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

CISCOS - Part 2

CISCOS - Guide for Trainers

Connecting inclusive social planning, community development and service provision for persons with disabilities / CISCOS

Connecting Inclusive Social Planning, Community Development and Service Provision for Persons with Disabilities / CISCOS

The CISCOS project was co-funded by the Erasmus+ Programme of the European Union

Project reference:

588022-EPP-1-2017-DE-EPPKA2-KA

Disclaimer:

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This document should be cited as:

CISCOS Project Consortium. (2020). CISCOS Training Package (Part 2). Guide for Trainers. University of Siegen.

The CISCOS Training Package is also available in German, Greek, Hungarian, Polish, Slovenian, Spanish and Swedish language.

The CISCOS Training Package includes contributions from the following teams and its members:

Centre for Planning and Evaluation of Social Services (ZPE) / University of Siegen

Siegen / Germany

Martin F. Reichstein | Johannes Schädler | Lars Wissenbach | Paul Anderson

Andreas Hohmann | Heike Krütt

European Association of Service Providers for Persons with Disabilities (EASPD)

Brussels / Belgium

Claire Cambier | Asel Kadyrbaeva | Sasha Leone | Sandra Lima | Domenico Manente

Adriana Popa | Mélanie Soylu | Rachel Vaughan | Jeff van Hecke | Sydney van Ihering

SGH Warsaw School of Economics

Warsaw / Poland

Piotr Błędowski | Pawel Kubicki | Magdalena Kocejko | Olga Pankiv

University of Seville / Health & Territory Research

Seville / Spain

Marco Garrido Cumbrera | Sergio Sanz Gómez | Olta Braçe | David Gálvez Ruiz

CUDV Draga

Ljubljana / Slovenia

Valerija Buzan | Barbara Hegedüš | Vojka Polc Lipovsek | Majda Maklin | Metka Novak

Matej Pelicon | Itana Parapid | Jana Petje | Tadeja Petje | Tatjana Popović

Barbara Rozman | Rok Usenik | Sabina Zupan

Hand in Hand Foundation

Budapest / Hungary

Lucia Csabai | Adrienn Gazsi | Akos Pordan

City of Lund / University of Lund

Lund / Sweden

Lena Bråberg-Svensson | Maria Derand | Petter Eiring | Anne Jüriado Kammenhed

Lilian Müller | Bitte Rydeman | Malin Sjögren

Panagia Eleousa

Messolonghi / Greece

Christina-Maria Karampela | Mina Kyziridi | Ioulia Lakka | Theofani Tsimpouraki

Disability Federation of Ireland

Dublin / Ireland

Toni Gleeson | Joan O'Connor | Áine O'Sullivan | Meredith Raley

Text review

Kirstie Crail

Amsterdam / The Netherlands

Layout

University of Siegen – UniPrint

Siegen / Germany

© CISCOS Project Consortium (2020).

Contents

1 Introduction **9**

2 Steps towards a course concept **11**

Step 1 Make yourself acquainted with the CISCOS-Training-Package! 11

The CISCOS-Manual 11

Curriculum Element 1 (CE1): Human rights approach and inclusive social planning. 12

Curriculum element 2 (CE2): Community Development and its implications for service providers and people with disabilities 12

Curriculum element 3 (CE3): UN-CRPD and organizational development of Service providers 12

'CISCOS-Workbook' 13

CISCOS Knowledge Centre 13

CISCOS-MOOC 14

Step 2 Identify target group of participants for your CISCOS-activity! 14

University students 14

Service Provider Staff 15

Organizations of People with Disabilities (DPOs) 15

Local Governments / Administration. 15

Step 3 Identify training needs and qualification interests of your expected participants! 15

University students 15

Service Provider Staff 16

Local Governments / Administration. 16

Organizations of People with Disabilities (DPOs) 16

Step 4 Select your format from CISCOS-course typology! 17

Type A: Cross-sectoral academic training course (6 ECTS) 17
Type B: 'Three- days cross-sectoral seminar' in adult education frameworks 18
Type C: Cross-sectoral information workshop 19
Step 5 Plan your course! 20
1.1 Type A: Cross-sectoral academic training course (6 ECTS) 20
A. Learning objectives 20
B. Format and Structure 22
Phase 1 "Preparing for the course" (self-learning) 22
Phase 2 "Basic knowledge and awareness" (two-days-learning in plenary: face-to-face / blended learning / hybrid) 23
Phase 3 "From theory to practice" (project work) 23
Phase 4 "Planning inclusive communities – approaches and tools" (two-days-learning in plenary: face-to-face / blended learning / hybrid) 23
Phase 5 "Evaluation" (self learning) 24
1.2 Seminar unit 2/CE2: Community development and its implications for service providers 24
A. Learning objectives 24
B. Format and Structure 26
Phase 1 "Preparing for seminar unit 3" (self-learning) 27
Phase 2 "Basic knowledge and awareness" (two-days-learning in plenary: face-to-face / blended learning / hybrid) 27
Phase 3 "From theory to practice" (project work) 27
Phase 4 "Community profiling and development and implications for service providers– approaches and tools" (two-days-learning in plenary: face-to-face / blended learning / hybrid) 28
Phase 5 "Evaluation" (self learning) 28
1.3 Type A: Seminar unit 3: Adoption of inclusive models in service providing organizations for persons with disabilities 28
A. Learning objectives 28

