

**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 SYTHESIS REPORT

**Activity 02, A study of the necessary competencies for
educators and andragogical tools for the implementation
of the lifelong learning of families and adult family
members with intellectual disabilities concept of bringing
the educational offer closer 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.

Questionnaire was divided in two parts; first part consisted of some general information about educators (age, gender). Second part consisted of 9 closed and 6 open questions about necessary competencies and andragogical tools used by educators who work with persons with intellectual disabilities (ID).

With the questionnaire we wanted to assess competencies of educators and gain their opinion on how to acquire new knowledge and competencies. Also, we wanted to get the educators opinions on how to implement lifelong learning for families and adult family members with ID through the concept of bringing the educational offer close to their home. We wanted to find out what educators are missing in their work with families with ID in sense of competencies, tools and additional knowledge. Through the questionnaire we wanted to understand the current competencies of educators/activity providers and find out how they prefer to gain new knowledge and skills.

2. SUMMARY FOR THE NATIONAL REPORT OF SLOVENIA

2.1. ADULT EDUCATION

Adult education has become an important topic in European Union policy over the last two decades. In 2000, a "Memorandum of Lifelong Learning" was published in order to formulate a more concrete European strategy in the field of adult education and to promote the debate on lifelong learning. It identifies the replacement of the concept of adult education with the concept of lifelong learning as the dominant way of describing adult education and learning in European policy documents.

In Slovenia, adult education was systematically started through public universities- Adult Education Centres. In the period between the First and Second World War, Adult Education Centres were established in Slovenia, providing lectures and other educational activities, cultural and sporting events and excursions, while publishing various literature and giving people access to their libraries.

In 2018 the National Assembly of the Republic of Slovenia adopted the draft of the new Adult Education Act. This was the result of several years of efforts by the professional public for adoption of changes and updates to the ancient provision from the 1996 or a new Adult Education Act.

The Act provides a clear systemic definition and placement of the public interest, public service and public network of providers, activities and programmes. It ensures long-term stabilisation of financing and implementation of activities in adult education with a focus on vulnerable target groups. The definition of the public interest and public service is clearly based on the Resolution on the Master Plan for Adult Education and operationalisation of the Annual Adult Education Programmes. The local communities are now obliged to prepare annual adult education programmes on a local level.

The new Adult Education Act defines only the domain of non-formal education which does not lead to officially recognised qualifications and is not included in other sector-specific educational legislation. The only exception is the officially recognised programme of elementary school for adults, which is provided entirely by the new Act.

2.2. RESOLUTION ON THE MASTER PLAN FOR ADULT EDUCATION IN THE REPUBLIC OF SLOVENIA FOR 2013–2020

The Resolution on the Master Plan for Adult Education in the Republic of Slovenia for 2013–2020 is an important strategic document and basis for planning the development of adult education in Slovenia for the period from 2013 to 2020. It represents an important starting point in the planning and implementation of educational programs and activities in support of adult education at national and regional level.

An analysis of the implementation of the Resolution on the Master Plan for Adult Education in The Republic Of Slovenia by 2010 showed that the achievement of the goals and activities contributed to the development of the field and the raising of adult education and skills for their social functioning, personal development and increased employability.

2.3. ACHIEVEMENTS IN SLOVENIA

Adult enrolment in all general adult education programs has increased.

The development and implementation of publicly available programs for less educated and vulnerable groups, such as life-long training, has proven to be an important contribution to literacy development.

Adult counselling is active in the local counselling network in all statistical regions in Slovenia within 14 Adult education Centres and in 60 places outside their headquarters. Counselling centre services are used by at least 19,000 adults annually. Strategic (municipalities, chambers of commerce, employment services, trade unions, institute units and regional development agencies) and professional partners (schools, libraries, societies, canter for social work, health institutions and others) participate in local counselling networks. To a lesser extent, public universities also offer other forms of counselling and information, such as counselling for older adults, Roma and immigrants, vocational information and counselling in cooperation with regional units of the Employment Service, entrepreneurial counselling, energy efficiency counselling, etc.

In the promotion of lifelong learning, the annual Lifelong Learning Week event has been nationally established.

Equity in the education system is also measured by indicators on adult participation in education and the quality of knowledge of the participants. Low-educated and vulnerable groups are too little involved in education. In addition, in order to achieve a quality of knowledge comparable to more educated peers, more investment is needed in support activities in their educational path.

The Resolution on the Master Plan for Adult Education In The Republic Of Slovenia for 2013–2020 is among other goals committed to:

- Implementation of motivational programs, new approaches, information and counselling activities for vulnerable groups to acquire core competencies and to be involved in education and training;
- bringing the educational offer home.

2.4. KEY COMPETENCES FOR EDUCATORS TO WORK WITH FAMILIES AND ADULT FAMILY MEMBERS WITH INTELLECTUAL DISABILITIES

The educators should inform parents about their rights and duties, those who apply to them, as well as those who relate to their family members. It is also the duty of the educator to detect the parents' willingness to participate in various forms of collaboration (individual, group work), and to be aware that some topics are more appropriate for one form of work rather than another.

