AGID - Developing Training Modules for staff on Aging and Disability Issues
The AGID project develops training modules for staff on Aging and Disability issues using a participative methodology and has set up web-based training platform (in English, French, German, Italian and Flemish) for frontline staff and health care professionals on Ageing of people with intellectual disabilities.
The progressive aging of European society is a matter of fact and is affecting the European Union as a whole. Professionals in the health and social care services have very little knowledge and awareness on the complex health and social needs of elderly and ageing people with ID.

In front of this phenomenon, AGID takes in consideration the specific needs of ageing and elderly people with intellectual disabilities, and considers of primary importance that the frontline staff and professionals acquire sound knowledge of the users’ needs as to provide personalised care and services.
The objectives of the AGID Project

• **General objectives:**
  - The training aims to increase knowledge about specific age related issues.
  - This is done by providing a structured and practical package of training modules for front-line staff, adapting the spirit of the Convention of the Rights for Persons with Disabilities (CRPD).
  - By increasing knowledge and competence this training aims to help prevent, recognize and handle problematic age related challenges, will improve the quality of the services provided, all with the final Aim- Improve the quality of life of the user.
1. Supporting improvements in quality and innovation in vocational education and training systems, institutions and practices:

   • The project aims to improve the quality of staff training in order to enable them to meet the needs of ageing people with disabilities in the most effective way.

2. Facilitating the development of innovative practices in the field of vocational education and training on regional, national and EU level.

   • The project aims to develop quality and innovative staff training on specific issues related to aging and disability. The results of each module delivered locally have been shared with the whole partnership and then transferred to a European level.

3. Developing Vocational Skills taking into consideration the labour market needs: new Skills for New Jobs Platform

   • The project directly addresses the priority 3: "New skills for new jobs" since it focuses on the development of new skills for front-line staff. Participants in the AGID project training modules have learned new approaches; practices and competences that will help them face the new challenges in their profession.
- Promoting equality between men and women and contributing to combating all forms of discrimination based on racial or ethnic origin, religion or belief, disability, age or sexual orientation contributing

- This project has and will contribute to combatting all forms of discrimination based on disability and age through a specific and innovative training programme addressed to staff supporting people with disabilities who become older.

- Staff will increase their skills and competences in dealing with disability and age at the same time; they will therefore respond to users' needs in a more appropriate and person centred way.
La Fondation A.P.E.M.H (Association de Parents d’Enfants Mentalement Handicapés) is a national NGO working in Luxembourg for the support of people with intellectual disabilities, multiple disabilities and dual diagnosis. The principal aim of the association is to improve the quality of life of their client groups and to ensure their social and vocational inclusion. A.P.E.M.H has numerous services in various areas, such as residences, educational support structures to enable people to live in the community, sheltered workshops and a training center -UFEP- for professionals in the field.

University of Vienna - the department of clinical psychology, which has expertise on research topics in the field of intellectual disability and ageing. The partner has demonstrated experience in developing curricula and training modules especially in the context of EC funded projects.

De Montfort University - Faculty of Health and Life Sciences. Major provider of professional education programmes in health and social care. In The university’s pioneering research is driven by over 1,000 research students and supported by 500 staff.

ARFIE- Association de Recherche et de Formation sur l’Insertion en Europe brings together at European level various partners involved in the care and support of disabled people, associations of and for disabled people, training bodies, researchers and professionals all working in initial and continuing training;

CADIAI (Cooperativa Assistenza Domiciliare Infermi Anziani Infanzia) is a social cooperative and has been operating in the services to disabled people as a managing agency of services. CADIAI operates services to the elderly, in domiciliary, semi residential and residential services.
• Association “Les Genêts d’Or” was created to promote the establishment of structures to meet the needs of rural families in the department of Finistère (France). Its statutes define its purpose by the recognition, hospitality, support and integration of persons with disabilities and dependent people.