B. Format and Structure 30
Phase 1 – Preparing for seminar unit 3" (self-learning) 30
Phase 2, part 1 – Conceptual Basics for Change Processes (two days-learning in plenary: face-to-face / blended learning / hybrid, day one) 31
Phase 2, part 2 – Starting Points for Change Processes in Disability services organizations (two days-learning in plenary: face-to-face / blended learning / hybrid, day two) 31
Phase 3 "From theory to practice" (self learning and project work) 32
Phase 4 part 1– Learning from Good-Practice Cases and Using the CISCOS Planning Toolkit (two days-learning in plenary: face-to-face / blended learning / hybrid, day one - simulation game) 32
Phase 4, part2 – Development of Service Concepts for Organizational Change (two days-learning in plenary: face-to-face / blended learning / hybrid, simulation game, day two) 33

References 35

1 Introduction

1 Introduction

The 'CISCOS-Guide for Trainers' contains recommendations for persons in various educational settings that are interested in preparing and conducting a CISCOS-course. This could be in the position of an academic teacher, a trainer in general adult training settings or in professional in-service training agencies. The guide suggests a procedure to identify an adequate course format based on the characteristics of a specific setting and group of participants. It gives suggestions for seminar programmes and working methods for teaching and learning of the CISCOS approach on how to implement the UN-Convention on Rights of Persons with Disabilities (UN-CRPD) on a local political level, such as counties, districts or municipalities.

The CISCOS comprehensive training package is aimed at organizations and individuals that offer training for the target groups mentioned above (e.g. higher education institutions, training institutes for municipal administrations and civil society). The authors find it helpful if concrete trainers are already familiar with the topics discussed here. Experience in social sciences, disability studies, disability services or human rights issues would seem helpful.

The 'CISCOS-Guide for Trainers' is structured in three parts. The first part offers a 'step-by step' procedure on how to make use of the CISCOS-training material and decide on a specific training format. The second part describes different types of training formats in which the CISCOS-material can be used and presents suggestions for content and programme structure. The third part contains helpful organizational information and tools.

2 Steps

towards a course concept

2 Steps towards a course concept

Step 1 Make yourself acquainted with the CISCOS-Training-Package!

The CISCOS-training package consist of a number of different curricular elements and a variety of teaching and learning tools that relate to training knowledge, competences and skills that are needed to implement the UN-CRPD on local political levels. All materials are available for downloading under www.easpd.eu/...)

The CISCOS-concept and its different teaching formats follow a governance approach. Inclusive policy-making in local disability fields must recognize that there are a number of relevant actors involved representing public life, but also disabled people's organizations, service providers and community initiatives. It is assumed that the implementation of the UN-CRPD needs active contributions from all those relevant local actors. What is needed is good cooperation that has to be coordinated by local governments. Good local cooperation and coordination need effective formats and competences on all sides of the local playing field, that can be improved by joint learning. On this background, the CISCOS-training package addresses a mixed group of learners coming from different professional and expert sectors including 'experts-by-experiences'. Although it is open to a variety of teaching and learning formats, the CISCOS-training package is based on the same core content expressed in the CISCOS-Manual.

The CISCOS-Manual

The CISCOS-Manual is the core part of the whole package. Its texts contain a composition of major information needed by persons interested in a systematic implementation of the UN-CRPD on a local political level. The CISCOS-Manual is primarily designed for the use of trainers or training organizations that are interested in developing a concrete course for a specific learning group. In addition, the Manual can also be used for self-learning, in addi-

tion with the CISCOS-MOOC (see below). The CISCOS-Manual is structured in three curriculum elements:

Curriculum Element 1 (CE1): Human rights approach and inclusive social planning.

This element focuses on the identification and selection of key stakeholders for inclusive projects, and the training on tools to put the planning process in motion. If all the steps of the planning circle are successful, a culture of collaborative local governance has been born in the community. Coordinated by the local government key stakeholders including service providers are working together for social change towards an inclusive community, awareness has been raised among the general public and in municipalities people are working for an accessible infrastructure.

Curriculum element 2 (CE2): Community Development and its implications for service providers and people with disabilities.

This element aims at the activation of civil society in communities. It wants to provide knowledge and skills to support community work for the promotion of social inclusion, social justice and equality, and support for social change in favour of persons with disabilities and other vulnerable groups. The stakeholders that are addressed include key persons in communities, community workers, programme implementers, employers, policy makers, funders, civil society organizations, self-help groups and community work-teachers.

