

iDemocracy Training Activities



iDemocracy

**A project for the right to participation
of people with intellectual disabilities
through technology**

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

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Setting the Frame - IDemocracy Project

The main **objective** of the **IDemocracy** Project is to increase the **competences** of **Persons with Intellectual Disabilities (PwID)** and their **Supporters** related to the **exercise of democratic rights of PwID in the Digital Society**.

Specific objectives:

- To **aware** this target group about their **rights** and motivate them to exercise these rights.
- To develop the **Critical Thinking and Decision-Making** of **PwID** regarding collective issues.
- To increase the exercise of **Participation, Representation and Voting Rights** of **PwID** at different levels;
 - ❖ **Organisational Level:** Contribution to the decision-making process in the organisations/institutions which they belong to as customers or members.
 - ❖ **Community Level:** Identification of common spaces for effective community participation.
 - ❖ **Political Level:** Participation in electoral processes and preparation for exercising the right in those countries who will recognize them in the next future.
- To train Supporters (professionals, relatives, etc.) in how to enhance the **representation, participation and voting of PwID** with full respect of their Rights.
- To develop digital skills in the specific framework and trends related to the exercise of democratic rights in the **Digital Society**, including, among others, the use of online participation platforms, management of digital identity, contribution to collectives' debates, etc.
- To strengthen the cooperation between **PwID**, Supporters and other relevant society Stakeholders (Community members, Public Administration, Political Parties, polling station staff and others).

The main **result** to be produced by **IDemocracy** will be the "**IDemocracy Training Activities**" where Persons with Intellectual Disabilities (**PwID**) will put into practice, along the training process, the exercise of the **participation, representation and voting rights** at the levels where they can be involved: Organization Level, Community Level and Political Level.

The "**IDemocracy Training Activities**" will be based in the next principles;

- Direct involvement and cooperation of **PwID**, Supporters (Professionals, Relatives) and Stakeholders (Community Members), focusing on their specific roles and competences to be played and developed.

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- Developed as an integral training methodology to be implemented progressively where trainees will evolve from the closer context (Organization Level) to more complex contexts (Community and Political Levels), but with a modular structure, where trainees could also be trained in a specific level, depending on the specific conditions in terms of the organisations, communities, legal frameworks, etc.

The “**IDemocracy Training Activities**” will be produced as a set of Templates including, among others, a detailed explanation of the methodology to be implemented through practical and experiential training activities, number of recommended trainees, duration, resources and tools needed, scenarios for real environment experiences and how to exploit the Training Materials and how and when to use IDEMOCRACY e-Training Tool.

Introduction

The intellectual output 2 (IO2) – Training activities – is developed taking into consideration the four blocks identified on the application:

- Block 1; Democratic Rights and Intellectual Disability
- Block 2; Engagement at Organization Level
- Block 3; Engagement at Community Level
- Block 4; Engagement at Political Level

The partnership decided to design a specific training activity on digital skills, to make sure that there was an initial baseline for trainees in this specific area.

Having this into consideration, a 5 modules curriculum was designed, namely in what comes to the identification of the aims, key competences to target, and training content.

The training activities will focus on specific areas or skills, identified as being crucial to enhance the exercise of democratic rights through digital tools.

For each module we have an outline of target group, aims, key competences and training contents and then the session plan itself, with proposed activities and references to the training materials, developed by the partnership in IO3, and the Digital Training Tool, developed by the partnership in IO4.

We have identified the materials to be used for the activities, according to IO3.

The duration proposed for each activity is just a reference and should be adjusted according to the trainee's profile. Also, if the trainers are aware of other materials that would be helpful to achieve the proposed objectives, they are free to use them.





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Module 0.

Digital skills

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Module 0 - Digital Skills

Summary	
	This introductory and transversal module aims to ensure that trainees possess adequate digital skills and a basic understanding of the online world which is essential to be empowered, communicate with others, share ideas and exercise citizenship rights in digital societies.
Target Group	
	People with intellectual disabilities and supporters, including disability professionals, relatives and/or other stakeholders who can play a role in the exercise of rights of persons with intellectual disabilities. Their involvement in the training activities could be adapted to each scenario.
Aims	
	<ul style="list-style-type: none"> ● To know how to use a computer, smartphone and the internet, including having an email and downloading an app. ● To learn how to look for information online. ● To get familiar with the IDemocracy platform. ● To learn how to protect one's privacy and respect others' privacy. ● To ensure a safe and reasonable use of internet and ICT tools. ● To understand what netiquette is, how to behave online and how to manage one's digital identity. ● To recognize and prevent online risks. ● To understand how the most popular social network works.
Key Competences	
	<ul style="list-style-type: none"> ● Basic digital competences (e.g. using ICT tools, using a browser/wifi, having an email, searching for information online). ● Appropriate behaviour online (e.g. netiquette, digital identity, self-controlled use).

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- **Communication and social media use** (e.g. Creating an account, posting on Facebook/Twitter, using video chat applications such as Zoom, Skype, Microsoft Teams etc.)
- **Risk prevention** (e.g. strong password, data protection, phishing, virus, bullying, etc).

Training Contents



- 1. Connecting to the internet**
 - a. Browser & Wifi.
 - b. Having an email.
 - c. Search for online information.
 - d. Sending voice messages.
- 2. A safe environment online**
 - a. Privacy settings.
 - b. Data protection, the basics.
 - c. Preventing major risks (virus, spam, phishing, bullying, discrimination, abuse) include tips: "What to do if you have a problem".
- 3. Behaviour online.**
 - a. Netiquette: Respect and politeness online (email and social media).
 - b. Building your digital identity.
 - c. Self-limitation: moderate use of ICT and online tools, preventing overuse.
- 4. Use of social networks.**
 - a. Creating your Facebook/Twitter.
 - b. Posting.
 - c. Building up your personal network (adding friends/following groups and pages).
 - d. The specific use of video chat platforms such as Zoom.

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Session Plan (for trainers)			
Guidelines	<p>The session plan aims to guide trainers in the implementation of the training module.</p> <p>Based on the training programme defined for module 0, a set of practical activities is presented which aim to address all the training contents defined for this module; to provide trainers with pedagogical resources to implement the training, adapting it to the needs and profile of the trainees.</p> <p>For each proposed activity its objective, the resources and methods required for its implementation are presented, as well as an indication of the time needed to carry it out.</p> <p>These activities require additional time for preparation by the trainers.</p> <p>You should show the video ID.0.0 at the beginning of the training.</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;"> <p>Activity 1: Welcome participants activity</p> <p>Goal: This activity aims to welcome the group, energise the group and contribute to a good training environment.</p> <p>Methods and Resources:</p> <p>ID. 0.1.1. Group Welcome Activity: participants need to draw something they find awesome and explain why. For this activity you will need paper, pencils and colour pens.</p> <p>This is a suggestion you are free to choose any other introduction/ice-breaking activity.</p> </td> <td style="width: 30%; text-align: center; vertical-align: middle; padding: 5px;">00h:20m</td> </tr> </table>	<p>Activity 1: Welcome participants activity</p> <p>Goal: This activity aims to welcome the group, energise the group and contribute to a good training environment.</p> <p>Methods and Resources:</p> <p>ID. 0.1.1. Group Welcome Activity: participants need to draw something they find awesome and explain why. For this activity you will need paper, pencils and colour pens.</p> <p>This is a suggestion you are free to choose any other introduction/ice-breaking activity.</p>	00h:20m
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	<p>Activity 2: Getting online, what do I need?</p> <p>Goal: The first activity will give participants all the necessary tools and knowledge to connect and go online. It will focus on the use of wifi, browser, email and downloading apps or searching for information online.</p> <p>Methods and Resources: To work on this activity there is an explanatory power point with adapted content.</p> <p>In addition, there are 6 practical activities so that trainees can put into practice the content of the power point.</p> <p>ID.0.2.1. Connecting, searching and communicating.</p> <p>Practical Activity 0.2.1A. Steps to connect to wifi.</p> <p>Practical Activity 0.2.1B. Steps to create an email account.</p> <p>Practical Activity 0.2.1C. Steps to send an email.</p> <p>Practical Activity 0.2.1D. Steps to research online.</p> <p>Practical Activity 0.2.1E. Steps to download an app.</p> <p>Practical Activity 0.2.1F. Steps to send a voice message.</p> <p>Advice: According to participants' previous knowledge, focus on their current needs. If they already know some elements, trainers can feel free to skip to the next element.</p>	01h:00m
	<p>Break</p>	00h10m

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	<p>Activity 3: Building a safe and pleasant environment online</p> <p>Goal: To allow participants to feel safe online and to know how to recognize and prevent some of the most current risks. To introduce participants to the concepts of data protection and privacy online.</p> <p>Methods and Resources: To work on this activity there is an explanatory power point with adapted content.</p> <p>In addition, there is a practical activity so that trainees can put into practice the content of the power point.</p> <p>Part 1: Privacy and data protection</p> <p>Part 2: Preventing risks</p> <p>ID 0.3.1. A safe and trusting online environment.</p> <p>Practical Activity 0.3.1A. Steps to check privacy.</p>	02h00m
	<p>Break</p>	00h10m