An educator must be able to listen to family, understand their needs and take into account their values, attitudes and different sources of power. Only in this way can the educator establish a reciprocal relationship with the family and work with them in partnership.

Educator give the following reasons for disagreement with parents while working with families:

- parents neglect, ignore or inappropriately respond to educators' suggestions,
- parents overprotect their adult children,
- parents, especially educated, are often overly demanding,
- limit their son or daughter to independence,
- question the educator's assessment of their adult child's abilities,
- do not perceive that their children are adults and their needs are appropriate,
- fathers do not cooperate well,
- They want to make their own decisions about the future of their child.

Parents usually expect educators to:

- consult with them regularly and listen to their views,
- be more open to the views of others,
- acknowledge if they do not know something,
- treat all children with respect,

- take into account individual differences between family members and all participants.

2.5. GOOD PRACTICES IN SLOVENIA

The Association Sožitje implements programs aimed at lifelong education of families with people with intellectual disabilities every year for the last 56 years. The programs of the Sožitje Association are intended for training, education, empowerment, maintenance of health of adult persons with ID as well as their family members.

The aim of all family programs is to have a well-functioning family for an extended period of time and to prevent the social exclusion of families with members with ID.

Program “Four-year cycle” is education and training of families in four stages/years. The program includes families with a child with ID who is less than 15 years old.

The program of Four-year cycle, and the activities are prepared together with participants, as each group is specific with completely specific participants and difficulties. In the course of four years, experts and specialists give lectures and workshops which enable families to cope with the differentness of the child with ID more easily and, through this, to facilitate the integration of all family members into the local environment. The group is formed in the first year, and then the same group together with the same leader of the group continues throughout the four years.

The whole family must be involved in the program. The program takes the form of a weekly program or two weekend seminars a year. Most of the costs are covered by the Sožitje Association, parents and other adults only co-finance part of the accommodation and meals.

Program “Maintaining the psychophysical health of families” includes families with adult members with ID (AFMID). The program includes experts from different fields giving lectures and workshops. The themes are usually Legislation, Social security rights, Relaxation techniques, Family communication...

The whole family must be involved. Each family partly covers the costs of accommodation and meals, and the cost of additional activities (lectures, professional guidance and assistance) is covered by the Sožitje Association.

The Sožitje Association also offers “**Weekend seminars**” - education and training of family members (weekend seminars for grandparents, weekend seminars for siblings, weekend seminars for the ones who lost their child with ID.

2.6. QUESTIONNAIRE SUMMARY

In total 29 educators filled out the questionnaire. 12 questionnaires were filled partially, 17 were filled completely. All 29 questionnaires are statistically relevant so we analysed them all.

According to the results, majority of educators that work with adult family members with intellectual disabilities have 10 years or more of experience in their work. Most educators would like to gain more knowledge and competencies via good practice exchange. Educators think that the most important competencies are empathy, patience and professional knowledge. Stress management, good communication and knowing the group dynamics are the competencies that some of the educators are missing in order to improve their work.

Majority of educators think that is important for families with adult members with intellectual disabilities to continue with lifelong learning in their home environment. This could be encouraged with inclusion in different societies, good practices, joint organization events and more information about lifelong learning.

Methods and tools that are mostly used by educators are conversation, following good practice, personal approach and team work.

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3. SUMMARY FOR NATIONAL REPORT OF ITALY

In our national report we present formal ways of education for adult persons in Italy, the competencies needed for educators working with families and family members with intellectual disabilities and good practices in Italy for lifelong learning of families and family members with intellectual disabilities.

3.1. ADULT EDUCATION IN ITALY

Andragogy is a theory of learning and adult education born in 1980. The term was coined in analogy to that of pedagogy, which derives from the Greek παις pais, child, and ἄγω needle, lead. It is a model focused on the needs and interests of adult learning (which in general are different from those of children), which found its greatest exponent in Malcolm Knowles (*Wikipedia*).

According to Italian law, lifelong learning consists of "any activity undertaken by people in a formal, non-formal, informal way, in various stages of life, in order to improve knowledge, skills and competences, in a personal, civic, social and occupational perspective" (Law 92 of 06.28.2012, article 4, paragraph 51). Among the strategic infrastructures to implement the system of lifelong learning, the Territorial Networks for Lifelong Learning (RETAP) play a fundamental role. The CPIA, as the Territorial Service Network of the Education System, responsible for carrying out both educational activities for the adults and RS&S activities in the field of adult education, is the public subject of reference to establish territorial networks for lifelong learning.

