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&

AVRUPA DAYANIŞMA PROGRAMI

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BİR DERLEME:
ENGELLİLİK

konusundaki Erasmus+ projeleri

    
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İÇİNDEKİLER

1. Deaf Senior Education for Active Living
2. We are at work too
3. Assuring the access to nature education and nature experience for impaired people
4. Access and Aesthetic
5. ParaCoach
6. "Shape!" - Sharing and adapting a complex sensitisation program in the Central-European region
7. Becoming Aware of Disability: Developing a Curriculum Based on Cognitive Evolution in Higher Education
8. Leisure time as a positivist youth peer pedagogy
9. "Leading my own life"
10. Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities
11. OGMIUS - Organisational Growth, Mobility of Individuals, Understanding through Sharing
12. MIND INCLUSION 2.0
13. If accessible, I am safe
14. Improving the Employability of People with Hearing Impairments
15. "INCLUSIVE ART FOR DISABLED PEOPLE AND MENTALLY"
16. Supporting the autonomy of movement of disabled youth through guidance and mapping of accessible places
17. Blue Special Education Platform
18. STRENGTH OF SUPPORT

Bu broşür, ilgili konu üzerinde derleme olup Erasmus+ Programı kapsamında hibe alan tüm örnek projelere erişmek için [Erasmus+ Project Results Platform](https://erasmus-plus.ec.europa.eu/projects) (https://erasmus-plus.ec.europa.eu/projects) sayfasını ve Avrupa Dayanışma Programı projeleri için de [ESC Project Platform](https://youth.europa.eu/solidarity/projects/) (https://youth.europa.eu/solidarity/projects/) sayfasını inceleyebilirsiniz.

Erasmus+ Proje Örnekleri



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AVRUPA BİRLİĞİ

Erasmus+
Hayatları zenginleştirir, ufukları açar.

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Deaf Senior Education for Active Living

Good practice example



Project Coordinator

Organisation ISTITUTO DEI SORDI DI TORINO
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Website www.istitutosorditorino.org

Project Information

Identifier 2020-1-IT02-KA204-079227
Project Web Site <https://www.deseal.eu/>
Start Date Sep 1, 2020
End Date Nov 30, 2022
EC Contribution 284,587.25 EUR
Partners EUROPEAN UNION OF THE DEAF AISBL (BE) , ASSOCIATION DE PATRONAGE DE L'INSTITUT REGIONAL DES JEUNES SOURDS ET DES JEUNES AVEUGLES DE MARSEILLE (FR) , EQUALIZENT SCHULUNGS UND BERATUNGS GMBH (AT)
Topics Disabilities - special needs ; Access for disadvantaged

Project Summary

Background

We applied for this project after seeing that according to Eurostat, the statistical office of the European Union (EU), at the beginning of 2019, approximately 101.1 million people in the EU had reached the age of 65 - which is 20% of the total population. And that by 2050, this share was expected to increase to 29%. We also realized that aging was mainly due to the long-term decline in fertility rates and the increase in life expectancy in our countries. This has led over the years to a change in the needs of older people. In our daily work with this group, we realized that there are significant differences between the elderly of today and those of previous years. Together with the global phenomenon of aging societies (decreasing birth rate and prolonging life expectancy), increasing population migration, increasing the number of marital breakdowns, lack of offspring, etc., there is an increasing number of environments in which seniors run single-person households, especially for deaf seniors, hence the need to create instruments to fill this gap.

Objectives

With our project, the goals we were trying to achieve are the following

- Exchange of experiences and good practices in the field of education of deaf older people between professionals from both the deaf sector and professionals from the field of care and protection of older people.
- The creation of universal educational and activation tools in international cooperation, supporting the psychophysical functioning of deaf older people and their active participation in social life.
- The creation of accessible material with sign language, subtitles, and animation for the deaf elderly by giving them tools in their mother tongue (sign language).
- The development and enrichment of educational offerings for deaf elderly people in their localities.
- Making educational and guardianship organizations reflect on the intersectionality of being disabled and being elderly.
- The training of educators and/or practitioners who are able to work with the double intersection of being disabled and elderly, according to the principles established by the UN Convention on the Rights of Persons with Disabilities.