Curriculum element 3 (CE3): UN-CRPD and organizational development of Service providers

This element deals with the consequences of the implementation of the UNCRPD for existing local service organizations that find themselves in the process of modernization. The material addresses two main barriers that make organizational changes for tradition service organizations difficult, in spite of the normative request for the development of inclusive services: First, the ongoing changes in the socioeconomic environment that create a high degree of uncertainty, and secondly lack of knowledge on alternatives and

support for change. For service providers and local authorities, very often it is not a matter of whether inclusive services will benefit the community or not, it is a matter of whether and how stakeholders can cope with transitional costs of changing from the institutional to the inclusive model of support.

All elements of the manual are added with references and recommendations for further reading. Furthermore, the CISCOS-manual refers at various stages to didactical material that is composed in the 'CISCOS-Workbook' and the CISCOS Knowledge Centre. The manual is also the conceptual basis for the **CISCOS**- Massive open blended learning course' (CISCOS-MOOC), that has been developed for self-learning. All three further parts of the of the training package are described below:

'CISCOS-Workbook'

Another part of the training package is **the 'CISCOS-Workbook'**. For the use of trainers it contains a wide set of working materials for individual or group work with tasks related to aspects that are dealt with in the respective curriculum elements of the manual (e.g. ppt-presentations, tasks for group work, charts for data evaluation or video clips etc.). It also gives didactical and methodological advice and tips to trainers on how to present and discuss certain topics.

CISCOS Knowledge Centre

The **CISCOS Knowledge Centre on community planning and service provision** is hosted on the EASPD e-learning hub. The EASPD e-learning hub has the highest accessibility standard, enabling persons with visual or hearing impairments to get access to the training material. It contains general information on CISCOS related aspects available for download.

CISCOS-MOOC

The **CISCOS- Massive open blended learning course' (CISCOS-MOOC)** is designed for persons interested in self organized blended learning-learning of knowledge, competences and skills for systematic implementation of the UN-CRPD on a local political level. It is structured in the CISCOS-curriculum elements: Social planning, community development and inclusive transformation of service providers. After each section it contains a tool for self-evaluation (CISCOS-quiz'). The CISCOS Massive open blended learning course can be downloaded under www.easpd.eu/...

Step 2 Identify target group of participants for your CISCOS-activity!

The CISCOS training package was designed as a cross-sectoral approach to address mixed learning groups, primarily consisting of university students, professional care staff, DPO-representatives and administrators. Still, the format of a concrete course will necessarily depend on the specific setting in which the material is to be used. The following assumptions on the target group / sub-groups may help you to decide on whether you go for a course in an academic setting or for other formats used in adult education. The guiding question is: What is the main framework of the course and what implication has this for different groups of participants?

When developing and testing the CISCOS training material, evaluation results showed that mix-group learning and discussions were found to be the most valuable parts of the seminars. This was especially expressed by participants. Therefore, the authors recommend to establish a heterogeneous learning group that covers as much of the following groups as possible.

University students

- BA- or MA-level students of social sciences and social work, political sciences, economics, administration or other local planning related subjects

Service Provider Staff

- People in decision-making and planning-related positions
- People engaged in management and planning processes
- People interested in management and planning processes

Organizations of People with Disabilities (DPOs)

- Disability organisations with political commitment at local and regional level
- Representatives engaged or interested also in collective interests / local planning

Local Governments / Administration

- Political decision-makers at local and regional level (government)
- Administrative staff engaged in management and planning processes
- Administrative staff interested in management and planning processes

Step 3 Identify training needs and qualification interests of your expected participants!

The following list of characteristics can be helpful to the identify training needs and qualification interests of the group of participants that you address with your course:

University students

- Future decision-makers and/or management personnel (pot. related to stakeholders one and two)
- Lack of knowledge and practical experience in planning and service provision activities
- Theory-driven perspectives without practice-related constraints
- Time and flexibility

Service providers

- Practitioners with formal qualification / professional background in disability-related service provision fields
- Professionals that have to balance between professional standards and organizational prescription
- Directly confronted with theory-practice implementation gap
- Routed in organizational and sector-specific routines and path-dependencies
- Constrained by administrative and bureaucratic procedures and financial constraints
- Act/cooperate under conditions of competition in care-markets
- Lack of knowledge on new service models and implementation strategies
- Interest in assuring financial resources
- Need for legitimacy towards funding agencies and the general public
- Awareness of their role and power between organizational and collective interest

Local Governments / Administration

- Responsibility for provision of services for the general public
- Professionals that have to balance between professional standards and administrative coercion
- Responsibility for public financial resources
- Interested in planning and management of local infrastructure including quality for all
- Constrained by legal prescriptions
- Lack of knowledge concerning needs and rights of persons with disabilities
- Lack of knowledge and skills with regard to new participative planning approaches
- Lack of political backing for actions in the social policy field

Organisations of People with Disabilities (OPDs)

- Expertise on disability rights, needs and risks of discrimination on various levels
- Direct interest in improvement of local conditions
- Lack of knowledge and skills with regard to new participative planning approaches

- Lack of knowledge on new service models and implementation strategies
- Restricted in time, flexibility and financial resources
- High degree of credibility and commitment
- High degree of specialized and in-depth knowledge on certain disability-related issues

Step 4 Select your format from CISCOS-course typology!