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	<p>Activity 4: Digital identity</p> <p>Goal: To allow participants to understand what digital identity is, how to manage it and how it interacts with the “real world” identity.</p> <p>Methods and Resources: To work on this activity there is an explanatory power point with adapted content.</p> <p>In addition, there are 2 practical activities so that trainees can put into practice the content of the power point.</p> <p>ID 0.4.1. Digital Identity</p> <p>Practical Activity 0.4.1A. Google Yourself</p> <p>Practical Activity 0.4.1B. Setting Google Alert</p> <p>Definition of digital identity:</p> <p>Digital Identity is the way one person, organisation or device appears online. Everything you own, share or do in the online world. Your digital identity consists of various pieces of information about you—in digital form—that, when put together, point to you. These various pieces are called “Digital attributes”. Digital Attributes are composed of personal data and one person’s online activity. They can be both obvious (Social Security number) or less apparent (search activities).</p> <p>Practical activity:</p> <p><u>Step 1:</u> In a flipchart and post-its participants, note what elements and characteristics they wish to value online, what do they want to share and what do they want other people to see.</p> <p><u>Step 2:</u> Googling participants and seeing what information about them appears online.</p> <p><u>Step 3:</u> Group reflection; <i>“What do I take out from this activity?”</i></p>	<p>01h:30m</p>
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	Break	00h30m
	<p>Activity 5: Behaviour online</p> <p>Goal: To allow participants to understand what an appropriate behaviour online is and how to communicate adequately online.</p> <p>Methods and Resources: Powerpoint presentation focusing on “do’s” and “don’t”. A fiche explaining what netiquette is and giving examples on how to apply it when writing an email or using social media. A parallel will be done between behaviour in the “real world” and in the “online world”. Advice will also be given for participants to apply self-limitation and not overuse ICTs and social media.</p> <p>ID 0.5.1. Online Behaviour</p> <p>Practical Activity 0.5.1A. Netiquette</p> <p>Practical Activity 0.5.1B. Self-limitation</p> <p>Part 1: Netiquette</p> <p>Part 2: Self limitation</p> <p>Practical activity (for netiquette)</p> <p><u>Step 1:</u> Divide the class into pairs.</p> <p><u>Step 2:</u> Have one person send a message to his or her partner that violates email etiquette.</p> <p><u>Step 3:</u> Ask the recipient to correct the message and return it to the sender.</p> <p>Practical activity (for self-limitation):</p> <p><u>Step 1:</u> Downloading an app that shows you the time you spend online. Ex: “Screen Time”.</p> <p><u>Step 2:</u> Exploring the different functionalities of the app. Asking ourselves: What have I learnt about myself when exploring the presented data?</p>	02h00m

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	Break	00h10m
	<p>Activity 6: Use of social networks</p> <p>Goal: Know what different social network platforms exist, what are their characteristics and different utilities, how to subscribe and share content. Ex: Facebook, Twitter, Zoom.</p> <p>Methods and Resources: To work on this activity there is an explanatory power point with adapted content.</p> <p>In addition, there are 2 practical activities so that trainees can put into practice the content of the power point.</p> <p>ID.0.6.1. Use of social networks</p> <p>Practical Activity 0.6.1A. Social Media Memory Game</p> <p>Practical activity:</p> <p>“Social Media Memory Game” Match the description of the social media network with its symbol (see template to cut out description and logos). After playing, the trainer can stimulate participants to talk about their experience with a given social media platform if they already use it.</p> <p>Material: Paper, scissors, social media memory game cards template.</p> <p>Practical Activity 0.6.1B. Twitter</p> <p>Live Experience:</p> <p>Write a post on Twitter. Verify with your training colleagues that the post is suitable.</p> <p>Follow-up the account of your country’s prime minister. Share with your training colleagues: what have you learnt?</p>	02h00

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	Break	00h10m
	<p>Group Reflexion</p> <p>Goal: The trainer should promote a synthesis of the session, in which trainees should play an active role.</p> <p>The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework.</p> <p>Methods: At this moment space and time should be given for all trainees to participate and express their opinion. Since not all participants may feel free to express their opinion, the trainer may ask each participant to say only one word about this session.</p> <p>Participants can also write the word on a post-it or even draw.</p> <p>The trainer can write each word on a board or build a word cloud, for example.</p>	00h30m
<u>Duration</u>		
	9h of course (divided into sessions of 1h to 2h with regular breaks in between) + one ice breaking activity (20 min).	

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Module 1. Democratic rights and intellectual disability

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Module 1 - Democratic Rights and Intellectual Disability


<u>Summary</u>	
	<p>Building inclusive democracies depends on the active engagement of all citizens in public life. Political rights, such as the right to vote, stand for election and be elected, are fundamental human rights. Guaranteeing the respect of the political rights of persons with intellectual disabilities (PwID) is a democratic issue relevant to the whole population, raising questions about the inclusion and efficiency of democratic systems.</p> <p>Trainees will learn about democratic rights and how they can reinforce their civic skills and civic engagement through digital citizenship for an inclusive life.</p>
<u>Target Group</u>	
	<p>People with intellectual disabilities and supporters, including disability professionals, relatives and/or other stakeholders who can play a role in the exercise of rights of persons with intellectual disabilities. Their involvement in the training activities could be adapted to each scenario.</p>
<u>Aims</u>	
	<ul style="list-style-type: none"> ● To learn about democracy. ● To learn the main principles of democracy. ● To understand how democracy works. ● To know what democratic rights are. ● To know what are the legal instruments that address to democratic rights. ● To get an input concerning human rights and democratic rights. ● To know how to exercise democratic rights. ● To know how they relate with citizenship, political and public participation. ● To realise the connection between own lives, democratic

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	<ul style="list-style-type: none"> • rights and civic engagement. • To know the importance of digital citizenship for an inclusive life. • To learn how to use digital tools that can promote the exercise of democratic rights
Key Competences	
	<ul style="list-style-type: none"> • Civic skills (e.g. civic knowledge, cognitive civic skills, participatory civic skills, civic dispositions). • Civic engagement skills (e.g. civic action; civic commitment; including electoral participation, individual volunteerism, advocacy, and activism). • Digital citizenship skills (e.g. inclusive and respectful behaviour online; informed decisions and attitudes; civic engagement; be aware of online actions, potential dangers and how to avoid them).
Training Contents	
	<ol style="list-style-type: none"> 1. Democracy and democratic rights <ol style="list-style-type: none"> a. Brief history of democracy b. Principles of democracy c. Understanding how democracy works d. Democratic rights and responsibilities e. Important documents for human and democratic rights (according to the trainee's profile) <ol style="list-style-type: none"> i. Universal Declaration of Human Rights (UDHR) ii. Convention of the Rights of People with Disabilities (CRPD) iii. Other documents that are considered relevant 2. Democratic rights and PwIDD: barriers and opportunities <ol style="list-style-type: none"> a. Attitudinal, communication, physical, policy and social barriers b. Recognition of rights; visibility and social recognition; accessibility; social roles and relations; community network (including digital belonging); participation opportunities and resources.

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	<p>3. Civic engagement and digital citizenship</p> <p>a. Definitions of civic engagement, digital citizenship, and digital literacy</p> <p>b. Types of civic engagement (e.g. electoral participation; civic participation; volunteering; activism and advocacy)</p> <p>c. Key enablers or constraints to civic engagement and digital citizenship for PwID</p> <p>d. Impact of civic engagement and digital citizenship for PwID: practical examples and successful experiences</p>
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<i>Session Plan (for trainers)</i>	
Guidelines	<p>The session plan aims to guide trainers in the implementation of the training module.</p> <p>Based on the training programme defined for module 1, a set of practical activities is presented which aim to address all the training contents defined for this module; to provide trainers with pedagogical resources to implement the training, adapting it to the needs and profile of the trainees.</p> <p>For each proposed activity, its objective, the resources and methods required for its implementation are presented, as well as an indication of the time needed to carry it out.</p> <p>These activities require additional time for preparation by the trainers.</p> <p>You should show the vídeo ID.1.0. at the beginning of the training.</p>
	<p>Activity 1: Welcome participants activity</p> <p>Goal: This activity aims to welcome the group, energise the group and contribute to a good training environment.</p> <p>As this is the module 1 and module 0 is mandatory, trainees already know each other.</p> <p>However, we suggest including two activities so that the trainer can choose the option that best suits the group.</p>
	00h:20m

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	<p>Two ice breaker possibilities should be suggested, it is scheduled to choose only one. The first one should be suitable for participants who do not know each other. The second one is suggested for participants who know each other (due their participation on module 0).</p> <p>We suggest simple, fun, energetic activities that allow interaction/contact between participants and build their confidence.</p> <p>Example:</p> <p>Fact Web - Have trainees sit in a circle. Hold a ball of yarn and explain to trainees that they will share one fun fact about themselves, hold on to the end of the string and throw the ball to another trainee, who will then do the same. When all trainees have had a turn, they will see that they have created a web.</p> <p>For online activities, there are platforms that allow for fun ice breaking activities, like “mural”.</p> <p>Methods and Resources: A poster and a ball of yarn</p> <p>ID.1.1.1. Welcome activity</p>	
	<p>Activity 2: Summary of previous session</p> <p>Goal: Summarise the main contents of the previous session and reinforce the key competencies acquired.</p> <p>This activity can involve the participants, asking them to collaborate in identifying the contents worked on in the previous session, or it can be conducted by the trainer alone.</p> <p>This activity should be applied whenever it precedes another training session.</p> <p>Another option for implementing this activity could be the trainer choosing to appoint at the end of the previous session the trainee or group of trainees who will be responsible for ensuring this activity on the following day (the time of this</p>	<p>00h:20m</p>

