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# Capacity Building Toolkit for Blended Learning

## TRAINERS' GUIDE

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Leading partner: CIEP asbl

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The Silver+ project “**Silver Economy as a new pathway to foster entrepreneurship and facilitate the disabled persons’ insertion and reinsertion in labour market**” aims to develop an innovative training methodology and a set of e-tools, that will allow those people working with disabled to adapt to the new challenges brought in by the increase in their life expectancy and so, it will respond to the need of keeping them as long as possible work active, therefore avoiding their premature retirement from work.

The project is being conducted by a consortium of seven (7) European organisations, all partners with expertise to achieve the project objectives and significant experience in participating and management of national and European projects:

- Institut Regional d'Insertion Professionnelle et Sociale (IRIPS), France
- Coopérative d'Activité et d'Emploi dans les Services A la Personne et la Silver Economie (CAESPE), France
- Asociacion Intercultural Europea (GO EUROPE), Spain
- Associazione C'ENTRO, Italy
- CIEP asbl, Belgium
- INSTALOFI Levante SL, Spain
- Danmar Computers sp z o.o., Poland

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# THE TRAINERS' GUIDE IN BRIEF

This guide focuses on two dimensions:

- ▶ **The first one** will be developing pedagogic competences by introducing adult educators to methods and technique approaches of non-formal education and offline & online tools in delivering the necessary skills to disabled and other disadvantaged groups of adult learners (sections: *Design, Delivering, Assessment & Methods and Implementation*)
- ▶ **The second one** will focus on subject content to improve participants' knowledge, understanding and necessary pedagogic skills in basic digital, financial literacy and soft skills for boosting employability of disabled and disadvantaged groups of learners, as well as a hint of entrepreneurship within the silver economy sector contained in the competency framework O3 developed by the project (section: *Training sessions and Annex for the used tools*)

This Trainers' guide consists of a Capacity Building Toolkit that will set the methodology and guidelines for complementing the Blended mobility of participants (Train the Trainers), during which also the e-learning modules constitute part of the training and testing activities.

The Toolkit include all the teaching and learning resources needed to deliver the e-course to the designated target of adult educators, tutors and health workers. It includes handouts, worksheets, digital tools, assessment and evaluation tools, references and links to additional teaching and learning resources.

The teaching and learning resources have some wide applications. They can be used in a wide variety of contexts and in different countries to help adult educators develop and improve their digital, entrepreneurial and pedagogic competences for supporting the delivery of courses to disabled adults. As a whole, the course for adult educators will be particularly relevant also to adult educators who are not teacher-trained and may not have a back ground in education and/or in the specific fields covered by the project. The Toolkit material and final blended training can be replicated in different educational contexts, formal and non-formal and in different countries, and may require some adaptation to suit the local situation.

The Capacity Building Kit is self-explanatory. Each session provides the Trainer with the Session Objectives, Time, Methods, Materials, Overview and Process.

1. The **time** that each session will take is flexible depending on the trainer, the number of participants, skill levels of the participants, etc.
2. The **methods** simply alert the trainer as to whether the session is to be conducted as, for example, a presentation – which generally means the slideshow will be used, or as a breakout session and that breakout areas may be required.
3. A list of all the **materials** that the trainer will need, above and beyond the list provided above, for the session is also included. Flipcharts, markers, and tape should be assumed, even when not listed.
4. The **overview** provides just that – an overview of the upcoming session, and
5. The **process** section provides the trainer with the steps that should be followed to train each session.

The trainer should share relevant examples from her own experiences *and encourage participants to discuss their own experiences*. The starbursts in this section highlight the adult learning principles that are important to focus on in each step.

We think it's important before going on, to introduce the "Silver Economy" and to remind, since we are working with adults, some principals to consider when delivering training sessions to adults.

# DESIGN, DELIVERING, ASSESSMENT & METHODS

## **A- USEFUL CONCEPTS**

### **1. An Introduction to Silver Economy**

In a background paper published by the European Commission in 2015<sup>1</sup>, the authors defines “the “Silver Economy” as the economic opportunities arising from the public and consumer expenditure related to population ageing and the specific needs of the population over 50”.

The ageing population can be divided in 3 groups, each with their own need-patterns:

- Active ageing population, requiring consulting in order to stay active as long as possible,
- Fragile ageing population, requiring accompaniment in order to be empowered to go out of the spiral of exclusion and fragility,
- Dependent ageing population, requiring care.

Thus the Silver Economy comprises a large part of the general consumer economy, but with considerable differences in spending priorities and patterns. The Silver Economy is driven both by the emergence of new consumer markets and by the need to improve the sustainability of public expenditure linked to ageing.

By 2050, people aged 50 and above will account for 33.5 per cent of the world population, up from 17.8 per cent in 2000, and the silver economy market will grow to \$15 trillion in 2020 according to the investment management company Merrill Lynch. The tendencies in Europe will be similar to these of the northern countries. Merrill Lynch estimates the Silver Economy in Europe at \$7 trillion per year, which makes it the 3rd largest economy in the world. By 2020 the private spending power of the elderly generation will reach \$15 trillion globally. As for public spending: in the EU it accounts for 25% of GDP or about 50% of general government expenditure and it is projected to grow by more than 4% of GDP until 2060.

The rapid demographic ageing is one of the main factors determining future European and global economic development. Life expectancy has risen sharply also in people affected by disabilities, leading to a major challenge for the society, but also to a great opportunity for economic growth and jobs, within the so called "Silver Economy".

The Europe 2020 strategy calls out for citizens in our ageing society, including those with physical and mental handicaps, to live actively and independently for longer and to continue contributing to the economy and to society. The Silver Economy also fits well with the new Commissions priorities regarding new jobs, growth, investments and strengthening of the industrial base.

Ageing and older adults can be seen as a valuable resource that can contribute to society and live actively while generating new jobs and growth. They can be seen as an asset in the shrinking labour market and as volunteers, which are providing valuable services to the society and economy. This also applies to disabled people, as often in Europe they will access earlier on (around 60 years of age), to a minimum pension that in most cases won't provide enough income and resources for their own self-subsistence & health care, thus it is incumbent to create mechanisms to encourage and enable them to remain as long as possible into a work environment. Adaptation to an ageing society, especially in regards to disabled elders, requires increased independence and social inclusion. Those aims could be greatly facilitated by a better connectedness with peers, caregivers, employers and professionals in the health sector. It also requires creating age-friendly environments, mainstreaming of accessibility and products and services that can be used by all.

The following parts of the capacity building kit aims to facilitate the training for trainers; and opportunities for seniors and disabled seniors from European countries to interact, understand each other's positions, and build mutual trust.

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<sup>1</sup> GROWING THE EUROPEAN SILVER ECONOMY, <http://ec.europa.eu/research/innovation-union/pdf/active-healthy-ageing/silvereco.pdf> (it should be noted that this background document has been produced to inform a discussion among stakeholders and does not constitute a formal position, proposal or commitment by the European Commission)

## **2. What is Blended Learning?**

A blended learning or “hybrid learning” represents a learning model that combines both formal (traditional classroom) and non-formal (online courses) methodologies. Basically, the blended learning represents a model that integrates technology to boost learning and deliver impact (empowering and capacity building of participants).

A trainer, as well as an organization, can create his own blended learning activity following the five successive stages below:

1. Choose the suitable Learning Management System for Your Needs (in our case, the Silver+ e-learning platform [www.silverplus](http://www.silverplus.com))
2. Communicate the blended learning objectives to the learners/participants (they have to know when and why they will use technology for their training process)
3. Create a flexible blended learning strategy (blended learning is a model that needs a lot of flexibility – see the 5 blended learning strategies below)
4. Include effective assessments in the Program (multiple or single choice quiz and other interactive assessments could be used at the end of each learning unit)
5. Build a blended learning community (Being and feeling as part of a community that supports technology-assisted training is an effective way to increase engagement and to motivate the participants)

This 5 stages’ model was used when partners created the e-learning Silver+ platform and the contents of the learning units, this model will be explained and experienced in Brussels during the Capacity training activity from 3rd till 7th February.