There are many ways that the CISCOS-training materials can be used by academic teachers or professional trainers. In the following section three types of formats are presented that have been tested in various European countries.

Type A: Cross-sectoral academic training course (6 ECTS)[1]

Description of format: The 'Cross-sectoral academic training course' consists of three seminar units, each related to one of the three CISCOS-Curriculum-Elements. It is integrated in the academic training programme of a university or other Higher Education Institution (HEI), but following the CISCOS-cross-sectoral concept open for external participants. University students can get 6 ECTS for a workload of 180 hours, external participants can get a certificate of attendance to be used for personal career documentation.

Objectives: The main goal of the **cross-sectoral academic** training course is to teach knowledge and competences on how to implement the UN Convention on the Rights of Persons with Disabilities (CRPD) in municipalities, districts or other local political level. The approach focusses on concepts for a) public planning, b) activation and development of local communities and c) strategies and methods for organizational development in service providing organizations.

1 European Centre for the Development of Vocational Training 2009.

Programme idea: The Cross-sectoral academic training course can be structured in three seminar units. Each unit starts with a preparatory phase (Phase 1), in which participants have to work on basic texts which they will get after registration (workload 8 hours). This is followed by two plenary seminar days with face-to-face teaching (Phase 2, workload 16 hours), that leads to project work in groups (Phase 3, workload 16 hours). Another two seminar days with face-to-face teaching in the plenary (Phase 4, workload 16 hours) and a personal evaluation part (Phase 5, workload 4 hours) complete the course structure. This structure is used for all three seminar units and adds up to a total workload of 180 hours that equate 6 ECTS.

Type B: 'Three- days cross-sectoral seminar' in adult education frameworks

Description of format: This 'three-day-seminar" is based on the CISCOS-manual and wants to teach selected knowledge on public planning, b) activation and development of local communities and c) strategies and methods for organizational development in service providing organizations. The CISCOS-seminar might be integrated in the programme of a Further Education Institute or be a singular initiative of a service provider, a local government or any community initiative. Following the CISCOS-cross-sectoral concept it explicitly addresses a diverse number of participants. Participants might get a certificate of attendance to be used for personal career documentation.

Objectives: The main goal of the **cross-sectoral seminar** is to give an overview on challenges and strategies of implementation the UN Convention on the Rights of Persons with Disabilities (CRPD) on a local political level. Selected themes, methods and tools will be presented. As a result participants should have knowledge and competences to be able to develop a cornerstones of a strategy for UN CPRD-implementation in a given municipality.

Programme idea: The 'three-day-seminar" can be structured in five parts: Part 1 gives an overview on the relevance of UN CRPD for local disability fields and general community life. Part 2 focusses on key processes of the CISCOS social planning model. Part 3 deals with

selected approaches to mobilize civil society actors for inclusive local communities. Part 4 gives examples for strategies and methods for inclusive organizational development in service providing organizations. In part 5 participants are asked to design a process chart for a UN CRPD related local implementation strategy.

Type C: Cross-sectoral information workshop

Description of format: The CISCOS information workshop is conceptualized as a one-day event or even shorter. It gives an introduction into the CISCOS concept on local implementation the UN Convention on the Rights of Persons with Disabilities (CRPD). The CISCOS-workshop might be an initiative of a service provider, a local government or any community initiative to support an 'agenda-setting'-process in a municipality. It could be followed by a more in-depth format such as a CISCOS-three- days-seminar.

Objectives: The main goal of the workshop is to present information on the potential of the CISCOS-concept for coping with challenges and strategies of implementation the UN Convention on the Rights of Persons with Disabilities (CRPD) on a local political level. Selected examples, methods and tools will be presented. As a result participants should have knowledge to decide on how to make use of the CISCOS-training package for the needs in their organization or municipality.

Programme idea: The 'information workshop can be structured in five parts: Part 1 gives an overview on the relevance of UN CRPD for local disability fields and general community life. Part 2 focusses on key processes of the CISCOS social planning model. Part 3 deals with selected approaches to mobilize civil society actors for inclusive local communities. Part 4 gives examples for inclusive organizational development in service providing organizations. In part 5 participants are asked for reflect on how they could make use of the training package..

A more detailed information on how the different formats can be filled with content is given in following chapter.

Step 5 Plan your course!

In the following section a model is presented on how the CISCOS-Manual can be conceptualized and transferred into a course programme, which is valued with six credit points under the European Credit Transfer and Accumulation System (ECTS). The model might also be inspiring for conceptualizing a three-days seminar or an information workshop on the CISCOS-concept.

1.1 Type A: Cross-sectoral academic training course (6 ECTS)

Seminar unit 1: Planning approaches for the implementation of the UN CRPD and its implications for service providers

The seminar unit is based on the contents of the curriculum element 1 of the CISCOS-manual which need to be transferred in a seminar concept and programme.

A. Learning objectives

Participants of the seminar unit 1 have a sound knowledge on strategies, structures, theoretical and practical approaches on the implementation of the UN CRPD in local communities.