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	<p>activity may have to be adapted according to this option).</p> <p>Methods and Resources: flipchart; post-it or other support resources needed to register the information and leave it visible in the training room.</p> <p>ID.1.2.1. Summary of previous session</p>	
	Break	00h10m
	<p>Activity 3: What is democracy and democratic rights?</p> <p>Goal: To introduce participants to the concepts of democracy, principles of democracy, democratic rights and responsibilities.</p> <p>Methods and Resources: The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings / cards/videos may also be used to show concrete examples of what is meant by democracy and democratic rights.</p> <p>Participants should have contact with reference instruments like the Universal Declaration of Human Rights and the Convention of the Rights of Persons with Disabilities, and whenever possible they should be presented in an easy-to-read format. Trainees may be asked to research human rights reference instruments on the internet, to know/contact with national, European and international relevant websites.</p> <p>The trainer must guide and support their research.</p> <p>ID.1.3.1. Democracy, right and responsibilities</p> <p>ID.1.3.2. Useful links</p>	00h40m
		00h10m

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	Break	
	<p>Activity 4: Democratic rights and people with intellectual disabilities</p> <p>Goal: To promote reflection among trainees on the barriers and opportunities which people with disabilities experience in exercising their democratic rights.</p> <p>To know the types of barriers and identify opportunities, resources and good experiences.</p> <p>Methods and Resources: The activity can offer different possibilities of implementation and the trainer can opt to explore all the contents or choose the most relevant for the group and training context.</p> <p>In this activity the trainer should value the life experiences and social roles of the trainees and try to find out about barriers/opportunities they have already faced along their path.</p> <p>The trainees can work in pairs or small groups and on the basis of their life experience, barriers/opportunities they have already experienced, they can come up with answers and solutions of mutual help and cooperation.</p> <p>ID.1.4.1. Barriers and opportunities</p>	01h:30m (with one 5 minutes break)
	Break	00h10m
	<p>Activity 5: Being engaged in democracy</p> <p>Goal:</p> <ul style="list-style-type: none"> ● To understand what civic engagement is. ● To know types of civic engagement. ● To know how to use digital citizenship as a promoter of civic engagement. 	04h00m (divided 2 in blocks and making 5 minutes breaks between the blocks)

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	<p>Methods:</p> <p>For each activity that involves working in groups, the participation of a facilitator who can accompany each group should be ensured.</p> <p>Civic engagement, types of civic engagement and digital citizenship– introduction of the concept; involvement of the trainees and reflection on concrete examples in daily life of civic engagement.</p> <p>Duration: 01h00m</p> <p>Practical exercise about civic engagement.</p> <p>The trainer can do both activities or choose to do only one, the one that best fits the group's profile.</p> <p>Group discussion:</p> <p>What does democracy depend on? What is civic engagement? How do they relate?</p> <p>How do we get informed? How do we get involved? Why are civic engagement and democracy important?</p> <p>How many feels that they belong to a community? When have you seen civic engagement happen in your own life? What is the difference between a group of people and a community?</p> <p>How can you try to get at “shared responsibility” and “shared commitment” in your life?</p> <p>The trainer can create with the group a cloud/list of possible words related to the theme: belonging, friendship, people, something in common, caring about each other, supporting each other, shared purpose/goals working together, self-sufficiency, personal sacrifice.</p> <p>Duration: 01h30</p> <p>The “right candidate”</p>	
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	<p>Trainees are invited to identify/nominate a candidate to carry out a simulated electoral process, of their choice.</p> <p>Trainees can be organised into working groups and together create a poster of “the right candidate”. The poster can be made using paper/card, photographs and collages or using applications such as Canva (for example). Finally, each group must present their poster to the others.</p> <p>Duration: 01h00</p> <p>Group reflection:</p> <p>What was most difficult about this activity? What strategies were used?</p> <p>What are your main conclusions?</p> <p>Duration: 00h30m</p> <p>Resources: PowerPoint presentation; Video discussion; guidelines and materials for each activity (cards; exercise files; etc) and support documents for trainers and trainees.</p> <p>ID.1.5.1. Civic engagement</p> <p>Practical Activity 1.5.1A. Group discussion</p> <p>Practical Activity 1.5.1B. The Right Candidate</p>	
	<p>Break</p>	<p>00h10m</p>
	<p>Activity 6. Digital citizenship</p> <p>Goal: To introduce to the trainees the tools available in the digital society for exercising our democratic rights.</p> <p>Methods and resources: Show to the trainees existing online participatory platforms like change.org or by creating Social Network group profile (FB, etc.) to discuss and agree about selected issues.</p>	<p>00h40m</p>

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	<p>Practical Activity 1.6.1A. Digital Citizenship</p> <p>Group Reflexion</p> <p>Goal: The trainer should promote a synthesis of the session, in which trainees should play an active role.</p> <p>The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework.</p> <p>Methods: At this moment, space and time should be given for all trainees to participate and express their opinion. Since not all participants may feel free to express their opinion, the trainer may ask each participant to say or write only one word about this session.</p> <p>The trainer can write each word on a board or build a word cloud, for example.</p> <p>A set of cards with key information on topics and relevant information will be used to promote the discussion. This can also be an online activity.</p>	
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<u>Duration</u>	
	<p>8h10m</p> <p>This is just a proposal, and the duration must be flexible enough to allow for learning diversity.</p>

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Module 2. Participation and Engagement of people with intellectual disabilities at the organisational level

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Module 2 - Participation and Engagement of People with intellectual disabilities at the Organisational Level

<u>Summary</u>	
	<p>People with intellectual disabilities (PwID) should be fully involved in the decision-making processes on events that affect their lives. This applies to decisions on day-to-day matters such as choice of activities, daily routines, where and with whom they live, and operational matters such as staff/service providers selection, times and ways of organising and delivering services.</p> <p>Effective advocacy and a person-centred planning (PCP) approach can transform the lives of PwID by enabling them to express their wishes, aspirations and make real and informed choices. Advocacy and PCP help people put forward their views and play an active part in planning and designing services that are responsive to their needs.</p> <p>Trainees will learn how to reinforce their contribution to the decision-making process and participative mechanisms in the organisations to which they belong as clients or members.</p>
<u>Target Group</u>	
	<p>People with intellectual disabilities and supporters, including disability professionals, relatives and/or other stakeholders who can play a role in the exercise of rights of persons with intellectual disabilities. Their involvement in the training activities could be adapted to each scenario.</p>
<u>Aims</u>	
	<ul style="list-style-type: none"> ● To understand how self-advocacy and person-centred planning impact on decision-making processes. ● To identify areas and opportunities of organisational participation. ● To identify and recognize participative mechanisms in their organisations.

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	<ul style="list-style-type: none"> • To promote participation and engagement in decision-making processes at the organisation level. • To be involved and heard in problem-solving in order to build tailored solutions. • To reinforce the use of digital tools as a key resource for participation and organisational engagement.
Key Competences	
	<ul style="list-style-type: none"> • Self-advocacy (e.g., taking action to represent and advance your own interests; participate in events on civic engagement and political participation; share information; raise awareness on rights; identify barriers and recommend solutions). • Systemic advocacy (e.g., taking action to influence organisational, social, political, and economic systems to bring about change). • Organisational engagement (e.g., trust, integrity, commitment to organisation's goals and values; individual respect and appreciation; person-centred planning; effective communication between organisation/service providers and its clients or members; participation in decision-making processes). • Decision-making skills (refers to the capacity of choosing between two or more alternatives. A variety of skills should be considered to make the right decisions, like: information analysis; problem-solving; emotional Intelligence; creativity; teamwork; etc.).
Training Contents	
	<ol style="list-style-type: none"> 1. Empowering People with Intellectual Disabilities <ol style="list-style-type: none"> a. Definitions of self-advocacy, self-determination and systemic advocacy b. Attitudes and main benefits of self-advocacy for participation and engagement of PwID c. Person-centred planning as a promoter of self-advocacy, independence, dignity, and respect d. Knowing myself: rights, abilities, strengths, needed support, and opportunities to become an active person at organisational level

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2. Participation and Engagement of PwID at the Organisational Level

- a. Participating in decision-making processes (e.g. membership on Boards, Committees and Advisory groups).
- b. Promoting advocacy (e.g. speaking engagements, being a media spokesperson, participating in pre-election activities, organising a public awareness event).
- c. Working in programmes (e.g. peer mentorship, group leadership or facilitation, participating in fundraising activities, developing volunteer training materials).
- d. Publication and reviewing materials (e.g. articles; newsletters; reviewing drafts of publications; videos, etc.).
- e. Assisting on organisation management (e.g. participative budget; general assemblies and decision meetings; participating on a staff hiring team, facilitating a component of new staff orientation; delivering ongoing staff training).
- f. Digital tools as promoters and facilitators of participation and engagement at organisational level.