## **3. The six blended learning strategies**

1. Flipped Classroom: This blended strategy merges two highly successful training approaches, virtual with face-to-face learning, to offer busy participants the best of both worlds. It is ideal for some busy participants who cannot spend much time away in conference rooms or lecture halls. As part of a blended learning course, learners are provided some learning materials in advance of an actual face-to-face meeting, such as podcasts, lecture notes or slides (see Flipped Classroom in resources).

2. Live Virtual Training: For some organisations/institutions, getting participants from various locations to huddle together in a conference room or convention center for training might not be an (easy) option. Scheduling challenges, diverging work shifts and financial and logistical challenges may preclude from doing so. In such cases, a good blended learning programme can be designed to deliver training entirely through distance learning approaches. However, to provide the much needed learner-trainer engagement, a reasonable component of the training should be conducted live – in real time.

3. Shared Team Goals: In some instances, organisations/institutions might have a very limited window of availability to enable participants from across the different locations to come together in a classroom setting for training. For instance, companies operating off-shore rigs can’t afford to fly crews to a land-based setting for weeks or months just for their classes. In such cases, good blended learning strategies might strive to form various groups.

4. Personalized Blending: Blended learning methods offer an excellent opportunity to tailor a course for disparate groups of participants, while also personalizing it to blend with the unique training needs of individual learners. Blended courses are ideal to bring groups of people together, in consultation with outside and in-house experts, to brainstorm and solve real-life challenges. The idea

behind such an approach might be to make the expertise of a select group available to other groups who are learning to solve a real-world challenge faced by them, individually or collectively.

5. Self-Directed Blended Learning: In Self-Directed blended learning, students use a combination of online and face-to-face learning to guide their own personalized inquiry, achieve formal learning goals, connect with mentors physically and digitally, etc. As the learning is self-directed, the roles of ‘online learning’ and physical teachers change, and there are no formal online courses to complete. In Self-Directed blended learning, one challenge for teachers is to be able to judge the and (somehow) success of the learning experience without de-authenticating it.

6. Supplemental Blended Learning: In this model, students complete either entirely online work to supplement their day-to-day face-to-face learning, or entirely face-to-face learning experiences to supplement the learning gained in online courses and activities. The big idea here is supplementing—critical learning objectives are met entirely in one space while the ‘opposite’ space provides the student with specific supplementing experiences that the other did not or could not provide.

#### **4. What is capacity building**

According to Beesley and Shebby (2010)<sup>2</sup>, « capacity building in the educational setting is a process to assist a school/college’s ability to accomplish its mission. The process involves combining elements and resources within a school to benefit all stakeholders. Its purpose is to create and implement programs that will allow all members to grow by way on enhancing their knowledge, skills and abilities ».

Capacity building involves mobilizing all kind of resources: relational, social, pedagogical and material ones. In order to ensure that a capacity building setting (training setting in our case) remains effective, all stakeholders (trainers, seniors, disabled people, family members, institutions and training centers...) must buy-in and invest in capacity building setting’s improvements.

In an effective capacity building setting, everyone must care about each other and help each other to grow learn and lead together. Each participant could learn and in the same time teach others, which will facilitate the development of shared visions, goals and good practices.

Another important aspect of an effective building capacity setting is the capacity of trainers to mobilize seniors, disabled people and their families (parent relationships or informal caregivers) to enable all of them to collaborate and create a community. Trainers need to include those target groups when they set goals and choose improvement strategies. Trainer should make it easier for them to be informed and to play a part in what goes during the training process. New technologies can serve as vehicles for staying connected with the target groups (training platform, emails, social media...).

Trainers, seniors and disabled people should work together effectively, yet are able to use their own strengths and styles in the classroom. Further, Trainers should use a trainee-centered approach in which project-based lessons are exemplified across each grade level. Lastly, Trainers should also encourage and support multiple learning styles and approaches, and incorporate multiple and varied techniques in the classroom to promote learning and success.

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<sup>2</sup> Beesley & Shebby, Evaluating Capacity Building in Education: The North Central Comprehensive Center, 2010 <https://files.eric.ed.gov/fulltext/ED511130.pdf>

## **B- MAKE IT REAL : THE TRAINING SESSIONS**

### **Training session #1. Project scope and Entrepreneurship in Silver Economy**

#### **Project scope and objectives**

Within the project Silver+, by the end of this session, the educators will provide to the end users the necessary knowledge and the necessary skills to people with disabilities to pursue entrepreneurship in the labor market.

It will provide insight into entrepreneurial process stages. Educators can use this toolkit to develop the strategies necessary for increasing disabled ability to become a entrepreneur and create a social change from dependency to independence through successful entrepreneurship.

Using this toolkit as a data collection tool, education, experience, and training factors in Entrepreneurship.

It will highlight the impact of working longer, therefore avoiding disabled premature retirement from work. It can help achieve a career aspirations and goals, and provide greater work flexibility and financial stability, including higher living standards, entrepreneurial opportunities to participate in new growth markets and promote inclusion through **silver economy**.

In other words, if inserted disabled persons worked longer, this would result in a substantial increase in their living standards and will allow those people working with disabled to adapt to the new challenges brought in by the increase in their life expectancy and so, it will respond to the need of keeping them as long as possible work active. Extending the work-life of the over-60 and promoting disabled entrepreneurship is increasingly perceived as an economic driver.

Promote inclusion through **entrepreneurship** can help many people with disabilities to participate in the labor market and society. The approach used to support the participation of people with disabilities in the EU labor market encourages increased participation primarily through employment and less through self-employment or business creation. A common EU approach is to use employment quotas that require public and private organizations to employ a certain number or percentage of people with disabilities. There are examples of EU policies that support self-employment and business creation for people with disabilities. These include the incorporation of self-employment into the general active labor market programs as well as schemes that support people with disabilities when setting up businesses.

By 2020, around 120 million people in the EU will live with some degree of disability. The EU has been playing catch-up via the European Accessibility Act which was envisioned to make a number of products and services more accessible. With the global assistive technology estimated to be worth €23 billion by 2024, it is no surprise that more startups are going into disability technology.

#### **Entrepreneurship in Silver Economy**

Entrepreneurship provides people with disabilities the potential to create and manage businesses in which they function as the employer or boss, rather than merely being an employee.

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of products and services more accessible. With the global assistive technology estimated to be worth €23 billion by 2024, it is no surprise that more startups are going into disability technology. <https://www.eu-startups.com/2020/01/10-promising-european-startups-supporting-people-with-disabilities/>

However, this toolkit is not intended to assist disabled people with opening their own business, but to provide them with the necessary skills to pursue entrepreneurship in the silver economy.

### **Creating a business**

Creating business can be assessed using the SMART acronym. This is a way to evaluate the objective and to decide how the participant will know if it is achievable. In some cases, the word goal is used where objective is intended.

When attempting to define a business' long-term objectives, many business owners find the "SMART" Goal model to be quite useful. The goals should be:

Specific: What is your business hoping to achieve?

Measurable: How will you measure whether or not you've succeeded?

Attainable: Are these goals something that you can realistically achieve?

Relevant: How are your long-term objectives related to your business?

Timely: When is the deadline for completing your first set of goals?

## **The 7 Steps to become an Entrepreneur**

### **Step 1**

Find the right business for you.

Entrepreneurship is a broad term, and you can be an entrepreneur in just about any area. However, you will have to pick a field to work in and business to start. Find a business that won't only be successful, but is something that you are passionate about. Entrepreneurship is hard work, so you want to focus your attention on something you care about.

### **Step 2**

Determine if you should get an education.

You don't need to have any type of formal education to be an entrepreneur, but that doesn't mean you should ignore education entirely. If you want to start a tech company, experience in business, computer programming and marketing could all be valuable. Also, some industries will likely require some type of education, such as your own accounting or law firm.

### **Step 3**

Plan your business.

Before you begin your business, you need to have a business plan. A business plan lays out any objectives you have as well as your strategy for achieving those objectives. This plan is important for getting investors on board, as well as measuring how successful your business is.

### **Step 4**

Find your target group/audience.

Not every business appeals to everyone. The age, gender, income, race and culture of your target group will play a large role in determining where you open up shop – or if you even need to have a physical address for business. Research which group fits your business model best, and then gear everything to attract that demographic.

