

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



SYNTHESIS REPORT

**Activity O2, 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.

1. NATIONAL REPORT SLOVENIA

In our national report we first presented formal ways of education for adult persons in Slovenia, what are the achievements of Resolution on the Master Plan for Adult Education in the Republic of Slovenia for 2013–2020, competencies needed for educators working with families and family members with intellectual disabilities and good practices in Slovenia for lifelong learning of families and family members with intellectual disabilities.

1.1. 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.

1.2. 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.

1.3. 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.

1.4. 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.

1.5. 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.

Program “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).

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1.7. QUESTIONNAIRE ANALYSIS

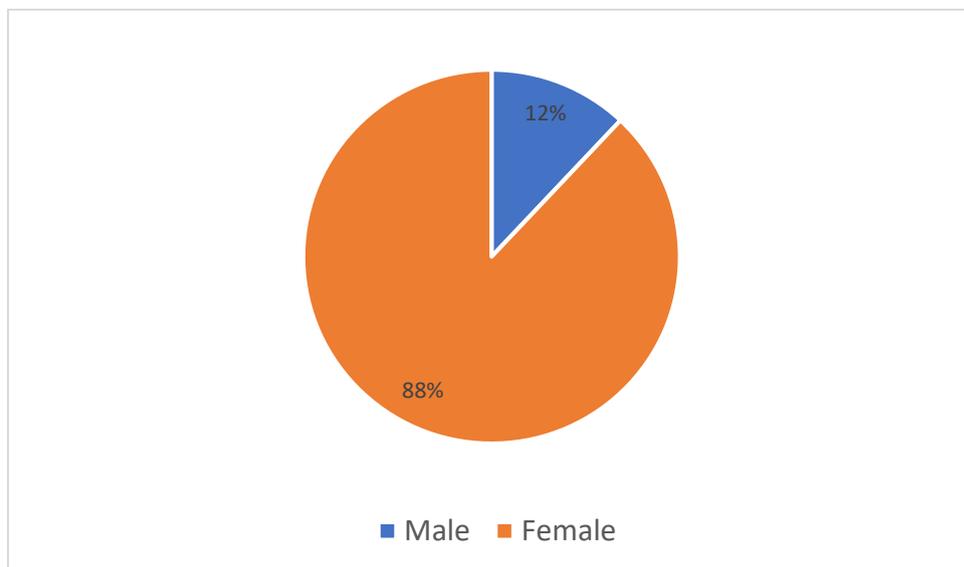
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In total 29 educators filled out the questionnaire. 12 questionnaires were filled partially, 17 were filled completely. All 29 questionnaires are statistically relevant so we analysed them all. In the analysis of each question, number of educators that participated in specific question is stated in the bracket.

Gender of educators (n=26)

88% of educators that participated (23 participants) in the questionnaire are female, 12% (3 participants) are male.

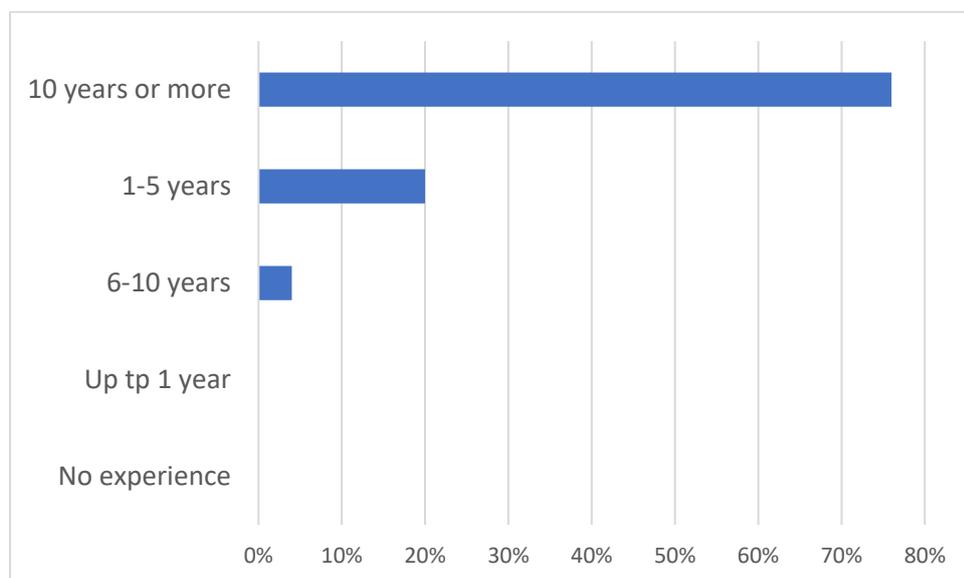


Age of educators (n=26)

The age of educators that participated in the questionnaire range from 32 to 68 years; the average age is 48 years.

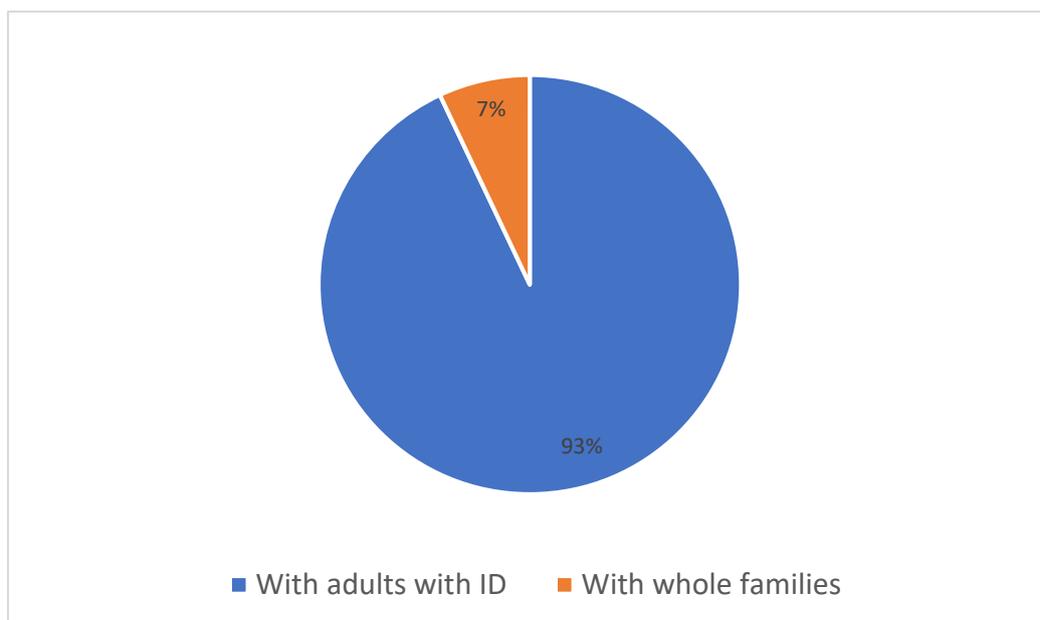
How many years of experience (formal and non-formal) do you have working with families with AFMID? (n=25)

76% of educators that participated (19 participants) in the questionnaire have 10 years or more of experience working with families with AFMIDs. 20 % of educators (5 participants) have 1-5 years of experience and 4% (1 participant) have 6-10 years of experience.



Who do you mostly work with/educate? (n=27)

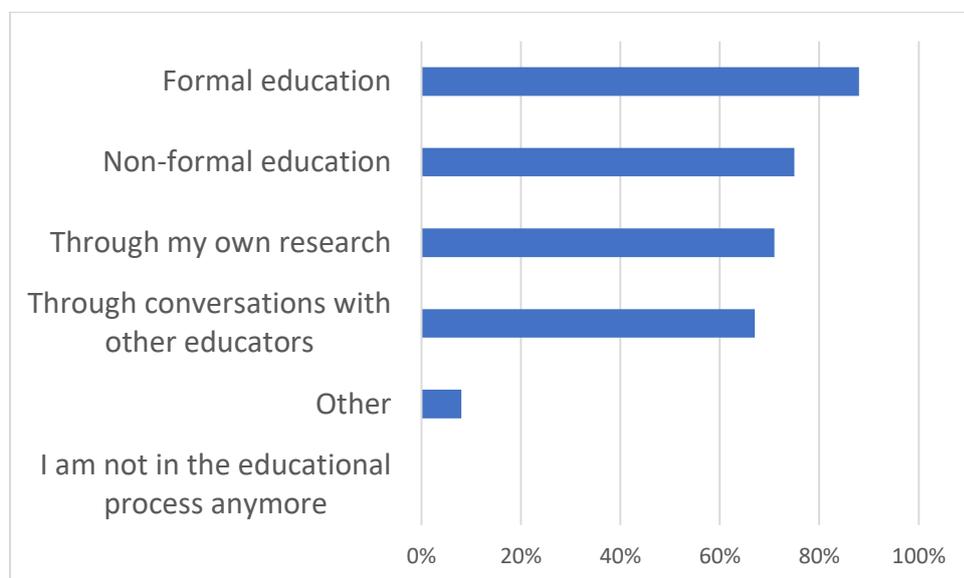
93% of educators that participated (25 participants) in the questionnaire mostly work with adult persons with intellectual disabilities, 7% (2 participants) work with whole families.



Where do you acquire knowledge for your work? (multiple answers possible) (n=24)

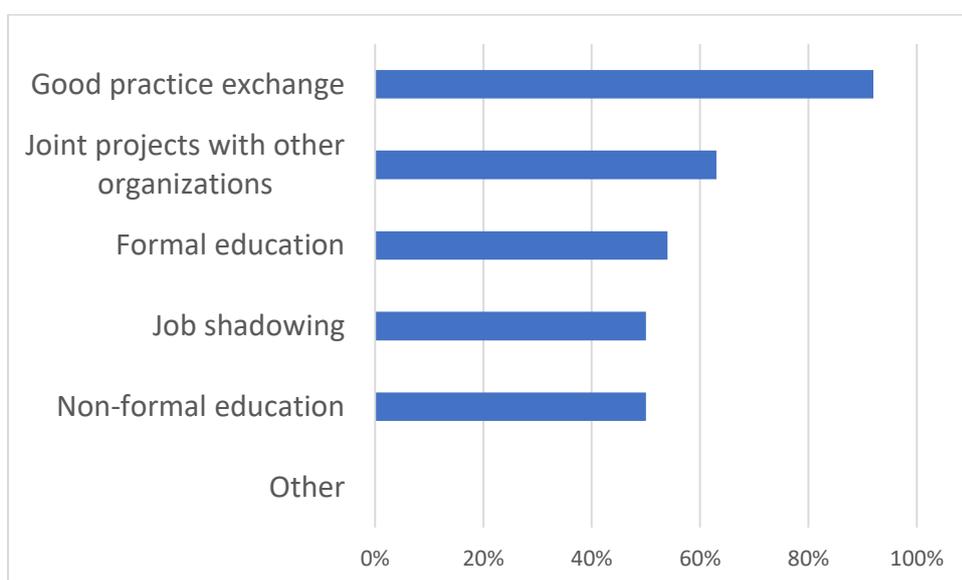
88% of educators that participated (21 participants) in the questionnaire acquire their knowledge by formal education, 75% (18 participants) by non-formal education. 71% of educators that participated in the questionnaire (17 participants) acquire their knowledge by their own research, 67% (16 participants) acquire it by talking to other educators (experience exchange). 8% (2 participants) replied “other” and these were the answers given:

1. I do lectures about it
2. Personal experience



How would you like to get new knowledge and competences? (multiple answers possible) (n=24)

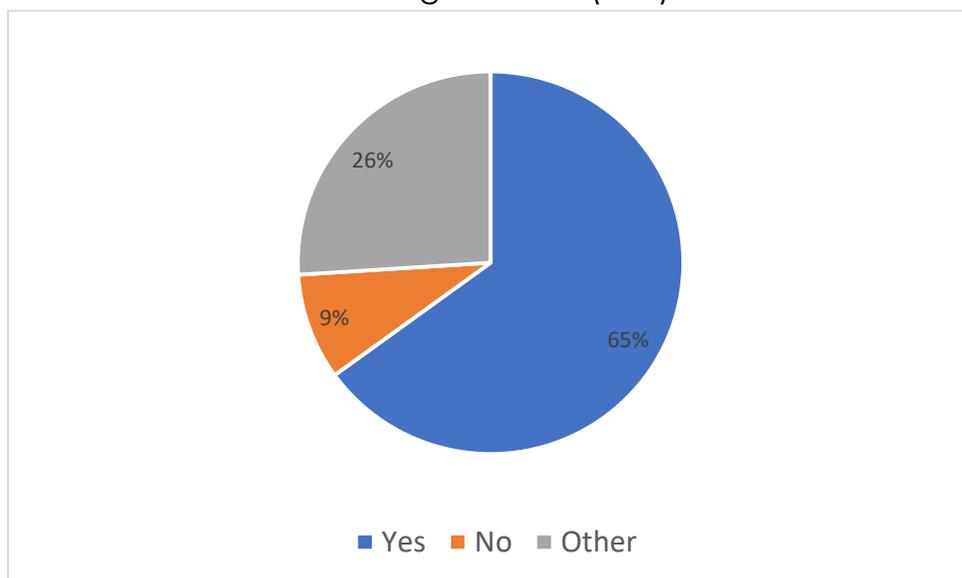
92% of educators that participated (22 participants) in the questionnaire would like to gain new knowledge by exchanging good practice. 63% (15 participants) would like to have joint projects with similar organizations. 54% of educators that participated (13 participants) in the questionnaire would like to get new knowledge by formal education and 50% (12 participants) by non- formal education. 50% would like to learn in form of a job shadowing.



