



**CP-PACK**

Module 2

**TRAINER GUIDE**

# **Legal and Financial Matters - (LFM)**

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### Training Module for Teachers “Legal and Financial Matters”

This training module was produced in the scope of CP-PACK project and in accordance with the Need Analysis Report derived from the results of the focus group interviews and questionnaires collected among parents and teachers of children with cerebral palsy. This is primarily a theoretical training module, which will make trainers familiar with the educational approach for legal matters to be delivered to parents and teachers of children with CP.

<b>Subject of training module</b>	Legal and financial matters	
<b>Target group(s)</b>	Teachers and/or parents of children with Cerebral Palsy (CP) 3-18 years of age	
<b>Goal(s)</b>	Participants will become comfortable on transferring the legal provisions into training materials.	
<b>Learning Outcome(s)</b>	At the end of training module, participants will be able to: <ul style="list-style-type: none"> <li>• Identify relevant legal provisions for CP</li> <li>• Select relevant legal provisions for CP</li> <li>• Interpret and summarise legal provisions as future training content</li> <li>• Create training content based on legal provisions</li> </ul>	
<b>Contents (General and/or Detailed)</b>	<b>Content</b>	<b>Time Needed</b>
	1. Legal status of a person with CP - International & EU level	1 hr
	2. Administrative support for persons with disabilities/CP	1 hr
	3. Administrative support for persons with disabilities/CP	1 hr
	4. Financial support from which individuals/schools can benefit in relation with children with disabilities/CP	1 hr
	5. How to obtain support to which schools/individuals are entitled	2 hrs
	Evaluation of Trainees	1 hr

<b>Time needed</b>	6 hours + 1 hour for evaluation = 7hours
<b>Methodology</b>	Presentation (PowerPoint presentation)/lectures, answer – question, brainstorming, discussion, case studies, problem based learning, group work
<b>Assessment and evaluation plan (trainer/trainee and module)</b>	Evaluation through questionnaires, checklists and self- assessment at the end of the training course.
<b>Supporting training material needed</b>	Handouts of papers and PowerPoint presentations, prepared scenarios for the case studies and problem based learning, website links, references
<b>Educational Environment</b>	A meeting room/conference room during the lectures/presentations, as well as appropriate spaces for group work, case studies, etc. Also, a projector connected to a pc, a screen, a flip chart and internet access. Where needed there must be extra pc's with internet access, video and audiovisual equipment, board, writing paper and pens for trainees.
<b>Qualities of Trainer(s)</b>	The trainer should be a lawyer or a high skilled public servant specialised on legislation for people with disabilities.. It is preferable that the trainer is qualified as a trainer for adults.

# Chapter 1

## Legal Status of a Person With CP - International & EU Level

**Duration:** 1 hr

### Learning Outcomes

Trainees will be expected to:

1. Identify the international and EU legal instruments related to disability
2. Understand the extent to which these legal instruments apply in their country
3. Use and explain definitions of disability

### Methodology

- Lectures of legal texts of conventions and treaties
- Discussions over the legal texts identified
- Participants can be invited to use internet in order to identify international programmes of international bodies with activities in the field of disable people
- Participants will be guided to simulate the legal procedures available in order to ask a better enforcement of international legal instruments

### Supplementary Training Materials

- Case studies
- Internet

### Feedback on the Chapter

- Are there international legal instruments not yet ratified in your country?
- Which provisions is the most important according to your opinion?
- To what extent do you think the international legal instruments are part of the national legal system?
- In which situations can you ask for legal protection under the provisions of international legal instruments?

## Suggested Reading

- International Covenant on Civil and Political Rights;
- Convention on the Rights of Persons with Disabilities
- International Covenant on Economic, Social and Cultural Rights;
- Convention on the Elimination of All Forms of Racial Discrimination;
- Convention against Torture and other Cruel, Inhuman and Degrading Treatment or Punishment ;
- Convention on the Rights of the Child;
- Declaration of the Rights of Mentally-Retarded Persons,
- Declaration on the Rights of Disabled Persons,
- World Programme of Action concerning Disabled Persons,
- Tallinn Guidelines for Action on Human Resources Development in the Field of Disability,
- Principles for the Protection of Persons with Mental Illness and the Improvement of Mental Health Care,
- Standard Rules on the Equalization of Opportunities for Persons with Disabilities,
- Sundberg Declaration on Actions and Strategies for Education, Prevention and Integration, adopted by the UNESCO World Conference on Actions and Strategies for Education, Prevention and Integration, Malaga (Spain), 2 - 7 November 1981,
- Salamanca Statement and Framework for Action on Special Needs Education, adopted by the UNESCO World Conference on Special Needs Education: Access and Quality, Salamanca, 7 - 10 June 1994.