### **Step 5**

Network.

While networking is important in all fields, it may be most important for entrepreneurs. Networking is how you meet other people that might have skills you can use in your business. You can also find potential investors through networking to help get your business model off the ground. Your network can also support your business once you open, helping send new customers your way.

### **Step 6**

Sell your idea.

Consumers want products, but they don't always know which product to pick. Your job as an entrepreneur is to convince people that whatever you're selling is the best option available. You'll have to find out what makes your product unique and then sell it based off the value it adds.

### **Step 7**

Market.

You should be focused on marketing before, during and after you start your business. You may have the best restaurant in the city, but nobody will visit if they don't know it exists. Marketing is tricky, but if you should be able to focus your marketing efforts on your target audience. For example, millennials may be more likely to see an ad on social media than on a billboard downtown.

## **Barriers to entrepreneurship and business creation among people with disabilities**

To promote entrepreneurship for disabled persons we need to know the barriers that affect entrepreneurship to overcome the barriers and promote new policies and measures to create new ventures.

The barriers are not the same for all the individuals in society. Although some obstacles are common to all people, some groups find specific obstacles, namely, people with disabilities, women, young people, ethnic minorities, unemployed and people living in rural or distressed areas.

Identification of barriers to create a business, can help to eliminate the barriers and to 'make entrepreneurship accessible to all'. Susana Martins identified in ADRIMAG<sup>3</sup>, the main barriers to entrepreneurship and business creation among people with disabilities.

However, people with disabilities face additional barriers to create their own job or business:

They might lose cash benefits from social security or supplemental security disability programs, health care benefits associated with cash programmes or housing and other subsidies.

- Difficulty in accessing finance
- Lack of information on how to start a business or write a business plan
- Programs for people with disabilities that frequently do not support or encourage self-employment and entrepreneurship
- Programs promoting self-employment and small business development have not been to open to people with disabilities
- Restricted access to support networks
- Discrimination based in misguided stereotypes about the capabilities of people with disabilities
- Lack of knowledge about opportunities

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<sup>3</sup> Susana Martins, Barriers to entrepreneurship and business creation, 2014 - <http://mail.managementparadise.com/oneonone/documents/31036/barriers-to-entrepreneurship-and-business-creation-coordinator-adrimag-susana-martins/>

## **Training session #2. Understand how adults learn**

### **Definition, Aims and Objectives of the Unit**

The effectiveness of learning is linked to the context, to the way of presentation of content, to the teaching methods used, to the class climate; these elements must be adapted to the characteristics of the trainees. The trainer must therefore not only take care of the content and the way in which it transmits them, but must also be able to create a suitable classroom environment for the people he is going to train. The aim of this module is to provide trainers with guidance on how to implement effective training, particularly with people with disabilities.

### **Theoretical approach and Methodological indications**

#### **Different types of disability**

The trainer may be confronted with different types of disability and who also need to be given specific answers in the context of training in order for the learning process to be effective.

In summary we can distinguish the disabilities in four types:

- People with sensory disabilities: they are disabilities that affect the senses (sight, hearing, touch, taste, smell)
- People with motor disabilities: they concern the motility and efficiency of the organs of the body parts assigned to the movement
- People with intellectual disabilities or they concern the intellectual abilities that can be verified through the IQ (IQ: relationship between chronological age and mental age of the subject); or the most specific disabilities are mental deficiencies (I.M.);
- People with mental disabilities: they concern psychic and relational problems (psychosis) and psychological problems (only serious and disabling neuroses)

Disabilities are often understood in reality: in this case we can speak of multiple disabilities. It can sometimes also specify the main disability and associated disability. As can easily be seen, the presence of disability often creates psychological and relational problems. Particular notes

- In each disability a sequence of seriousness can be distinguished (cf. degree of disability): mild, medium, serious, very serious. A person may have a specific disability which is also severe (e.g., blindness), but should not be considered disabled.
- Disability is generally all the more serious the more it involves intellectual and psychic aspects

Also important to say is the fact that the trainer may be in classrooms people who do not have disabilities but who have specific learning disabilities (e.g.: dyslexia, misfortune, dyscalculia, etc.) and for which it is still necessary to adopt teaching methods and compensatory tools adapted to these needs so that the student is able to learn satisfactorily. It is important to remember that specific learning disorders affect a specific and circumscribed domain of skills indispensable for learning (reading, writing, computing) leaving the general intellectual functioning intact. In short some of these disorders are:

- Dyslexia is a specific learning disability characterized by the difficulty to read accurately and/or fluently.
- The disorthography is one of the specific learning disorders that concerns the constructive component of writing, therefore related to the linguistic aspects, and consists in the difficulty of writing correctly from a point of view of spelling.
- The misfortune concerns the executive component, graph-motor (badly readable writing); it refers to the difficulty of writing in a fluid, fast and effective way.
- Dyscalculia concerns the difficulty to understand and operate with numbers and the difficulty to automate some numerical and computing tasks.

## **How an adult learns/andragogy**

The andragogy is defined by M.S. Knowles as art and science oriented to help the adult to learn and consists of a "corpus" of knowledge that specifically affect the formation of adult subjects (from andros, man) and to distinguish it from the pedagogy which has as its object the education of the child. The merit of andragogy has been to recognize and consider adulthood not as a point of arrival, but as a process that is inscribed in the continuum of the growth of the subject, where it is necessary to take into account the specificities that distinguish the same subject in learning in relation to similar experiences he or she has in the different ages of life.

The andragogical model is based on the following assumptions:

- 1) The need to know: adults feel the need to know why they need to learn something before learning. This translates into the fact that in adult education the first task of the trainer is to help the learners to become aware of the "need to know".
- 2) The self-concept of the learner. Adults have a concept of themselves as people responsible for their decisions, their lives, hence the need to be considered and treated by others as people capable of managing themselves. This means that the provider must succeed in creating learning experiences in which adults are helped in the transition from dependence to autonomy.
- 3) The role of the learner's experience. Adults enter a training activity with an experience that is greater than that of young people, but also of different quality. This difference in quantity and quality of experiential experience has numerous consequences for the formation of adults. On the one hand, it ensures that in each adult group there will be a wider range of individual differences than in the case of a group of young people. It means greater heterogeneity. On the other hand it means that in many cases the richest learning resources reside in the learners themselves, hence the greater emphasis placed on adult education on EXPERENTIAL TECHNIQUES: group discussions, simulation exercises, problem-solving activities, case method and laboratory methods, cooperative learning.
- 4) Willingness to learn. Adults are willing to learn what they need to know and know how to do to cope effectively with real-life situations.
- 5) Orientation towards learning. Adult learning orientation is centered on real life. Adults are motivated to invest energy to the extent that they feel that this will help them to carry out tasks or to face problems they face in real-life situations.
- 6) Explanation of reasons. Although adults respond to some external motivations (better jobs, promotion, higher pay and the like), the most powerful motivations are internal pressures (the desire for greater job satisfaction, self-esteem, quality of life and the like). The trainer must also be aware, however, that adults are motivated to grow and evolve, but that this motivation can be inhibited by barriers such as negative self-concept as student, inaccessibility of opportunity or resources, lack of time, and programs that violate the principles of adult learning.

The andragogical model as already said is a process model, where the trainer/facilitator prepares in advance a series of procedures in order to involve the learners in a process that involves these elements: 1) To Establish a climate conducive to learning; 2) Create a mechanism for common design; 3) Diagnose learning needs and to formulate the objectives of the program (which constitute the content) which will satisfy these needs; 4) Design a model of learning experience

## **Training adults with disabilities**

In addition to having to take into account in the planning and implementation of the training of the above mentioned, the trainer providing training must also be aware of the specific difficulties of his or her pupils. Only through a careful knowledge of the characteristics of its pupils will it be able to achieve effective learning processes capable of achieving the objectives that the training intervention sets. Going back to the topic of the ICF addressed in one of the modules of distance training we know that the working/disability situation of a person, at any age, is the overall result of the reciprocal

influences between 7 factors: physical conditions, bodily structures, bodily functions, personal activities, social participation, environmental contexts, personal contexts. When these various factors interact in a positive way, the adult will work well also from the point of view of learning, otherwise its functioning will be problematic in any context including the training.