The learning objectives here are structured along the following learning dimensions.

(a) **Knowledge** on key theories, discourses, concepts and approaches relevant to local UN CRPD implementation processes

- Participants have a sound understanding of disability models and the UN CRPD in the context of human rights instruments

- Participants have a sound understanding of social planning and its potential for the implementation of the CRPD on the local level, including
  - Change theory / social change processes
  - Planning theory, approaches, instruments and practices
  - Theory of implementation and path dependency
  - UN-CRPD based planning frameworks

(b) **Awareness** on the potential of local UN CRPD implementation processes, the field of relevant stakeholders and their own roles as stakeholders in such processes

- Participants are able to analyse challenges and opportunities of service providers with regard to local CRPD implementation processes
- Participants recognize the added value of a diverse learning group and the potential of multi-stakeholder interaction and cooperation with regard to local UN CRPD implementation processes

(c) **Competences** for informed commitment and skilled performance within such processes

- Participants know specific approaches and tools relevant to local CRPD implementation processes and have tested the application of selected tools

B. Format and Structure

The structure and content of the seminar unit 1 is as follows:

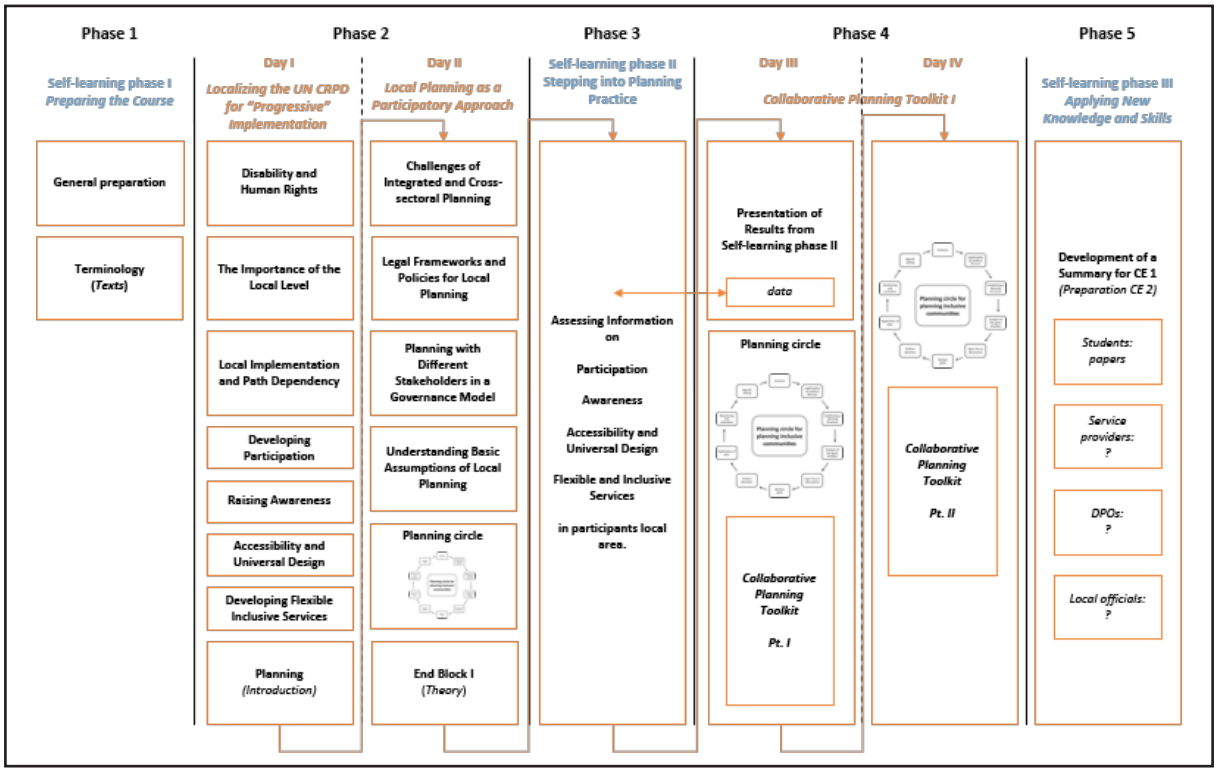

Table 1 Overview on program structure for Type A-CISCOS seminar unit 1

Phase 1 "Preparing for the course" (self-learning)

- **Objectives**: This preparatory self-studying phase aims at harmonizing the levels of relevant basic knowledge of the heterogeneous participant group. Based on essential readings and guiding questions participants enhance their knowledge-base on key topics around disability and local planning and get prepared for the course.
- **Content**: Essential readings will focus on basic knowledge on disability, human rights, UN CRPD, basic public services and the role of local administration and local governance.