In your opinion, are families with adult member with ID interested in activities organized in the framework of lifelong learning? (n=23)

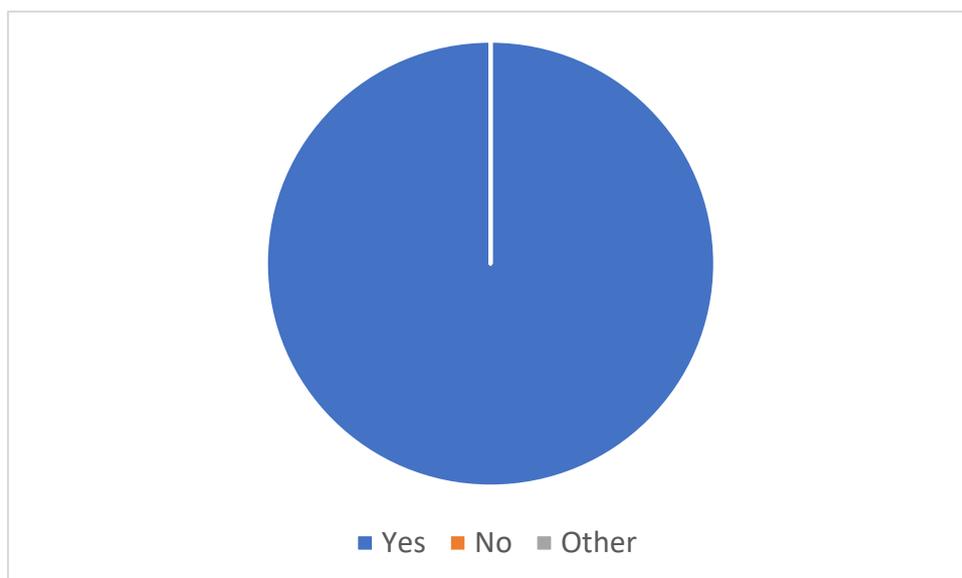
65% of educators that participated (15 participants) in the questionnaire think that families are interested in activities of LL, 9% (2 participants) think that they are not interested. 26% (6 participants) replied "other". Among those, these answers were given:

1. Some yes, some no (n=4)
2. Some families are very interested, some are not interested at all (n=1)
3. There is still not enough interest (n=1)



Do you find it important that families with adult member with ID continue their lifelong learning in their home environment? (n=24)

All of educators that participated in the questionnaire think it is important that the families continue with LL activities in their home environment.



How can lifelong learning of families with adult member with ID in the home environment be encouraged? (n=15)

Answers given:

1. Listen to their interests and needs. Have their needs in mind, so that they are motivated to participate. Promotions, good practice. (n=2)
2. Good organization and programmes in local societies. (n=2)
3. Active participation of families in local societies. (n=2)
4. Living units in home environment, engaging in local activities, active socializing in intergenerational centres. (n=2)
5. Home visitations.
6. Organized joint classes with other institutions, families and individuals from community.
7. More information and news in local newspapers.
8. Formal invitations to renown lecturers/educators. Extra motivation from employees in Occupational Activity Centres.
9. Cooperation of local associations, Occupational Activity Centres and similar institutions.
10. Social integration and inclusion in proper institution.
11. Good personal example, proper cooperation. To be available for them and ready to help.

Which subjects/themes of lifelong learning education do you find most important for families with adult member with ID? (n=17)

Answers given:

1. Independence (n=2)
2. Self-care
3. Respect
4. Equality
5. Social inclusion
6. Health care
7. Intimacy and sexuality of persons with disabilities
8. Aging of persons with disabilities and attitude towards them
9. Practical and functional activities and preserving gained knowledge
10. Learning for life and quality aging of persons with disabilities
11. How the families can be more involved in local environment and activities, depending on their interests and needs
12. How to inform the community about the life and needs of persons with disabilities
13. Educating lecturers
14. Self-advocacy
15. Legislation and legislation changes
16. Finance, money and how to handle it

Which good practises for lifelong learning for families with adult member with ID do you know? (n=13)

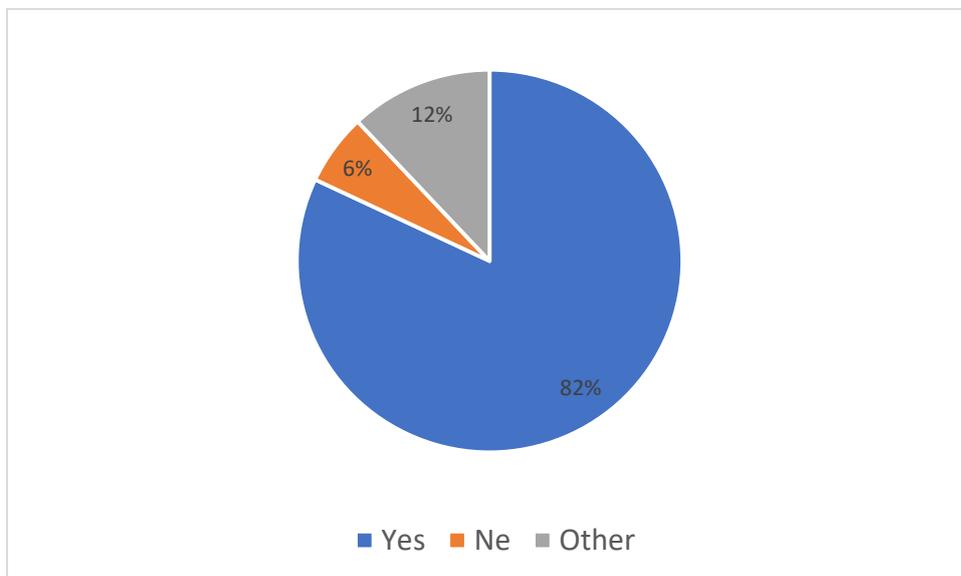
Answers given:

1. Educational programs (weekly), educational seminars and other programs organized by Sožitje Association (n=5)
2. Work-shops on different topics (n=2)
3. Non-formal socializing and good practice exchange (n=2)
4. Self-contained farms
5. Weekend seminars
6. To be open, honest and accept differences
7. Parents decision on their children's future (to include them in living units and prepare them for changes)

Do you find it important to educate families with adult member with ID on the topic of GARDENING in order to continue with it in their home environment? (n=17)

82% of educators that participated (14 participants) in the questionnaire find it important to educate the families about gardening, 6% (1 participant) replied it is not important. 12% (2 participants) replied "other" and the answers were:

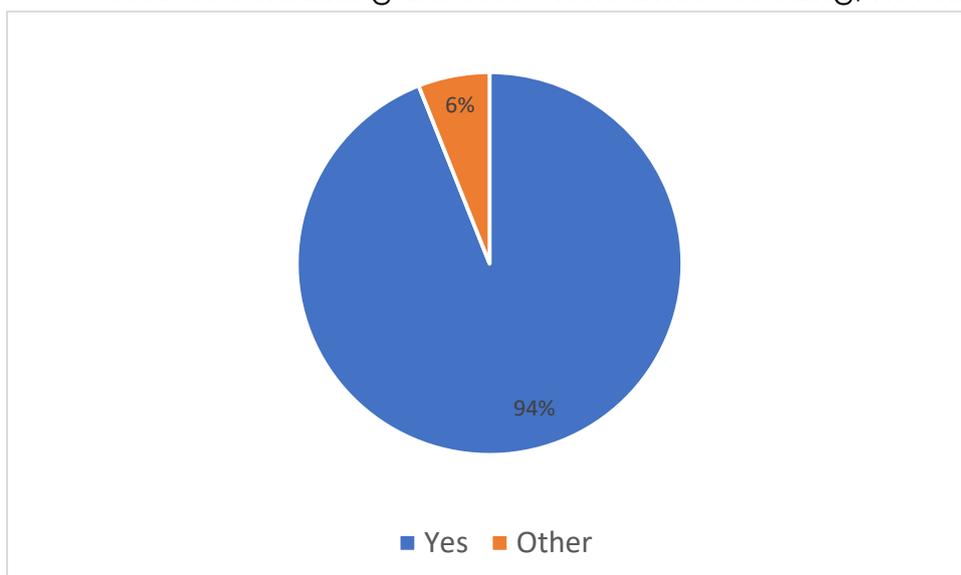
1. Depending on the interest of the families
2. Depending on what the family wants



Do you find it important to educate families with adult member with ID on the topic of COOKING in order to continue with it in their home environment? (n=16)

94% of educators that participated (15 participants) in the questionnaire find it important to educate the families about cooking. 6% (1 participant) replied "other" and the answer was:

- Classes containing advices on healthier cooking, not strict diet



In your opinion, which are the THREE MOST IMPORTANT COMPETENCIES of educators for working with families with adult members with ID? (n=15)

Answers given:

1. Empathy (n=3)
2. Patience
3. Professional knowledge
4. Acceptance of families with AFMIDs
5. Honesty
6. Experience
7. Communicativeness
8. Ability of andragogical view on persons with disabilities (to not treat them like children but adults)
9. Sense for group dynamic; sense for adult education – relaxed, with sense of humour
10. Respect
11. Acceptance of given situation and ability of handling difficult situations. Step by step work with families and persons with disabilities.
12. Open mindset
13. Self-care and being in touch with yourself

What tools and methods do you mostly use in your work with families with adult members with ID? (n=14)

Answers given:

1. Conversation and following good practice (n=3)
2. Respectful attitude towards everyone
3. Mutual trust
4. Understandable information
5. Knowledge, patience, organization, communication
6. Personal approach, individual work
7. Workshops
8. Team work, experiential workshops (with theoretical introduction)
9. Compromises, motivation, incentive
10. Conversation with AFMIDs and families; connecting them in a appropriate way; educating parents so that they understand and

accept that their children are not little kids but adults (with their own needs)

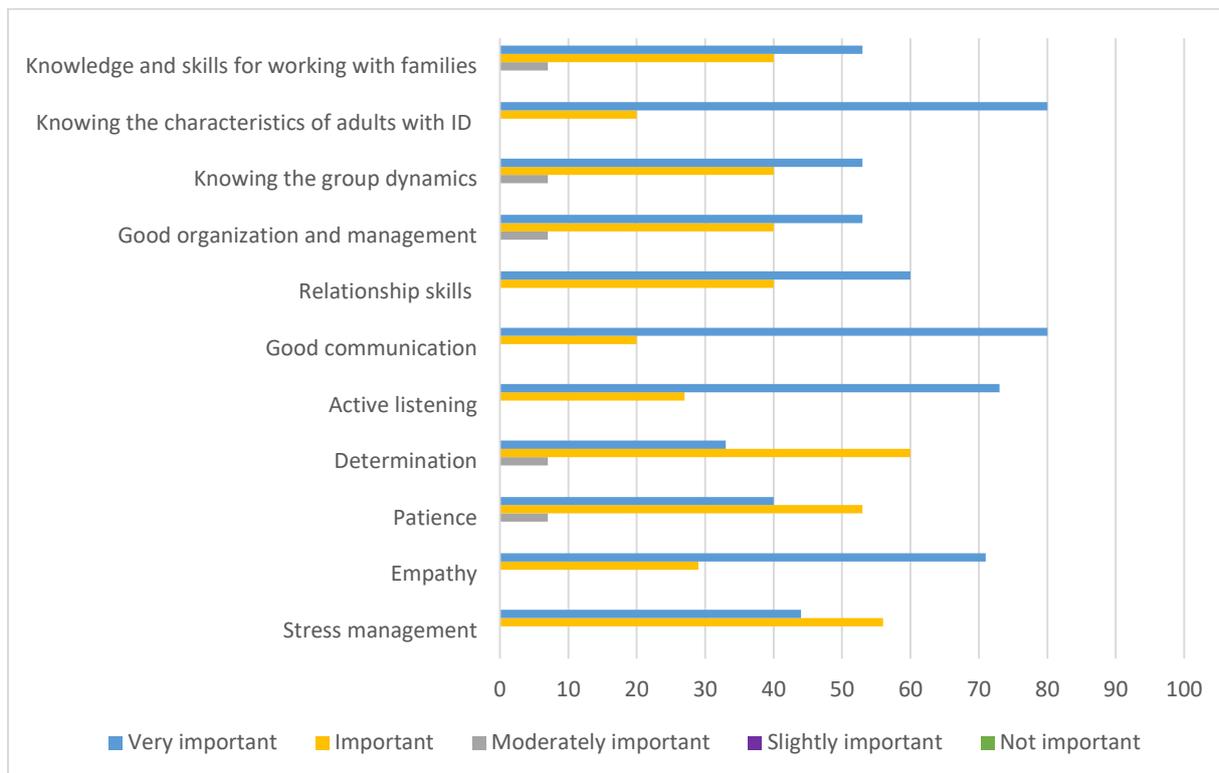
11. Method of acceptance and positive communication

12. Inclusion in intergenerational activities; relaxation; sound therapies; Gestalt therapy

How important do you consider the following competencies for working with families with adult members with ID? SCALED QUESTION (n=15)

1. KNOWLEDGE AND SKILLS FOR WORKING WITH FAMILIES: 53% of educators that participated (8 participants) in the questionnaire think that knowledge and skills for working with families are very important. 40% (6 participants) think these skills are important and 7% (1 participant) think these skills are of medium importance.
2. KNOWING THE CHARACTERISTICS OF ADULTS WITH ID: 80% of educators that participated (12 participants) in the questionnaire think that knowing the characteristics of AFMIDs is very important for working with families with AFMIDs. 20% (3 participants) think these competencies are important for working with families with AFMIDs.
3. KNOWING THE GROUP DYNAMICS: 53% of educators that participated (8 participants) in the questionnaire think that knowing the group dynamics is very important for working with families with AFMIDs. 40% (6 participants) think that it is important. 7% (1 participant) think that this competence is of medium importance.
4. GOOD ORGANIZATION AND MANAGEMENT: 53% of educators that participated (8 participants) in the questionnaire think that good organization and management is very important for working with families with AFMIDs. 40% (6 participants) think that it is important. 7% (1 participant) think that this competence is of medium importance.
5. RELATIONSHIP SKILLS: 60% of educators that participated (9 participants) in the questionnaire think that relationship skills are very important for working with families with AFMIDs. 40% (6 participants) think that it is important.

6. GOOD COMMUNICATION: 80% of educators that participated (12 participants) in the questionnaire think that good communication is very important for working with families with AFMIDs. 20% (3 participants) think this competence is important for working with families with AFMIDs.
7. ACTIVE LISTENING: 73% of educators that participated (11 participants) in the questionnaire think that active listening is very important for working with families with AFMIDs. 27% (4 participants) think this competence is important for working with families with AFMIDs.
8. DETERMINATION: 60% of educators that participated (9 participants) in the questionnaire think that determination is important for working with families with AFMIDs. 33% (5 participants) think this competence is very important for working with families with AFMIDs. 7% (1 participant) think that this competence is of medium importance.
9. PATIENCE: 53% of educators that participated (8 participants) in the questionnaire think that patience is important for working with families with AFMIDs. 40% (6 participants) think that it is very important. 7% (1 participant) think that this competence is of medium importance
10. EMPATHY: 71% of educators that participated (10 participants) in the questionnaire think that empathy is very important for working with families with AFMIDs. 29% (4 participants) think this competence is important for working with families with AFMIDs. One participant did not answer this particular competence.
11. STRESS MANAGEMENT: 56% of educators that participated (9 participants) in the questionnaire think that stress management is important for working with families with AFMIDs. 44% (7 participants) think that it is very important.