Two other important concepts that the trainer must always bear in mind is the distinction between "handicap" and "disability" and "capacity" and "performance".

Not being able to make an excursus on all the possible cases of disability that a trainer may encounter in his activity has decided to make some examples aimed at making understand one of the most correct possible ways in approaching to manage the training process with these pupils.

#### Adults with severe social anxiety

A subject can have good verbal skills, adequate expressive language, good communication skills. For this person however a negative contextual/ personal factor is the strong social anxiety in the presence of strangers. The expressive communicative performance of this person will therefore be lacking in social participation with strangers or unfamiliar persons. In a situation such as the one described above it is understood how a person with these characteristics within a training course where students are asked to expose to others what they have learned or the results of a research would be strongly penalized putting it in strong anxiety with consequent negative effects on his learning. This means that when the trainer thinks about the activities he wants to carry out in the classroom he must find the correct way to make this person comfortable, reassure him and possibly give him the opportunity to put his opinions in writing and then read them.

#### People with memory deficits

Short-term memory plays a crucial role in the training process: compromising it leads to difficulties in acquiring new information, making it difficult to memorize it and thus learn it. In people who have mnemonic difficulties, visual and auditory information processing difficulties are common. Verbal information "enter from one ear and exit from the other", while visual information results in:

- Copying errors and omissions of the last syllables of a word and the last words of a sentence during reading;
- The use of very simple verbal and written expressions is an additional consequence of a shortcoming in short-term memory.

It is also important to know that there is not only one type of memory but many of them, including the working memory, which is largely involved in training activities. Working memory (especially in the visual-spatial component) is for example one of the cognitive functions involved in performing arithmetic operations (especially if done in mind). The capacity for verbal comprehension, both oral and written, is also greatly influenced by the efficiency of working memory, especially in its verbal component, and in general is related to almost any type of school learning. Working memory also seems to play a central role in long-term learning.

One of the areas where it is most noticeable is the understanding of complex oral instructions or the understanding of written text (when verbal working memory is compromised); another possible alarm bell may be represented by the difficulty of calculation in mind, especially if the visual-spatial working memory is affected.

Working memory compromise does not allow you to keep a lot of information in mind to perform sequences of actions, For example, a trainer who has this difficulty can:

- Help him by suggesting he write down the actions to be performed and create a list of self-control;
- Speaking in short sentences, simple periods and a few subordinate sentences;
- In speeches, as far as possible, avoid making too many premises;
- Teach more functional study approaches and how to mentally organize the notions to be learned.

## Training session #3. Design effective training contents

### Learning objectives

By the end of this session, participants will:

- Share their experiences with effective and ineffective training
- Agree on three fundamental requirements for effective training
- Identify differences between a training event that simply introduces new material and one that facilitates understanding and engagement with the new material
- Discuss the seven steps of planning in the context of planning a training event
- Commit to the objectives for the design component of the course

### Themes

With a basic grounding in adult learning principles and learning styles – Session 2, this session moves participants towards more effective design and delivery by defining effective training as a learning event that results in participants choosing to do something differently. The seven steps of planning are introduced as a framework to help trainers generate this kind of result. Each participant selects a topic (from the Silver+ learning units) around which they will design and deliver a fifteen-minute training session during the course.

The ADDIE model:

- 1) **Analysis** (What and who should be trained?)
- 2) **Design** (What plan is best for this training?)
- 3) **Development** (What TSPs, media and materials?)
- 4) **Implementation** (How should we deliver training?)
- 5) **Evaluation** (How will we measure success?)

Designing a training program needs to:

- Conduct needs analysis
- Write instructional objectives
- Develop the plan
- Select, design, develop active training methods
- Deliver
- Evaluate training

Once these stages are performed, the session could be visualized in a table to facilitate their implementation:

<b>Session</b>	<b>Duration</b>	<b>Contents/Learning items</b>	<b>Methods &amp; activities</b>	<b>Materials &amp; support</b>

## **Training session #4. Methods/Techniques**

### **Learning objectives**

By the end of this session, participants will:

- To identify different training and teaching methods and techniques
- To be able to adapt the methods and techniques to the needs of the trainees

### **Themes**

There are numerous methods and techniques available to help trainers prepare and equip trainees to better master competences and acquire skills. Indeed, with so many choices out there, it can be daunting to determine which methods to use and when to use them according to the needs and learning profiles of the trainees. Thus, the following methods could be used according to each specific learning unit objectives and the composition of the target groups:

1. Lecture:
2. Demonstration:
3. Role Play:
4. Case Study:
5. Panel Discussion:
6. Readings:
7. Small Group Tasks:
8. Large Group Discussion:
9. Large Group Exercise:
10. Stories/storytelling:
11. Brainstorming:
12. Learning Partners:
13. BUZZ Group Discussions:
14. Interviews:
15. Individual Exercises:
16. Debate:
17. Quiz:
18. Response Cards:
19. Games:
20. Puzzles or riddles:
21. Drawings or mapping:
22. Display or exhibition:
23. Q&A sessions:
23. Field Trips:

24. Video or Film:

25. Guest speakers:

The following table summarizes the pros and cons of each method/activity, in order to make it easy to the trainer to choose according to goals to be reached:

<b>Activity</b>	<b>Pros</b>	<b>Cons</b>
Demonstration	Opportunity to provide feedback	Does not involve everyone
Role Play	Good practice for participants and involvement	May be dominated by a few participants
Lecture	Good for high content if presenter is good	Passive and not stimulating
Case Study	Good focus and high involvement	May be dominated by a few participants
Panel Discussion	High content and variety of perspectives	Low learner involvement
Readings	Provide high content	Not very stimulating
Field Trips	Allow for sensory perception if well structured	Mechanisms must be in place to ensure learning happens
Small Group Tasks	Highly participatory and task oriented	May be dominated by a few participants
Video or Film	Good focus and pre-designed	Little participant interaction
Large Group Discussion	Highly energizing and high participation	May be dominated by a few participants`

There is no good or bad teaching method, but it depends on the fixed learning outcomes and the characteristics of the target group. That's why it's important to set up a need analysis of the learners before implementing the training. So, before considering specific training techniques and methods, it's importance to ask the following questions:

- What are your training goals for this training session (in terms of learning outcomes)? New skills, New techniques for old skills, Better workplace behavior/soft & transversal skills, A safer workplace, ...
- Who is being trained? Young people, Adults, Mental disability, Sensory disabilities, Intellectual disabilities, Motor disabilities
- What training resources and materials do you have at your disposal?

## Training session #5. Assessment

### Learning objectives

By the end of this session, participants will consider and adopt the following points:

- **Continuous evaluation:** evaluation that differs significantly from how it was traditionally understood and applied.
- To give more **prominence** and **autonomy** to the trainee in the evaluation processes.
- **Questioning:** encourage trainees to ask and question themselves in order to improve.
- **Peer review:** peer feedback refers to the resolution of a task by means of a conversation between peers in which it is exchanged opinions on a subject that is being learned.
- **Self-assessment:** in which the trainer is able to evaluate the own knowledge, strengths and weaknesses and improve.

### Themes

The objective of the assessment methodology is to encourage the trainee to evaluate himself, asking himself where he/she wants to go, and with the help of the trainer, observe where he is. The trainees themselves determine through their experience how to carry out their work and learning.

In order the trainee, to perform in an accurate manner, the trainer should give feedback to the trainee individually on what steps to take and what guidelines to follow to improve the learning.

The main outcome is that the trainees become more independent in the learning process. In this way, trainees are trained in their subjects as well as in other skills such as organization, time management, among others.

In addition, different evaluation tests, which could be of free choice by the educator or by reaching an agreement trainee-trainer, could be chosen, and it can be one or several (continuous assessment), with the main objective, to be used to help the trainee's improvement.