Phase 2 "Basic knowledge and awareness" (two-days-learning in plenary: face-to-face / blended learning / hybrid)

- **Objectives**: This first two-day face-to-face seminar units will build upon the preparatory self-studying phase. An innovative mix of lectures, group work, role plays and moderated discussion will enable an in-depth debate on core aspects of local CRPD implementation processes
- **Content**: disability; human rights and the UN CRPD; basic public services and the role of local administration and local governments; disability-related services; local governance, advocacy and participation; local planning theory and approaches

Phase 3 "From theory to practice" (project work)

- **Objectives**: Follow-up and specific exercises in group projects to strengthen the understanding of participants on the content of phase 2. Participants produce group reports analyzing specific situations with regard to local planning dimensions (participation, accessibility, inclusive services, awareness). The reports are to support the transfer from theory to practice and lay the basis for phase 4.
- **Content**: phase two content; introduction into planning approaches and tools

Phase 4 "Planning inclusive communities – approaches and tools" (two-days-learning in plenary: face-to-face / blended learning / hybrid)

- **Objectives**: Exploring and testing selected planning approaches and tools relevant to local UN CRPD implementation processes
- **Content**: Project planning cycle and selected tools along the 'planning cycle'

Phase 5 "Evaluation" (self learning)

- **Objectives**: Evaluation personal learning progress
- **Content**: Quiz and task for participants to write a short text (1000 words) on a selected aspect from the seminar unit 1

1.2 Seminar unit 2/CE2: Community development and its implications for service providers

The seminar unit is based on the contents of the curriculum element 2 of the CISCOS-manual which need to be transferred in a seminar concept and programme.

A. Learning objectives

Participants of the seminar unit 1 have a sound knowledge on how **key stakeholders can** be supported in community work for the promotion of social inclusion, social justice and equality and as an intervention for social change. These stakeholders include communities, community workers, programme implementers, employers, policy makers, funders, organisations, groups and community work educators.

The learning objectives here are structured along the following learning dimensions.

Knowledge on key terms and theories of community analysis and community development, primarily from the perspective that is promoted by the European Network for Community Development (EuCDN).

- Participants have a sound understanding of traditions, concepts and methods of community development instruments
- Participants have a sound understanding of about how the public sector, service providers and other stakeholders on the local level can cooperate to ensure equal rights for persons with disabilities.

Awareness on the potential of civil society's engagement in local UN CRPD implementation processes and how actors from Civil Society Organizations it can be activated or hindered to contribute to local CRPD implementation processes

Competences for informed commitment and skilled performance to analyse and support community resources to support inclusion and full participation of persons with disabilities.

- Participants know specific approaches and tools relevant for analyzing and developing the potential of informal networks, community infrastructure and non-governmental organizations for processes towards inclusive communities

B. Format and Structure

The structure and content of the seminar unit 2 is as follows:

Phase 1	Phase 2	Phase 3	Phase 4
History, basics and principles of Community Development (DE: 'Gemeinwesenarbeit') 1. Input on the concept and history of community development 2. Plenary Discussion 3. Text work and Plenary Discussion. Text: 'History of Community Development' 4. Film 'Community Organizing – a Concept for Germany' (Understanding the developmental path of community development in the US and Germany) 5. Film on a so-called 'deprived area' in a German city followed by a group work and plenary discussion on potential entry points for community development and community organizing [CE2 Chapter 1] **Human Rights and Community Development** • Theoretical input on the role of human rights in community development based on selected articles of the CRPD followed by a plenary discussion. [CE2 Chapter 2]	**Community, Political Territory and Local Governance** Input & Group Discussion: • The local level as political territory • Dimensions of the community concept [CE2 Chapter 4] **Methods and working techniques of community development** • Presentation of practical examples from a former community worker in Amsterdam / The Netherlands followed by a plenary discussion. **Practical example of Community Development** • Presentation of a Community Worker from the City of Kreuztal (Siegen area) on the daily practice of Community Development in an urban district.	**Exploration of two urban districts supported by an assessment tool developed for the German Version of CE2** Two groups visit an urban district in the area of Siegen and do an assessment of the following categories supported by several guiding questions: • Dimension 1: Awareness of discrimination risks and belonging • Dimension 2: Supporting social infrastructure • Dimension 3: Accessible local infrastructure • Dimension 4: Appropriate housing opportunities • Dimension 5: Information and advisory services • Dimension 6: Inclusive services **Evaluation of assessments and preparation for presentation in plenary**	**Reports of working groups on the exploration of two urban districts.** Presentations and plenary discussion: • Evaluation and discussion of results • Joint meta-evaluation of the assessment tool. **Roles and responsibilities of services providers** • Theoretical input on disability service providers and community development followed by group work and presentation of results in plenary. [CE2 Chapter 7] **From Theory to Practice: Presentation of two projects of local service providers:** a) Inclusion in cultural life, recreation, leisure and sports in the City of Olpe / Germany b) 'Informierbar': Web tool on accessible and inclusive infrastructure in local facilities and public spaces

Table 2 Overview on program structure for Type A-CISCOS seminar unit 2

Phase 1 "Preparing for seminar unit 3" (self-learning)

- **Objectives**: This preparatory self-studying phase aims at harmonizing the levels of relevant basic knowledge of the heterogeneous participant group. Based on essential readings and guiding questions participants enhance their knowledge-base on key topics around disability and local planning and get prepared for the seminar unit 2.
- **Content**: Essential readings will focus on approaches to and practice of community development and on the intersection between disability and community development.

