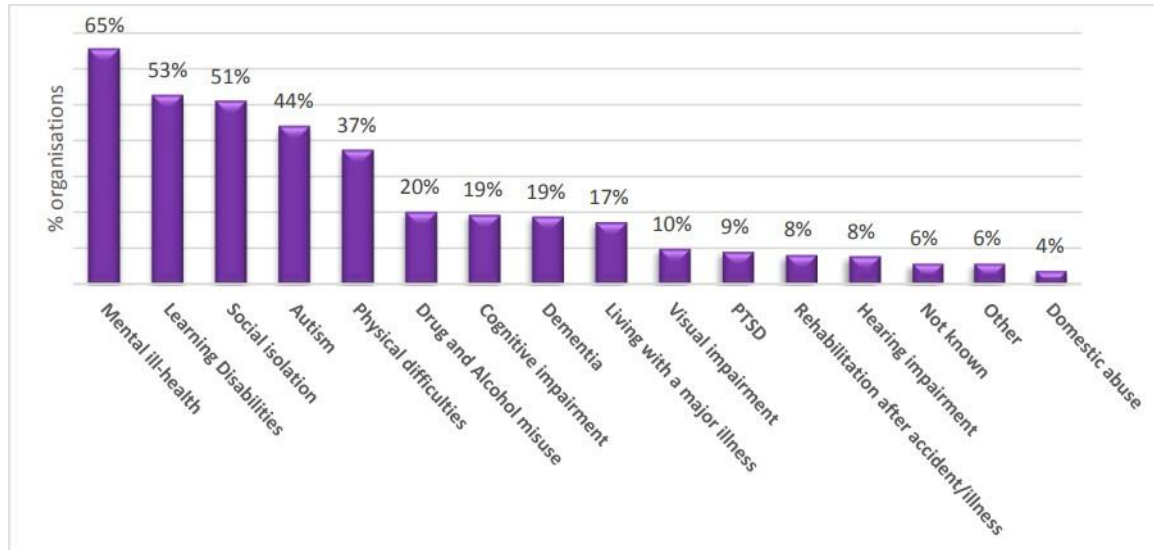


Figure 1: Categories of service-users accessing services

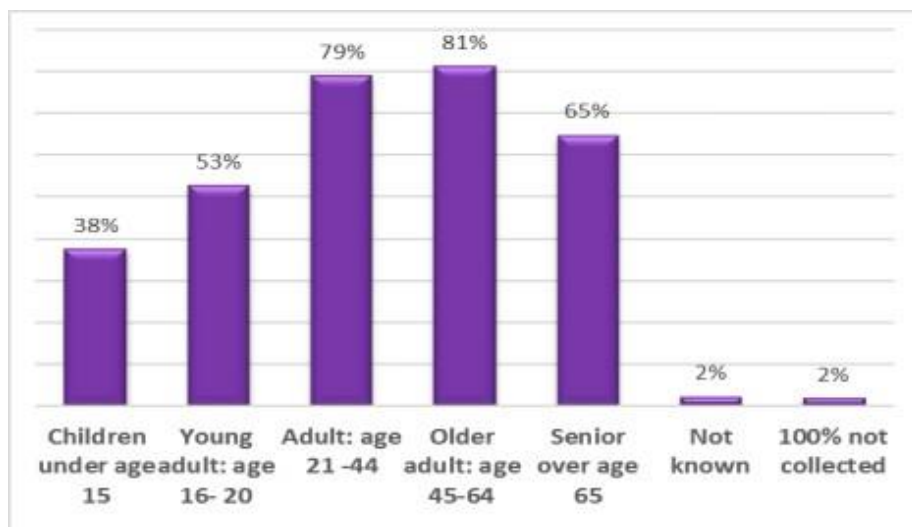


Figure 2: % Organisations with participants in each age category

The majority of organizations are working with adults (over the age of 21) although just over a half are working with young adults 16-21 yrs. 84% of organization work with mixed age group adults.

Similarly, a 2017 survey of UK care farms ⁹ (many of which provide gardening alongside farming) found that 93% of care farms in the UK were working with people with learning difficulties and 86% with individuals with autism spectrum

disorders. Many participants have more than one issue/disability and most gardening sessions are run with mixed disability groups for individuals rather than families.

Some young adults with a learning disability may remain in education or training, free of charge, until they are 25 if it is agreed that it would be beneficial for them to do so. (for example those in England who have an Education, Health and Care (EHC) Plan). Many Further education colleges in the UK have units working specifically with individuals with Learning Disabilities. These often provide courses or workshops in cookery and other life skills and some also provide gardening. But these are focused on individuals rather than family learning.

5.6 QUESTIONNAIRE SUMMARY

Gathering the data

Minor modifications were made to the wording of the questionnaire to make the questions more understandable to a UK audience. An online version of the questionnaire was created in surveymonkey to allow the questionnaire to be shared more widely.

Thrive works with various individuals with learning disabilities through our gardening projects in Reading, Battersea and Birmingham to date we have not approached these groups as they all currently engage in gardening on a weekly basis and would be a very unrepresentative sample. We initially contacted three local educational colleges who have units working specifically to provide education for adults with learning disabilities and two charity organizations with provide support for individuals with learning disabilities. Since we have no had response from these contacts we have been approaching other organisaions. A request was also posted on our twitter feed (followed by 6,500+) this yielded 5 new charitable and community groups expressing interest and support. In total we have sent the questionnaire to 16 organisations who work with adults with learning disability

Questionnaire analysis

Unfortunately, not enough responses were received to make a meaningful analysis of the data from the questionnaire at this point in time. Additionally, we have had little indication for not responding. We are awaiting further response to

be able to conduct analysis on the findings, the wider distribution strategy detailed above is hoped to provide full response and enable analysis to take place.

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6 CONCLUSION

Results of the questionnaire show similar situation in all participating countries; adult family members with intellectual disabilities (AFMID) are interested in participating in activities of lifelong learning and they would be interested in participating in cooking and gardening workshops as well. On the other hand, the majority of their family members did not express interest in joining their AFMID in these activities.

The reasons for AFMID not attending activities of lifelong learning was, in majority cases, distance from home, so we can assume if the activities are organized in local or home environment of AFMID, they would be willing to participate. The challenge for further investigation is now how to motivate families and AFMID in participating in activities, which will be explored through next phases of the project “MeTURA – Back to the roots”.