## Chapter 2

### Administrative Support for Persons With Disabilities/CP

Duration: 1 hr

#### Learning Outcomes

Trainees will be expected to;

1. Understand which are the public authorities in charge with observation of rights of persons with disabilities
2. Understand how is structured the supportive public and/or private system in the benefit of people with disabilities
3. Transform the raw legal provisions into learning information

#### Methodology

- Presentation and lectures about the structures of a law or a similar legal source.
- Presentation of different level of public authorities, which may be in charge in the field of disability and children.
- Discussion on the differences between public authorities and private organisations with supporting activities for children with disabilities.

#### Supplementary Training Materials

- Computer,
- Projector
- internet connection,

#### Feedback on the Chapter

- How the competences in the field of supporting children with disabilities are divided between public and private organisations?
- How the children with CP are seen within the general legal framework?
- Is there any difference between a registering authority, a supporting authority and a care authority?

#### Suggested Reading

The national legal framework will be used

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## Chapter 3

### Logistic Support for Persons With Disabilities/CP

Duration: 1 hr

#### Learning Outcomes

Trainees will be expected to:

1. Identify the legal provisions aiming to improve the daily life of a children with CP in terms of mobility and general environment
2. To be able to turn the raw legal texts into applicative learning materials.

#### Methodology

- Lectures and presentation of legal texts
- Q&A games
- The participants are invited to describe, using their own words, how they understood the legal provisions

#### Supplementary Training Materials

- Computer,
- Projector,
- Writing paper and pens for trainees

#### Feedback on the Chapter

- Are there identifiable different types of logistic support for CP?
- Is there any organisations compulsory obliged to provide logistic support?
- How the logistic support can be provided and achieved?

#### Suggested Reading

The national legal papers (laws) will be used

## Chapter 4

### Financial Support from Which Individuals/Schools can Benefit in Relation with Children With Disabilities/CP

Duration: 1 hr

#### Learning Outcomes

Trainees will be expected to;

1. Identify the legal provisions addressing the financial support for children with CP
2. Identify the legal procedures to be fulfilled in order to obtain financial support
3. Turn the legal provisions into learning materials
4. Explain the legal provisions to their trainees

#### Methodology

- Lectures about legal provisions
- Exercises on creation of learning materials.
- Exercises on creation of practical learning approaches
- Role-playing exercises, where several trainees are public servants and other are solicitors

#### Supplementary Training Materials

- Computer,
- Projector,
- White screen,
- Writing paper and pens for trainees
- Post-it or other self-adhesive coloured papers

#### Feedback on the Chapter

- How can you distinguish between financial support and other types of support?
- Which is the support designated to organisations and which is the support aimed at individuals?
- Which is the legal algorithm on asking and providing the financial support?

#### Suggested Reading

National laws will be used



## Chapter 5

### How to Obtain Support to Which Schools/Individuals are Entitled

Duration: 2 hrs

#### Learning Outcomes

Trainees will be expected to;

1. Identify the legal procedure for asking and granting support
2. To describe the steps provisioned by the law
3. Explain to their trainee how to deal with forms and legal terms
4. Turn the raw law texts into learning materials

#### Methodology

- The information about the legal provisions will be discussed with the trainees
- Right filled-in forms can be shown
- Demonstration on filling-in forms can be made
- Trainees will be asked to choose different roles.

#### Supplementary Training Materials

- Computer
- Projector,
- White Screen
- Copies of legal forms
- writing paper and pens for trainees

#### Feedback on the Chapter

- Which are the most common mistakes made by the solicitors?
- Which is the legal procedure to claim for a right initially refused by the public authorities?
- Which are the organisations that may support a solicitor?

#### Suggested Reading

Copies of national laws and regulations will be used

## Evaluation of the Trainees

The summary evaluation is intended to check to what extent the information provided to the trainees was retained by them. This evaluation can be made using a matrix-type questionnaire with 10 to 20 questions, each of them having three predefined answers and a single one right.

A more in-depth evaluation is suggested in addition to the previous one. This evaluation comprises two stages. In the first stage, the trainees are asked to elaborate a short essay or learning material on a given topic. In the second stage, the trainees are asked to orally present their work in front of an evaluation commission or in front of their trainee fellows.