Implementation

With this project, the activities we have carried out are as follows:

- Four transnational project meetings to meet, see our realities and decide on the following project steps.
- Eight online meetings to monitor the project activities and their quality.
- IO1- A study reporting (1) the needs and difficulties that deaf older people encounter in their community; (2) the training and tools they need in their work with deaf older people; (3) what kind of support and actions the target group organizations are putting in place for deaf older people.
- IO2 - A kit of 40 accessible videos (with sign language translation, subtitles, animation, and plain language texts) with themes expressed and emerged during the study (IO1) with the aim to motivate, support, activate and educate deaf older people.
- IO3 - A guide for professionals and organizations on how to work with the intersection of disability in this case deafness and being elderly.
- 4 multiplier events to share the results of the project outside our organizations.

Achievements

The results produced are as follows:

1. increased knowledge:
 - a) in educational methods used to work with deaf older people in an international environment, especially in the partner countries (IT, AT, BE, FR);
 - b) educational provision and activation of deaf older people in an international environment, especially in the partner countries, including methods/forms to support the autonomy/independence of deaf older people in the everyday functioning of the social environment;
2. A report on the needs analysis of our target groups (deaf seniors, professionals, and category organizations) conducted on the basis of a questionnaire in written form and in Sign Language.
3. The development of a set of innovative educational and activation tools to be used in working with deaf older people. This will be a collection of fully accessible videos on activities/courses for deaf older people combining sign language, plain text, and visual images.
4. Creation of a guide for EDUCATION AND ACTIVATION OF DEAF SENIORS to be used universally in everyday work with deaf seniors (in the area of education, activation, and support of independent functioning).

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

We are at work too

Good practice example



Project Coordinator

Organisation KONYA IL MILLI EGITIM MUDURLUGU
Address Akçeşme Mahallesi Garaj Caddesi No:4 , 42020 Konya , Konya , TR
Website <http://konya.meb.gov.tr>

Project Information

Identifier 2019-1-TR01-KA202-074775
Project Web Site <http://www.weareatworktoo.com>
Start Date Oct 15, 2019
End Date Aug 14, 2022
EC Contribution 234,988 EUR
Partners Karatay Ozel Egitim Meslek Okulu (TR) , Collegium Balticum - Akademia Nauk Stosowanych z siedzibą w Szczecinie (PL) , CENTRUL SCOLAR PENTRU EDUCATIE INCLUZIVA ALBATROS (RO) , Agrupamento de Escolas Trigal de Santa Maria (PT) , HANTA ASSOCIATES LIMITED (UK) , VITALE TECNOLOGIE COMUNICAZIONE - VITECO SRL (IT) , Município de Torres Novas (PT) , TREND-PRIMA, ZAVOD ZA RAZISKAVE INRAZVOJ ZNANJA, MARIBOR (SI)
Topics Labour market issues incl. career guidance / youth unemployment ; New innovative curricula/educational methods/development of training courses ; Disabilities - special needs

Project Summary

Background

In order to achieve smart, sustainable and inclusive growth, which is one of the objectives of the EU 2020, it's vitally important to obtain employment, productivity and new skills. PISA Director Andreas Schleicher: "If you're from disadvantaged areas, there's only one chance in your life: to get good education. The main issue in education is that the needy gets the best education." According to the European Disability Academic Network report in 2018, the rate of mild and moderate disability at EU level is 17.1%. While the employment rate of non-disabled individuals in EU28 countries was 73.1%, the rate of disabled individuals remained at 47.4%. So, it's important to ensure that VET should be of a high standard,

The needs are

- a) 65% of parents in partner countries come from low education and socio-economic level
- b) 72% of parents said that they had never received a professional education for the special situation of their children.
- c) 54% of teachers said that students could not be successful in career due to their inability to continue their skills at school/at home.
- d) Problems faced by students are personal hygiene (self-care skills), courtesy, social skills and working skills.

Objectives

The aim of the We Are at Work Too project is to enable mildly mentally retarded students studying at Special Education Vocational Schools to acquire better social and self-care skills at home (family) with a holistic approach, while at school they receive a higher quality vocational education at the standards demanded by the labor market. to increase employability in their field after graduation. In this context, field research was conducted and the needs of students, parents, teachers and employers were determined.

With this project, it was aimed to raise awareness of families about their children's disability, and on the other hand, outputs were created to increase the professional and social skills of students. In addition, it is aimed to increase the employment of students after graduation with the contents prepared by considering the needs of the labor market.