Which competences, if any, are you missing for improving your work with families and AFMID? (n=9)

Answers given:

1. Knowledge of group dynamics
2. In reality there is not enough time to be more involved in working with families
3. Organization and management
4. Working with parents/care takers/attendants
5. Patience
6. Professional knowledge (not just from personal experience – as a parent)
7. Stress management
8. Communication
9. Nothing

1.8. QUESTIONNAIRE SUMMARY

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.

2. NATIONAL REPORT 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.

2.1. 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.

2.2. 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).

2.3. 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.

2.4. REFERENCES

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<https://www.miur.gov.it/istruzione-degli-adulti>

<http://aieji.net/wp-content/uploads/2011/05/Persons-with-disabilities-IT.pdf>

<https://autismocomehofatto.com/2018/11/29/istruzione-e-formazione-professionale-per-adulti-con-autismo-confronto-tra-leggi-nazionali-e-migliori-pratiche/>

2.5. QUESTIONNAIRE ANALYSIS

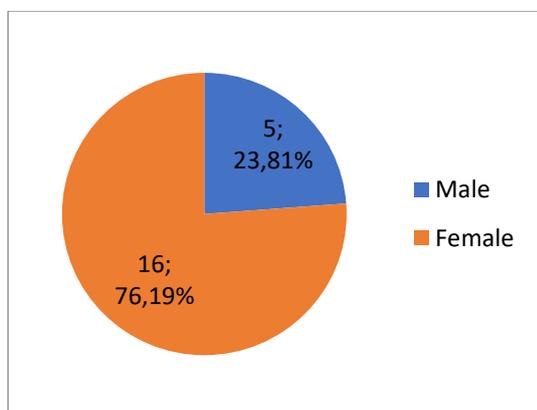
Questionnaire was divided in two parts; first part consisted of some general information about educators (age, gender). Second part consisted of 9 closed and 6 open questions about necessary competencies and andragogical tools used by educators who work with persons with intellectual disabilities (ID).

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.

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

Gender of educators

76% of educators that participated (16 participants) in the questionnaire are female, 23,8% (5 participants) are male.

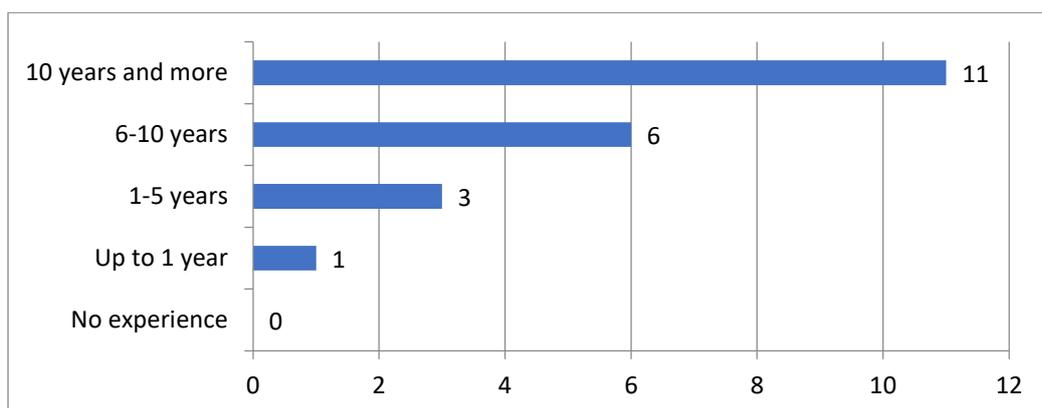


Age of educators

The age of educators that participated in the questionnaire range from 28 to 66 years; the average age is 48 years.

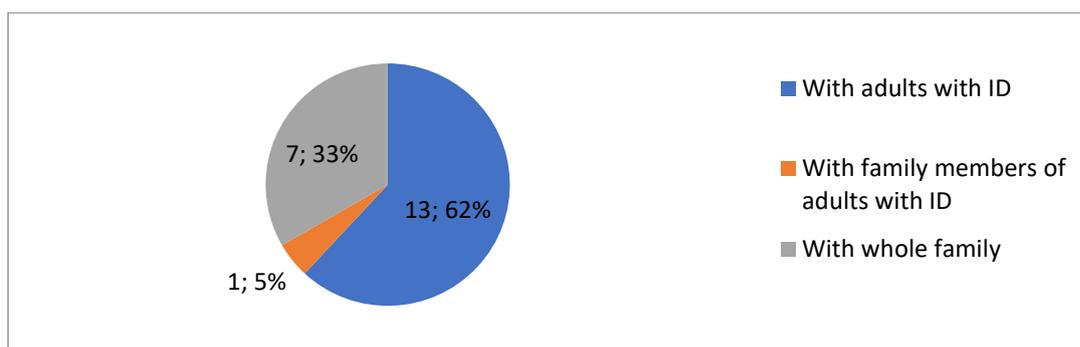
How many years of experience (formal and non-formal) do you have working with families with AFMID?

The majority of educators that participated (11 participants) in the questionnaire have 10 years or more of experience working with families with AFMIDs. 6 educators have 6-10 years of experience and 3 participants have 1-5 years of experience.



Who do you mostly work with/educate?

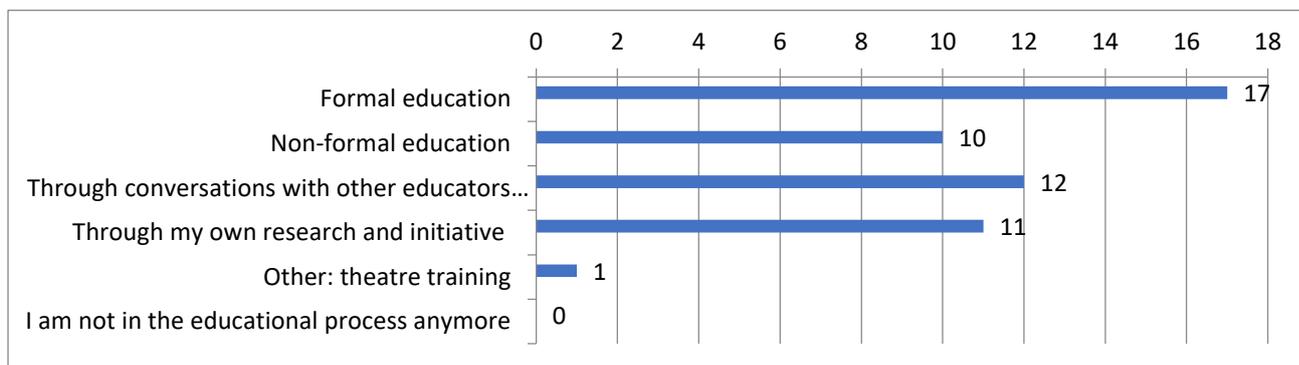
62% of educators that participated (21 participants) in the questionnaire mostly work with adult persons with intellectual disabilities, 33% (7 participants) work with whole families, only 1 educator only works with the AMFID.



Where do you acquire knowledge for your work? (multiple answers possible)

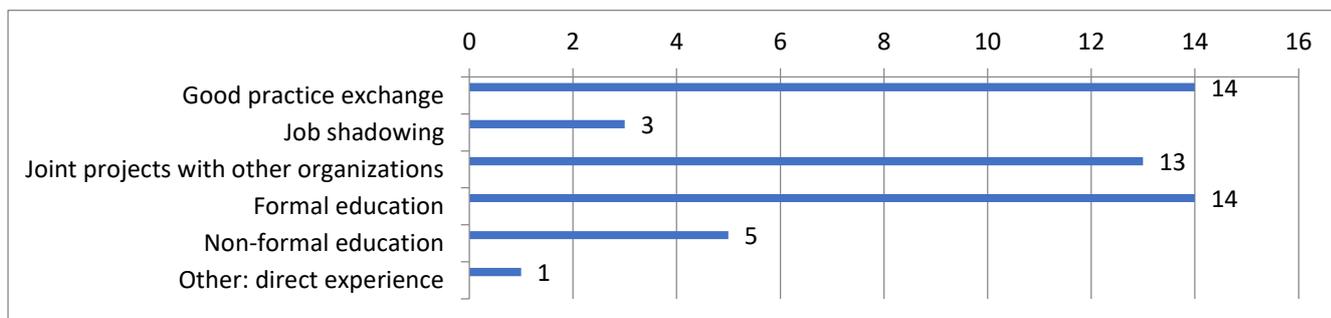
81% of educators that participated (17 participants) in the questionnaire acquire their knowledge by formal education, 47% (10 participants) by non-

formal education. 52% of educators that participated in the questionnaire (11) acquire their knowledge by their own research, 57% (12) acquire it by talking to other educators (experience exchange). 5% (1) replied “other” and said “theatre training”.

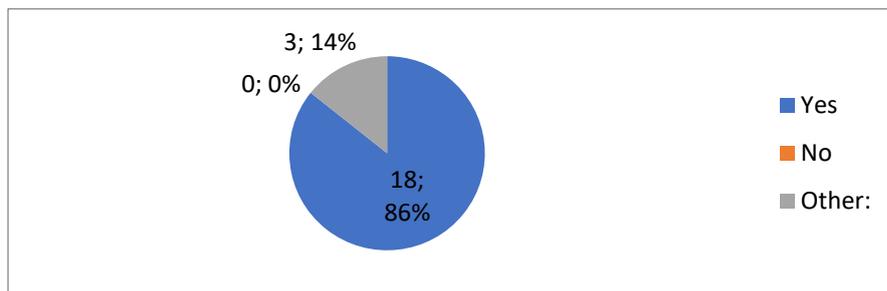


How would you like to get new knowledge and competences? (multiple answers possible)

14 participants would like to gain new knowledge by exchanging good practice. 13 participants would like to have joint projects with similar organizations. 14 educators that participated would like to get new knowledge by formal education and 5 participants by non- formal education. 3 would like to learn in form of a job shadowing.



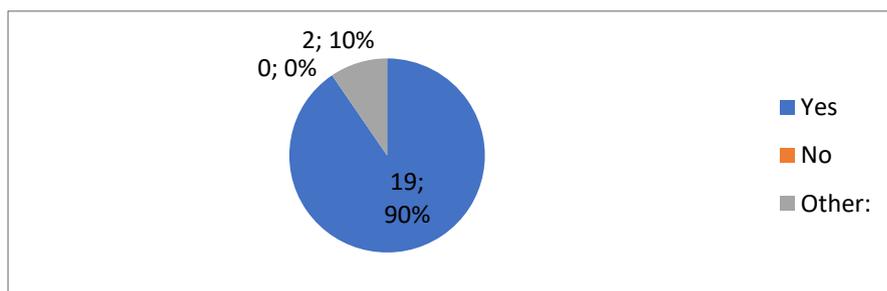
In your opinion, are families with adult member with ID interested in activities organized in the framework of lifelong learning?



86% of educators that participated (18 participants) think that families are interested in activities of LL, 14% (3 participants) replied "other". Among those, these answers were given:

- Little, due to misinformation and disillusion
- Depends on the proposals
- Only in certain cases they would be very useful for all of them

Do you find it important that families with adult member with ID continue their lifelong learning in their home environment?



90% of educators that participated in the questionnaire think it is important that the families continue with LL activities in their home environment. 10% answered "OTHER":

- Yes but also in groups
- Go beyond the domestic environment

How can lifelong learning of families with adult member with ID in the home environment be encouraged?

Answers given:

- Through an effective information campaign (3)
- Creating trust (3)

- More economic resources and more support. More help from operators (3)
- Actively involving them (2)
- Making family members aware that training could solve everyday problems (2)
- Supporting families at home too
- Through a REAL and HUMAN collaboration (simple, precise, concrete, active, emotional) with organizations / bodies
- Encouraging and supervising the relationship with parents, proposing roles
- Showing I work in everyday life to the parents increases the possibility that the latter put in place behaviours similar to the educator so as to obtain continuity in the work
- Through targeted projects
- With specialized educators
- Through the creation of psychological and educational support networks for families
- More out-of-school operators

Which subjects/themes of lifelong learning education do you find most important for families with adult member with ID?

Answers given:

- Social education and socialization (4)
- Ability to recognize the problems of the adult member and how to overcome them (4)
- Peer to peer (3)
- Increase physical, cultural, economic, social and civil well-being
- Emotional competence, citizenship, theatre, play
- I find it fundamental to work on acceptance and the choice of support and sharing
- Always stimulate the subject for the purpose of autonomy regarding themselves and the surrounding environment, therefore kitchen practices, vegetable garden, reading even at a first level or mathematical practices (if possible) that allow autonomy in outdoor environments (bar, supermarkets)
- Sports, educational visits, gardening

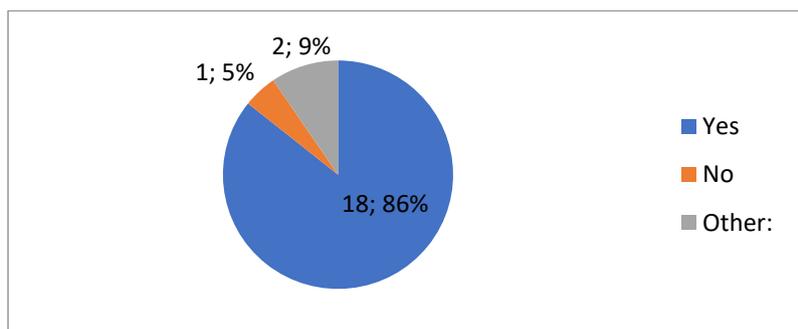
- Sex education and respect for the environment
- Practical skills, work orientation
- Burn out, stress management
- Autonomy

Which good practises for lifelong learning for families with adult member with ID do you know?