• ZONNELIED vzw is a national NGO working in Belgium for the support of people with an intellectual disability, multiple disabilities and dual diagnosis. ZONNELIED vzw has been working for 30 years as a service provider (home, work, leisure, education, health, support ...) and has been faced with the growing challenge of aging of people with disabilities.
I. Identification of User Requirements
- Carrying out focus groups in order to identify user requirements; This process has included:
  - People with ID
  - Their families
  - Carers for older people with ID
  - Health professionals

II. Development of Modules
- Development of six training modules on the basis of the identified user requirements
- First evaluation of the modules by means of a Delphi Process and trial trainings in face to face sessions

III. Development of an Online Training
- Adapting the modules for the use in an online training program
- Providing the adapted training program on an online platform

IV. Evaluation
- Carrying out a trial run in all partner countries
- Evaluation of usability and applicability

V. Valorisation and Dissemination of the training program
The AGID project is based on the use of the Appreciative Inquiry Methodology (AI), a participative approach:

AI concentrates on exploring ideas that people have about what is valuable in what they do and then tries to work out ways in which this can be built on. The emphasis is on appreciating the activities and responses of people rather than concentrating on the problems.

AGID project has been conducted incorporating the four principles of Appreciative enquiry (AI). This consists of:

1. **Discovery** - appreciating what gives life, when we are at our best, positive core;
2. **Dreaming** - envisioning what might be, images of the future we want;
3. **Designing** – Determining what will be and;
4. **Delivery** – Planning what will be.
The innovative character of the AGID project is based on the use of the Appreciative Inquiry (AI) methodology, where people with ID and their families are involved since the begging.

The AGID consortium decided to use this methodology because:

• AI represents a **collaborative effort** to bring people together, it involves multiple members / stakeholders working in partnership.
• AI is **inclusive**; it represents a widening circle of stakeholder voices.
• AI is **generative**, it fosters a dialogue that cultivates scenarios and theories that leads to greater cooperation and productivity. Participants are drawn to work together towards a common vision and goals.
1. Providing handbook - theoretical framework of Appreciative Inquiry, to all partners + two days training

Aim: guarantee uniformity in the composition and conduction of the focus groups in the different countries, as also guarantee the conformity of the outcomes.

2. Translating the methodology to the focus of this project- questionnaire (complex social and health care needs)

Aim: guarantee standardization of the outcomes as to make them comparable since we are talking about different cultural realities and backgrounds (two focus groups each country: Discovery and Dream-Design)

3. The appreciative progress of the focus groups submitted by each partner + Final

Aim: important operation of data collection making comparable the outcomes represents the stepping stone within WP3, based on which, the topics to be treated within the training modules, have been decided.
Development of Training Modules

The six modules developed are the following:

1. Ageing Process
2. Person-Centered Planning
3. Social Networking and Communication of Elderly People with ID
4. Emotional Regulation for Front-line staff
5. Pathological Ageing in People with ID
6. Taking Care: a Complex Professional Stance
WP3- Structure and Objectives

Work package III consists of:

I. Identification of module topics based on WP2- outcomes of the focus groups
II. Production of module drafts and the modules
III. Integrating these modules into a common curriculum
III. Feedback on the curriculum
   a. by experts (Delphi Process)
   b. professional carers (Face to Face testing).

WP3: Objectives

- Make a link between the recent research results and the concrete experience of frontline staff.
- Develop a new and interactive training material that will focus on the needs of users and on the improvement of their quality of life.
- Transfer this new training product to new target groups and in new geographical and cultural realities.
WP3 - Development of Modules

Work Package II

Consensual decision on topics for the modules

Production of the modules by each partner

Circulation of the proposals

Common curriculum proposal

Delphi process

Face to face testing

Work Package IV
WP3: Delphi Process - Aims and Impact

- The Delphi process **aimed** in first place to **generate consensus between expert consultants in the field which has been necessary for the legitimization of the topics within the training platform.**

- The Delphi process was designed in three rounds, each of them with specific objectives

**Impact**

- Delphi experts’ feedback has provided **essential support** for the AGID team to **optimize the modules** before these are to be transformed into an online training program.
• After obtaining the feedback by the Delphi experts a face to face testing with professionals directly concerned by the content on the subject, was conducted in each country.