Implementation

In the project, 4 intellectual outputs created, 5 transnational project meetings (TPM), 1 learning and teaching activity (LTT), 4 multiplier events (M) and local trainings for students and parents were carried out.

A total of 14 teachers, project coordinators and administrators from special education vocational schools participated in LTT activities.

Activities are organized as hybrid due to the Covid 19 process.

In addition, 8 online meetings were held.

The project was carried out in the field of innovation and 4 intellectual outputs were developed. These;

O2 Family Education Program

O3 Supporting Vocational Training Modules for Students

O4 Implementation Guide for Teachers

O5 E-Learning Platform

O1 The research on Family Education and Student Vocational Competence was completed by the project partners, although it did not receive a grant.

3 national and 1 international multiplier events were organized for the dissemination of intellectual outputs. A total

of 255 people participated in these activities face-to-face and 50 people online.

In addition, local trainings (parents, teachers, students) were organized for the promotion, implementation and dissemination of the outputs created.

Achievements

A research has been carried out on family education and student professional competence and an article has been published.

The Family Education Program has been prepared as 5 modules and has been translated into the languages of the partner countries.

Supportive Vocational Education Modules for Students were prepared as 5 modules and translated into the languages of the partner countries.

The Implementation Guide for Teachers has been prepared and translated into partner country languages.

E-Learning Platform has been created and all educational content has been published on the platform.

Program introduction videos and e-learning user guide have been created for the introduction and easy use of the project outputs.

All project outputs are also published in the languages of the project partners.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Assuring the access to nature education and nature experience for impaired people

Good practice example

nature
without
barriers

Project Coordinator

Organisation GLOBAL NATURE FUND STIFTUNG
Address FRITZ-REICHLE-RING 4 , 78315 RADOLFZELL , DE
Website www.globalnature.org

Project Information

Identifier 2018-1-DE02-KA204-005222
Project Web Site <http://nature-without-barriers.eu>
Start Date Oct 1, 2018
End Date Aug 31, 2021
EC Contribution 219,809 EUR
Partners Stowarzyszenie Ekologiczne "Etna" (PL) , Umweltdachverband GmbH (AT) , Deutscher Blinden- und Sehbehindertenverband e. V. (DE) , Balatoni Integrációs és Fejlesztési Ügynökség Közhasznú Nonprofit Kft. (HU)
Topics Disabilities - special needs ; Environment and climate change

Project Summary

Nature experience for impaired people and tourism for all is an important topic in the EU. Destinations like national parks, nature reserves and other locations for nature experience begin to implement such offers. Hence, easy to apply guidance for such destinations was missing to judge on the prerequisites on site and to enable decision makers to start with adjustment/implementation of relevant measures. Partners from Germany, Poland, Hungary and Austria decided to develop a practical catalogue of nature education activities for environmental educationists and incorporated their experiences within this project, broadening their own knowledge, and passing it to the others via developed materials.

At the project preparation stage, we aimed to work mainly in European lake regions. When developing the project, we noticed that the lack of knowledge is obvious in nature education generally. That is why, after a consultation with the National Agency BIBB, we changed the acronym of our project to a more general perspective: "Nature without barriers". Thanks to this measure, we reached of broad public and our intellectual outputs have reached many more people Europe wide.

The project "Nature without Barriers" (prev. "Lakes without Limits") aimed at improving adult education for nature experience by developing, testing and disseminating educational material to foster skills of environmental educationists with respect to disabled people. With the developed materials, we provide guidance for two main questions:

1. How can environmental educationists improve their offer for guided nature experience for impaired people?
2. How can nature trails be prepared and/or adjusted for the unaccompanied use of impaired people.

Within the framework of the project we developed:

- Guidelines for adapting nature tours to the needs of disabled people
- Practical solutions for redesigning nature trails for barrier-free independent use
- Model description for a barrier-free reconstruction of nature trails: elimination of physical and communication barriers
- Methodology handbooks for the work with the four target groups: mobility, hearing, sight and cognitive limitations

Respective handbooks give an overview over the main challenges in nature education for impaired people. The material developed enables its users to set personal pedagogical goals when developing concrete measures and to follow its successful implementation. The whole material is available for the broad audience on the webpage www.nature-without-barriers.eu. Concrete examples for work with impaired people on nature conservation/experience form an important part of the project, e.g. a barrier free webpage, a film for all, leaflet in Easy-to-read etc.