Answers given:

- Exchanges of experiences (2)
- Reception, encouraging social integration and personal emancipation
- Knowing how to wait
- Active participation
- Involve families in experiential laboratories
- All that can stimulate
- ABA method
- Group work of a playful type (circle time, games, role playing)
- Interviews, activities, workshops
- Sailing courses, ceramics courses
- Home educators
- Cooking and gardening workshops (ITACA Association)
- There are no good practices. These must be customized based on the level of disability of the AFMID
- Building good relationships

Do you find it important to educate families with adult member with ID on the topic of GARDENING in order to continue with it in their home environment?

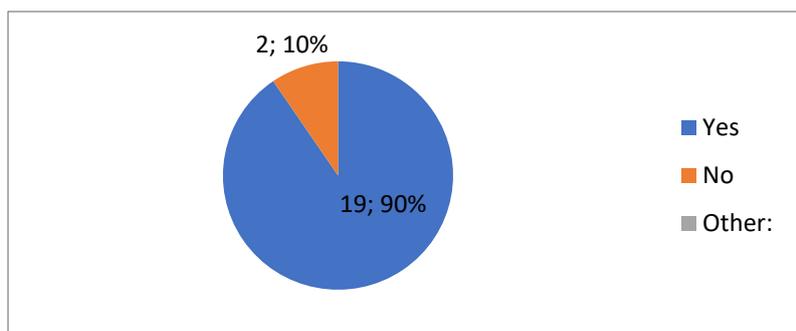


86% of educators (18 participants) finds important to educate the families about gardening, 5% (1 participant) replied it is not important. 9% (2 participants) replied "other" and the answers were:

- It depends on the interests of the patient

- It is not the content of what is organised but the way in which it is made. Any theme can be a pretext

Do you find it important to educate families with adult member with ID on the topic of COOKING in order to continue with it in their home environment?



90% of participants finds it important to educate the families about cooking. 10% (2 participants) replied "no".

In your opinion, which are the THREE MOST IMPORTANT COMPETENCIES of educators for working with families with adult members with ID?

Answers given:

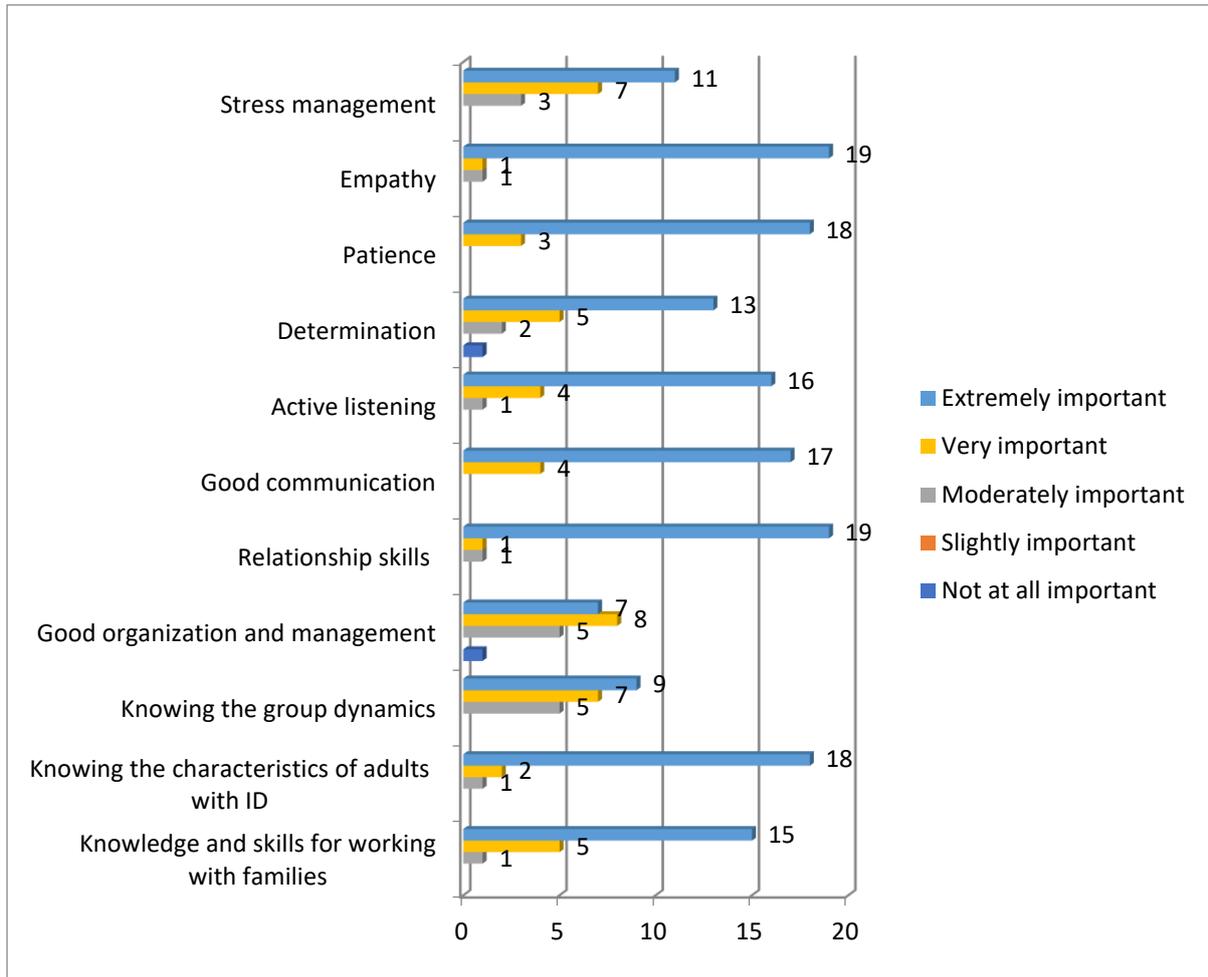
- Empathy (10)
- Professionalism (9)
- Assertiveness (8)
- Relational skills (6)
- Active listening skills (5)
- Communication (4)
- Motivation (4)
- Patience (3)
- Ability to mediate conflicts (3)
- Flexibility (2)
- Sensitivity
- Emotional, and cognitive competence
- Respect
- Resilience
- Good interpersonal skills, knowing how to educate to autonomy
- Ability to build trust, active learning

What tools and methods do you mostly use in your work with families with adult members with ID?

Answers given:

- Active listening (6)
- Role playing (4)
- Tutoring (2)
- Relationality and mutuality
- Empowerment Partnership
- The theatrical pedagogy, the identification, the education of the voice, all that I learned as an actress and what I learn every day as a teacher and as a mother
- Meetings with the family to update them on progress
- Identification of shared routes
- Communication, involvement
- ABA method
- Reading and commenting on small texts or parts of laws and consequent reflection, simulation activities, playful activities to stimulate greater family cohesion
- Interview
- Peer-to-peer experience
- Scaffolding
- Work groups
- Information and support
- I work with adult members and less with families
- Good sense
- CBT method, Acceptance Commitment Therapy

How important do you consider the following competencies for working with families with adult members with ID? SCALED QUESTION



STRESS MANAGEMENT: 52% of educators think that stress management is extremely important. 33% (7 participants) think these skills are very important.

EMPATHY: 90% of educators think that empathy is extremely important for working with families with AFMIDs.

PATIENCE: 85% of educators think that patience is extremely important for working with families with AFMIDs.

DETERMINATION: 62% of educators that answered the questionnaire think that determination is extremely important for working with families with AFMIDs. 20% thinks this competence is very important.

ACTIVE LISTENING: 76% of educators think that active listening is extremely important for working with families with AFMIDs. 27% (4 participants) think this competence is important for working with families with AFMIDs.

GOOD COMMUNICATION: 81% of educators think that good communication is extremely important for working with families with AFMIDs. 19% (4 participants) think this competence is very important for working with families with AFMIDs.

RELATIONSHIP SKILLS: 90% of educators think that relationship skills are extremely important for working with families with AFMIDs.

GOOD ORGANIZATION AND MANAGEMENT: 33% of educators that participated in the questionnaire think that good organization and management is extremely important for working with families with AFMIDs. 38% thinks that it is very important. 23% thinks that this competence is of moderately important.

KNOWING THE GROUP DYNAMICS: 42% of educators that participated (9 participants) in the questionnaire think that knowing the group dynamics is extremely important for working with families with AFMIDs. 33% (7 participants) think that it very is important. 23% (5 participants) think that this competence is of medium importance.

KNOWING THE CHARACTERISTICS OF ADULTS WITH ID: 85% of educators that participated (18 participants) in the questionnaire think that knowing the characteristics of AFMIDs is extremely important for working with families with AFMIDs. 9.5% (2 participants) think these competencies are very important for working with families with AFMIDs.

KNOWLEDGE AND SKILLS FOR WORKING WITH FAMILIES: 71% of educators think that knowledge and skills for working with families is extremely important. 24%

(5 participants) thinks this competence is very important for working with families with AFMIDs.

Which competences, if any, are you missing for improving your work with families and AFMID?

Answers given:

- Stress management (3)
- Relational skills (2)
- Creative writing
- All of them can always be improved
- Art Therapy
- the experience has helped a lot
- Master degree
- Incisiveness
- Greater knowledge of group dynamics
- Increase knowledge of new teamwork methods
- Skills related to psychological support
- Motivational techniques
- Skills in theatre

2.6. QUESTIONNAIRE SUMMARY

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.

3. 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).

3.1. 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.

3.2. 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:

o 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.

o 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 labor market needs. The specific objective of the Strategic Plan is 2.2, which relates to improving the quality and relevance of adult education programs.

3.3. 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 labor 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.

3.4. 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.

3.5. QUESTIONNAIRE ANALYSIS

Questionnaire was divided into 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).

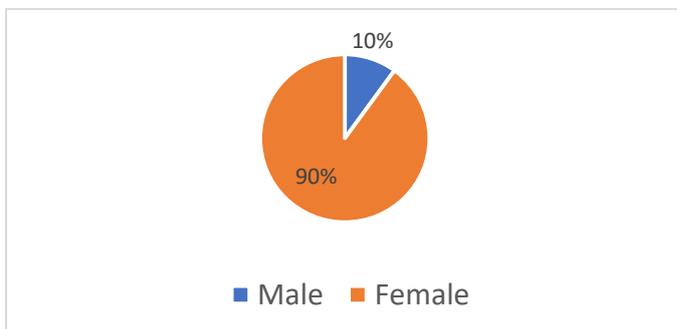
With the questionnaire we wanted to assess competencies of educators and gain their opinion on how to acquire new knowledge and competencies. Also, we wanted to get the educators opinions on how to implement lifelong learning for families and adult family members with ID through the concept of bringing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

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.

PART 1: GENERAL INFORMATION

Gender of educators (n=20)

90% of educators that participated (18 participants) in the questionnaire are female, 10% (2 participants) are male.



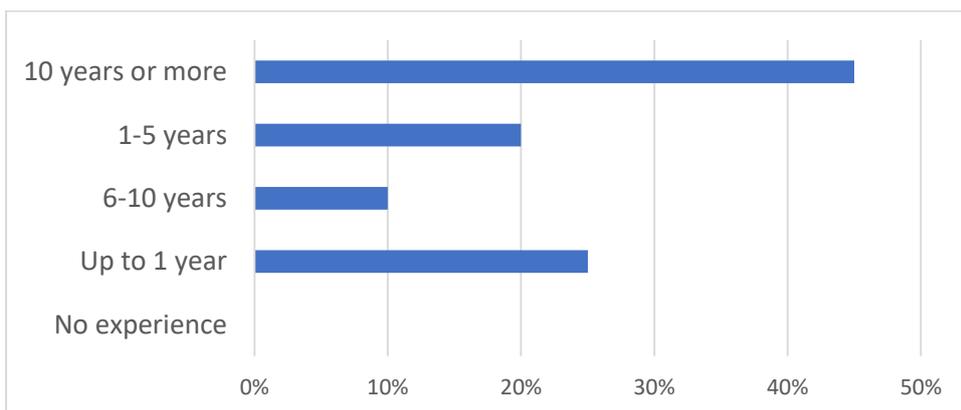
Age of educators (n=20)

The age of educators that participated in the questionnaire ranges from 25 to 61 years; the average age is 45 years.

PART 2: QUESTIONS ABOUT NECESSARY COMPETENCIES AND ANDRAGOGICAL TOOLS USED BY EDUCATORS WHO WORK WITH PEOPLE WITH INTELLECTUAL DISABILITIES

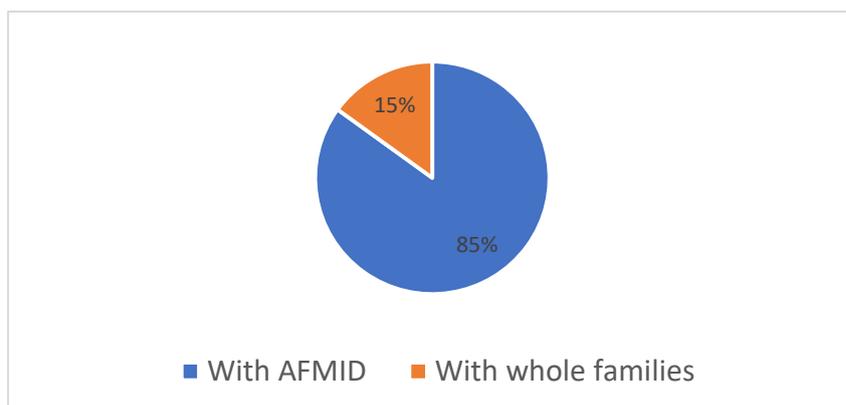
Q1. How many years of experience (formal and non-formal) do you have working with families with AFMID? (n=20)

45% of educators that participated (9 participants) in the questionnaire have 10 or more years of experience working with families with AFMID. 25% of educators (5 participants) have up to 1 year of experience, 20% (4 participants) have 1-5 years of experience and 10% (2 participants) have 6-10 years of experience.