**Time:** 90 min.

**Methods:** demonstration, individual exercises, quiz, large group discussion.

**Material:** [Silver+ E-learning platform](#)

### Exercises:

- **Open questions**, in order to avoid answers with YES/NO.
- Usage of **variety** of assessment strategies, to avoid the learner to get bored or used to it: formal and informal assessment can be combine.
- **Journal reflection:** where trainees can learn and get more information related to it.
- **Self-evaluation:** method that allows the trainee to track its own progress using tools previously provided by the educator. It motivates and provides autonomy.
- **Objective test to the trainer:** i.e. multiple-choice quizzes, including both knowledge assessment, or understanding, analysis and evaluation of the information received.
- Creation of **concept maps**, i.e. graphic representations of the subject matter to be evaluated by the trainer.

- **Interleaving questions:** that can be added to online forums or regular conversations with the trainees.
- **Portfolio:** where all the trainer's work, reports and evaluation instruments are collected, enabling the trainee's evolution to be observed.

## Training session #6. Silver+ platform

### Learning objectives

By the end of this session, participants will:

- Share their knowledge on the use of free online digital resources on the example of the Silver+ e-learning platform.
- Demonstrate autonomy in using the Silver+ e-learning platform
- Transform autonomy to creativity by preparing and managing digital resources for better organization of training with disabled learners.

### Themes

This session introduces the Silver+ platform, an example of a free online digital resource for adult educators & health workers to learn about different methods, tools and strategies for their work with persons with physical disabilities or seniors. The platform consists of 7 modules, which are open for users to access through the [E-Learning](#) button on the Silver+ website.

The contents of the modules are tailored to deliver knowledge in the following areas:

Module 1 - Building the professional project

Module 2 - The learning environment for effective training

Module 3 - Develop your knowledge of entrepreneurship in the Silver Economy

Module 4 - Empowering disabled/disadvantaged learners

Module 5 - Digital Resources

Module 6 - Facilitating Disabled Learners' Digital Competence

Module 7 - Assessment Strategy

The e-learning structure is tailored to different levels of knowledge, thus to be approachable for a wider audience – those trainers who are new to digitalization and those who are taking advantage of the digital world, but are seeking guidance on how to introduce this world to their learners, often low-skilled in this area, persons with physical disabilities or seniors, but also to understand how their learners and themselves will benefit from available digital resources. This is why the modules start from familiarizing with basic concepts, to only then introduce approaches that are feasible. Each module is built by the same structure, providing transparency and facilitating comprehension. This structure includes: introduction, training content, external resources and quiz/test.

**Time:** 90 min.

**Methods:** demonstration, individual exercises, quiz, large group discussion

**Material:** [Silver+ E-learning platform](#)

### Exercises:

- Demonstration of the Silver+ e-learning platform: The trainer demonstrates where to find the platform, how to start using it and what the components are.
- Individual exercises on the Silver+ e-learning platform: Learners select a module of preference. They navigate through its components: introduction, training content, external resources and quiz/test, and familiarize with content within them.

- Quiz: Learners check their knowledge on the completed module by choosing the component quiz/text. Upon the completion of all modules, the overall course knowledge can be checked in the final test, consisting of quiz/test questions from all modules.
- Group discussion: Learners discuss their experience from using the platform. The trainer shares their recommendations and addresses questions learners may have on the platform.

# SILVER+ IMPLEMENTATION

Addressed to **adult educators** (qualified or unqualified) who will be involved in delivering **digital, financial literacy and soft skills** for training **disadvantaged groups** of **adult learners**, including those with **disabilities** and thus, contribute to enhance their **labour insertion/reinsertion**.

## **Why this capacity building kit**

Silver+ Capacity building kit addresses the issues of planning, organizing, conducting, and evaluating the project Training Pack - Curriculum (EQF & ECVET) including competences matrix, e-learning platform including the following units:

Unit 1: Building the professional project – COOP SAPSE,

Unit 2: Teaching and Learning - Centro,

Unit 3: Entrepreneurship within the “Silver Economy” - IRIPS,

Unit 4: Empowering Disabled /Disadvantaged Learners - CIEP,

Unit 5: Digital Resources - DANMAR,

Unit 6: Facilitating Disabled Learners’ Digital Competence – Go Europe,

Unit 7: Assessment strategies – FYG Consultores.

During lifecycle of project Silver+, partners will implement training sessions in their area. Sessions will be based on material developed during the project lifecycle (Training Pack) and tested in Brussels during the Capacity building activity. The training sessions will be conducted under a blended learning setting, combining face-to-face approach, either composed of debates and exchanges, practical exercises, game and interactive situations, etc. and distance learning approach using the e-learning platform developed by partners for this purpose.

At the end, each session will be evaluated (see Evaluation questionnaires in appendices and at the end of each learning unit on the Silver+ e-learning platform) by the participants with the aim of collecting feedback to improve the developed material so that it will be more adapted to participants’ needs and expectations.

## **Implementation of the Kit**

Trainers can go through the whole competence matrix or select specific units that answer to specific training needs. Each module has a theoretical and practical support which gives the knowledge base of each unit - the standard contents - and clues for further exploration. The tools, connected to each unit, provide practical exercises – ready to use - and suggestions of learner centered methods. Trainers can cross theory and practice and design an engaging training session plan for their learners.

## **Timeline for the implementation**

Once the target group’s needs are identified, it is important to find out which training session/learning unit meets those needs and the targeted objectives.

At this stage facilitator work on adequacy of training content, structure and duration. Thus, facilitators should know the following data:

- Needs of the participants and if possible, their expectations;
- Availabilities of the selected group (retirement or work/ family / social obligations);
- Level of knowledge: fluency in written / oral language, computer skills ...

These data will enable the development of suitable exchanges by selecting:

- Competences to work on,
- Dates and duration of the meetings,
- The use of e-learning platform,
- Tools/material to work on,

- Required adaptations for each training session.

**One month** before the first training session

- Confirm registration and remind people about the training session,
- For the following training sessions, we go straight to the second point,
- Choose a suitable place for the meeting.

**15 days** before the first training session

- Remind participants the date, the time and the place of the training session (provide a map),
- Gather all useful documents and materials for the facilitation,
- Prepare the training session, anticipate potential questions,
- Book the meeting room.

**One day** before the training session

- Prepare the meeting room (pens, papers, water, room configuration ...),
- Make sure that all required tools for the training session are available (computer, beamer, etc.),
- Provide a coffee break,
- Provide name tags,
- Provide a co-facilitator in order to foster exchanges and to help with training session implementation and evaluation.

**On D-Day**

- At the beginning of the training session
  - welcome participants, offer a coffee, remind about the training session purpose,
  - introduce the facilitator and the co-facilitator,
  - use ice-breaking activities in order to help participants to know each other,
  - present the training session and the time allocated per session/unit.
- At each stage of the meeting
  - foster analysis and synthesis of exchanges and issues addressed,

# TRAINING SESSIONS

# Unit 1

Building the professional project

## SESSION N° 1 – Building professional project (CENTRO)

### Learning OUTCOMES:

- Build a training intervention based on the specific learning needs of students
- Know how to identify the elements that can hinder or facilitate learning
- Know and apply the methodologies suitable to learning adults

**Time:** 230 min (3,75 h without break)

AIMS	Method	Rôle Of the trainer(s)	Tools	Time
Welcome Presentation of the trainer, context and the aims of the session	Speech	The trainer presents himself and the aims of the session.	PC- PowerPoint	15'
To allow participants and facilitator to get to know each other	Self-presentation	Each student presents and briefly recounts his professional experience with disability  The Trainer marks on the blackboard of  the keywords that emerged from the different stories	Board	20'
Build a training intervention based on the specific learning needs of students	Case studies Work in small groups	1. The participants of the group read the case and discuss it together 2. They answer the questions related to the chosen case study 3. They designate a spokesperson who will present in plenary session the results/answer and explain the group's choices 4. The teacher writes the answers on the board 5. The teacher summarizes the results of the presentations of each group and leaves room for questions	Copies of the case studies Paper and pen Board	60'
Know how to identify the elements that can hinder or facilitate learning	Case studies Work in small groups	1. The participants of the group read the case and discuss it together 2. They answer the questions related to the chosen case study 3. They designate a spokesperson who will present in plenary session	Copies of the case studies Paper and pen Board	60'