An important feature of the project is the international implementation by five partners in four European countries: Global Nature Fund (Germany), German Federation of the Blind and Partially Sighted (DBSV, Germany), Umweltdachverband GmbH (Austria), Stowarzyszenie Ekologiczne "Etna" (Poland), and Lake Balaton Development Coordination Agency (Hungary). This cooperation allows us to pool knowledge and experience from different countries and create transferable models. The focus of the project remained on nature destinations in participating countries Poland, Hungary, Germany, and Austria. Both the website and all materials are available in four languages: English, German, Hungarian and Polish. With up to 600 webpage accesses monthly became the project page www.nature-without-barriers.eu a recognized site to consult on barrier free nature education.

With the finalisation of the work on these educational materials, we as a team are just starting our exiting journey through the implementation of barrier free offers in nature education. In each participating country, we were able to build networks consisting of nature educationists, organisations representing impaired people, tourism providers, accessibility consultants etc. Together, we will continue to work on the topic spreading the information via various channels.

The project "Nature without Barriers" is an official project of the UN Decade of Biodiversity within the framework of

the special competition "Social Nature - Nature for All". The UN Decade thus honours exemplary projects that combine nature and social issues and demonstrate the opportunities that nature and biological diversity offer for social cohesion.

This three-years' work resulted in development of new guidelines for both guided and self-determined nature experience, and in implementation of new ideas and trends for more accessibility as well as a better networking of relevant stakeholders. With this project, we brought forward the inclusion of disabled persons in the EU and foster the sensitivity to nature for all Europeans. The growing demand for consultations, interviews, cooperation has shown that interest in the topic accessibility in nature education is growing.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Access and Aesthetic

Good practice example

Project Coordinator

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Website www.headwayarts.co.uk

Project Information

Identifier 2019-1-UK01-KA204-062044
Start Date Sep 1, 2019
End Date Jul 31, 2022
EC Contribution 106,046.24 EUR
Partners ASSOCIACAO VO'ARTE (PT) , ACCAC Oy (FI) , SKELLEFTEA KOMMUN (SE)
Topics Disabilities - special needs ; Inclusion - equity ; Creativity and culture

Project Summary

Background

The project was developed to explore inclusive practice in the arts so that we could improve the access, opportunities and experience of people who are learning disabled or neurodiverse. Exploring concepts of access and inclusion in disability arts we looked at how we can generate fully inclusive opportunities that allow total access for both participants and audience without compromising artistic quality or disassociating the disabled person.

We collectively identified common barriers experienced: isolation; loneliness; a denial of experiences of quality; environmental factors, a lack of understanding in the mainstream of needs and how these are best overcome; low confidence; lack of independence; having decisions made for you; communication issues; little or no understanding of the concept of democracy; lack of expectation or low expectation. Low quality, non-democratic activities have become the norm for this target group. When activities are accessed there is a tendency to be offered provision of lower quality because expectations of the individual are low. Access is often limited to a wheelchair ramp and a sign language interpreter which disassociates the disabled person from others.

Objectives

The project was designed to research, explore, test and develop ways of embedding access into performance, improving accessibility whilst maintaining aesthetic quality, bringing best practice to the fore, raising the quality and accessibility of learning disabled performance. Through this we wanted to:

- increase the participation of disabled people in the arts, both as artist and audience
- create a greater awareness of issues of access in cultural settings
- increase the cultural contribution of people with learning disabilities to the wider community

Implementation

The project adopted a methodology whereby all partners are equally involved. Partners are all specialist organisations representing diverse groups. A series of transnational meetings involving practical activity, discussion, and research took place alongside a series of Learning activities through which artists and facilitators exchanged practice and learned new skills. This practical exploration, discussion and workshops allowed partners to explore, test and develop new ideas around how access requirements can be fully embedded in venue-based performance.

A public sharing event towards the end of each learning activity allowed the project to be disseminated and created a greater awareness of the role of learning disabled and neurodiverse people within their communities

Achievements

Th project has resulted in a greater awareness of the issues of access and quality in learning disability arts, the adoption of best practice by the partner organisations enabling them to improve the quality of their service delivery, and an increase in the participation of learning disabled and neurodiverse people in their communities.