Q2. Who do you mostly work with/educate? (n=20)

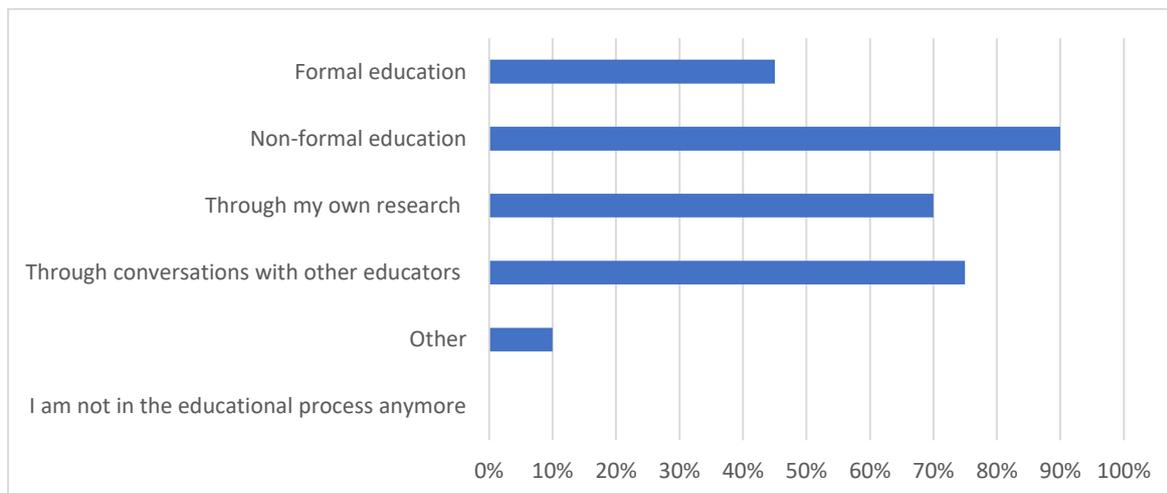
85% of educators that participated (17 participants) in the questionnaire mostly work with adult persons with intellectual disabilities, 15% (3 participants) work with whole families.



Q3. Where do you acquire knowledge for your work? (multiple answers possible)(n=20)

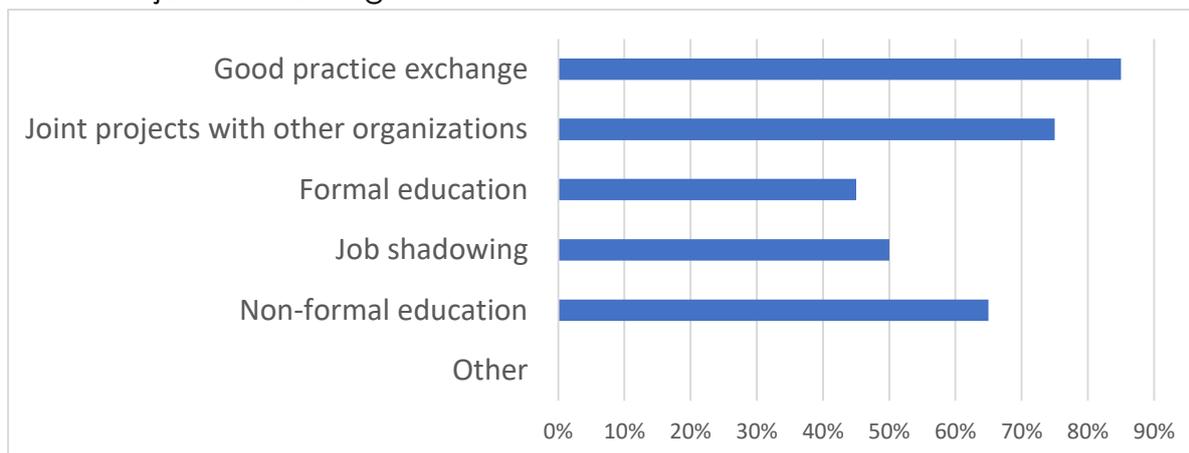
45% of educators that participated (9 participants) in the questionnaire acquire their knowledge through formal education, 90% (18 participants) through non- formal education. 70% of educators that participated in the questionnaire (14 participants) acquire their knowledge through their own research, 75% (15 participants) acquire it by talking to other educators (experience exchange). 10% (2 participants) replied "other" and these were the answers given:

- By learning from people with intellectual disabilities
- Talking, listening and following the needs of people with intellectual disabilities



Q4. How would you like to get new knowledge and competences? (multiple answers possible) (n=20)

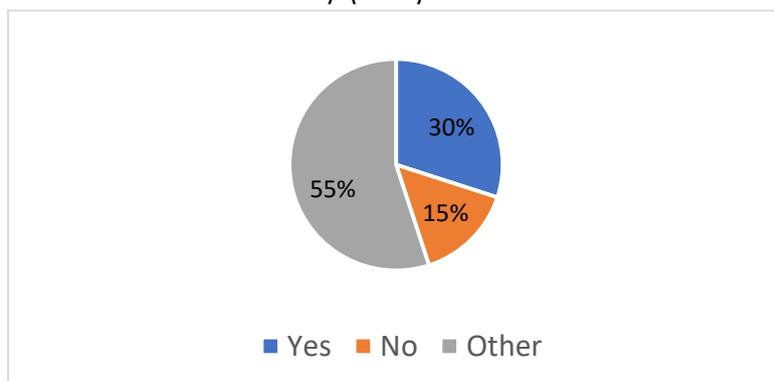
85% of educators that participated (17 participants) in the questionnaire would like to gain new knowledge by exchanging good practice. 75% (15 participants) would like to have joint projects with similar organizations. 45% of educators that participated (9 participants) in the questionnaire would like to get new knowledge through formal education and 65% (13 participants) through non- formal education. 50% (10 participants) would like to learn in form of a job shadowing.



Q5.Po In your opinion, are families with adult member with ID interested in lifelong learning and participate in activities organized in the framework of lifelong learning? (n=20)

30% of educators that participated (6 participants) in the questionnaire think that families are interested in activities of LL, 15% (3 participants) think that they are not interested. 55% (11 participants) replied “other”. Among those, these answers were given:

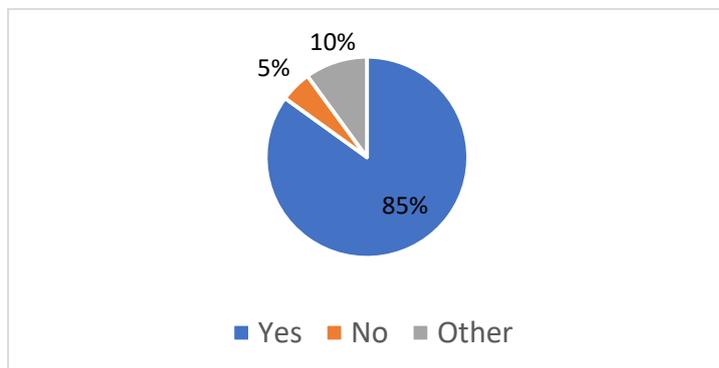
- Individual (some yes, some no) (n=1)
- It depends from family to family (n=6)
- It takes motivation (n=2)
- It depends on the parents' free time and opinion (they know what is best for AFMID) (n=2)



Q6. Do you find it important that families with adult member with ID continue their lifelong learning in their home environment? (n=20)

85% of educators that participated (17 participants) in the questionnaire think it is important that the families continue with LL activities in their home environment, 5% (1 participant) think it is not important, and 10% (2 participants) replied “other”. Among those, these answers were given:

- Neither yes, neither no (n=1)
- If feasible, then yes (n=2)



Q7. How can lifelong learning of families with adult member with ID in the home environment be encouraged? (n=19)

Answers given:

- Education and workshops. (n=6)
- Good practices in the community. (n=3)
- Try to motivate them. (n=3)
- Round tables. (n=2)
- Social mentoring. (n=2)
- Exchange of experience with other families. (n=2)
- Conversation. (n=2)
- Socializing.
- Setting clear goals that will lead to the AFMID's independence in accordance with their capabilities.
- Empathy.
- Patience.
- By the Association and experts joining the family.
- Useful and interesting content.
- Tutorials, brochures, video presentations.
- Through the Media (Internet).
- Through daily coping with life situations.
- Through role-playing methods.
- Involvement in associations.
- By engaging in activities and constantly remembering the importance of participation.
- Compliments.

Q8. Which subjects/themes of lifelong learning education do you find most important for families with adult member with ID? (n=20)

Answers given:

- Various workshops (fine arts, music) (n=4)
- Computer learning (n=4)
- Introducing a healthy diet (n=2)
- Self-care and self-advocacy (n=2)
- Physical activity (n=2)
- Sexuality of people with intellectual disabilities (n=2)
- Care for personal hygiene (n=2)
- Family Relations (n=2)
- Quality leisure time
- Daily living skills
- Communication and self-confidence development

Q9. Which good practises for lifelong learning for families with adult member with ID do you know? (n=13)

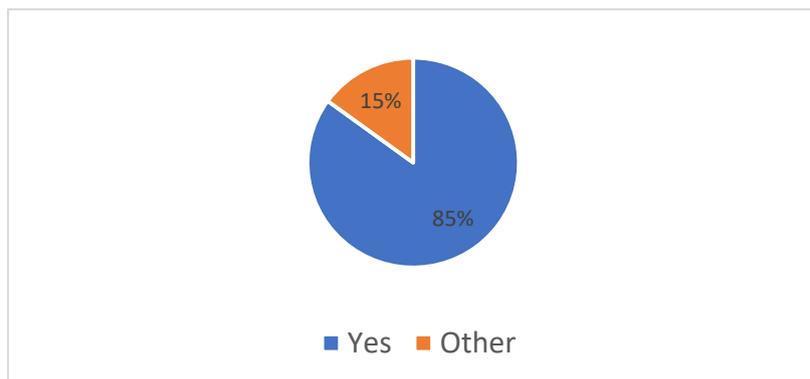
Answers given:

- Various workshops or courses held in associations (n=4)
- Mastering everyday skills for independence (n=2)
- Through the Self Advocacy Association (n=2)
- Involvement of families in half-day residency programs together with AFMID
- Participation in the work of civil society associations and organizations
- Early intervention - occupational therapy, volunteering and involvement in associations
- Developing competencies to perform simple auxiliary tasks
- Learning about the importance of ecology, waste management, personal hygiene.

Q10. Do you find it important to educate families with adult member with ID on the topic of GARDENING in order to continue with it in their home environment? (n=20)

85% of educators that participated (17 participants) in the questionnaire find it important to educate the families about gardening, 15% (3 participant) replied "other" and the answers were:

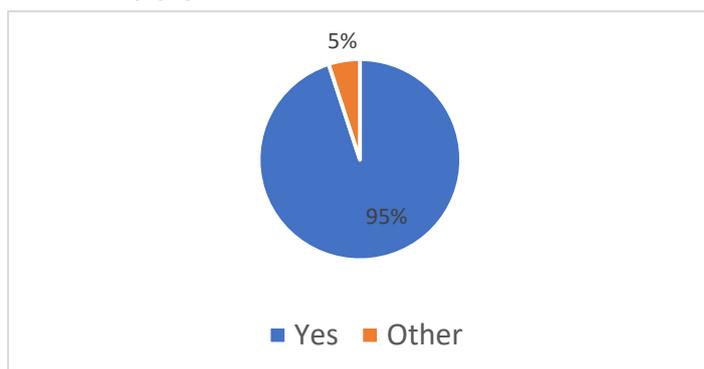
- If gardening is possible
- If they have the time and motivation
- If the AFMID wants it.



Q11. Do you find it important to educate families with adult member with ID on the topic of COOKING in order to continue with it in their home environment? (n=20)

95% of educators that participated (19 participants) in the questionnaire find it important to educate the families about cooking. 5% (1 participant) replied "other" and the answer was:

- If able



Q12. In your opinion, which are the THREE MOST IMPORTANT COMPETENCIES of educators for working with families with adult members with ID? (n=20)

Answers given:

- Patience (n=13)
- Communication skills (n=7)
- Empathy (n=6)
- Expertise (work experience)(n=4)
- Respect (n=4)
- Knowledge (education) (n=3)
- Active listening (n=3)
- Relationship Skills (n=3)
- Cohesion and clarity (n=2)
- Knowledge of the basics of psychology and pedagogy (n=2)
- Tenderness in handling (n=2)
- Persistence (n=2)
- Motivation
- Determination
- Good organization
- Individual approach
- Knowledge of the specifics of intellectual disabilities
- Creativity
- Emotional intelligence
- Open thinking
- Basic knowledge of legislation and medical terms
- Willingness to collaborate and get out of "Systematic Frameworks"
- Flexibility
- A holistic approach

Q13. What tools and methods do you mostly use in your work with families with adult members with ID? (n=18)

Answers given:

- Conversation (n=6)
- Communication skills (custom communication) (n=5)
- Educational brochures (n=4)
- Motivation (n=3)

- Personally oriented planning (n=3)
- Demonstration method (n=3)
- Active listening (n=2)
- Advice (n=2)
- Workshops (n=2)
- Social mentoring (n=2)
- Contact
- Involvement
- Compliments
- Practical work
- Games
- Support
- Learning by model and / or example
- Information
- Informing families about the monitoring and progress of their AFMID
- Encouragement through positive examples
- Positive thinking
- Complete approach to person and family.

Q14. How important do you consider the following competencies for working with families with adult members with ID? SCALED QUESTION (n=20)

12. KNOWLEDGE AND SKILLS FOR WORKING WITH FAMILIES: 55% of educators that participated (11 participants) in the questionnaire think that knowledge and skills for working with families are very important. 35% (7 participants) think these skills are important. 5% (1 participant) think these skills are of medium importance and 5% (1 participant) think it is of low importance.