Session Plan (for trainers)

Guidelines


The session plan aims to guide trainers in the implementation of the training module.

Based on the training programme defined for module 2, a set of practical activities is presented which aim to address all the training contents defined for this module; to provide trainers with pedagogical resources to implement the training, adapting it to the needs and profile of the trainees.

For each proposed activity, its objective, the resources and methods required for its implementation are presented, as well as a proposal of the time needed to carry it out.

These activities require additional time for preparation by the trainers.

You should show the **video ID.2.0.** at the beginning of the training.

	<p>Activity 1: Welcome participants activity</p> <p>Goal: This activity aims to welcome and energise the group and contribute to a good training environment.</p> <p>Methods and Resources:</p> <p>If the participants already know each other or if this is a continuity activity, the duration of the activity can be reduced.</p> <p>We suggest simple, fun, energetic activities that allow interaction/contact between participants and build their confidence.</p> <p>Participants will be invited to introduce the organisation to which they are linked to. Each trainee must make a maximum of 3 minutes presentation.</p> <p>It can be just an oral presentation, or using photographs, draws, a visit to the webpage, a PowerPoint/Prezi presentation, or a video.</p> <p>The trainer prepares large post-its with background questions. These questions will be answered during the video about the organisation. The trainer shows the video and asks trainees to answer the questions on the post-it. The trainer has prepared additional post-its with wrong answers. When trainees are finished then the trainer will mix them up. A problem is created for participants to solve. Participants have to select post-its in 2 columns (problem solving and critical thinking).</p> <p>Trainees are asked to answer the questions on the post-it and give it to the trainer. We mix up all the answers. Trainees are asked to find a partner and explain their mission. The pair needs to find the story parts.</p> <p>ID.2.1.1. Welcome to my organisation</p> <p>Practical Activity 2.1.1A. Figure me out. Trainers</p> <p>Practical Activity 2.1.1B. Figure me out. Trainees</p>	00h:40m
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	<p>Activity 2: Summary of the previous session</p> <p>Goal: Summarise the main contents of the previous session and reinforce the key competencies acquired.</p> <p>Methods and Resources:</p> <p>This activity can involve the participants, asking them to collaborate in identifying the contents worked on in the previous session, or it can be conducted by the trainer alone.</p> <p>This activity should be applied whenever it follows another training session.</p> <p>Another option for implementing this activity could be the trainer choosing to appoint, at the end of the previous session, the trainee or group of trainees who will be responsible for ensuring this activity on the following day (the time of this activity may have to be adapted according to this option).</p> <p>Each trainee can say or write a phrase/word that in their opinion is related to the previous session.</p> <p>At the end of the activity, it will be possible to form a cloud of words (online resources such as mentimeter or word clouds can be helpful).</p> <p>Flipchart; post-it or other support resources would be needed to register the information and leave it visible in the training room.</p> <p>For online activities, there are platforms that allow for fun ice breaking activities, like “mural”, “mentimeter”, “vevox”, “AhaSlides”, “Slido”.</p> <p>ID.2.2.1. Summary of previous session</p>	00h:20m
	<p>Break</p>	00h10m

	<p>Activity 3: Self-advocacy as a key for participation and engagement</p> <p>Goal: To introduce participants to the concepts of self-advocacy, self-determination, systemic advocacy, and person-centred planning and their benefits for participation and engagement of PwID at different life dimensions.</p> <p>Methods and Resources: The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings/ cards/videos may also be used to show concrete examples of what is meant by advocacy and person-centred approach.</p> <p>Videos, photographs and stories of activists (e.g. Eunice Mary Kennedy Shriver) and/or self-advocates (e.g. identify a national personality) who have contributed/contribute to strengthening the rights of PWID, can be presented.</p> <p>The trainer must guide and support the activity.</p> <p>ID.2.3.1. Self-advocacy superhero</p>	00h30m
	<p>Break</p>	00h10m

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	<p>Activity 4: Knowing myself and my network</p> <p>Goal:</p> <ul style="list-style-type: none"> ● To allow the participants to know better their own skills, strengths, and opportunities. ● To let participants, reflect on their relations and the importance of the network they have. ● To illustrate how PwID can get more engaged with their network and reinforce their levels of participation. ● This activity gives a general overview about areas of knowledge, reference persons and level of intervention that the participants can use to promote better participation and engagement at organisational level. <p>Methods and Resources: To put in practice this activity is recommendable the use of person-centred planning materials and methodologies.</p> <p>Exercise 1. Ecomaps</p> <p>Everybody has a different ecomap.</p> <p>Each participant can identify his/hers/they ecomap.</p> <p>The map depends on your relationships, life experiences and social roles.</p> <p>Knowing your ecomap is important, so you can understand who the people around you are, and what kind of relationship you have with each other.</p> <p>Wider ecomaps enable us to live different life experiences, increase the sense of belonging and the opportunities of social inclusion.</p> <p>Questions for reflection:</p> <ul style="list-style-type: none"> ● Who is important in your life? ● Who do you spend most time with? ● Who do you call when you have an emergency? ● Who do you talk to in your neighbourhood? 	<p>02h30m (with one 5 minutes break)</p>
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	<ul style="list-style-type: none"> ● To what memberships or groups do you belong to? ● Who do you talk to when you are there? <p>Trainees can answer these questions with keywords, drawings, or collages.</p> <p>ID.2.4.1. Let's do the ecomaps</p> <p>Exercise 2. Me, Myself and I</p> <p>The exercise aims:</p> <ul style="list-style-type: none"> ● To promote reflection about the tastes and preferences of each person. ● To identify personal aspects that will be useful for reinforcing participation and engagement at organisation level. ● This exercise can be done comprehensively or focus on specific areas. That is, participants can think of their tastes and preferences globally, or think of a specific context, such as the organisation or the community. The trainer should guide the trainees according to the goals they want to achieve, taking into account the group profile. <p>To help participants to build and learn about their map, the trainer can guide the exercise through the following questions:</p> <ul style="list-style-type: none"> ● What are the person's tastes and preferences? ● What are your strengths? What can be improved? ● How can a person's tastes and preferences promote active participation? ● Who can support you to promote your participation? ● What do you like to be changed? ● What skills should be enhanced? ● What support do you need? What resources are required? ● What strategies can you develop? 	
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	<ul style="list-style-type: none"> ● What needs to change at organisational level? <p>The participants will be invited to do the following reflection:</p> <ul style="list-style-type: none"> ● What makes me feel good? ● What makes me feel bad? ● What skills and strengths do I have? ● What do I need to improve or strengthen? ● What others should know and do about my tastes and preferences? ● Trainees can answer these questions with keywords, drawings, or collages. ● Other examples can be explored, such as: “Presence to Contribution”; “What’s Working? / What’s not working?”, etc. <p>(Font: http://helensandersonassociates.co.uk/person-centred-practice/)</p> <p>Practical Activity 2.4.1A. Me, myself & I</p> <p>Practical Activity 2.4.1B. What my relationship circle thinks of me</p> <p>Practical Activity 2.4.1C. Passport</p> <p>Practical Activity 2.4.1D. My passport</p>	
	Break	00h10m