A resource for artist/facilitators, in the form of a video documentary, is available on partner websites.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

ParaCoach

Good practice example



Project Coordinator

Organisation LIVERPOOL JOHN MOORES UNIVERSITY
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Website <http://www.ljmu.ac.uk>

Project Information

Identifier 2018-1-UK01-KA202-048206
Project Web Site <http://www.paracoach.eu>
Start Date Sep 1, 2018
End Date Dec 31, 2021
EC Contribution 431,834.21 EUR
Partners NEDERLANDS OLYMPISCH COMITE-NEDERLANDSE SPORT FEDERATIE VERENIGING (NL) , EUROPEAN PARALYMPIC COMMITTEE (AT) , INSTYTUT SPORTU (PL) , Hungarian Paralympic Committee (HU) , INTERNATIONAL COUNCIL FOR COACHING EXCELLENCE (UK)
Topics Disabilities - special needs ; Recognition, transparency, certification ; New innovative curricula/educational methods/development of training courses

Project Summary

Context

Sport coaches play a significant role in the provision of quality sport opportunities for performers who desire to participate for recreational and performance reasons. Hence an increased and well-equipped Para-Disability Coach Workforce will increase the number of disabled people participating in sport and also increase the opportunities for performers to gain national representation. However, research within Para-Disability Coaching continually identifies the need for relevant coaching education and learning opportunities. Additionally, current Sport Coaching Frameworks which influenced the development of coach education, fail to grasp the complexity associated with coaching disability such as impairment specific functions, ethical coaching philosophy, promoting social inclusion and effective pedagogical practices. Therefore, hundreds of thousands of Para-Disability coaches could be ill-prepared to work effectively and also lack the education and qualification to enhance employability and mobility across the EU. Furthermore, the lack of coach education and learning could also be a barrier to new coaches wanting to work within this context. Therefore, the ParaCoach Project (ParaCoach) sought to enhance Para-Disability sport coaches' learning, mobility and employment through the development of a Para-Disability Sport Coaching European Framework (PDSCEF), Para-Disability Massive Open Online Coaching Course (PDMOOC) and Course Study Guide. These outputs and underpinning research data and implementation and dissemination tools will act as recognised reference points across the Union for the development of coaching practice, coach education programmes and coaching systems. The Framework will also enhance national systems of vocational education and training in Para-Disability Sport Coaching by being referenced against the European Quality Assurance Framework for Vocational Education and Training (EQAVET) and aligned with the European Qualifications Framework (EQF). The outputs will not address the vocational education of sport coaches, but also those of coach developers (the trainers of coaches).

The following outputs have been created to address the gap in coach education and learning:

1. An audit of the Para-Disability Coach workforce across the partners and EU
2. Collection of Best Practice Portfolio show cased effective ethical athlete centered coaching and the systems involved in the development of effective coach education, learning and development support.
3. Construction of the Para-Disability Sport Coaching European Framework now serves as a reference point for coaches, coach education and providers of VET.
4. Construction of the Para-Disability Coach Massive Open Online Course is mapped to the coaching framework and now supports the development of coaches and VET providers.
5. Study guides to support the MOOC course and to be used as stand-alone guides are now available to inform context specific courses
6. The Project Online Platform (www.paracoach.eu) now hosts the MOOC and serves as a hub and repository of information for the European community of Para-Disability Coaches

Number and Profile of Participants

ParaCoach was led by Liverpool John Moores University and comprised a consortium of leading organisations in coach education and disability sport such as the International Council for Coaching Excellence, European Paralympic Committee, Hungarian Paralympic Committee, Institute of Sport Poland and NOC-NSF. Over the lifecycle of the project, by creating the project outputs and engaging with key agencies the project has impacted the following target populations to various degrees:

1. National coordinating bodies for coach education
2. VET providers and National Federations
3. Coach Employers

4. Coaches Associations
5. Coach Developers
6. Sport Coaches.

The Results, Impact and Long-Term Benefits will lead to - more accessible and inclusive VET training opportunities for sport coaches working in the Para-Disability sport context - increased employability and mobility - a suitably trained Para-Disability coaches workforce across the EU. In turn, the above will contribute to: -increased sport participation and satisfaction of European disabled participants - enhanced physical and mental wellbeing of European disabled participants - the use of sport as a tool for integration and social inclusion in Europe - positive health and economic outcomes. The project was built with long-term sustainability in mind. LJMU, ICCE and EPC has committed to guaranteeing the impact of the project beyond the initial three years through the mass dissemination of the outputs and the regular upkeep the online DRAFT Report Form Cooperation for innovation and the exchange of good practices: 2018 KA2 EN5/26 has committed to guaranteeing the impact of the project beyond the initial three years through the mass dissemination of the outputs and the regular upkeep the online platform for years to come.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