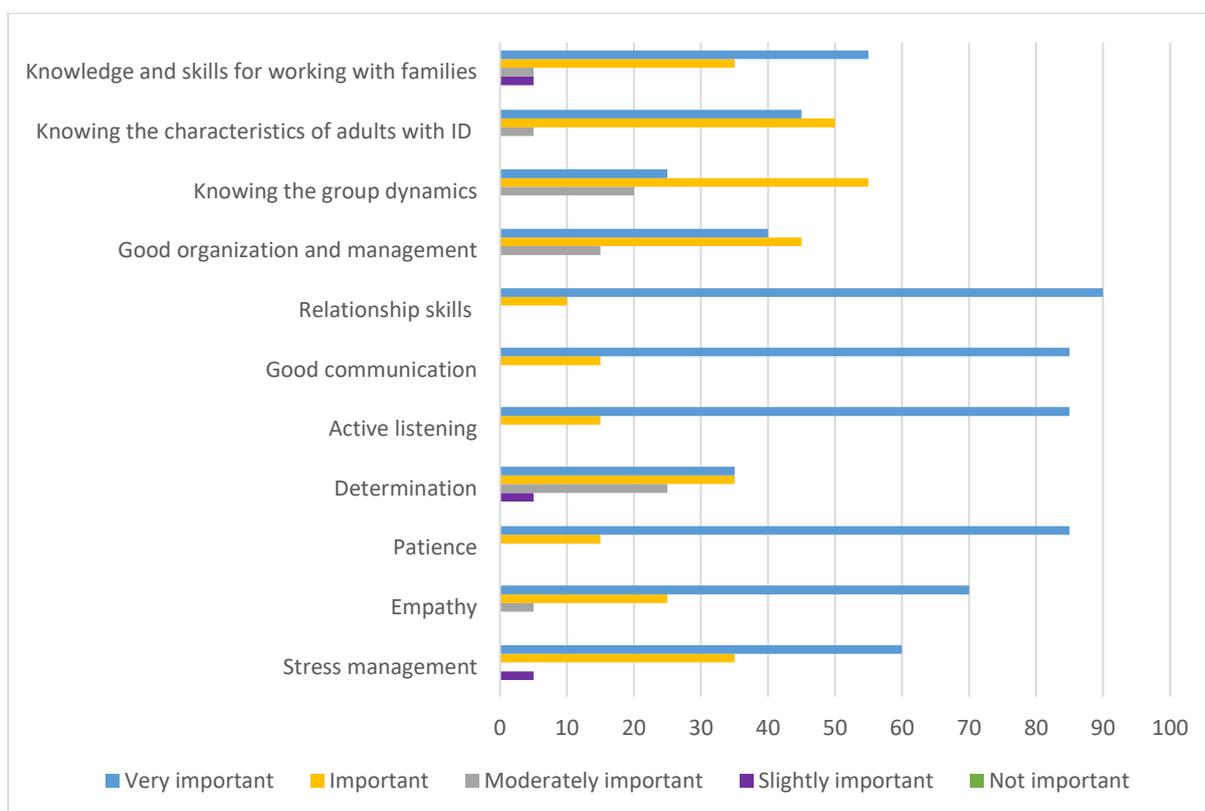
13. KNOWING THE CHARACTERISTICS OF ADULTS WITH ID: 50% of educators that participated (9 participants) in the questionnaire think that knowing the characteristics of AFMIDs is important for working with families with AFMIDs. 45% (8 participants) think these competencies are very important, and 5% (1 participant) think it is of medium importance.

14. KNOWING THE GROUP DYNAMICS: 55% of educators that participated (11 participants) in the questionnaire think that

- knowing the group dynamics is important for working with families with AFMIDs. 25% (5 participants) think that it is very important. 20% (4 participants) think that this competence is of medium importance.
15. GOOD ORGANIZATION AND MANAGEMENT: 45% of educators that participated (9 participants) in the questionnaire think that good organization and management is important for working with families with AFMIDs. 40% (8 participants) think that it is very important. 15% (3 participants) think that this competence is of medium importance.
 16. RELATIONSHIP SKILLS: 90% of educators that participated (18 participants) in the questionnaire think that relationship skills are very important for working with families with AFMIDs. 10% (2 participants) think that it is important.
 17. GOOD COMMUNICATION: 85% of educators that participated (17 participants) in the questionnaire think that good communication is very important for working with families with AFMIDs. 15% (3 participants) think this competence is important for working with families with AFMIDs.
 18. ACTIVE LISTENING: 85% of educators that participated (17 participants) in the questionnaire think that active listening is very important for working with families with AFMIDs. 15% (3 participants) think this competence is important for working with families with AFMIDs.
 19. DETERMINATION: 35% of educators that participated (7 participants) in the questionnaire think that determination is very important for working with families with AFMIDs. 35% (7 participants) think this competence is important for working with families with AFMIDs. 25% (5 participants) think that this competence is of medium importance, and 5% (1 participant) think it is of low importance.
 20. PATIENCE: 85% of educators that participated (17 participants) in the questionnaire think that patience is very important for working with families with AFMIDs. 15% (3 participants) think that it is important.

21. EMPATHY: 70% of educators that participated (14 participants) in the questionnaire think that empathy is very important for working with families with AFMIDs. 25% (5 participants) think this competence is important for working with families with AFMIDs. 5% (1 participant) think it is of medium importance.

22. STRESS MANAGEMENT: 60% of educators that participated (12 participants) in the questionnaire think that stress management is very important for working with families with AFMIDs. 35% (7 participants) think that it is important, and 5% (1 participant) think it is of low importance.



Q15. Which competences, if any, are you missing for improving your work with families and AFMID? (n=13)

Answers given:

- Work experience (n=3)

- Formal education (n=2)
- Non-formal education (n=2)
- Stress management (n=2)
- Keep up to date with new application methods and new experiences with families and their AFMIDs.
- Professional education
- There is always an opportunity to upgrade, we learn all our lives
- Active listening
- New techniques and activities to facilitate communication with the family and their AFMIDs
- Slightly better knowledge of the characteristics of family and AFMID
- Critical Thinking
- If I knew, I would not miss it.

3.6. QUESTIONNAIRE SUMMARY

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.

3.7. REFERENCES

<https://www.zakon.hr/z/384/Zakon-o-obrazovanju-odraslih>

<file:///C:/Users/Korisnik/OneDrive/Radna%20povr%C5%A1ina/Strate%C5%A1ki%20plan%20Ministarstva%20znanosti%20i%20obrazovanja%20za%20razdoblje%202019.%20-%202021..pdf>

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4. NATIONAL REPORT UNITED KINGDOM

4.1. 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)

4.2. 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 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.

4.2.1. 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.

4.2.2. 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.

4.2.3. 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.

4.2.4. 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.

4.3. 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.

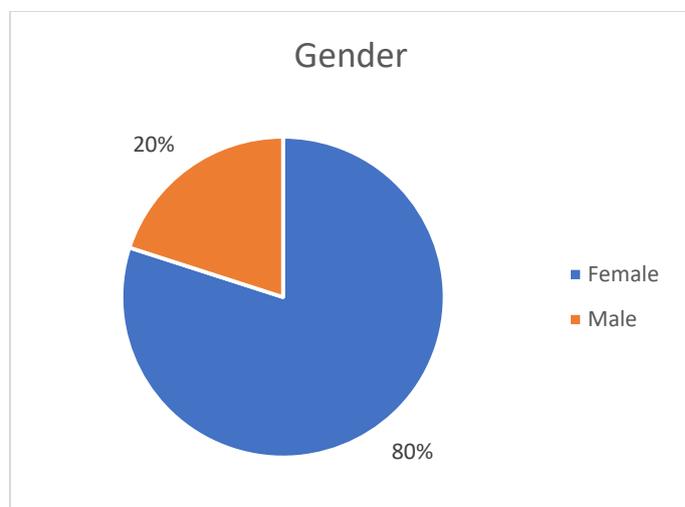
4.4. QUESTIONNAIRE ANALYSIS

The questionnaire was divided into two parts; first part was intended to gather some general information about educators/activity providers (age, gender); the second part consisted of 9 closed and 6 open questions about the kinds of competencies and andragogical tools currently used by educators/activity providers or which might be useful when working with people with learning disabilities (LD).

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.

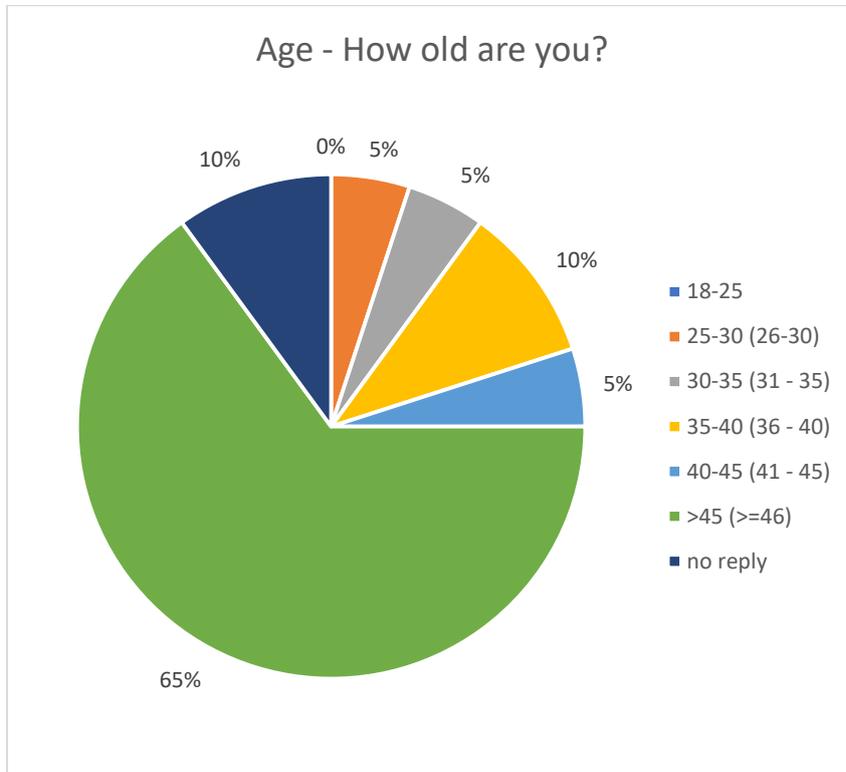
In total 20 educators/activity providers completed the survey.

Gender of educators



80% of the respondents are female and only 20% are male. This may be because many activity provider roles tend to be low paid, particularly those in that are community or charity sector.

Age of educators

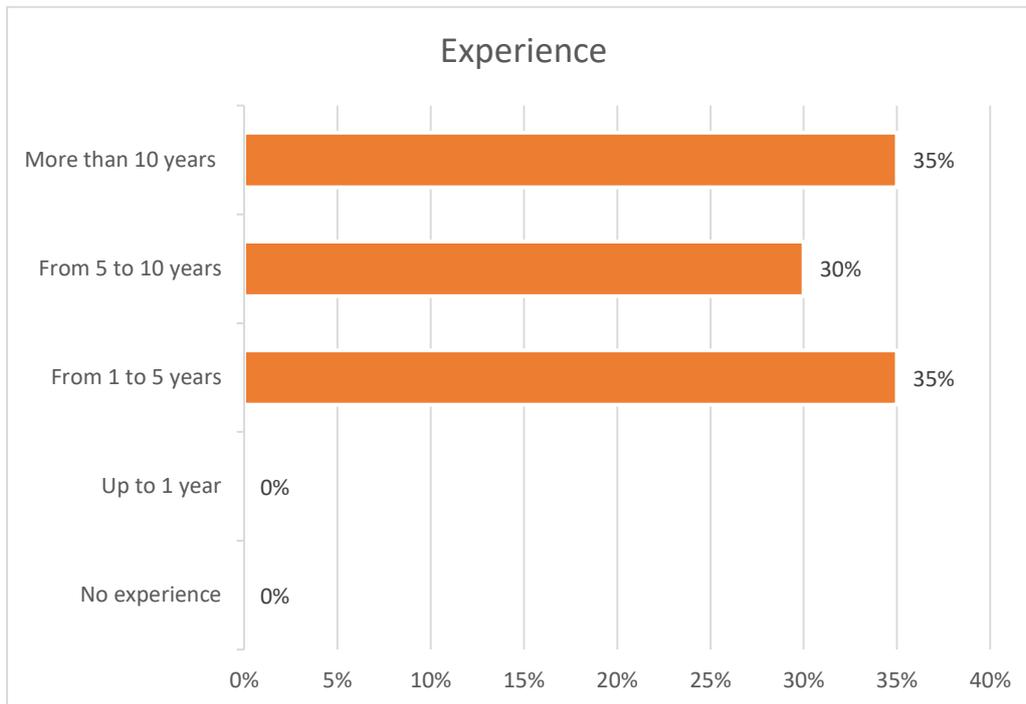


By far the majority of respondents were in the 45-55 age range. Again, this may be a reflection of the low pay of many of these roles meaning that people tend to move into working with adults with LD as a second career.

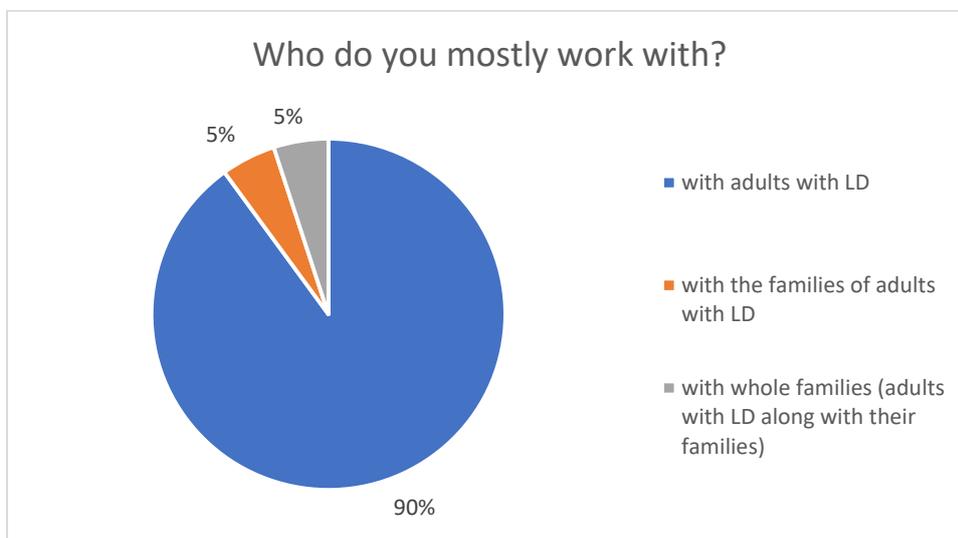
Ages range from 28 to 59 years. The average age is 47

How many years of experience (formal and non-formal) do you have of working with adults with LD and their families?