	<p>Activity 5: Let's improve my participation and engagement at organisational level</p> <p>Goal:</p> <ul style="list-style-type: none"> ● To promote reflection among trainees about their organisations. ● To identify barriers and possibilities of participation at organisational level. ● To create an action plan for improving participation and engagement at organisational level. <p>Methods and Resources:</p> <p>Exercise 1: Mapping areas of participation and engagement at the organisational level.</p> <p>To introduce this activity, the trainer can follow the next topics: a. Participating in decision-making processes (e.g. membership on Boards, Committees and Advisory groups); b. Promoting advocacy (e.g. speaking engagements, being a media spokesperson, participating in pre-election activities, organising a public awareness event); c. Working in programmes (e.g. peer mentorship, group leadership or facilitation, participating in fundraising activities, developing volunteer training materials); d. Publication and reviewing materials (e.g. articles; newsletters; reviewing drafts of publications; videos, etc.); e. Assisting on organisation management (e.g. participative budget; general assemblies and decision meetings; participating on a staff hiring team, facilitating a component of new staff orientation; delivering ongoing staff training); and digital tools as promoter and facilitator of participation and engagement at organisational level.</p> <p>For each discussion topic, the trainer can ask questions to the participants; present good practices for each topic; show videos and pictures. The main idea is to promote self-reflection and give the trainees the opportunity to know new areas of participation and empower them to exercise the right of participation at organisational level.</p>	04h:40m (with one 5 minutes break)
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	<p>At the end of this activity, the trainees must be able to identify barriers and possibilities of participation at organisational level.</p> <p>To carry out this exercise, different options can be used:</p> <ul style="list-style-type: none"> - Completion of a matrix (e.g. SWOT analyse) that allows the written record, drawing or collage of the trainees' responses. - Design of the matrix on a large sheet of paper and collage of coloured post-it notes; - Use of digital options such as the Jamboard application (google). <p>Some examples of “guide questions”:</p> <p><u>a. Presence and representation</u></p> <ul style="list-style-type: none"> - Do you feel represented at different levels within the organisation? - Are your perspectives and points of view considered? When? Where? How? - Is there available support, space, and time to encourage your participation? When? Where? How? - Is there a strategic plan to make PwID visible in the community? Including users with different needs of support? - The organisation promotes, trains and empowers PwID for self-advocacy? - Are you a member of Boards, Committees and/or Advisory groups? - Do you attend or participate (in person or online) in general meetings? Assemblies? - Are you participating individually in community activities and assume socially valued roles in these activities? <p><u>b. Respect and add value</u></p> <ul style="list-style-type: none"> - Are you encouraged to make decisions? Give examples. - Are you involved in problem-solving? Give examples. 	
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	<p>-Do you feel that your opinions, suggestions are heard? When? Give examples.</p> <p>- What areas would you like to see your participation improved?</p> <p>- Do you feel encouraged to express yourself? Give examples.</p> <p>- The representation of people with disabilities is anchored in the guiding principles of the organisation, based on the principle “nothing about us, without us”, where people with disabilities or its representatives are always involved in the strategic and operational development of the organisation.</p> <p><u>c. Recognition</u></p> <p>- Professionals are working closely to meet each person’s needs so that they can be in valued roles in valued settings.</p> <p>- The organisation has a Person-Centred Approach as a strategy, which is established at all levels of the organisation and all people in the organisation actively work on its implementation.</p> <p>- Everyone in the organisation was involved in the vision development and mission statement, which clearly reflects the goal of social inclusion and the Person-Centred Approach.</p> <p>- Professionals and PwID are working together to create joint resources, e.g. training materials and community resource directories for PwID and their families.</p> <p>- Professionals are facilitators to make sure that people with disabilities have a life of their choosing, with support in their community.</p> <p><u>d. Digital inclusion</u></p> <p>Digital inclusion is an important part of broader efforts to create strong, inclusive communities and improve opportunities and quality of life of PwID.</p> <p>It is important to select adequate digital tools for ensuring access and inclusivity for PwID that have</p>	
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	<p>historically been discouraged in the digital engagement process.</p> <p>Digital tools are defined as software platforms for teaching and learning that can be used with computers or mobile devices to work with text, images, audio, and video.</p> <p>What kind of digital tools are used or made available at the organisational level? Which makes sense to develop and put into practice?</p> <ul style="list-style-type: none"> - <u>Online Survey or Questionnaire Tools</u> (Surveys or questionnaires can be used to assess thoughts, opinions, and feelings on any particular topic); - <u>Live Polling</u> (enable interactive participation of the audience in meetings, conferences, events, training, and educational programs); - <u>Mapping and Data Visualisation Software</u> (software that uses data to capture, store, and display data to help organisations better understand spatial patterns and relationships. Mapping and data visualisation software includes ArcGIS, Tableau, and Datawrapper); - <u>Gamification</u> (any tool or platform that applies game-like features and mechanics to non-game contexts in order to encourage engagement. Some examples of gamification software used for virtual engagement include Metroquest, Gamitize, Engagedly and Kahoot.); - <u>Web conferencing software</u> (e.g. Cisco WebEx; Zoom Meeting, etc); - <u>Social Media and Community Forum platforms</u> (using social media to disseminate information, connect, and engage can be effective because most are easy to use and they are already popular with community members. E.g. Facebook; Twitter; etc); - <u>Digital Assistive Technology or Adaptive Tools</u> (are devices, software, or equipment that helps people with disabilities to fully participate and complete tasks. Tools include closed captioning, text to speech, screen readers, and screen magnification software); 	
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- Live streaming services (online streaming media simultaneously recorded and broadcasted in real-time. Streaming services commonly used for virtual public engagement include YouTube, Facebook Live Vimeo, and Public Input.)

Exercise 2: Personal Action Plan

The performance of this exercise will be based on the conclusions of the last activities (activity 4 and exercise 1 from activity 5).

From the individual and collective analysis of the results achieved, it will be possible to draw an individual action plan aimed to improve participation and engagement at organisational level of each trainee.

To implement this exercise it is recommended the use of person-centred approach tools such as PATH (e.g. <http://helensandersonassociates.co.uk/person-centred-practice/paths>).

Each trainee must identify at least one area of interest, which must be worked on in the training.

Other implementation alternatives:

- Create a grid with 4 interaction areas:

- a. Personal characteristics and skills;
- b. Areas/topics/ issues of interest;
- c. Resources and support needed;
- d. Action proposal.

- Create a table with all areas of intervention and define measures, attitudes and commitments. Example:


Interest Areas	Measures/Attitudes / Commitments	1 year after
Promoting advocacy	Participate in upcoming board elections	Integrate one of the lists to the board as a member
	Participate in the organisation's management activities	Be an advisor in the preparation of the activity plan

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	<p>The activity can offer different possibilities of implementation and the trainer can opt to explore all the contents or choose the most relevant for the group and training context.</p> <p>ID.2.5.1. Thinking on your feet vs reflective practice</p> <p>Practical Activity 2.5.1A. Reflective practice cycle</p> <p>Practical Activity 2.5.1B. Johari window</p> <p>ID.2.5.2. Decision making tree</p> <p>ID.2.5.3. Mapping areas of participation and engagement</p> <p>Guide for trainer 2.5.3A. SWOT analysis of participation in the organisation</p> <p>Practical Activity 2.5.3B. SWOT analysis. Participation in the organisation</p> <p>Practical Activity 2.5.3C. How to make google forms</p> <p>ID.2.5.4. Personal Action Plan</p> <p>Practical Activity 2.5.4A. Action Planning Tool. Bubble sheet</p>	
	<p>Break</p>	<p>00h10m</p>

	<p>Activity 6: Participating in my organisation</p> <p>Goal; To promote the real participation of the trainees at organisation level, as a result of the previous work done along the module.</p> <p>Methods and resources; The trainees will identify, select and discuss issues important for them in their organisations and will vote proposals to address the issues. Selection of representatives to present the selected proposal to organisation representatives will be promoted, and all the trainees will be trained in representation and communication skills.</p> <p>Exercise 1. Group reflection and selection of representatives for the group.</p> <p>The group reflects on their role in their organisation and agrees on several proposals to improve participation in their organisation.</p> <p>Before the end, the group chooses one person from the group to be the spokesperson to go and present their proposals to the person in charge or management of their organisation.</p> <p>Exercise 2. Online voting on the proposals.</p> <p>Conduct a vote on the proposals to be presented to the organisation through the IDemocracy e-learning platform (Voting tool).</p> <p>Practical Activity 2.6.1A. Group reflexion and selection of representative</p> <p>Practical Activity 2.6.1B. Voting proposals</p>	00h40m
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	<p>Group Reflexion</p> <p>Goal: The trainer should promote a synthesis of the session, in which trainees should play an active role.</p> <p>The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework.</p> <p>Methods:</p> <p>Participants will be invited to sit in a circle.</p> <p>The trainer gives 3 minutes for participants to think about a thing/an aspect that each one learnt about him/herself during the training session.</p> <p>After that, the trainer should ask if there is a volunteer to start sharing his/her thoughts. All the trainees should share their thoughts.</p> <p>The trainees can just say/write and, if he/she wants, can have a minute to speak/explain what they found out about themselves.</p> <p>The trainer can register the thoughts on a flipchart (or Jamboard).</p> <p>At this moment, space and time should be given for all trainees to participate and express their opinion. Since not all participants may feel comfortable freely expressing their opinion, the trainer may ask each participant to say or write only one word about this session.</p> <p>The trainer can write each word on a board or build a word cloud, for example.</p>	00h40m
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<i>Duration</i>	
	<p>9h00m</p> <p>This is just a proposal, and the duration must be flexible enough to allow for learning diversity.</p>

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Module 3. Participation and Engagement of people with intellectual disabilities at the community level

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Module 3. Participation and Engagement of People with intellectual disabilities at the Community Level

Summary	
	<p>People with intellectual disabilities (PwID) are full members of the community and deserve the opportunity for a full life in their community where they can live, learn, work, and participate alongside each other through all stages of life.</p> <p>Participation and community engagement can be defined as the process of working collaboratively with PwID to address issues affecting their well-being. It is a powerful vehicle for bringing about environmental and behavioural changes that will improve community life (e.g., accessibility of services). It often involves partnerships that help mobilise resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, practices, services and community attitudes.</p> <p>Participation and community engagement also is about involving PwID in the decision-making processes in the community, which is critical in the successful development of policies, programmes and interventions including the decisions by local power and services to commit to the different needs of its members.</p> <p>Trainees will learn how to reinforce the recognition of their abilities and needs, their participation and engagement in the community.</p>
Target Group	
	<p>People with intellectual disabilities and supporters, including disability professionals, relatives and/or other stakeholders who can play a role in the exercise of rights of persons with intellectual disabilities. Their involvement in the training activities could be adapted to each scenario.</p>

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Aims



- To understand the meaning of participation and community engagement.
- To identify challenges and barriers to community participation.
- To identify areas and opportunities for community participation.
- To identify and recognize participative mechanisms in the community.
- To know how to collaborate and work with community resources To promote participation and engagement in decision-making processes at the community level
- To be involved and heard in problem-solving in order to build tailored solutions.
- To empower democratic participation.
- To reinforce the use of digital tools as a key resource for participation and community engagement.