Phase 2 "Basic knowledge and awareness" (two-days-learning in plenary: face-to-face / blended learning / hybrid)

- **Objectives**: This first two-day face-to-face seminar unit will build upon the preparatory self-studying phase. An innovative mix of lectures, group work, role plays and moderated discussion is to enable an in-depth debate on core aspects of community development and community organizing
- **Content**: terminology and history of community development, examples of community work from different municipalities and countries

Phase 3 "From theory to practice" (project work)

- **Objectives**: Follow-up and specific exercises in group projects to strengthen the understanding of participants on the content of phase 2. Participants conduct observation visits in selected urban quarters based on a prepared observation guide and produce group reports. The reports are to support the transfer from theory to practice and lay the basis for phase 4.
- **Content**: content of phase 2, experiences on observing, assessing and profiling community resources

Phase 4 "Community profiling and development and implications for service providers– approaches and tools" (two-days-learning in plenary: face-to-face / blended learning / hybrid)

- **Objectives**: Learning about selected community assessment and profiling tools relevant to local UN CRPD implementation and reflection on the role of service providers in community development processes
- **Content**: concepts and tools for assessing, profiling and developing resources for inclusive communities

Phase 5 "Evaluation" (self learning)

- **Objectives**: Evaluation personal learning progress
- **Content**: Quiz and task for participants to write a short text (1000 words) on a selected aspect from the seminar unit 2

1.3 Type A: Seminar unit 3: Adoption of inclusive models in service providing organizations for persons with disabilities

This third seminar unit is based on the contents of the curriculum element 3 of the CISCOS-manual which need to be transferred in a seminar concept and programme.

A. Learning objectives

Participants of seminar unit 3 have a sound knowledge on strategies, structures, theoretical and practical approaches on the adoption of inclusive service models in service provision organizations for persons with disabilities.

The learning objectives here are structured along the following learning dimensions.

a) **Knowledge** on key theories, discourses, concepts and approaches relevant to the implementation of inclusive service provision models in the disability field:

- Participants have a sound understanding of inclusive service provision models and of organizational development in disability service organizations
- Participants have a sound understanding of challenges for service providers with regard to the implementation of the UN-CRPD and are familiar with relevant aspects of change management theory and practices, with theory of implementation and organizational path dependency, and with criteria and examples of good practices for successful implementation of inclusive service models.

b) **Awareness** on the obligations and the potential of the UN CRPD for organizational change processes in the disability field and for the positions of relevant stakeholders and their roles in such processes

- Participants are able to understand and analyse the challenges and opportunities of service providers with regard to organizational change, implementation of inclusive service models, and stakeholder participation in transformation processes
  Participants recognize the added value of a diverse learning group and the potential of multi-stakeholder interaction and cooperation with regards to successful transformation processes

c) **Competences** for informed commitment and skilled performance within such processes.

- Participants know specific approaches and tools relevant for implementing inclusive service models in disability service providing organizations
- Participants are able to develop strategies on how to use the UN-CRPD and changing legal frameworks as am momentum for organizational change in the field of disability services.

B. Format and Structure

The structure and content of the seminar unit 3 is as follows:

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Preparation	**Conceptual Basics for Change Processes**	**Starting Points for Change Processes in Organizations Providing Assistance to Persons with Disabilities**	**Learning from Good-Practice Cases and Using the CISCOS Planning Toolkit**	**Development of Service Concepts for Organizational Change**
	Day 1	***Day 2***	***Day 3***	***Day 4***
self-learning	***face-to-face course simulation game***	***face-to-face course simulation game***	***face-to-face course simulation game***	***face-to-face course simulation game***
General preparation	Introduction to the simulation game "The Blue Rider"	Continuation of simulation game	Continuation of simulation game	Continuation of simulation game
	Basic Knowledge Human Rights UN-CRPD Organizational change Deinstitutionalization and reinstitutionalization in disability services twin-track approach	**Organizational Change** Further Information on Organizational Change Usage of organizational metaphors in organizational change	**Learning from Good-Practice Cases and Using Tools** Cases of good practice Using the CISCOS Planning Toolkit in organizational change ("Theory of Change")	**Developing Service Concepts** Legal framework for disability service provision in Germany and Northrhine-Westfalia Input on "Service concepts" Using momentums for change processes

Table 3 Overview on program structure for Type A-CISCOS seminar unit 1

Phase 1 – Preparing for seminar unit 3" (self-learning)

- **Objectives**: Participants are asked to read selected texts on the contents of the seminar unit.
- **Content**: Inputs that focus on basic knowledge on disability, human rights, UN CRPD, de-/reinstitutionalisation in the disability service field, twin-track approach in the context of inclusive service provision, change management in organizations.