All of the respondents had more than 1 years' experience of working with adults with LD and their families. Roughly equal proportions had 1-5 years, 6-10 years and more than 10 years

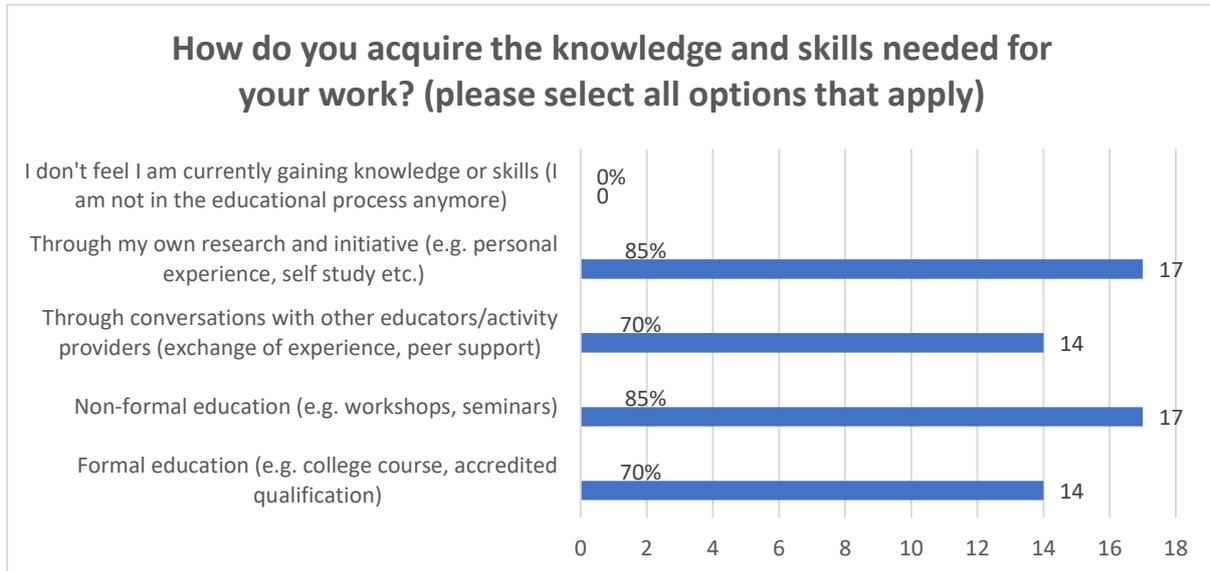


Who do you mostly work with/educate?



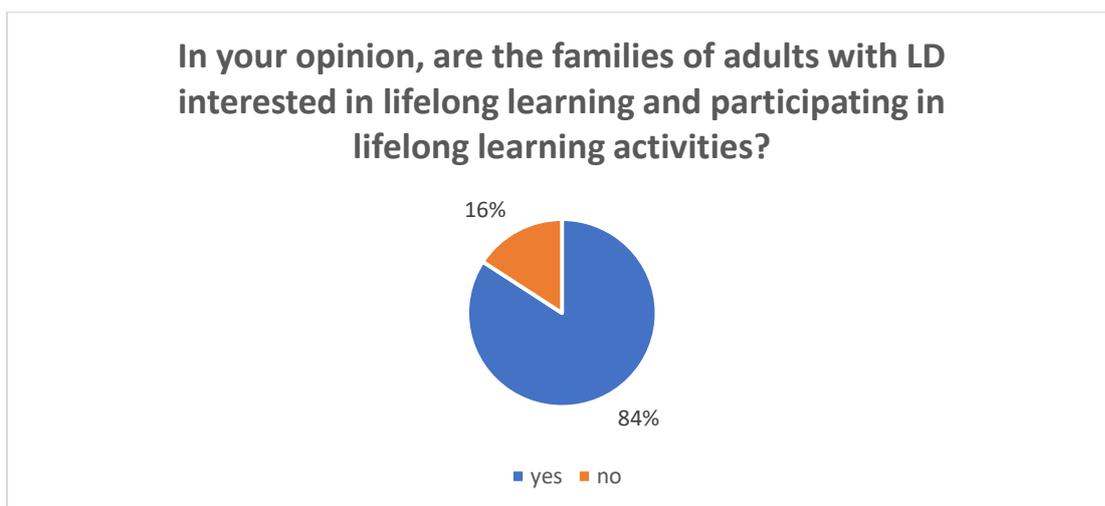
90% of respondents work directly with the adult with learning disabilities, 1 person works with the families and one works with both the family and the adult with learning disabilities

How do you acquire the knowledge and skills needed for your work? (please select all options that apply)



85% of respondents get their knowledge and skills through non-formal education or via their own research, self study etc. 70% get information through formal routes and 70 through discussion with others (peer support).

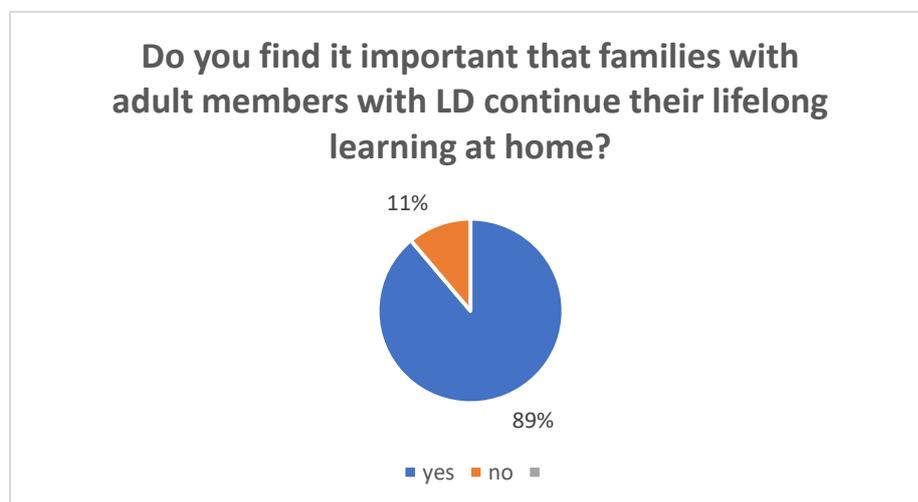
In your opinion, are families with adult member with ID interested in activities organized in the framework of lifelong learning?



Comments

- But they may need help/advice on how to access formal learning courses & the availability of the them in their local area.
- Some are
- Attitudes are changing. There was a time when expectations for people with LD was poor and families, especially older parents, would over-protect their children
- Most families would wish for their children to have basic grasp of life skills, particularly those that enable them to sustain themselves for the future when they may no longer able to actively support them.
- We have very little info on this as do not regularly engage the families- so I've put no as I have no evidence that they are- this is due to us not having properly strategically tried to do this. We have events the families can come to, but not regular involvement such as workshops and activities.
- In my opinion yes and no and would be dependent on what was of lifelong opportunities were of interest to them and if they could see the benefits to both them and the individuals they support/care for.
- I would say generally speaking yes as this is likely to benefit their family member, obviously some families, will be more or less receptive depending on their views as to the likely benefits of trying out a new program for example.

Do you find it important that families with adult member with ID continue their lifelong learning in their home environment?



Comments

- To help increase their independence & provide them with life skills for when they are older & their carer is no longer able to help. Also a sense of achievement & focusing on what the adult with a LD can do is really important for their mental health.
- this is not always possible. but i do think it supports them
- Can be tricky to ensure quality control or outcomes
- I believe lifelong learning can occur in any setting and surely a goal would be that the adult with LD no longer needs to be at home.
- It would be so good to be able to impact the positive outcomes of the learning taking place in class- how this is then used out of class is something we don't evidence well- and need to.
- Skills learnt are likely to be more meaningful if they can transfer to everyday life.

How can lifelong learning of families with adult member with ID in the home environment be encouraged? How can families with adult members with LD be encouraged to engage in lifelong learning at home?

- Being provided with information on fun activities that they can do at home, that make learning more accessible & engaging for both the carer & adult with a learning disability. Family support groups run by a local organisation where similar families can go to share their experiences & pick up advice from each other & also health professionals with regard to learning at home.
- By continuing skills learned at training courses at home.
- Through being able to see the benefits for the whole family. Provision not being onerous or too time consuming. Short bursts of fun and interesting activity or knowledge.
- by linking small projects that they can implement at home and share with others when they come back into a class, group or workshop
- Family day at providers, linked provider projects where adults with ID attend different providers throughout the week and one project links together, simple activities with instruction
- Showing them the benefits of it, offering them support, keeping them engaged, organising meetings/activities with other families
- More partnership working with care providers and day services - family workshops, helping to train new staff by sharing life stories. Provide information in an easy read, accessible format. With the support of

trained support staff and other professionals. Invite families along to day centre open days, regular review meetings and maintaining good relationships with families.

- By making education and courses flexible and accessible for all.
- Engage with the families at all times, keep them informed/regular updates of training, the benefits and your aims and objectives.
- Accessibility, better funding and support,
- Regular communication between staff and families and support with activities
- Shown the positive outcomes from other projects. Talk through goals and what outcomes would mean to be achieved.
- Projects Involve them in the learning goals Invite families to pre-course meetings Forums Coffee mornings Specific enrichment sessions/ trips built into the curriculum
- It needs to be available for a start
- Maybe seeing examples/case studies of how lifelong learning/opportunities can assist with independence, development of skills, coping strategies, etc
- By explaining the benefits to health and well being. How new skills learn't may be transferable to other situations.
- At our allotment we teach people how to grow their own, and encourage people to try to do so at home. For me it's about instilling a 'can do' attitude in people and for them to see they are not alone in their struggle. If people feel confident and part of a group they are more likely to be empowered to make improvements to their lives.

Which subjects/themes do you consider the most important areas of lifelong learning for families with adult members with LD?

responses

- supported employment, finding & retaining paid employment where possible. Life skills- personal hygiene, cooking, cleaning & laundry. Basic money skills- teaching them how much money things like everyday food costs at the supermarket & what might be good things to buy (healthy foods) & what might be bad things to buy (unhealthy foods). The importance of exercise &

how it can make you feel. coping with mental health & emotions, coping strategies for when things aren't so good in their lives.

- independent living skills - cooking, self care, managing money, independent travel vocational skills such as hospitality, gardening/horticulture/retail/office skills
- Healthy eating, Exercise to maintain mobility to help prevent falls, to counteract sedentary lifestyles communication Money
- gardening, arts and crafts, cooking.
- Healthy eating, celebration and festival, advocacy,
- Social skills/importance of friendships and playing an active part of their community. Healthy lifestyle choices - diet, exercise, reducing smoking and alcohol. Annual health checks, etc Skills for independence - this could be anything from being able to prepare simple meals to increasing independence around personal care: hygiene.
- Areas that promote confidence, self esteem a sense of purpose and well being.
- Horticulture and green care, the environment, growing plants and veg
- independent living, healthy choices, positive risk-taking, relationships,
- Cooking Gardening for physical and mental health
- Eating and preparing food Health and safety Travel Financial Social skills Anything that allows them to achieve some level of independence in their future
- Mental Health Exercise Social Isolation Communication Confidence building
- Self Reliance, confidence building
- Independence - learning skills within the home, i.e. cooking, cleaning, etc Travelling - being supported to help travel independently, if an individual can do so. Training and Employment
- Health and well being
- I think anything that improves the home environment to everyone living there. So giving people skills to eat well, take care of their physical and mental health and the opportunity to be part of a community are all very important to the clients I work with. Isolation is a huge problem

What do you consider good approaches or methods for lifelong learning for families with adult members with LD?

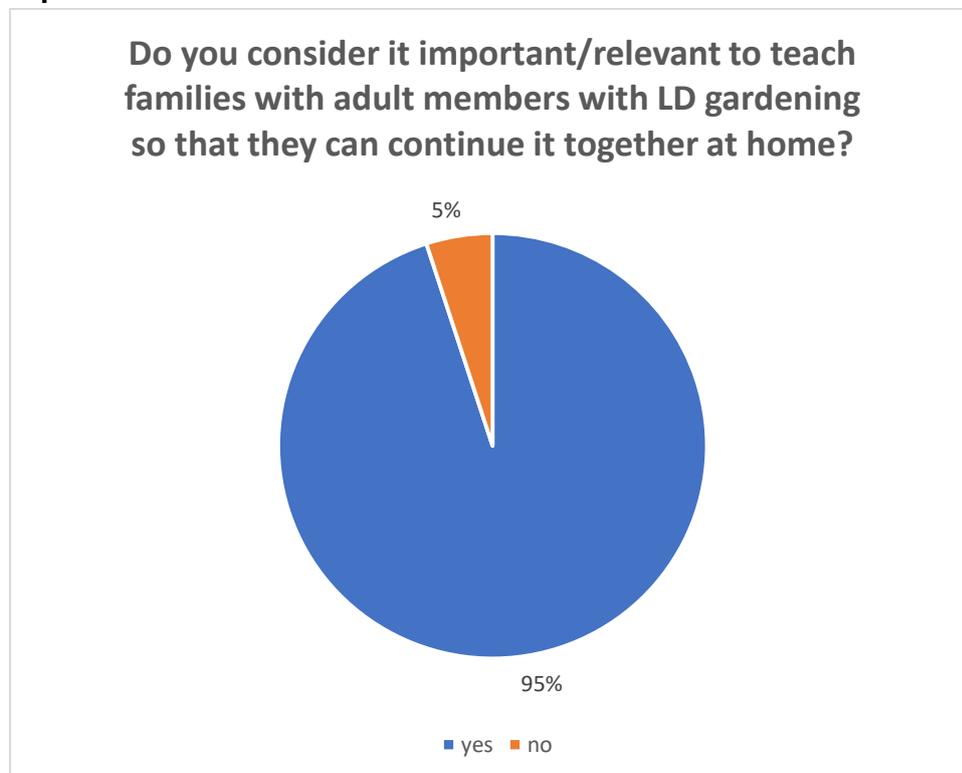
Responses

- Support groups run by a local organisation on a semi regular basis where families are provided with some guidance on fun activities that they can do at home with their relative with LD that will help to ensure they are able to

assist with learning at home. Advice packs provided by the government for financial support available to adults with learning disabilities, in easy read format so carers can sit down & explain contents with adult with learning disability to teach some financial planning skills. Family Activity groups in the local community where life skills activities are taught would provide a good opportunity for social interaction & practicing social skills.