Key Competences



- **Self-advocacy** (e.g., taking action to represent and advance your own interests; participate in events on civic engagement and political participation; share information; raise awareness on rights; identify barriers and recommend solutions).
- **Social Inclusion** (e.g., presence; choice; competence and recognition; respect and valued roles; participation and belonging).
- **Social skills** (are the skills we use to interact with each other. These interactions can be both verbal and non-verbal. E.g. Greeting people; initiating conversation; understanding the listener; empathising; reading social cues; social roles; previewing or thinking before speaking; problem-solving; apologising; asking for assistance).
- **Community engagement** (e.g., community-centred orientation; understanding on community members 'needs, views and expectations; strong social network among and between community member´s; common values and ideals of social justice; interaction; involvement; participation; accessible communication

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and information; equal opportunities of education, work access, political, public and cultural participation).


Training Contents



1. Building an inclusive society with strong community relationships for PwID.

- a. Definition of Social Inclusion, Social Roles and Social Skills
- b. Inclusive Community Engagement
 - i. Meaning, benefits and barriers of participation and community engagement
 - ii. Inclusive Community Engagement Principles
 - iii. Levels of community engagement according to the purpose: Inform; Consult; Involve; Collaborate; Lead
- c. Community engagement: resources and strategies
 - i. Inclusive one-to-one and group engagement (e.g. voting; volunteering; member/associated/affiliated; participation in meetings, interviews, workshops, forums; festival; information session; Vox pops ('voice of the people'); surveys; phone conversations; conference calls; community mapping; use of community resources and services; attend community spaces; walking tours or site visits, etc)
 - ii. Inclusive cultural and art engagement (e.g. attend and participate in exhibitions; museums; photos; multimedia; performances; street art; murals; sculpture)
 - iii. Inclusive communication materials (features in different accessibility formats: brochures; fact sheets; displays; newsletters; posters; stickers; media release; advertisements; public notices; banners; signs; reports, etc)
 - iv. Inclusive online engagement (e.g. use and access of online forum; website of public services, organisations and community facilities; Facebook; Twitter; Blog; YouTube (e.g. city council; parish council; library; church; health centre, etc...))

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Session Plan (for trainers)		
Guidelines	<p>The session plan aims to guide trainers in the implementation of the training module.</p> <p>Based on the training programme defined for module 3, a set of practical activities is presented which aim to address all the training contents defined for this module; to provide trainers with pedagogical resources to implement the training, adapting it to the needs and profile of the trainees.</p> <p>For each proposed activity, its objective, the resources and methods required for its implementation are presented, as well as a proposal of the time needed to carry it out.</p> <p>These activities require additional time for preparation by the trainers.</p> <p>You should show the video ID.3.0. at the beginning of the training.</p>	
	<p>Activity 1: Welcome participants activity</p> <p>Goal: This activity aims to welcome and energise the group and contribute to a good training environment.</p> <p>Methods and Resources:</p> <p>If the participants already know each other or if this is a continuity activity, the duration of the activity can be reduced.</p> <p>We suggest simple, fun, energetic activities that allow interaction/contact between participants and build their confidence.</p> <p>The goal and methodology of this activity are similar between the different modules and, in particular, with module 2. This option allows the participants to be more confident and autonomous with the exercises along with the curriculum. If the participants only implement module 3, it is clear and simple enough to put in practice and achieve results.</p> <p>Participants will be invited to introduce the community where they live. Each trainee must make a maximum of 3 minutes of presentation.</p>	00h:40m

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	<p>It can be just an oral presentation or using photographs, draws, a visit to the webpage, show a map, a PowerPoint/Prezi presentation, or a video.</p> <p>To carry out this activity, the trainer must inform and give guidance to the participants to prepare their presentations in advance.</p> <p>In case the group is composed of trainees from the same community, a suggestion may be made that they work in groups, or individually, as each person has their own vision on the same subject.</p> <p>Another option could be asking each participant to choose a space in the community where they live that they identify with or that they like to attend. In this case, the trainee must present the space, show some photos; visit the website; show the place in Google Maps and mention the reasons why he/she chose it.</p> <p>This exercise will serve as the basis for exercise 1 of activity 4. The idea will be to bring trainees as close as possible to their community.</p> <p>The time to carry out this activity can vary between 20/40 minutes, depending on the type of activity that will be chosen for the group.</p> <p>ID.3.1.1. Welcome activity</p>	
	<p>Activity 2: Summary of the previous session</p> <p>Goal: Summarise the main contents of the previous session and reinforce the key competencies acquired.</p> <p>Methods and Resources:</p> <p>This activity can involve the participants, asking them to collaborate in identifying the contents worked on in the previous session, or it can be conducted by the trainer alone.</p> <p>This activity should be applied whenever it follows another training session.</p>	<p>00h:20m</p>

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	<p>Another option for implementing this activity could be the trainer choosing to appoint, at the end of the previous session, the trainee or group of trainees who will be responsible for ensuring this activity on the following day (the time of this activity may have to be adapted according to this option).</p> <p>Each trainee can say or write a phrase/word that in their opinion is related to the previous session.</p> <p>At the end of the activity, it will be possible to form a cloud of words (online resources such as Mentimeter or Word Clouds can be helpful).</p> <p>Flipchart; post-it or other support resources would be needed to register the information and leave it visible in the training room.</p> <p>For online activities, some platforms allow for fun ice breaking activities, like "mural", "mentimeter", "vevox", "AhaSlides", "Slido".</p> <p>ID.3.2.1. Dynamic session summary</p>	
	<p>Break</p>	<p>00h10m</p>
	<p>Activity 3: Social skills, social roles and friendship as a key for community engagement</p> <p>Goal: To introduce participants to the concepts of self-advocacy, social skills, social roles, friendship and their contributions for community engagement and participation by PwID.</p> <p>Methods and Resources: The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings/ cards/videos may also be used to show concrete examples of what is meant by advocacy, social skills and social roles.</p> <p>Each trainee will be invited to reflect on their relationship circle and present it to the rest of the group. The circle can be made on cardboard, using drawings and collages or using digital tools (e.g.</p>	<p>02h00m</p>

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mural; Jam board). Another option might be to ask each participant who has a Facebook account to read their “friends list” and build their relationship map based on this information.

If trainees have attended module 2, the result of exercise 1 of activity 4 can be used - Ecomap.

In this case, the idea would be for each trainee to reflect on how their ecomap relationships influences or can influence their relationship and participation in the community.

Some reflection questions:

- How can I be more present in my neighbourhood, in my community, in my city?
- How can I participate in community life?
- How can I become more visible in the community?
- How can I grow my network of relationships?
- How can I contribute? What can I give to others?
- What do I have to learn to achieve what I want?
- What can I do to make others hear my voice?
- What skills do I need to develop?
- What can I do to make my life experiences valued?
- How can I influence other people?
- Who can help me? Who can I ask for support? Who can be my facilitator/ally? Who would I like to have in my network of influence?

The trainer must guide and support the activity.

ID.3.3.1. Self Advocacy, social skills and roles

ID.3.2.2. Relationship circle

	<p>Practical Activity 3.3.2A. Relationship circle ID.3.3.3. Reflection questions of the activity</p>	
	<p>Break</p>	<p>00h10m</p>
	<p>Activity 4: Inclusive Community Engagement</p> <p>Goal:</p> <ul style="list-style-type: none"> ● To introduce participants to the concept of community engagement, their principles and levels of commitment. ● To identify the benefits and barriers of participation and community engagement for PID. <p>Methods and Resources: The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings/ cards/videos may also be used to show concrete examples of what is meant by principles, levels of commitment, benefits and barriers of community engagement.</p> <p>Each trainee will be invited to reflect about their presence, participation, encounters and engagement at community level; and identify possible areas of participation and limits/barriers of his/her participation.</p> <p>Inclusion has different levels of engagement.</p> <p>People can use some community resources in different ways.</p> <p>Community participation means developing connections and friendships.</p> <p>Presence means physically being in the community but having little or no contact with others.</p> <p>Community encounters are punctual meetings with strangers that may or may not go on to form a relationship.</p>	<p>01h00m</p>

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	<p>After reflecting about his/her presence, participation and engagement each participant should think of concrete actions that they can put into practice, and for that purpose, they can count on the support of the people/allies they identified in their relationship map.</p> <p>This exercise can be made on cardboard, using drawings and collages or using digital tools (e.g. mural; Jam board).</p> <p>Online voting on the proposals; Conduct a vote on the proposals that they can put into practice through the IDemocracy e-learning platform (Voting tool).</p> <p>Another implementation alternative:</p> <p>Trainers are invited to think about his/her community inclusion experiences.</p> <p>Fill the following spaces with keywords, drawings, collages or using digital tools.</p> <p>The trainer must guide and support the activity.</p> <p>ID.3.4.1. Community engagement process</p> <p>ID.3.4.2. Commitment in community</p> <p>ID.3.4.3. Levels of community engagements</p> <p>Practical Activity 3.4.1A. Organisations working in the community level</p> <p>Practical Activity 3.4.1B. Important notes of the activity</p> <p>Practical Activity 3.4.2A. Voting actions in the community</p>	
	Break	00h10m
	<p>Activity 5: Let's improve my participation and engagement at community level</p> <p>Goal:</p>	

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- To allow participants to explore and know deeper their communities.
- To promote reflection among trainees about their community experiences.
- To create an action plan for improving participation and engagement at community level.
- To identify potential resources that may support efforts to promote community engagement of PwID.
- To empower democratic participation of PwID.