		<p>the results/answer and explain the group's choices</p> <p>4. The teacher writes the answers on the board</p> <p>5. The teacher summarizes the results of the presentations of each group and leaves room for questions</p>		
Know and apply the methodologies suitable to learning adults	<p>Case studies</p> <p>Work in small groups</p>	<p>1. The participants of the group read the case and discuss it together</p> <p>2. They answer the questions related to the chosen case study</p> <p>3. They designate a spokesperson who will present in plenary session the results/answer and explain the group's choices</p> <p>4. The teacher writes the answers on the board</p> <p>5. The teacher summarizes the results of the presentations</p> <p>6. The teacher together with the group will reflect on the emerging elements</p>	<p>Copies of the case studies</p> <p>Paper and pen</p> <p>Board</p>	75'

# Unit 2

Entrepreneurship within the “Silver Economy”

SESSION N° 2 - Entrepreneurship within the “Silver Economy”				
Learning outcomes :				
<ul style="list-style-type: none"> <li>• Presentation of the trainer, context and the aims of the session</li> <li>• Overview of entrepreneurship</li> <li>• Entrepreneurial process stages</li> <li>• Entrepreneurial potential self-assessment</li> </ul>				
Time: 230 min = (3,8 h without break)				
AIMS	Méthod	Rôle Of the trainer(s)	Tools	time
Welcome Presentation of the trainer, context and the aims of the session	Speech	The trainer presents himself and the aims of the session.	Coffee	10’
Introduction to entrepreneurship	Speech	The trainer introduces entrepreneurship / Inclusion through silver economy		20’
“SMART” Goal model / Entrepreneurial process stages 1# Idea generation 2# Decision making and business plan 3# Project creation 4# Management & control 5# Barriers 6# Overcome the barriers	Case studies  Work in small groups	On this topic, the group should design à 60’ training session to meet the identified needs using the methods, tools and contents developed in the framework of SILVER+ project.  Go through the checks to see if it is SMART. Yes/No  Have participants explore business ideas using the suggested resources.	Round table	180’
Entrepreneurial potential self-assessment	Individual	Participate to linked survey as example. The participant should design his own questionnaire. (30 questions only), to identify the profile and potential of entrepreneur. Using methods, tools and contents developed in the framework of SILVER+ project	Internet + questionnaire design via Excel or Word	20’

		<p>“Entrepreneurial potential self-assessment” survey link</p> <p><a href="https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/entrepreneurial-potential-self-assessment.aspx">https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/entrepreneurial-potential-self-assessment.aspx</a></p>		
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# Unit 3

Empowering Disabled /Disadvantaged Learners

## SESSION N° 3 – EMPOWERING DISABLED/DISADVANTAGED LEARNERS

### LEARNING OUTCOMES:

- Stimulate accessibility and inclusion of learners
- Promote differentiation and personalization strategies
- 01Actively engaging disadvantaged learners

**Time:** 210 min (3,5 h without break)

AIMS	MÉTHOD	RÔLE OF THE TRAINER(S)	TOOLS	TIME
Welcome  Presentation of the trainer, context and the aims of the session	Speech	The trainer presents himself and the aims of the session.	Coffee	10'
To allow participants and facilitator to get to know each other  - To promote listening and group's cohesion  -To create a group's dynamic	Icebreaker(s)  (Toilet paper)	A fun adult icebreaker game, this game can provide plenty of laughs. The trainer can proceed as follows:  1. Have the participants sit in a circle and tell them that you are going to pass around a roll of toilet paper.  2. Invite players to "take as much as they will need to get the job done."  3. After every one has had a good laugh over the amount of paper they took, tell them that for every piece of toilet paper they ripped off, they must tell the group one thing about themselves	A toilet paper roll	25'
Understand the learning profiles of participants	Questionnaire	Trainer present the questionnaire and explain how to use it. At the end, trainer explain the characteristics of each profile (without any judgement)	Learning Styles Questionnaire (see annex)	25'
		Trainers handle-out more than 1 case study per group (to give the possibility to participants to choose their case study – case study not coerced):		

<p>Understand problematic situations, collaborate and include all participants</p>	<p>Case studies Work in small groups</p>	<p>1. Participants should choose together one case study 2. They answer the questions related to the chosen case study 3. They designate a spokesperson who will present in plenary session the results/answer and explain the group's choices</p>	<p>Copies of the case studies Paper and pen</p>	<p>60'</p>
<p>Elaborate an inclusive training session with personalization and differentiation strategies</p>	<p>Case studies Work in small groups</p>	<p>On basis of the chosen case study below, the group should design à 60' training session to meet the identified needs using the methods, tools and contents developed in the framework of SILVER+ project</p>	<p>SILVER+ intellectual outputs</p>	<p>60'</p>
<p>Feedback and assessment  -To acquire and to use feedback techniques  -To promote reflexivity on own participation and involvement</p>	<p>Photo-language</p>	<p>Ask each participant to choose a photo from the proposed ones expressing/representing his evaluation of the session, his involvement and participation. Before inviting the participants to give their feelings on the photos chosen by him and the others, the trainer defines what it means to give and receive feedback. The trainer then invites the participants to comment the photos chosen by the others. When the exercise is over, the facilitator allows everyone to express their feelings during the exercise, parallels the experiences of everyday life in which they found themselves in situations of giving feedback and the difficulties they encountered.</p>	<p>A set of 20 à 30 different photos</p>	<p>30'</p>

# Unit 4

Digital Resources

## SESSION N° 4 – DIGITAL RESOURCES

### LEARNING OUTCOMES:

- Increased knowledge on available digital resources, tools & methods, and their purposes.
- Ability to find and make use of free online videos for the purpose of education.
- Ability to record own audio material and its effective use.
- Transform autonomy to creativity by preparing and managing digital resources for better organization of training with disabled learners.

Time: 150 min. (2,5 h without break)

AIMS	METHOD	ROLE OF THE TRAINER(S)	TOOLS	TIME
Introduction to the training.	Speech	Explain the components of the training: what topics will be addressed, the aims, the duration and what tools will facilitate the training.	Speech, optional projector for presentation of training plan	5'
Come to a conclusion what are digital resources and be able to give examples.	Brainstorming, mapping	The trainer writes the concept of 'digital resources' on the whiteboard. Trainees are asked to come up with 3 examples each, their associations with the concept in the context of their job. Trainees write their answers on the whiteboard, resulting in the creation of a mind map of different digital resources.	Whiteboard with markers	15'
Become convinced on the different purposes of using videos. Learn about using videos for collecting feedback and improving own practices.	Video, large group discussion	Present a video material by Bill Gates entitled Teachers need real feedback (from TED talks). Afterwards the trainer asks trainees to share their comments and share the purpose of using videos in their job (if applicable).	Projector, computer, video from <a href="#">YouTube</a>	30'
Demonstrate a free online tool for audio recording messages that can be edited	Demonstration	Demonstrates a web-based audio editor: TwistedWave, and shows trainees how they can	Projector, computer with internet access,	15'

and share with trainees or between trainers.		record themselves, with possible edits afterwards.	<a href="#">TwistedWave website</a>	
Learn how to record and edit audio by means of a free online digital resource.	Individual exercises	Guide trainees step by step how to record and edit their material. For this purpose, the trainer distributes topics per trainee. The trainer approaches trainees individually while they are working on the exercise, if necessary assists.	Computer or iPhone/iPad with internet access (each trainee), <a href="#">TwistedWave website</a>	20'
Share feedback and recommendations for using the practiced digital resource in the future.	Small group discussion, large group discussion	The trainer divides trainees into small groups, among which trainees present their recordings, followed by feedback. Then the trainer asks groups to share their recommendations to the whole group of trainees.	Computer or iPhone/iPad with internet access, audio recordings	25'
Understand the accessibility and constraints in the use of digital resources for persons with physical disabilities.	Lecture	Explain what accessibility means for people with physical disabilities, how trainers should approach the matter in their profession, providing examples of tools and solutions.	Projector, computer with internet access, Silver+ e-learning platform <a href="#">Module 5 – Digital Resources Training content : 5.3 Accessibility and Constraints in the Use of Digital Resources for Persons with Physical Disabilities</a>	20'
Elaborate on the use of digital resources for persons with physical disabilities.	Case study	Ask trainees to share case studies on what digital tools they are using (if any) when working with physical disabilities.	Speech	20'