- Involving families to work and learn with adults with LD
- hands on and experiential
- Multi platform access to same simple processes or instructions. An outcome that has been negotiated, a final product to show for it.
- Working in partnership with the individuals wider circle of support. Asking individual what is important to them to lead a full and meaningful life and use that as a starting point.
- I think it depends on the learner however face to face, short courses and online are all important.
- Own pace, non-formal to some degree, but encourage engagement and responsibility
- sorry, don't know
- Workshops Group sessions Feedback
- Depends on the individual. Lots of praise Repeating the tasks Breaking task down Illustrative instruction
- Forums Learning plans that can be taken home and utilised Online forum?
- Communication, good realistic examples/case studies, providing support, networking.
- Practical approach delivered in a fun playful way. That it's ok if something isn't perfect or doesn't work out as expected. Inclusive for all to participate as much as they're able.
- For the people we work with it is important to introduce things slowly so as not to overwhelm. We also like to encourage peer support and find that this works well when trying to get people to change habits. For example, one of our clients is very anxious but when she met another client in a very similar position she felt reassured she wasn't alone and together they were able to come on a day trip to RHS Wisley to learn about seasonal planting. This was something they would not have been able to do on their own. Both people then went on to grow (with varying degrees of success) things at home which was wonderful to hear about.

Do you find it important to educate families with adult member with ID on the topic of GARDENING in order to continue with it in their home environment?

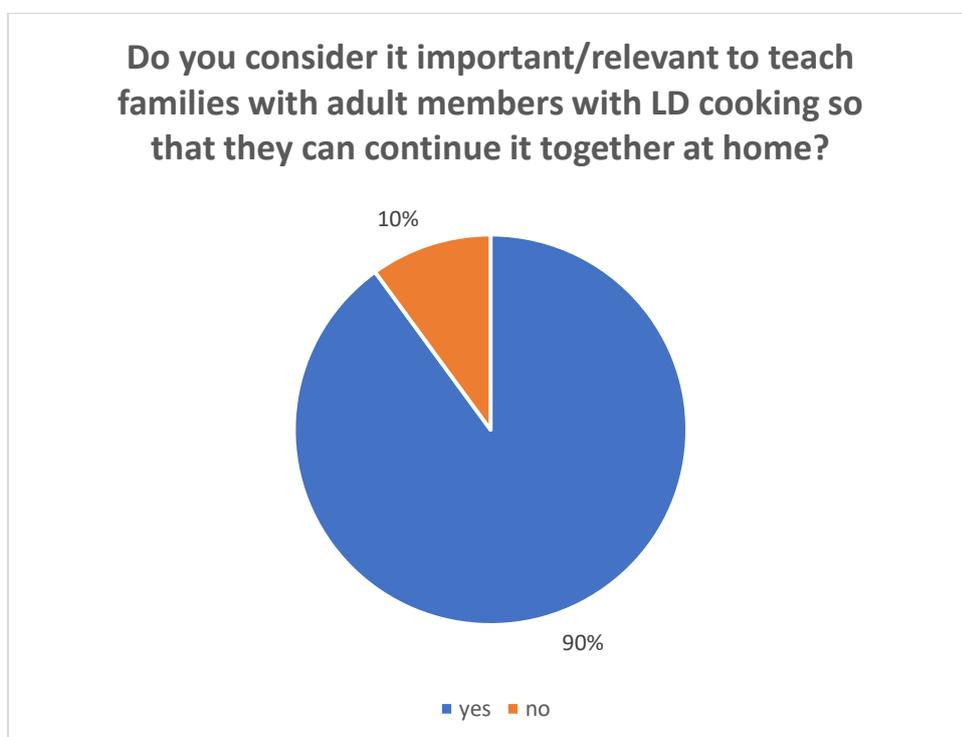


Comments

- Gardening has many physical & mental health benefits but sometimes a lack of knowledge in horticulture, how to make it accessible for individuals with learning disabilities & what activities are suitable for the garden at home can be barriers to participating in gardening activities.
- It would be nice if they could attend some sessions if it is possible for them to continue at home. Not all families will have gardens at home
- Gardening is a skill that should be taught at school, so yes
- relevant if they have an interest. Important if growing fruit and vegetables, therapeutic benefits could be taught but crucially, learning by enjoying something and sharing skills and experience
- Absolutely because this way they will be more confident and willing to support the learner
- But not main focus

- So beneficial to integrate with nature and spend more time outside-so good for mental health and socialising. Brings in lots of other subjects- like science and maths.
- It will also help engage with the service
- Absolutely and if it is realistic and practical to families and which could be a positive experience.
- Gardening does not only teach people about growing things it teaches them about how to nurture, patience, it gives them space and perspective. It's such a powerful tool to teach people about so many things.
-

Do you find it important to educate families with adult member with ID on the topic of COOKING in order to continue with it in their home environment?



Comments?

- Cooking is a very important life skill. If adults are taught some basic cooking skills they might be more likely to make healthier choices for mealtimes rather than relying on microwave meals, which are often unhealthy. The sense of achievement & opportunity for social interaction when cooking with someone else is really important too. This is also true for gardening.

- In my experience with ASD (as a parent) it is important to encourage the families to break down tasks into small steps to teach them.
- Gate to plate
- Because it is a fundamental life skill.
- from field to fork
- See above
- Again not main focus
- Great activity for families to do together- cooking is a daily event so lots of opportunity to do this. Brings families together. More awareness of healthy eating.
- this is also good for helping with self reliance
- In my opinion adults with LD enjoy cooking and this should always be encouraged within their home.

In your opinion, which are the THREE MOST IMPORTANT COMPETENCIES of educators for working with families with adult members with ID?

Most popular responses (n=18)

patience	8
empathy/understanding	6
listening skills/good listener	3
communication skills	6
sense of humor	4
enthusiasm	2
ability to adapt tasks to learners level and be flexible	4
Knowledge	3

All responses

Positivity	Good listener	Patience
Empathy	patience	Imagination
patience	attention to detail	understanding
Listening	Active observation	Ability to try different ways of teaching or supporting an adult to find a style that suits the learner

patience	empathy	humour
Communication without patronising	Humour	Flexible planning and delivery
Communication	Healthy living	Social skills/developing friendships
working at a heart based level	good listening skills	humility
Understanding of disability	Getting the level correct	Tapping into interests
knowledge	enthusiasm	patience
staying safe	making informed choices	independence
Communication	People skills	Ability to teach in a fun and simple way
good communication skills	Knowledge of tasks involved and ability to break them down	Good people skills
Understanding	Patience	Specific awareness (and utilisation of that knowledge) of how conditions impact each learner, to help ensure learning environment is more suitable to help maximise potential .
patience	empathy	communication
Support	Understanding	Empathy
A sense of fun.	Good communication.	Genuine enthusiasm. for the benefits that what is being delivered.
An ability to empower	Patience	Understanding

What tools and methods do you use most frequently in your work with families with adult members with LD?

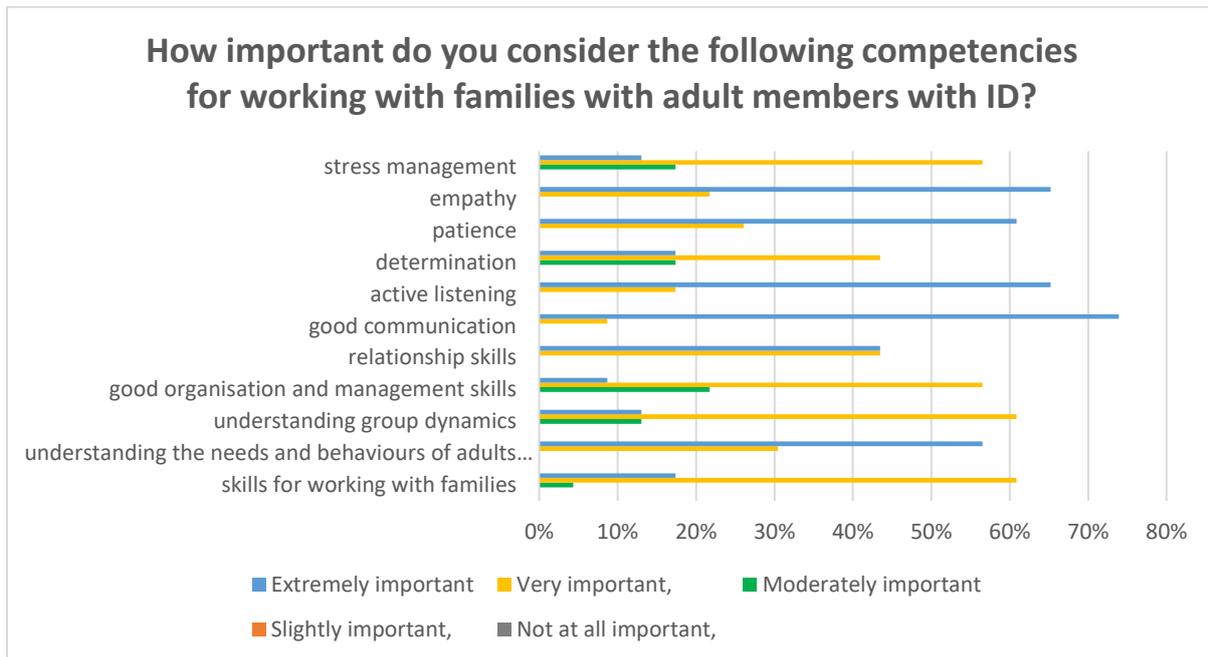
Response

- Easy read information Arts & crafts materials of different textures & colours for sensory stimulation. Specially adapted tools / equipment Positive encouragement Focusing on ability not disability. Smaller & larger group work for social interaction opportunity. Games Photo book journals / All About Me books to document what things the individual has participated in & achieved.

- Currently don't work with families per se, teach adults with ASD
- short projects hands on group work
- Individual learning plans Assessments and reviews Support plans
Communication aids - signs/symbols, assisted technology, easy read, etc
- Real life items - soil, seeds, water, plants! Making sure there is enough for everyone to get stuck in. Chatting to make a sociable activity but not so much that instructions are lost. Real gardening in real time and looking after what has been grown - cooking and eating what has been grown also.
- hands-on, enjoyable, fun, peer mentoring
- 1:1, group learning, peer support and mentoring Practical tasks that will embed numeracy and literacy Learning should be relevant and FUN Signs and symbols, talking mats,
- N/A
- I mostly work with adults but when I see families I communicate progress or raise issues. With the individuals themselves I would try and build trust and form a good working relationship.
- Practical activities Individualised projects Social time built in- tea and lunch breaks all together.
- reviews and news letters
- Informal meetings Case studies Independent evaluation/consultation
- In my work setting we work with the adults with LD, there families are aware of the activities we are doing but have limited involvement at present.
- I find that giving people space is a really great way to to engage with people who have LD. It is something we find many people lack in their often chaotic lives. Peer support is key to our project and really does empower those attending. It is my job to encourage this and we have regular support group meetings during sessions for people to discuss their problems.

How important do you consider the following competencies for working with families with adult members with ID?

The most important competencies identified by respondents are those relating to soft skills such as empathy and patience, active listening and good communication (over 60 % of respondents rated each of these as extremely important). Understanding the needs and behaviours of adults was also rated as very important by over 50% of respondents. Practical skills such as organisation, stress management, understanding group dynamics and skills for working with families were generally seen as being very important



4.5. QUESTIONNAIRE SUMMARY

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.

5. 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.

6. ANNEX

Questionnaire 02

INSTRUCTIONS FOR FILLING OUT THE QUESTIONNAIRE

The following questionnaire is anonymous. Results will be used only for the needs of the project »Family education MeTURA – back to the roots«. The project is the result of the partnership of organizations coming from 4 countries (Slovenia, UK, Italy and Croatia) and it will develop innovative ways on how to bring education closer to home for families with adult members with intellectual disabilities (ID).

In the study we will research the necessary competencies for educators and andragogical tools for the implementation of lifelong learning for families and adult family members with intellectual disabilities in the concept of bringing the educational offer closer to their home.

When answering, choose one option or write down your own answer. You can choose more answers, if it is written so.

GENERAL INFORMATION

Gender: M F

Age

1. How many years of experience (formal and non-formal) do you have working with adults with intellectual disabilities and their families?

87

- a) No experience
- b) Up to 1 year
- c) 1 – 5 years
- d) 6 – 10 years
- e) 10 years and more

2. Who do you mostly work with?

- a) With adults with ID
- b) With family members of adults with ID
- c) With whole families

3. Where do you acquire knowledge for your work? (multiple answers possible)

- a) formal education
- b) non-formal education
- c) through conversations with other educators (exchange of experience)
- d) through my own research and initiative
- e) other:
- f) I am not in the educational process anymore

4. How would you like to get new knowledge and competences? (multiple answers possible)

- a) good practice exchange
- b) job shadowing

- c) joint projects with other organizations
- d) formal education
- e) non-formal education
- f) other:

5. In your opinion, are families with adult member with ID interested in activities organized in the framework of lifelong learning?

- a) Yes
- b) No
- c) Other:

6. Do you find it important that families with adult member with ID continue their lifelong learning in their home environment?

- a) Yes
- b) No
- c) Other:

7. How can lifelong learning of families with adult member with ID in the home environment be encouraged?

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8. Which subjects/themes of lifelong learning education do you find most important for families with adult member with ID?

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9. Which good practises for lifelong learning for families with adult member with ID do you know?

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10. Do you find it important to educate families with adult member with ID on the topic of GARDENING in order to continue with it in their home environment?

- a) Yes
- b) No
- c) Other:

11. Do you find it important to educate families with adult member with ID on the topic of COOKING in order to continue with it in their home environment?

- a) Yes
- b) No
- c) Other:

12. In your opinion, which are the THREE MOST IMPORTANT COMPETENCIES of educators for working with families with adult members with ID?

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.....

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13. What tools and methods do you mostly use in your work with families with adult members with ID?

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14. How important do you consider the following competencies for working with families with adult members with ID?

Circle a number from 1 to 5. Numbers represent:

- 1 - Not at all important,
- 2 - Slightly important,
- 3 - Moderately important
- 4 - Very important,
- 5 - Extremely important

a) knowledge and skills for working with families	1	2	3	4	5
b) knowing the characteristics of adults with ID	1	2	3	4	5
c) knowing the group dynamics	1	2	3	4	5
d) good organization and management	1	2	3	4	5
e) Relationship skills	1	2	3	4	5
f) good communication	1	2	3	4	5

g) active listening	1	2	3	4	5
h) determination	1	2	3	4	5
i) patience	1	2	3	4	5
j) empathy	1	2	3	4	5
k) stress management	1	2	3	4	5

15. Which competences, if any, are you missing for improving your work with families and AFMID?

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If you're interested in the next phases of the project, please, leave your contact below:

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