"Shape!" - Sharing and adapting a complex sensitisation program in the Central-European region

Good practice example



Project Coordinator

Organisation KEZENFOGVA OSSZEFOGAS A FOGYATEKOSOKERT ALAPITVANY
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Website kezenfogva.hu

Project Information

Identifier	2019-1-HU01-KA201-060932
Project Web Site	https://kezenfogva.hu/kep
Start Date	Dec 1, 2019
End Date	Nov 30, 2021
EC Contribution	107,638 EUR
Partners	Asociatia Pedagogilor Sociali CHEIA (RO) , COMENIUS - Pedagogický institút - Pedagógiai Intézet, n.o. (SK)
Topics	Access for disadvantaged ; Inclusion - equity ; Disabilities - special needs

Project Summary

Background

The project is in line with the founding ideas of all participating organizations: to improve the integration of children with special needs, especially disabled children. It offers a complex programme for kindergarten and schools where social acceptance and inclusion is achieved on personal, professional and societal levels in Hungary, Romania and Slovakia.

Due to the common historic part, in the participating countries, there is a similar view about people with disabilities. The medical model dominated in the education and social systems, characterized by separation, specialization, segregation and "healing" approach. In contrast, the UN Convention on the Rights of Persons with Disabilities promotes the social model. Community inclusion, social participation, personalized and individualized solutions, access to services on an equal basis with others became the norm today. To implement these ideas in small societies, we need complex programmes. That is the reason why we brought "Shape!" - Sharing and adapting a complex sensitisation program in the Central-European region into life. As a reaction for these challenges we also aimed to support educators and strengthen their professional profile & role during the project's lifetime.

Objectives

The project took place in primary schools and kindergartens with no child with special needs & creates an opportunity for the children and teachers to interact with their counterparts from local segregated, specialized schools or kindergartens. We also brought the issue of disability to the table in wider topics a focus on innovative solutions. Main aim of the project was to develop further the sensitization program of Hand in Hand Foundation that was started 17 years ago. We wanted to develop it in a Central-European cooperation and create together a single methodological material. This became 'Shape', the complex sensitisation program (in Hungarian it's 'KÉP'). The project also built on common Hungarian language traditions of the partners. This program was introduced and adopted in partners' institutions and local communities. In KÉP we used actively the tools of project work, cooperation and learning by personal experience. Besides that we also applied the experience of working in a group & living in a community as active member of it. We used such pedagogical tool that are efficient in shaping approaches and raising awareness. Besides children and communities KÉP also engaged in the support of educators & their self-development.

Implementation

We realized the following activities:

- 3 trainings, two in physical and one in virtual form, at those 34 teachers participated. Afterwards they became well equipped to handle the topic of disability within their kindergarten group or school class
- Among them, 8 teachers became senior trainer, who conducted the training for trainers, and now is able to hold trainings for teachers in their own country
- 27 thematic weeks in the topic of disability in kindergarten groups/elementary classes were realized later by the participating teachers
- In the 'Impact study to assess the effectiveness of KÉP measuring participants' attitudinal change towards people with disabilities' (IO8), all 26 teachers participated. Among them school teachers' 11 classes, with 191 students, also took part in it
- We organized 5 successful Awareness raising days when we brought the topic of disability closer to the local

community in an innovative way. At these events 517 kindergartener and school children, teachers, parents and community members took part in the 3 countries.

During these activities we reached all together 1094 teachers, students, parents and local community members. Through dissemination activities we reached another 4765 people in various forms.

Achievements

The central organizing force of the KÉP was the empowerment and the transfer of knowledge. Due to which the participating teachers were equipped with knowledge that could be used in their daily work. Hand-to-use professional materials also facilitated this learning process.