Adult education is promoted by the CPIA (Provincial Centres for Adult Education) established with the Decree 263 of the President of the Republic on 29 October 2012. They constitute a type of autonomous educational institution with its own staff and a specific didactic and organizational structure. The CPIAs carry out the following activities: Adult Education Paths, Educational Offer Extensions, Research, Experimentation and Development Activities in Adult Education.

The CPIAs, as autonomous educational institutions, carry out Research, Experimentation and Development (RS&S) activities in the field of adult education, pursuant to Article 6 of the Decree of the President of the Republic 275 of 8 March 1999. The Directorate-General for Schooling and Evaluation of the National Education System (DGOSV) has set up a Regional Research, Experimental and Development Center (CRRS & S) on adult education in a CPIA of each region. Each CRRS & S is coordinated by a technical-scientific committee which includes, among others, representatives of regional school offices and universities.

The transition to the new system of adult education is accompanied by

"national system measures" for updating the managers, teachers and administrative, technical and auxiliary staff of the provincial centres for adult education (decree of the President of the Republic 263 of 29 October 2012). The Directorate-General for Schooling and Evaluation of the National Education System (DGOSV) promoted the Adult Education Innovation Activities Plan (P.A.I.DE.I.A.) from the 2014/2015 school year. The Plan is aimed at acquiring managerial, organizational and didactic skills, required at various levels, to support and encourage the application of new organizational and educational structures.

3.2. KEY COMPETENCES FOR EDUCATORS TO WORK WITH FAMILIES AND ADULT FAMILY MEMBERS WITH INTELLECTUAL DISABILITIES

Professional requirements of the educators in reference to the national legislation to perform the profession are the possession of either:

1. A Degree of Professional Educator Animator (triennial regional course)
2. A University Degree of Professional Educator
3. A Degree in Science of the Education or Sciences of Education with specialization in Professional Educator, or other qualification recognized as equivalent by the State and the Veneto Region.

The following list gathers some of the socio-educational activities that can be started in the various services depending on the structural availability and the specific needs of the recipients detected in the "Personalized Project" as every person with any disability needs a "personal training plan". These are essentially occupational activities or activities aimed at learning techniques that can be linked to work placements or paid activities. The activities can be conducted, as well as by educators if they have the competence, also by other specialized figures (technicians, art masters, experts, artisans):

- Ceramics workshops
- Computer labs
- Animated reading and creative writing workshop
- Weaving workshop
- Wicker and wicker basket production workshop
- Other thematic workshops, depending on availability and artisan vocation of the territory (ex: binding, marbled papers, masks...)
- Gardening and cultivation of vegetable gardens
- Hippotherapy
- Swimming
- Assisted therapy with animals (Pet Therapy)
- Trips in the territory

According to the survey "The use of 'non-verbal languages' in Day Centres for people with disabilities" carried out by the Veneto Region in collaboration with the University of Venice Cà Foscari, it is important to highlight the identification of four areas of application of interventions that use non-verbal languages:

- Psychomotricity
- Music therapy
- Graphic-pictorial activities
- Theatre

The activities listed above involve, in most cases, the collaboration of an external expert, however the role of the Educator is however essential for the function of connection between the expert, the group and the other professional figures. Furthermore, the educator is in charge of evaluating and documenting the interventions and this, if included in a sharing perspective, can be disseminated on the network, representing for the other services a visibility and a heritage of interventions in favour of people with disabilities.

The professional educator in rehabilitation contexts for disabled subjects represents the person who:

- formulates and activates projects characterized by intentionality and continuity;
- observes and analyses needs, detects resources, manages and verifies educational interventions, with a view to multidisciplinary integration;
- takes care of the development and recovery of interpersonal and interaction skills (helping and empathic relationship).

3.3. GOOD PRACTICES IN ITALY

In the individual Italian regions, there are several important specific initiatives of different nature and content aimed at achieving systematic action plans in relation to adults with intellectual disabilities. The picture that emerges is in no way homogeneous as regards both the general profile, referring to the whole country, and the local measures that cannot be assimilated between them from the point of view of contents. Following some examples from different Italian regions:

In Tuscany, the "Community Farm" project, created by Agrabah Association in 2009, aims to reach a farming community in the province of Pistoia, with the idea of providing adults with autism the tools to develop the essential skills to work in nursery schools. Users are selected based on: pathology, chronological age (over 18 years), residence (Pistoia and the province of Pistoia), and are engaged in work for 5 days a week. They are united by a group of experienced workers (specialists in horticulture) and professionals from workshops in various

sectors. The work involves professional training through a variety of: laboratories (sports, theatre, autonomy, communication, cooking), activities (carpentry, market, assemblies, equestrian and / or pet therapy, ceramics, découpage, music, orchestra) and field visits for the selection and purchase of materials for these activities.

The project of Autism and agricultural work at the House of Ventignano (CdV) (Casa di Ventignano) was established in February 2003. The 2014 Work Plan includes the "Autism and Agriculture" project, aimed at five young people with autism, 4 days a week (for a total of 10 hours) in activities related to: garden work, harvesting and cleaning vegetables, and selection and placement in the boxes. Work activities are carried out in the greenhouse and in the surrounding areas, and are recorded in the "Agenda with images" (photo diary) of each user.