Example:

The screenshot shows a worksheet titled "3.5.1B. Notes of Community map" from iDemocracy. It includes fields for "Date:" and "Name:". Below these is the instruction "Write places where you participate:". A table is provided with two columns: "Levels of Community Engagement" and "Places, services, community resources, People/Allies". The rows in the table are "Presence", "Participation", and "Encounter".

Levels of Community Engagement	Places, services, community resources, People/Allies
Presence	
Participation	
Encounter	

04h:00m
(with one 5 minutes break)

Methods and Resources:

Exercise 1: My contribution to my community

Goal:

- To allow participants to identify community places, services and facilities.
- To know how well trainees know their community and what is around them.
- To empower community engagement.

This is a group exercise to get the participants involved with a clear idea of community engagement.

This exercise wants to strengthen the team spirit and, simultaneously, provides an opportunity for

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each one to think about their feeling of community engagement.

To accomplish the aim of the exercise, all of the trainees must know/live in the same community area and the exercise can be done in a community environment (e.g. garden; main street/square; etc) or online (e.g. with the support of digital tools (e.g. Google Maps or the website of the city council) which provide a view and interaction with the map and the places of the community).

This exercise must be prepared by the trainer before the training session.

In order to plan the sessions, the trainer must:

Take/collect photos of different places and services in the community (city council; parish council; organisation, school, monuments, public services, shops, post office, church, hospital, library, gardens, transport station, cultural and leisure spaces, etc);

Prepare a community map.

The trainer will invite the trainees for a walk around the community centre and choose a place where they have logistics conditions to do the exercise. The trainer shows the photos and invites trainees to identify the different places/services and put them on the community map. Alternatively, an online tour can be done. The trainer should give some support if needed.

The trainer can ask the trainees to identify:


- Their favourite place in the community (and the reasons).
- What each place/service does and what is it for.
- Problems they feel or live in the community.
- Aspects that need intervention or change. Why? What can be done?
- Other aspects could be added.

	<p>After this reflection, the group will have gathered a set of information and proposals that they can present to the Parish Council or City Council, as well as to all parties with political representation in their community.</p> <p>For this purpose, they should identify and select the questions and suggestions they would like to present as a group. Next, they should identify the key people to whom they want to share this information. These people can be invited to an online meeting (or in-person). Trainees must address the invitations to all identified people; define the aims of the meeting; divide tasks and responsibilities; and identify a spokesperson who will present the joint reflection.</p> <p>The exercise preparation can last from 2h to 2:30h, the remaining time will be for the meeting.</p> <p>The management of the meeting and its conclusions must be accompanied by the trainer.</p> <p>Practical Activity 3.5.1A. Community map</p> <p>Practical Activity 3.5.1B. Notes of community map</p> <p>ID.3.5.2. Invitation for a meeting</p> <p>Practical Activity 3.5.3A. Outdoor activity card</p>	
	<p>Activity 6: Participating in the community</p> <p>Goal: Identify mechanisms for participation in their communities.</p> <p>Methods and resources:</p> <ul style="list-style-type: none"> ● The group search the internet for open participation processes in their community. ● Select one of the online processes to participate in. ● The group discusses which proposals to present in that process. 	00h40m

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	<ul style="list-style-type: none"> ● Share the group's proposals in the online process. <p>Practical Activity 3.6.1A. Participating in the community</p>	
<p>Break</p>		<p>00h10m</p>
	<p>Group Reflexion</p> <p>Goal: The trainer should promote a synthesis of the session, in which trainees should play an active role.</p> <p>The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework.</p> <p>Methods:</p> <p>Letter to Myself</p> <ul style="list-style-type: none"> ● The trainer shows how to write or draw email to future selves. ● Each trainee will receive this email letter in a few months. ● The trainees identify an area where they can become more involved in the community. ● Identify the person or allies for your influence group. ● Define an action that you felt prepared to do. <p>Practical Activity 3.5.4A. Letter to myself</p> <p>Goals:</p> <p>To support trainees in applying their insights and learning, by writing a message and sending it to their future selves.</p>	<p>00h40m</p>

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	<p>As active citizens, they can define key actions that they would like their future self to take and express their reasons why change needs to happen.</p> <p>Methods:</p> <p>Explain that trainees are going to write/draw an email to their future selves and that this will help them to apply their insights and learning from the session. Tell them that you will send the email in X number of months and that they should take that into account when writing them.</p> <p>Ask trainees to reflect on one (or more, according to the participant's profile) of the following topics:</p> <ul style="list-style-type: none"> ● Identify an area where you felt/can participate more in the community. ● Identify a person(s)/allies that you want to have as a member of your influence group. ● Define an action that you felt prepared to put into practice. ● Give the participants about 15 minutes to complete their emails. At the end of the exercise, save all the messages, and send them on the agreed date. <p>This exercise can be as opens or closed as the trainer think is appropriate. The trainer could restrict the participants to writing about one topic or give them the freedom to write/draw whatever they want to themselves. Evaluate the needs of the group and the purpose of the session.</p>	
<u>Duration</u>		
	<p>9h 20m</p> <p>This is just a proposal, and the duration must be flexible enough to allow for learning diversity.</p>	

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Module 4. Exercising citizenship political participation

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Module 4. Exercising citizenship - Political participation

<u>Summary</u>	
	<p>Trainees will learn about what political participation is and why this is important for people with intellectual disabilities (PwID).</p> <p>This module will focus on strengthening the exercise of citizenship, namely on voting rights, how to exercise the right to vote, and how to look for relevant information about politics and political parties.</p>
<u>Target Group</u>	
	<p>People with intellectual disabilities and supporters, including disability professionals, relatives and/or other stakeholders who can play a role in the exercise of rights of persons with intellectual disabilities. Their involvement in the training activities could be adapted to each scenario.</p>
<u>Aims</u>	
	<ul style="list-style-type: none"> ● To know what political rights are. ● To know what political and civic participation is. ● To know how they relate with citizenship. ● To know what are the legal instruments that address this right. ● To learn about democratic systems. ● To learn how to make a decision. ● To know how to exercise the right to vote (in general and country specific). ● How to look for ways to contact politicians. ● To learn how to use digital media in this context.
<u>Key Competences</u>	
	<ul style="list-style-type: none"> ● Civic skills (e.g. civic knowledge, cognitive civic skills, participatory civic skills, civic dispositions). ● Decision making (e.g., masters the 7 steps of decision-making – needed to master the voting process).

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- **Social media and politics** (setting a twitter account and using twitter).

Training Contents



- 1. Democracy and democratic participation – key concepts.**
- 2. Brief approach to political participation of persons with intellectual and developmental disabilities.**
 - a. Articles 12 and 29 of the CRPD.
 - b. The European Disability Strategy.
 - c. National legal framework (just referring that trainers must have this knowledge and prepare materials or, asking partners for input so it can be already inserted in O3).
- 3. The decision-making process**
 - a. Step 1: Identify the decision. You realise that you need to make a decision.
 - b. Step 2: Gather relevant information.
 - c. Step 3: Identify the alternatives.
 - d. Step 4: Weigh the evidence.
 - e. Step 5: Choose among alternatives.
 - f. Step 6: Take action.
 - g. Step 7: Review your decision & its consequences.
- 4. Skills to exercise citizenship**
 - a. Identifying and describing information about politics and civic participation.
 - b. Search, analyse and explain information.
 - c. Talking in public and defending positions – support needs.
 - d. Critical thinking.
 - e. How to improve political and civic participation.
 - f. Discovering common interests and building social networks.
 - g. How to influence and lobby – e.g. digital tools.
 - h. Taking actions to improve political and civic participation

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Session Plan (for trainers)		
Guidelines	<p>The session plan aims to guide trainers in the implementation of the training module.</p> <p>Based on the training programme defined for module 4, a set of practical activities is presented which aim to address all the training contents defined for this module; to provide trainers with pedagogical resources to implement the training, adapting it to the needs and profile of the trainees.</p> <p>For each proposed activity its objective, the resources and methods required for its implementation are presented, as well as an indication of the time needed to carry it out.</p> <p>These activities require additional time for preparation by the trainers.</p> <p>You should show the vídeo ID.4.0. at the beginning of the training.</p>	
	<p>Activity 1: Welcome participants activity</p> <p>Goal: This activity aims to welcome the group, energise the group and contribute to a good training environment.</p> <p>Methods and Resources:</p> <p>If the participants already know each other or if this is a continuity activity, the duration of the activity can be reduced.</p> <p>Music. Put music in the room and invite the participants to listen, dance, move around the room, relax and unwind (just an example but other ideas are welcome).</p> <p>ID.4.1.1. Group welcome activity</p>	00h:20m
	<p>Activity 2: Summary of previous session</p> <p>Goal: Summarise the main contents of the previous session and reinforce the key competencies acquired.</p>	00h:20m