• These sequences based on two modules (partners are working in pairs, each partner tests its own module and a module from another partner) have been used to verify the adequacy of the content of the training, and if the training matches the users’ and the professionals’ (working with people with ID) needs and expectations.
WP4- Development of the Online Platform

This platform is easy-to-use, evidence-based material, with clear instructions for earners. Moreover, a range of technologies have been employed, including the use of interactive images, audio and video. Online quizzes and other interactive elements have been used to encourage self-assessment and a suitable e-portfolio utilized to monitor and manage a range of competencies and provide an online learning space for users to reflect, collaborate and share experiences.

- Enables staff to access learning opportunities at times and places that best fit their lives.
- Permits access to knowledge and learning resources around the clock, from places that are most convenient for individuals and groups.
WP5- Evaluation of the online Platform

The closing step of the AGID project was to evaluate if the e-learning modules, as they are implemented in the online platform, are useful in helping front-line staff in improving their knowledge and competencies related to the work with aging people with ID.

Objective: Evaluate the Usability and Learnability of the Platform

The questionnaire, provided data:
- about user’s feedback on usability and applicability (SUMI and SUS methods)
- socio-demographic variables
- years of work experience, educational level, general and specific computer experience and previous experience with this or similar products
The final sample consisted of 171 users, 52% were students, 26% front-line staff working with persons with ID and 9% of social care managers. A 65% of the sample reported that they already had an experience with e-learning platforms.

Three different subgroups compared of the sample: users over 40 years old (37 users) achieved a mean global score of 45.1 (62.64%), users under 40 years old (43 users) a mean global score of 51.2 (71.11%), while users under 30 years old (89 users) also obtained a mean global score of 51.2. Finally, the subgroup of users that had previously already used an e-learning platform (111 users) totalized a mean global score of 51.9 (72.08%), compared to the mean global score of 46 (63.89%) of the group of users that had never used an e-learning platform before.

From this first set of comparison appears clear that a specific user profile, namely a user that is under 30 years old is still a student and already had an experience with e-learning platform appears to find the module platform more usable and easy conversely to users over 40 years old, working in the social field and that never used an e-learning platform.
Item 5: I would imagine that most people would learn to use this platform quickly

The qualitative data analysis substantially confirms the findings of the questionnaire: a majority of the users stated that most people would learn to use this platform very quickly, thus they found the usage of the module easy enough to be learned by other people as well.
Item 13: Working with this platform is mentally stimulating.

Nonetheless, the users older than 40 years old found the platform more mentally stimulating than the users aged less than 30 years old: this result indicates that they may exhibit more commitment to the e-learning platform, thus overcoming some of the difficulties found.
AGID achievements and expected impact

- AGID training platform in 5 languages will permit us to have a great outreach and target greater number of staff due to the wide spectrum of languages in which the training material is available.

- The AGID web platform will be active beyond the lifetime of the project permitting to achieve better exploitation of results.

- The outcomes of this project shall reinforce Member State’s and European policy on what regards strategies in the health and social sector on aging and Intellectual disability.

- Further collaboration (At regional, national and EU level) between health and social care providers with the goal to achieve standardization of the training modules for the staff working with the people with ID.

- The Standardization of training modules for the care givers shall improve the quality of services.

- Through the Improvement of the quality of the services provided we will improve the quality of life of the user.
(1) AGID considers, the inclusion and person centered care for older people with intellectual disabilities, a MUST within the service provision as to achieve SOCIAL EUROPE

(2) AGID believes that capacity building of the workforce in delivering personalised care for older people with ID - priority of the decision makers and for public financing

(3) The Implementation of the UN-Convention on the Rights of Persons with Disabilities is compulsory as to achieve equal rights and opportunities for ALL

(4) AGID believes that the EU and Member states MUST enable access to better and safer healthcare for all citizens, so that everybody can benefit from high quality care, regardless of who they are and where they live.
(5) To take a human rights and person centered approach to enabling ageing people with disabilities to live and participate in their community.

(6) To develop formal education programmes, training, and information provision on ageing and disability issues (knowledge, attitudes and values), including a human rights and citizenship perspective for staff and other carers.

(6) To be proactive in anticipating and developing specific support for ageing people with disabilities who live with ageing family carers.
Thank you

For further information please visit the website
http://agid-project.eu/