In the Lazio Region, the recent establishment of an association called "Insettopia", deserves to be mentioned. It has the characteristics of a social non-profit organization and is headquartered in Rome. Its founder, journalist Gianluca Nicoletti, father of an autistic boy, designed a format with which a group of seven or eight families with autistic people organize themselves as a small business, pooling public and personal resources and every possible property available and educational staff, in order to implement a large community aimed at creating an "ideal city for autism", using in a profitable way technologies that allow interaction between physical and digital objects. In essence, Insettopia aims to become a mediator for concrete and effective projects between family associations and institutions, the concrete possibility of research, design, adaptation of the primary use of each electronic device, computer or application, system or 'emotional prostheses', which can make life easier for people with autism spectrum disorders, offering them real opportunities: job placement and training, social interaction and independent life. Insettopia has been able to gain the trust of important Italian and foreign companies in a short time.

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3.5. QUESTIONNAIRE SUMMARY

With the questionnaire we wanted to assess competencies of educators and gain their opinion on how to acquire new knowledge and competencies. Also, we wanted to get the educators opinions on how to implement lifelong learning for families and adult family members with ID through the concept of bringing the educational offer close to their home. We wanted to find out what educators are missing in their work with families with ID in sense of competencies, tools and additional knowledge.

In total 21 educators filled out the questionnaire. Following the analysis of the collected results and data

According to the results, majority of educators that work with adult family members with intellectual disabilities have 10 years or more of experience in their work. 76% of the respondents is female. Most educators would like to gain more knowledge and competencies via formal education and exchange of good practices with other educators. The majority thinks that families are interested in LL activities, especially in their home environment. This could be encouraged with inclusion in different societies, good practices, joint organization events and more information about lifelong learning. Gardening and cooking are two activities which can be of interest for the families with AFMID. Educators think that the most important competencies are empathy, patience, good communication and relationship skills, knowing the characteristics of the AFMID. Stress management, good communication and knowing the group dynamics are the competencies that some of the educators are missing in order to improve their work. Methods and tools that are mostly used by educators are role-playing, following good practice, art therapy and creative writing.

4. SUMMARY FOR THE NATIONAL REPORT OF CROATIA

In our national report, we outline the development of adult education in Croatia, the Adult Education Act, guidelines and goals of the Strategic Plan of the Ministry of Science and Education for the period 2019 - 2021, examples of good practice of lifelong learning of families and their adult members with intellectual disabilities, and the necessary competencies of educators who work with them. Last, we present the questionnaire results for Croatia. The questionnaire was conducted among educators (20 questionnaires).

4.1. DEVELOPMENT OF ADULT EDUCATION

Adult education is an important subsystem of the comprehensive education system. It enables the adult to acquire general and professional education in various fields, for example in the natural, technical, social, humanistic, artistic and other. Adults acquire education through formal (formally structured, curriculum, teacher / educator guidance, gaining formal certification), non-formal (intentional learning from a person's point of view to gain knowledge, develop abilities and skills, but without a public document) and informal learning (not organized or structured according to goals, learning time, or support). Lifelong learning is needed for all generations to ensure equal rights to a quality and active life.

The centuries-old tradition of adult education and learning in Croatia goes back to the beginning of the 20th century, when the initiators of adult education, Basal and Štampar, operated. Their work and activities later served as the basis for the development of adult education, which flourished in the 1960s, when Croatia was one of the most important European centers of andragogical expertise and science. Throughout the history, adult education institutions have had a strong cultural component in their work, in addition to education. Adult education in Croatia is today recognized as part of the unified education system in Croatia (Adult Education Act (OG 17/07, Article 1). Adoption of the Adult Education Act in 2007 created the preconditions for an institutional and legally regulated adult education system. The law was preceded by the Adult Education Strategy released by the Government of the Republic of Croatia in 2004.

In Croatia, a significant proportion of citizens do not have primary school education at all (62 092 persons over the age of 15 according to the 2011 census) and have primary school education only (773 489). In addition, 283 867 citizens have not completed primary school. In the working-age employed and unemployed population, there is a majority of persons with completed secondary, mostly vocational, education (more than 1.9 million citizens). Thus,

overall, it is a large number of citizens without qualifications, with lower qualifications or generally with a low level of education, i.e. without acquired key competences for lifelong learning.

Today, adult education activities take place at the Agency for Vocational Education and Training and in more than 500 different institutions that implement adult education programs. Most institutions implement adult education programs that meet the needs of the deficient occupations, or those that meet the needs of the most sought-after occupations in the labour market. Few of them carry out programs that acquire knowledge and skills in a very narrow and specific area of work. In the last 10 years, the rights to live in the community and the reduction of social exclusion of persons with disabilities and the promotion of social innovations have been more intense talked about, thus, a need to develop educational programs for adults providing community social services to people with intellectual and mental disabilities emerged, as well as the need to develop educational programs for families and their adult members with intellectual disabilities.