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	<p>Methods and Resources:</p> <p>This activity can involve the participants, asking them to collaborate in identifying the contents worked on in the previous session, or it can be conducted by the trainer alone.</p> <p>This activity should be applied whenever it precedes another training session.</p> <p>Flipchart; post-it or other support resources to register the information and leave it visible in the training room.</p> <p>ID.4.2.1. Summary of previous session</p>	
	<p>Break</p>	<p>00h10m</p>
	<p>Activity 3: What is democracy and democratic participation?</p> <p>Goal: To introduce participants to the concepts of democracy and democratic participation.</p> <p>Methods and Resources: The activity should be supported by a PowerPoint with easy-to-read information. Pictures/ photos/ magazine clippings may also be used to show concrete examples of what is meant by democratic participation.</p> <p>ID.4.3.1. Democracy and democratic participation</p> <p>Practical Activity. 4.3.1A. Examples democratic participation</p>	<p>00h40m</p>
	<p>Break</p>	<p>00h10m</p>
	<p>Activity 4: Political participation of persons with intellectual disabilities</p> <p>Goal:</p> <ul style="list-style-type: none"> To give trainees some knowledge about the articles of the United Nations Convention on the 	<p>01h:30m (with one 5 minutes break)</p>

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	<p>rights of People with Disabilities (CRPD) relating them to the right to participation in political and public life - articles 12 and 29.</p> <ul style="list-style-type: none"> ● To give trainees an overview on the European Disability Strategy, focused on participation in political and public life. ● To reflect with the participants on the current national situation, experienced in their countries, on participation in political and public life. <p>Methods and Resources:</p> <p>The activity can offer different possibilities of implementation and the trainer can opt to explore all the contents or choose the most relevant for the group and training context.</p> <p>PowerPoint presentations are easy to read for the different training contents.</p> <p>CRPD in easy to read for consulting by the trainees. Concrete examples of implementation of articles 12 and 29.</p> <p>To introduce and enable trainees to contact the European Disability Strategy, explaining its role and importance at European and national level.</p> <p>Easy-to-read digital or physical copies of CRPD to distribute among participants.</p> <p>A board card game with information about how the rights enshrined on the Convention and the Disability Strategy impact on political participation (this can also be a matching game to be done online).</p> <p>ID.4.4.1. Articles 12 and 29 of the CRPD</p> <p>ID.4.4.2. European Disability Strategy</p> <p>Practical Activity. 4.4.2A. Search information on the European Disability Strategy</p> <p>ID.4.4.3. Voting rights of people with intellectual disabilities</p>	
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	<p>Break</p>	<p>00h10m</p>
	<p>Activity 5: Make decisions and solve problems</p> <p>Goal:</p> <ul style="list-style-type: none"> ● To understand what it is to decide and how we decide. ● To know the steps of the decision-making process. ● To Know how to solve problems effectively. <p>Methods and Resources:</p> <p>For each activity that involves working in groups, the participation of a facilitator who can accompany each group should be ensured.</p> <p>PowerPoint presentation; guidelines and materials for each activity (cards; exercise files; etc) and support documents for trainers and trainees.</p> <p>Make Decisions – introduction of the concept; involvement of the trainees and reflection on concrete examples in daily life of decision-making process.</p> <p>Duration: 00h45m</p> <p>ID.4.5.1. Make decisions</p> <p>Role playing about cooperation; make decisions and solve problems (eg. Cooperative and team games).</p> <p>Group discussion: What was most difficult about this activity? What strategies were used?</p> <p>Duration: 00h15m</p> <p>ID.4.5.2. Role Play</p> <p>Practical Activity. 4.5.2A. Group discussion role play</p>	<p>04h00m (divided 5 in blocks and making 5 minutes breaks between the blocks)</p>

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	<p>Having a Problem – introduction of the concept. This activity aims to work on the ability to identify and clarify problems in various situations.</p> <p>This activity requires de involvement of the trainees; register the participant’s answers and explore the similarities and differences between answers.</p> <p>Duration: 01h00m</p> <p>ID.4.5.3. Having a problem</p> <p>Practical Activity. 4.5.3A. Sharing problems</p> <p>Solving Problems – introduction of the concept. Explore each step of the decision making process and reinforce the importance of each one for a successful solution.</p> <p>Example: Problem Scenarios - role playing</p> <p>Duration: 01h00</p> <p>ID.4.5.4. Solving problems</p> <p>ID.4.5.5. Make decisions and solving the problems</p> <p>Practical Activity. 4.5.5A. Role play decision making</p> <p>Problem identification and resolution.</p> <p>Trainees work in group and must identify a problem, list solutions and their consequences.</p> <p>Each group should present their findings to the larger group.</p> <p>The problems can be suggested by trainers or identified by trainees and related with their life experiences.</p> <p>Duration: 01h00m</p> <p>Practical Activity. 4.5.5B. Card Game Identifying and solving problems</p> <p>Practical Activity. 4.5.5C. Card Game Decision making</p>	
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	<p>Break</p>	<p>00h10m</p>
	<p>Activity 6: Exercise Citizenship</p> <p>Goal: This activity aims to strengthen citizenship skills and the role of self-representation in the exercise of the right to political participation and public life. It aims to address key aspects of citizenship like: accessibility of information; critical thinking; solving problems; asking for advice/support; solving problems; making decisions; having a voice; effective communication and building social networks.</p> <p>Methods and Resources:</p> <p>Meeting with politicians, mayor/parish councillors/different councillors; residents' association. Invite different interlocutors to participate in an information session to expose ideas, problems and suggestions which trainees encounter in the exercise of their citizenship.</p> <p>Another option will be to carry out this activity through social networks. To do so, trainees must have a Twitter and/or Facebook account and know the safety and communication rules on these two platforms. Through these platforms it is possible to convey information, ensure space to express opinions.</p> <p>Duration: 1h30</p> <p>ID.4.6.1. Dissemination meeting with politicians</p> <p>Practical Activity. 4.6.1A. Preparation meeting</p> <p>ID.4.6.2. Minutes of the meeting</p> <p>Simulate an election campaign: Preparing a campaign; choosing a list/candidate; preparing an electoral programme; preparing the polling station, the ballot box and the ballot paper; registering for voting; gathering important information; voting;</p>	<p>03h30 (divided in 2 blocks and making a 10 minutes break between blocks)</p>

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	<p>follow the electoral results; preparing speech for the person elected.</p> <p>Duration: 1h30</p> <p>These activities should be previously prepared and worked on by the trainees and trainer, so that everyone can participate.</p> <p>Powerpoint presentation, short videos with key messages, white board, colour markers, a computer with internet access, flipchart, ballot box, datashow</p> <p>Materials for the activity of election campaigns (e.g. electoral programme, ballot paper) and meeting politicians (e.g. mobile phone/computer; internet access; Twitter and Facebook account).</p> <p>Conduct a vote within an electoral process through the IDemocracy e-learning platform (voting tool).</p> <p>ID.4.6.3. Preparation of election campaign</p> <p>ID.4.6.4. Candidates for campaign. Form 1</p> <p>ID.4.6.4. Candidates for campaign. Form 2</p> <p>Practical Activity. 4.6.4A. Candidate photography and election campaign</p> <p>ID.4.6.5. Electoral programme form</p> <p>ID.4.6.6. Ballot papers. Form 1</p> <p>ID.4.6.6. Ballot papers. Form 2</p> <p>Practical Activity. 4.6.6A. Steps to vote online</p> <p>Practical Activity. 4.6.6B. Online voting</p> <p>ID.4.6.7. Voting results form</p> <p>ID.4.6.8. Speech elected person form</p>	
	Break	00h10m

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	<p>Group Reflexion</p> <p>Goal: The trainer should promote a synthesis of the session, in which trainees should play an active role.</p> <p>The trainer should promote sharing on decisions made by the participants; review the topics covered; ask questions and if applicable/necessary define homework.</p> <p>Methods and Resources: At this moment space and time should be given for all trainees to participate and express their opinion. Since not all participants may feel free to express their opinion, the trainer may ask each participant to say only one word about this session.</p> <p>The trainer can write each word on a board or build a word cloud, for example.</p> <p>A set of cards with key information on topics and relevant information will be used to promote the discussion. This can also be an online activity.</p> <p>ID.4.7.1. Reflexion cards</p> <p>ID.4.7.2. Reflexion summary form</p>	<p>00h40m</p>
<u>Duration</u>		
	<p>12h30 (11 hours with 90 minutes breaks)</p> <p>This is just a proposal, and the duration must be flexible enough to allow for learning diversity.</p>	

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