Outputs as professional materials & methodological guides:

- 1 training syllabus per country. The Hungarian & Slovakian version contains material for local accreditation (IO1,2,3)
- Collection of practices and exercise book for the thematic week on disability & localised professional materials (IO4,5,6)
- Teacher's Guide for the sensitization activities (IO7)
- Impact study to assess the effectiveness of KÉP measuring participants' attitudinal change towards people with disabilities (IO8)
- Guide of organizing parental consultation sessions (IO9)
- Template script for the Awareness raising day (IO10)
- Educational material for the training of the trainers (IO11)

Outputs as Movie clips to help the dissemination & for educational purposes:

- Presenting the KÉP program (IO12) with English subtitle
- Presenting the Awareness raising Day (IO13)
- Presenting thematic week on disability (IO14) with English subtitle
- KÉPek: 3 short movies about special life situations (IO15)

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Becoming Aware of Disability: Developing a Curriculum Based on Cognitive Evolution in Higher Education

Good practice example



Project Coordinator

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Project Information

Identifier	2019-1-TR01-KA203-074191
Project Web Site	https://e-abilityproject.com/
Start Date	Sep 1, 2019
End Date	Jul 31, 2022
EC Contribution	152,970.98 EUR
Partners	BURSA ULUDAG UNIVERSITESI (TR) , PANEPISTIMIO THESSALIAS (EL) , Akademia Humanistyczno-Ekonomiczna w Lodzi (PL)
Topics	New innovative curricula/educational methods/development of training courses ; Inclusion - equity ; Disabilities - special needs

Project Summary

Background

Our purpose in applying to the project is to include a course in the curriculum, which will improve higher education students' knowledge, skills, attitudes and awareness of the disabled and disability rights on the basis of human rights and in cooperation with Law and Medicine as two human-based fields of science. In addition, the absence of a course on "The Rights and Problems of the Disabled" that deals directly with disability rights particularly in the curriculum of Faculties of Law in the Turkish Higher Education System was seen as a critical need. This need came up in the communications held with Non-governmental Organizations for the Disabled as well. In the project application period, it was seen that studies in the related literature mostly looked into the deficiencies in the physical infrastructure arrangements for the disabled. However, the starting point of our project is to achieve "Cognitive transition from higher education into society" in individuals concerning the rights and problems of persons with disabilities. The formation of all the intellectual outputs and the activities conducted within the scope of the project serve this main purpose.

Objectives

Our responsibility in the project is to remove idea-based barriers to the participation of the disabled into social life and direct all available resources and scientific accumulation of this content towards this issue in order to discover the potential that the disabled have. The intellectual outputs emerged from the implementation of our project focused on raising awareness of "disability and disability rights" among persons with disabilities and other individuals of society by higher education students as mentors. In the creation and implementation of the content of the "Disability Rights and Problems" course, one of the intellectual outputs, cooperation was built among universities, nongovernmental organizations for the disabled, public administrations and society, which is included in the European Union's priorities. The course was designed to spread the cognitive transformation about the disabled and disability rights from university students to society. Project outputs contributed to the improvement of disabled individuals' access to information about their rights in all areas, public services for them, participation in business life and their rights afterwards, participation in administrative and decision-making processes.

Implementation

In the implementation process of the project, many activities were performed under the titles of creating intellectual outputs, dissemination activities, transnational meetings, multiplies activities. The activities are briefly summarized below;

- 1- When creating the content of the "Disability Rights and Problems" course, a questionnaire was given to the students of the coordinating and strategic partner universities, evaluated and analysed. The courses developed were included in the "Course Catalogue" of the Bachelor's and Master's degree programs of the coordinating university and the Strategic Partner Uludağ University. Distance education module integrated digital course notes were prepared for the course.
- 2- Many promotional activities were performed in various higher education institutions as the multiplier and disseminating activities of all project outputs. Disability awareness activities were conducted on the International Day of Persons with Disabilities.
- 3-Papers were presented at national and international symposiums on disability rights.
- 4-Multiplier events were held about the project outputs in cooperation with Gaziantep Metropolitan Municipality

Barrier-free Life Centre, The Confederation of the Disabled of Turkey, other related institutions and disability associations.

5-All activities were shared and promoted on printed and digital media.

Achievements

With an interdisciplinary study, intellectual outputs of the project yielded results that would be leading and guiding for all other academic units at a national/transnational scale and higher education level.

1-Project Website was created, providing access to all activities.

2-Surveys were conducted and comparative reports were prepared for each strategic partner country separately (Turkish, English, Polish, Greek) when creating course content.