At the annual level, the promotion of adult learning and education is carried out through the Campaign "Lifelong Learning Week". The main goal of the campaign is to promote the culture of learning and encourage personal motivation.

4.2. ADULT EDUCATION ACT AND MINISTRY OF SCIENCE AND EDUCATION STRATEGIC PLAN FOR THE PERIOD 2019 – 2021

The general provisions of the Adult Education Act through Articles 1 and 2 stipulate the following:

- Article 1

(1) Adult education encompasses the entirety of the adult learning process intended to:

- exercise the right to the free development of personality,
- train for employability: acquire qualifications for the first occupation, retrain, acquire and deepen professional knowledge, skills and abilities,
- train for active citizenship.

(2) Adult education is part of the unique education system of the Republic of Croatia.

- Article 2

(1) Adult education is based on the principles of:

- lifelong learning,
- rational use of educational opportunities, territorial proximity and accessibility of education to all on equal terms, in accordance with their abilities,
- freedom and autonomy in the choice of ways, contents, forms, means and methods,
- respect for diversity and inclusion,
- professional and moral responsibilities of andragogical staff,
- quality assurance of the educational offer,
- respect for the personality and dignity of each participant.

(2) Adult education within the meaning of this Act shall be performed as a public service.

The primary task of the Ministry is to ensure that education is accessible to all on equal terms. The development of a more accessible, adaptable, higher quality and more efficient education system will enable the development of human potential as a key asset of Croatian society, as well as the development of a stimulating environment for sustainable innovation and scientific and technological activities. Therefore, the Ministry will continue to improve and further improve the education system to ensure a quality education system - from pre-school, primary, secondary to higher education, as well as adult education - including the acquisition of lifelong learning competencies for personal, social and economic development aligned with labour market needs. The specific objective of the Strategic Plan is 2.2, which relates to improving the quality and relevance of adult education programs.

4.3. EXAMPLES OF GOOD PRACTICE OF LIFELONG LEARNING OF FAMILIES AND THEIR ADULT MEMBERS WITH INTELLECTUAL DISABILITIES

As the largest network of associations for persons with intellectual disabilities and their families in Croatia functions the Croatian Federation of Associations of People with Intellectual Disabilities whose mission is to contribute to the protection of the rights of persons with intellectual disabilities and the quality of life of their families, and to developing a sustainable network of available social services and programs in Croatia in line with the UN Convention on the Rights of Persons with Disabilities. In our country, we recognize the rise in founding the services that provide people with intellectual disabilities with various community support programs (housing, daily activities, employment). The development of community-based associations, clubs, and programs is the

result of a profound shift in social awareness of the rights of people with intellectual disabilities. It is precisely the changes that have taken place in the attitudes and readiness of society that depend on the development of the form and quality of community service, with the activities of different clubs being singled out. The clubs, as voluntary forms of gathering and acting in the basic associations-members of the Croatian Federation, are inspired by European and international movements to find non-institutional support services for young people and adults with intellectual disabilities.

Clubs are set up to provide half-day programs that focus on developing users' potential, gaining life experiences, developing and improving social competency skills (practical, creative, social, interest, etc.). In this regard, clubs aim to promote the interests and well-being, independence and creativity of their users in the diverse aspects of daily life. Today, there are 42 clubs in Croatia, with a minimum of 3-4 hours per week, with a maximum of 20 hours. The specificity of each club program reflects the needs of each environment, and is reflected in the number of workshops, their work dynamics and user-friendly content. The abundance of content, cultural differences, ethnic customs, historical events and geographical surrounding of a particular environment, dictates the formation of recognizable contents. The various forms and levels of support that club program users need are provided by their leaders.

People with intellectual disabilities often drop out of school and do not continue their education because of discriminatory attitudes and lack of personalized programs and support. Because most lifelong programs and materials are not accessible, adults with intellectual disabilities are systematically denied the opportunity to continue developing skills and competencies throughout their lives. The exclusion of people with intellectual disabilities from lifelong learning significantly reduces their chances of competing in the labour market. For this reason, the Pathways 2 project was created by the Self Advocacy Association to ensure that people with intellectual disabilities can actively participate in adult education programs. The Pathways 2 project makes materials available to adults with intellectual disabilities and teachers in other European countries by including Inclusion Europe members from: the Czech Republic, Estonia, Croatia, Hungary, Italy, Latvia, Slovenia, Slovakia and Spain as partners in project. To ensure that more people with intellectual disabilities have access to lifelong learning programs, a large number of European countries place particular emphasis on disseminating knowledge. There are numerous positive examples of the results

of people with intellectual disabilities who, as self-advocates, are increasingly involved in all areas of the community.