# Unit 5

Facilitating Disabled Learners' Digital Competence

## SESSION N° 5 – TITLE FACILITATING DISABLED LEARNERS’ DIGITAL COMPETENCE

### LEARNING OUTCOMES :

- To outline concepts related to the facilitation of the digital learning process of people with disabilities (e.g. LLD or e-accessibility)
- To identify main barriers of disabled people when learning digital competence
- To create and apply methods that facilitate the learning process of people with disabilities

Time: 150 mins. (2,5 h. without break)

AIMS	METHOD	ROLE OF THE TRAINER(S)	TOOLS	TIME
<p>To welcome learners to the session</p> <p>To present the trainer</p> <p>To introduce the context and the learning outcomes</p>	Presentation	The trainer welcomes participants, presents him/herself and the expected learning outcomes of the session.	A flipchart or a presentation with PPT	10'
<p>To create a good atmosphere</p> <p>To promote the interaction among learners</p> <p>To start introducing the topic of disabilities by discussing how we can see the same reality in different ways</p>	Icebreaker  Team building activity	<p>The trainer makes small groups of learners (2-3 people per team). Then, each team selects a member of the team: the “describer”.</p> <p>The trainer gives the same drawing or an image to the “describers”. Then, the “describers” go back to their teams. The teams have 10 minutes to draw the drawing/image by following the description of the “describer”. The describer only can speak, and he/she needs to provide the most precise information; so the others can replicate the drawing/image in a better way. After 10 minutes, the teams stop drawing and show the results, and the trainer presents the original drawing or image. The team</p>	<p>Copies of a drawing/image for the «describers»</p> <p>A4 pieces of paper</p> <p>Markers</p> <p>Pens/Pencils</p> <p>Colours</p>	30'

		<p>that replicates the drawing/ image in the best way, wins!</p> <p>Then, participants come back together to the big group. The facilitator starts debriefing about the activity by guiding the discussion:</p> <ul style="list-style-type: none"> <li>• For the “describers”: is your teammates’ drawing the result you expected?</li> <li>• For the drawers: is the original drawing/image the same than you had in your mind?</li> <li>• Could you follow the describers’ instructions easily? Yes/No? Why?</li> <li>• Now, think about your daily actions and how a person with disability (deaf, blind, etc.) can do them... Is your daily life the same as him/hers?</li> <li>• How the “mediation” of others can help or hinder his/her life (as the “describers” in the game)?</li> </ul>		
<p>To introduce the concept of Learning Difficulties or Disabilities (LDD)</p> <p>To introduce the concept of e-accessibility</p>	<p>Brainstorm and presentation</p>	<p>The trainer asks participants to think about how to teach people with disabilities. Then, he/she asks the following question: “what is a person with learning difficulties or disabilities (LDD) for you?”</p> <p>The trainer collects the opinions of the participants and introduces the LLD concept (definition provided in the Annexes section).</p> <p>He/She also introduces the concept of e-accessibility.</p>	<p>Flipcharts</p> <p>Post-its</p> <p>Markers</p> <p>Pens/Pencils</p> <p>Colours</p> <p>Presentation of the concepts</p>	<p>20’</p>

<p>To identify the main barriers of disabled people when learning digital competence</p> <p>To apply methods that facilitate the learning process of disabled people</p>	<p>Experiential learning</p>	<p>The trainer makes small groups of learners (2-3 people per team). Then, each team selects a member of the team who will represent a person with disability. The trainer gives:</p> <ul style="list-style-type: none"> <li>• A kerchief to a team; so the team member representing a disabled person blindfolds him/herself (blindness)</li> <li>• Earplugs to another team; so the team member representing a disabled person puts in his/her ears (deafness)</li> <li>• A scarfs or kerchiefs to another team; so the team member representing a disabled person tie one arm and one hand too (physical disability)</li> </ul> <p>The trainer indicates that for 20 minutes, the team member representing the disabled person needs to do the following activities:</p> <ol style="list-style-type: none"> <li>1. Watch a YouTube video about a topic they like (minimum length: 5 minutes)</li> <li>2. Write a 1-page document on Word taking about the YouTube video (summary, opinion, etc.)</li> <li>3. Write an email and attach the Word document</li> </ol> <p>Meanwhile, the other team members observe and take notes about the main barriers</p>	<p>Flipcharts</p> <p>A4 pieces of papers</p> <p>Post-its</p> <p>Markers</p> <p>Pens/Pencils</p> <p>Colours</p>	<p>90'</p>
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		<p>the team member representing the disabled person finds.</p> <p>Then, each team has 45 minutes to create a session plan to teach how to overcome the barriers of the previous digital actions:</p> <ol style="list-style-type: none"> <li>a) What digital tools can help us to facilitate the use of websites, software, etc.? How?</li> <li>b) How can we teach that? Methods?</li> </ol> <p>They put the plans in flipcharts, so they can present them in the end.</p> <p>Teams share their results and discuss about the following questions (15-20 minutes):</p> <ul style="list-style-type: none"> <li>• What were the main barriers that we observed?</li> <li>• Are digital tools ready to be used by disabled people? Why?</li> <li>• What was the main purpose of our session plan? Why?</li> </ul> <p>Finally, the trainer collects the main results of the discussion, recapitulates and closes the activity.</p>		
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# Unit 6

Assessment strategies

## SESSION N° 6 – Assessment strategies

### Learning outcomes :

- Understand the need of a correct and appropriate assessment and the manner to do it.
- Promote comprehension, understanding and inclusion.
- Promote empathy, active listening and consideration before reacting.

Time: 2 hours and 20 minutes

AIMS	Méthod	ROle Of the trainer(s)	Tools	time
<p>Welcome.</p> <p>Introduction to the training by presenting the trainer, introduction to the session and the main objectives.</p>	Speech	Trainer presents himself/herself and proceeds with the introduction and aim of the assessment session.	Speech	10'
<p>To build connection and comfort.</p> <p>To create a group's dynamic.</p> <p>To get to know each other and find common points.</p> <p>Be an 'Active Listener'.</p>	Icebreaker Exercise	<p>An icebreaking activity, which can make the participants to connect and find common points:</p> <ol style="list-style-type: none"> <li>1. In a circle, ask the participants to draw and outline on a paper the contour of their own hand.</li> <li>2. Ask to write 5 (in each finger) adjectives, values or nouns which define them and what they like or love.</li> <li>3. After it has been done, ask the participants to share what they wrote with an explanation about it. It will help to understand the personality and find common points.</li> </ol>	A pencil and a piece of paper.	25'
<p>Show the relevance of using videos and give reasons why it should be used. By sharing the opinion,</p>	Video and a group discussion	Presenting a video, which explains the meaning of 'Assessment' and issues, related to it. Afterwards, the trainer will ask trainees opinion and	Projector, computer, video from <a href="#">YouTube</a>	25'

<p>trainees can receive feedback, learn new issues and improve methods already used.</p>		<p>comments, and consider how a tool as a video can engage trainees and not lose their interest.</p>		
<p>Demonstrate through a practical example in which trainees can participate, the relevance of the manner the feedback is given and its relevance. In addition, highlight and understand the common mistakes performed when giving feedback.</p>	<p>Small groups</p>	<p>Expose a practical case for the whole group, the case of giving feedback to a trainee. Each group have to recreate the scenario of giving feedback to a trainee and expose the strategies that each group consider as more important and link these strategies to important values.</p>	<p>Computers and a projector.</p>	<p>50'</p>
<p>Feedback and assessment by common and compared opinion among the participants.</p>	<p>Small group discussion, shared with the whole group</p>	<p>The trainer will create small groups, in which trainees will be able to share their vision, understand better points from the session, understand, and learn to consider others' opinions. Post cards with interesting image and a quote will be offered to all of the trainees to share their feedback writing three positive and other three for improvement issues or recommendations, first within the small group. Afterwards the group will received a bigger post card to write the feedback that all the members of the group agreed with, in order to share it with the rest of the groups.</p>	<p>Post Crads and pensicles</p>	<p>30'</p>

## ANNEXES

### Learning Styles Questionnaire (Honey and Mumford, 1982)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning "habits" that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style and having a greater understanding of those that suit the style of others.