Phase 2, part 1 – Conceptual Basics for Change Processes (two days-learning in plenary: face-to-face / blended learning / hybrid, day one)

- **Objectives**: The second phase aims at harmonizing the levels of relevant basic knowledge of the heterogeneous participant group. Participants use the simulation game to reflect the perspectives of different stakeholders in the transformation process of a service provider in the disability field in working groups.
- **Content**: Inputs that focus on basic knowledge on disability, human rights, UN CRPD, organizational change, de-/reinstitutionalisation in the disability service field, twin-track approach in the context of inclusive service provision; case example "The Blue Rider" (CISCOS CE 3 Manual, Chapter 1.1; Materials for simulation game:
  - Input 2.1 – "Blue Rider" scenario
  - Worksheet 2.1.1 – Family members and legal guardians
  - Worksheet 2.1.2 – clients
  - Worksheet 2.1.3 – management team
  - Worksheet 2.1.4 – staff in group services
  - Worksheet 2.1.5 – middle management
  - Input 2.2 – dilemma of service providers

Phase 2, part 2 – Starting Points for Change Processes in Disability services organizations (two days-learning in plenary: face-to-face / blended learning / hybrid, day two)

- **Objectives**: The main goal is to introduce in theories on with a focus on metaphoric theories. The inputs of the second day are reflected by the working groups formed in phase 1 and adapted as arguments for the stakeholder group they represent in the simulation game. The phase closes with an open discussion among working groups.
- **Content**: Inputs that focus on organizational change and corresponding theoretical approaches; Additional theoretical input on organizational metaphors; Material on case example); Funding models for inclusive services in the concrete context of the German social security system (cf. CISCOS CE 3 Manual, Chapter 1.2)

- **Materials**:
  - "Blue Rider" scenario (continued, see input 2.1)
  - Input 3.1 CISCOS CE 3 Manual, Chapter 1.3
  - Input 3.2 CISCOS CE 3 Manual, Chapter 1.4
  - Input 3.3 – Organization metaphors (text)
  - Input 3.4 – PowerPoint on organization metaphors
  - Worksheet 3.4.1 – Organization metaphors
  - Worksheet 3.4.2 General Comment on Art 19 UN CRPD

Phase 3 "From theory to practice" (self learning and project work)

- **Objectives**: Follow-up and specific exercises in group projects to strengthen the understanding of participants on the content of phase 2. Participants conduct observation visits and interviews in selected disability service organizations with prepared interview guideline to become sensible for organizational structures and routines. The reports are to support the transfer from theory to practice and lay the basis for phase 4.
- **Content**: content of phase 2, interviews and observation visits in disability services

Phase 4 part 1– Learning from Good-Practice Cases and Using the CISCOS Planning Toolkit (two days-learning in plenary: face-to-face / blended learning / hybrid, day one - simulation game)

- **Objectives**: Again, the simulation game of the 'Blue Rider' is used as framework.The participants are informed about examples of good-practice of inclusive service provision. The examples are discussed in working groups formed in phases 2 and 3. In addition, the participants learn how to use selected methods described in the CISCOS Planning Toolkit in organizational transformation processes. The tool "theory of change" is presented to the participants and is being tried out by the working groups. Results are presented in a plenary session.
- **Content**: Selected cases of good practice for inclusive service provision; selected tools from the CISCOS Planning Toolkit (see CISCOS CE 1 and CE3))

- **Materials**:
  - "Blue Rider" scenario (continued, see input 2.1)
  - Input 4.1 – CISCOS CE 3 Manual, Chapter 2
  - Input 4.2 – Theory of change
  - Worksheet 4.2.1 – CISCOS Planning Toolkit (Tool 17): Theory of Change

Phase 4, part2 – Development of Service Concepts for Organizational Change (two days-learning in plenary: face-to-face / blended learning / hybrid, simulation game, day two)

- **Objectives**: Participants get to know about 'service concepts' and their legal frameworks in the disability service provision field in a certain European region. The working groups develop key points for the involvement of the stakeholder group they represent in the simulation game. Results are presented in a plenary session. Students can use the results of their groups as a basis for their written assignments.
- **Content**: Legal framework for the disability service provision field in a certain European region; input on 'service concepts' and on how to use the UN CRPS as a momentum for organizational change towards inclusive service provision models
- **Materials**:
  - "Blue Rider" scenario (continued, see input 2.1)
  - regional legal frameworks on service provision and development for persons with disabilities

References

References

European Centre for the Development of Vocational Training. 2009. European Qualifications Framework (EQF). Available at <https://www.cedefop.europa.eu/de/events-and-projects/projects/european-qualifications-framework-eqf>. Accessed 13 November 2020.

ZPE

EASPD
IMPROVING SERVICES
IMPROVING LIVES

SZKOŁA GŁÓWNA HANDLOWA W WARSZAWIE

UNIVERSIDAD DE SEVILLA

HTR
Health & Territory Research

CUDV DRAGA
Center za usposabljanje, delo in varstvo
Dolfke Bostjančič, Draga

HAND IN HAND FOUNDATION

LUNDS KOMMUN

ΕΡΓΑΣΤΗΡΙ ΠΑΝΑΓΙΑ ΕΛΕΟΥΣΑ
1990

dfi