The Association of Persons with Disabilities of Karlovac County through its activities advocates and promotes the welfare and interests of persons with disabilities, children with disabilities and their families, and operates in the area of Karlovac County. Members of the Association are persons with different types of disabilities such as cerebral palsy, neuromuscular diseases, para / tetraplegia, etc., but multiple impairments accompanied by intellectual disabilities are not uncommon. In addition to its core business and social services, it also organizes services that contribute to social activation, socializing, creative expression, and various models of community care that contribute to the independent living and social inclusion of people with disabilities. A positive example of the Association is the project "Practical House of Knowledge" - strengthening the social inclusion of people with disabilities in the community, which is recognized in the local community and beyond with numerous results. The project was implemented under Priority Axis 2 - Strengthening the Social Inclusion and Integration of Disadvantaged Persons of the Operational Program "Human Resources Development" 2007-2013, funded by the European Social Fund. The aim of the project was to increase social skills and competences for improving employability and independent living of persons with disabilities through the launch of "Practical House of Knowledge" in Duga Resa as a place where they acquired new knowledge, skills and competences, as well as the practical application of what was learned with the professional support of working therapists, social workers and other professional providers.

4.4. BASIC COMPETENCES OF EDUCATORS WORKING WITH FAMILIES AND THEIR ADULT MEMBERS WITH INTELLECTUAL DISABILITIES

The level of quality of life of families with adult members with intellectual disabilities in the community largely depends on the educators and the persons supporting them. The way society views adults with intellectual disabilities is a common topic of discussion about models and quality of support. In addition to the focus on supporting people with intellectual disabilities, support should also be directed to parents and the whole family. The family faces greater stress level than other parent groups. Often, this group of parents is stigmatized in society, which is what they least want. Support for families enables people with intellectual disabilities to constantly develop their existing abilities, their families become competent in making procedures and decisions regarding the choice of therapeutic or educational activities, and the whole family is better integrated into the life of the narrow and wider

community. As the development of community support services and services for people with intellectual disabilities has become an international obligation and a strategic commitment of the Republic of Croatia, there is a need for educators who have developed adequate competencies to provide support. In this context, quality lifelong education of support educators has also been found necessary, and the desirable traits of those educators are open approach, outstanding adaptability, flexibility, creativity, patience, consistency, good communication skills and a high level of responsibility, which is crucial.

Educators working with families and their adult members with intellectual disabilities should have basic competencies that include:

- identify and define the needs of persons with intellectual disabilities and their families,
- carry out an assessment of ability, create and develop an individual work plan and program for persons with intellectual disabilities and their families,
- select, apply and adapt different methodological approaches in dealing with people with intellectual disabilities,
- identify the needs of parents and advise them adequately,
- adequate response to unforeseen situations when dealing with people with intellectual disabilities,
- knowledge of assistive technology,
- understanding of legal frameworks and protection of human rights.

4.5. REFERENCES

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4.6. QUESTIONNAIRE SUMMARY

In total, 20 educators filled out the questionnaire. 7 questionnaires were filled partially, 13 were filled completely. All 20 questionnaires are statistically relevant so we analysed them all. In the analysis of each question, number of educators that participated in specific question is stated in the bracket.

According to the results, most educators who work with adult family members with intellectual disabilities have 10 or more years of experience in their work. Most educators want to gain more knowledge and competences by sharing good practice. Educators believe that the most important competencies are patience, communication skills and empathy. Work experience, formal and non-formal education are competences that some educators lack to improve their work.

Most educators believe it is important for families with adult members with intellectual disabilities to continue lifelong learning in their home environment. This could be encouraged by engaging in trainings and workshops, good practice, motivation, roundtables and sharing experiences.

The methods and tools commonly used by educators are conversation, personalized communication, and educational brochures.

5. SUMMARY OF THE NATIONAL REPORT OF UNITED KINGDOM

5.1. BACKGROUND OF EDUCATION FOR ADULTS WITH LEARNING DISABILITIES IN THE UK

Within the UK education for adults with learning disability has been offered in both mainstream and specialist education settings. For people with moderate and severe learning disability accessing mainstream settings has been less frequent, although increasingly this is becoming an available option. Currently everyone with a disability, including learning disabilities will have an Education, health Care (EHC) Plan. (<https://www.disabilityrightsuk.org>)

The point at which someone becomes a 'young person' within the UK is when they have completed the academic year in which they turn 16.

The provision of post 16 education within the UK is devolved to national assemblies and so difference exists in the way education is provided across the different nations of the UK. However, all nations have a department for education that oversees all education within each country. Funding for these educational settings is also distributed differently in each country. All to differing extent will fully fund courses and training taken up to the age of 25 for people with learning disability. After this age functional skills education and training could be free or is provided at lower subsidized rates.

This is when they traditionally move from secondary education into further education.