This is an internationally proven tool designed by Peter Honey and Alan Mumford.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

If you agree more than you disagree with a statement put a tick by it. If you disagree more than you agree put a cross by it.

Be sure to mark each item with either a tick or cross.

- 1. I have strong beliefs about what is right and wrong, good and bad.
- 2. I often act without considering the possible consequences.
- 3. I tend to solve problems using a step-by-step approach.
- 4. I believe that formal procedures and policies restrict people.
- 5. I have a reputation for saying what I think, simply and directly.
- 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
- 7. I like the sort of work where I have time for thorough preparation and implementation.
- 8. I regularly question people about their basic assumptions.
- 9. What matters most is whether something works in practice.
- 10. I actively seek out new experiences.
- 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.

- 12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- 13. I take pride in doing a thorough job.
- 14. I get on best with logical, analytical people and less well with spontaneous "irrational".
- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
- 16. I like to reach a decision carefully after weighing up many alternatives.
- 17. I'm attracted more to novel, unusual ideas than to practical ones.
- 18. I don't like disorganized things and prefer to fit things into a coherent pattern.
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
- 20. I like to relate my actions to a general principle.
- 21. In discussions I like to get straight to the point.
- 22. I tend to have distant, rather formal relationships with people at work.
- 23. I thrive on the challenge of tackling something new and different
- 24. I enjoy fun-loving, spontaneous people.
- 25. I pay meticulous attention to detail before coming to a conclusion.
- 26. I find it difficult to produce ideas on impulse.
- 27. I believe in coming to the point immediately.
- 28. I am careful not to jump to conclusions too quickly.
- 29. I prefer to have as many resources of information as possible - the more data to think over the better.
- 30. Flippant people who don't take things seriously enough usually irritate me.
- 31. I listen to other people's points of view before putting my own forward.
- 32. I tend to be open about how I'm feeling.
- 33. In discussions I enjoy watching the maneuverings of the other participants.
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.

- 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- 37. I tend to judge people's ideas on their practical merits.
- 38. Quiet, thoughtful people tend to make me feel uneasy.
- 39. I often get irritated by people who want to rush things.
- 40. It is more important to enjoy the present moment than to think about the past or future.
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 42. I tend to be a perfectionist.
- 43. In discussions I usually produce lots of spontaneous ideas.
- 44. In meetings I put forward practical realistic ideas.
- 45. More often than not, rules are there to be broken.
- 46. I prefer to stand back from a situation.
- 47. I can often see inconsistencies and weaknesses in other people's arguments.
- 48. On balance I talk more than I listen.
- 49. I can often see better, more practical ways to get things done.
- 50. I think written reports should be short and to the point.
- 51. I believe that rational, logical thinking should win the day.
- 52. I tend to discuss specific things with people rather than engaging in social discussion.
- 53. I like people who approach things realistically rather than theoretically.
- 54. In discussions I get impatient with irrelevancies and digressions.
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- 56. I am keen to try things out to see if they work in practice.
- 57. I am keen to reach answers via a logical approach.
- 58. I enjoy being the one that talks a lot.
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
- 60. I like to ponder many alternatives before making up my mind.
- 61. In discussions with people I often find I am the most dispassionate and objective.

- 62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
- 63. I like to be able to relate current actions to a longer term bigger picture.
- 64. When things go wrong I am happy to shrug it off and "put it down to experience".
- 65. I tend to reject wild, spontaneous ideas as being impractical.
- 66. It's best to think carefully before taking action.
- 67. On balance I do the listening rather than the talking.
- 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- 69. Most times I believe the end justifies the means.
- 70. I don't mind hurting people's feelings so long as the job gets done.
- 71. I find the formality of having specific objectives and plans stifling.
- 72. I'm usually one of the people who puts life into a party.
- 73. I do whatever is expedient to get the job done.
- 74. I quickly get bored with methodical, detailed work.
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- 76. I'm always interested to find out what people think.
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics.
- 79. I enjoy the drama and excitement of a crisis situation.
- 80. People often find me insensitive to their feelings.

The Questionnaire is scored by awarding one point for each ticked item. There are no points for crossed items. Simply indicate on the lists below which items were ticked by circling the appropriate question number.

	2	7	1	5
	4	13	3	9
	6	15	8	11
	10	16	12	19
	17	25	14	21
	23	28	18	27
	24	29	20	35
	32	31	22	37
	34	33	26	44
	38	36	30	49
	40	39	42	50
	43	41	47	53
	45	46	51	54
	48	52	57	56
	58	55	61	59
	64	60	63	65
	71	62	68	69
	72	66	75	70
	74	67	77	73
	79	76	78	80
<b>TOTALS</b>	<b>Activist</b>	<b>Reflector</b>	<b>Theorist</b>	<b>Pragmatist</b>

**Time:** 60 – 90 min

**Methods:** Lectures, PPT presentation, Questionnaire, large group discussion

**Material:** PPT presentation, Exercise Learning Styles Questionnaire (Honey and Mumford, 1982)

**Exercises:**

Exercise 1 – Learning styles questionnaire

Instructions for the trainer

1. Give the questionnaire to the trainees to fill it in.
2. Present the scoring table to the trainees.

3. Present the four learning styles to the trainees.
4. Facilitate a discussion using the reflection questions.

#### Reflection questions for the trainer

- Does someone has full or no points at all in a specific learnings style?
- Which factors affect one's learning style?
- Are there any factors related to your generation which affect your learning style?
- Which do you think are the strengths of your prevalent learning style?
- Which are the weaknesses of your learning style?
- With learners of what style you think you cooperate better in a new task?

### **Learning Styles - General Descriptions**

#### Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but in doing so; they seek to centre all activities on themselves.

#### Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

#### Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes

rationality and logic. "If it's logical it's good". Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their "mental set" and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

### Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sorts of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge". Their philosophy is: "There is always a better way" and "if it works it's good".

The following table summarizes how adults learn and how trainers could accommodate the different learning styles<sup>4</sup>

When Learning Something New, Adults Like to...	How to Accommodate this Learning Style
<p><b>Understand the purpose.</b> Adults try to identify <i>why</i> they need to know a new piece of information before they commit to learning it.</p>	<p>Explain the purpose and value of learning a specific skill. Then explain how participants can use this skill in their roles.</p>
<p><b>Make their own decisions.</b> Adults like to feel competent and self-directed. It's important for adults to decide what they learn about and how they learn it.</p>	<p>Create a learning environment in which participants have different options for understanding the material (<i>f.e. in groups, offer each group several different discussion topics and ask them to select one. This allows participants to feel empowered...</i>)</p>
<p><b>Share their experiences.</b> In learning environments, adults bring a wealth of life experiences to the table. By sharing insightful information, adults are able to learn from each other and with each other.</p>	<p>Facilitate learning exercises that allow participants to share and draw on past experiences (<i>f.e. ask them to participate in a problem-solving activity in which they each share a negative example regarding a chosen topic...</i>)</p>
<p><b>Apply new information to real-life situations.</b> Adults often try to draw a connection between what they're learning and specific problems in their day-to-day lives. It's important for them to understand <i>how</i> new information will help them in the real world.</p>	<p>Provide real-life examples of how previous participants have benefited from a particular aspect of training (<i>Be sure the examples you discuss relate to the participants' needs, roles, and future goals</i>).</p>

<sup>4</sup> This table is inspired by many sources

***Feel motivated.*** Although adults do respond to external motives for learning, such as a better job or higher salaries, they are ultimately motivated by internal factors. These factors include the desire to grow as individuals, build their self-esteem, and improve their quality of life. Put simply, adults like to feel good about themselves as they learn new information.

Praise participants when they contribute ideas or answer questions. Recognizing and appreciating participants' contributions builds their self-esteem and keeps them motivated. It's also important to encourage interaction among the participants so they feel like they're part of a team and growing as individuals.