Young people in Northern Ireland, Scotland and Wales might decide to leave education at this stage, but in England they must stay in education or training until the age of 18. Increasingly all countries within the UK seek to ensure no person between the ages of 16 and 18 become NEET (not in education, employment or training). (gov.uk). Currently the main government guidance in relation to the education of people with learning disabilities is the SEND Code of Practice January 2015. (gov.uk)

5.2. AVAILABLE EDUCATION OPTIONS FOR PEOPLE WITH LEARNING DISABILITIES WITHIN THE UK

The UK Government's white paper Valuing People asserts that people with learning disabilities should have the same rights and opportunities as everyone else with regards with post 16 education. Objective 7 of the Valuing People paper states,

"To enable people with learning disabilities to lead full and purposeful lives within their community and to develop a range of friendships, activities and relationships."

It also states that Learning Disability Partnership Boards, the Learning and Skills Council (LSC) as well as colleges should support choices and ambitions of people with learning disabilities, and that they should be able to realise their potential.

In terms of inclusiveness in education, this means providing adequate support services for people with varying degrees of learning disability that wish to enter into further education. This can include support such as helping a person with learning disabilities use public transport services and other services that they will need to use frequently in order to continue into independent further education.

In addition, the Learning and Skills Act 2000, the Learning and Skills Council must:

- Have regard to the needs of people with learning difficulties (Section 13)
- Have due regard to promote equality of opportunity between disabled and non-disabled people (Section 14)

and from 2002 learners with disabilities and learning difficulties have had additional rights as per the Disability Discrimination Act Part 4, which states that education provides must:

- Not treat disabled learners less favourably than other learners for a reason related to their disability
- Provide reasonable adjustments for disabled learners

It is felt that by supporting more learning-disabled people into mainstream education, they may have more access to further education opportunities than they would through specialised schools. However, this still reveals that those in specialised schools tend to lack inclusion. There are many learning difficulty organisations working to encourage person-centred planning and cross-agency interaction in helping people with learning disabilities in their transition from post-16 education.

MENCAP the largest learning disability charity within the UK describe the options available to adults with learning disability in the following way:

Most further education takes place at colleges, training facilities or sixth form in school (although sixth forms tend to provide academic options meaning few people with learning disabilities take this offer). There are lots of courses and options available, including study programmes and tailored packages of support five days a week.

Within the UK people who have accessed the Special Educational needs and disabilities provision within the school system before 16 will be provided with support up to the age of 25 if they are still in education or training.

There are also training options available to young people with a learning disability, which can help build skills and confidence to help get a job.

These options usually involve doing a course that also includes a placement in a workplace.

There are three main training options available in England for young people with a learning disability - apprenticeships, traineeships and supported internships.

5.2.1. Apprenticeships

If a young person is over 16, they can apply for an apprenticeship. There are various levels of apprenticeship you can undertake depending on your current skills and qualifications, including:

- intermediate apprenticeship
- advanced apprenticeship higher apprenticeship
- degree apprenticeship.

Entry requirements differ depending on certain factors such as the apprenticeship level and the age of the apprentice.

All apprenticeships are real jobs so all apprentices earn a salary, at least at £3.30 per hour in the first year if the apprentice is under 19. Full details on apprenticeships' pay and conditions.

Apprentices should work for at least 30 hours per week and an apprenticeship takes between one and five years to complete, depending upon the level of apprenticeship and the industry sector.

Most of the training is delivered in the workplace and the rest of the training is given by a training organisation, either at the workplace, off-site (perhaps at college) or via e-learning.

5.2.2. Traineeships

Traineeships are education and training programmes with work experience, designed to get young people (aged 16-24) 'work ready'.

Sometimes people take traineeships to help them get prepared for an apprenticeship.

A traineeship often provides:

- a high-quality work experience placement with an employer
- work preparation training, provided by the training organisation
- English and maths support, if required, provided by the training organisation.

Traineeships last up to a maximum of 6 months.

5.2.3. Supported internships

A supported internship is a study programme for young people aged 16 to 24 who have an Education, Health and Care Plan, who want to move into employment and need extra support to do so.

They support people to move into paid employment at the end of the programme.

A Supported Internship is based primarily at an employer, with much less classroom study and less of a focus on English and maths support. Instead, it aims to equip young people with the skills they need for work, through learning in the workplace.

Supported Internships are unpaid and normally last for a minimum of 6 months.

5.2.4. Other options

There are a range of other options young people with a learning disability can access in further education, including tailored study programmes. Many of the options are provided by the charitable sector and may include gardening and cooking as mainstay activities.

(<https://www.mencap.org.uk/advice-and-support/children-and-young-people/education-support/further-education>)

These other options are likely to be accessed by people with moderate to severe learning disability with a combination of care and development opportunities being offered. Within mainstream and specialist education the teachers will be educated specifically but may be supported by teaching

assistants that may not have the benefit of specialist education. Similarly those who provide educational, developmental and care services outside of the statutory services may not have specialist education and training in working with or providing education to people with learning disabilities.

5.3. TEACHING AND ACTIVITY PROVIDERS FOR ADULTS WITH LEARNING DISABILITY WITHIN THE UK

Teaching people with Learning disabilities in the UK is considered a specialist teaching occupation in mainstream schooling. Teachers in Colleges may also have specialist education particularly if leading a SEND specific class or course and the SEND Code of Practice demands colleges do have within their staff people with specialist skills. However, those providing the various apprenticeships and training options mentioned are less likely to have specialist education although many will have completed shorter training.

Expertise within and beyond the college that people with learning disabilities should expect access to according to the SEND Code of Practice are:

The governing bodies of colleges should ensure that all staff interact appropriately and inclusively with students who have SEN or a disability and should ensure that they have appropriate expertise within their workforce. They should also ensure that curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date. Colleges should make sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly. They should ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools. This person should contribute to the strategic and operational management of the college. Curriculum and support staff in a college should know who to go to if they need help in identifying a student's SEN, are concerned about their progress or need further advice.

Colleges should ensure they have access to external specialist services and expertise. These can include, for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services and therapists. They can be involved at any point for help or advice on the best way to support a student with SEN or a disability. Specialist help should be involved where the student's needs are not being met by the strong, evidence-based support provided by the college. Where, despite the college having taken relevant and

purposeful action to identify, assess and meet the needs of the student, the student is still not making the expected progress, the college or young person should consider requesting an EHC needs assessment. (gov.uk)

Although providers of alternative provision for people with learning disability may also follow the guidance of the Code there is less legal requirement or expectation for them to do so. Although local authorities may make compliance or part compliance part of their approval criteria for these services to be signposted or even advertised to people with learning disabilities.

The salary range for teachers within Further Education provision will vary from £22,500 for newly qualified staff rising to upwards of £35,000 for experienced teachers and specialist duties. For activity providers in alternative provision salaries could range from £17,000 to £30,000 with similar uplift to those with experience and specialist roles.

There are a range of supporting organisations who provide guidance, continuous professional development and resources to educators and activity providers who support adults with learning disabilities.

5.4. QUESTIONNAIRE SUMMARY

Through the questionnaire we wanted to understand the current competencies of educators/activity providers and find out how they prefer to gain new knowledge and skills. We also wanted to get their opinions of how lifelong learning could be implemented for adults with LD and their families by enabling them to take part in shared learning activities at home or in their local environment. We wanted to understand what kinds of skills, resources and knowledge educators/activity providers feel they are currently missing in their work with adults with LD and their families.

In total 20 educators/activity providers completed the survey.

The majority of the respondents to the survey were female which may be because activity providers are often in the community or charity sector where wages are low as opposed to those educators in formal education sector. The majority were in the 45-55 yr age range and about 1/3 had over 10 years experience, 1/3 5-10 years and 1/3 under 5 years. The majority work directly with adults with LD and only 10% work with families.

Most are gaining knowledge and skills informally although 70 % have also attended formal education. 84% thought that families with AFMID were interested in lifelong learning but it may be difficult to access and it depends

on whether the learning is seen as important and to have benefits to the AFMID. 85% considered that it was important for AFMID to continue learning.

Educators suggested that to engage families with lifelong learning at home it needs to be easy to access and not time consuming. Small projects were preferred and the benefits of these needed to be clear. Vocational and independent living skills were seen as being most important. Both gardening and cooking were seen as being important skills/topics for LL.

Key competences were primarily in soft skills such as listening and communicating and having patience and empathy, which were seen to be extremely important whereas practical skills such as stress management and organisational and management skills were seen as very important. None of the competences were considered to be slightly or not at all important suggesting that educators need a wide range of different skills.

6. CONCLUSION

With the questionnaire we wanted to assess competencies of educators and gain their opinion on how to acquire new knowledge and competencies. Also, we wanted to get the educators opinions on how to implement lifelong learning for families and adult family members with intellectual disabilities through the concept of bringing the educational offer close to their home. We wanted to find out what educators are missing in their work with families with intellectual disabilities in sense of competencies, tools and additional knowledge.

Most respondents are educators who work with adult family members with intellectual disabilities for 10 or more years.

According to the results, most educators would like to gain more knowledge and competencies via good practice exchange.

Educators think that the most important competencies are so called soft skills: empathy, patience, communication skills, and professional knowledge.

Stress management, good communication, knowing the group dynamics and work experience are the competencies that some of the educators are missing in order to improve their work.

Methods and tools that are mostly used by educators are communication skills (custom communication), active listening, following good practice, personal approach, educational brochures, team work, role playing and tutoring.

Most educators believe it is important for families with adult members with intellectual disabilities to continue lifelong learning in their home environment. This could be encouraged by engaging in trainings and workshops, good practice, motivation, roundtables and sharing experiences.