3-The Disability Rights and Problems Course was put into practice in the Undergraduate program of Gaziantep University Faculty of Law. The 14-week program was completed successfully. The course was included in the transcripts of the 66 students taking the course at graduation. A more comprehensive course of scientific content was added to the curriculum of the Master's degree program of Uludağ University.

4- Students taking the course were encouraged to participate in the project activities and field studies and their levels of awareness and transformation to social benefit were observed and followed.

5- A "Distance Education Module" was created on the curriculum within the scope of the project. "Digital course contents" of each class were opened for students to use on the module.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for youth

Project Title

Leisure time as a positivist youth peer pedagogy

Good practice example



Project Coordinator

Organisation PLOVDIVSKI UNIVERSITET PAISIY HILENDARSKI
Address 24 TZAR ASEN , 4000 PLOVDIV , Пловдив (Plovdiv) , BG

Project Information

Identifier 2017-2-BG01-KA205-036419
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 175,008.2 EUR
Partners PHOENIXKM BVBA (BE) , WERKGROEP INCLUSIEVE TOEGANKELIJKHEID (BE) , BEOGRADSKA OTVORENA SKOLA (RS) , SDRUZENIJE NA NA RABOTESHTITE S HORA S UVREZHDANIYA (BG) , VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (AT) , Voluntary unit Plovdiv 112 (BG)
Topics Inclusion - equity ; Disabilities - special needs ; Youth (Participation, Youth Work, Youth Policy)

Project Summary

Leisure and leisure activities are an important aspect of quality of life for all young people, including the disadvantaged and disabled people. The leisure activities are the engine through which young people have fun, make new friendships, and develop skills and competencies. Until now, leisure activities have not been considered as areas of support and assistance. For disadvantaged young people, integrated leisure and social activities can be the key to social inclusion. Many recreational activities provide opportunities for dating, engaging in social interactions and developing friendships. Often, it is these relationships that make leisure activities the most meaningful. Much of the youth still has a limited range of entertainment and activities. Opportunities for entertainment often consist in leading disadvantaged youth groups among the general public. However, very little support is given for the individual participation of young people in these public settings, although it is the media themselves that may provide greater opportunities for social networking. All societies recognize the importance of leisure activities in the psychological, cognitive, civic, professional and physical development of young people. Therefore, in many places around the world, young people take a certain amount of time during which they are not at work and school and can participate in various activities according to their personal preference. Productive leisure is fundamental to the personal and social development of young people.

Psychological benefits of leisure activities for disadvantaged young people are:

- Perceptions of freedom, independence and autonomy
- Improved self-improvement through improved sense of self-esteem and self-confidence
- Better ability to socialize with others, including greater tolerance and understanding
- Better teamwork opportunities
- Increased creativity
- Improve the expression and reflection of personal spiritual ideals
- Greater adaptability and sustainability
- Better sense of humor
- Perceptions of a better quality of life
- More balanced competitiveness and a more positive outlook for life

This project has the following objectives:

- Creating an inclusive youth community by consolidating their free time as a positive for well-being, reducing education cessation and stable mental health
- Creating, approving and disseminating new youth-oriented results: A guide for youth workers and teachers on "How to build an inclusive youth community?" - Methods, case studies, tips; Handbook on inclusive youth entertainment activities for youth workers / leaders and teachers and the mobile application for inclusive recreational and leisure activities
- Organizing motivational leisure seminars to stimulate human interaction, verbal interactive collaboration and improving 21st century skills
- Creating awareness campaigns that integrate disabled youth in the four countries (Bulgaria, Belgium, Austria and Serbia) into youth organizations, but also the families of disadvantaged young people.
- Measuring the impact of the Positive Leisure Time for Youth concept by piloting in Bulgaria, Belgium, Austria and Serbia with local youth organizations, and successfully deriving implementation guidance.

The following target groups were included:

- Youth workers, youth leaders and members of youth NGOs
- Youth with and without disabilities (and their representative youth organizations)

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

“Leading my own life”

Good practice example



Project Coordinator

Organisation Polskie Stowarzyszenie na Rzecz Osob z Niepełnosprawnością Intelektualną Kolo w Gdansk

Address ul Jagiellońska 11 , 80-371 Gdansk , Pomorskie , PL

Project Information

Identifier 2017-1-PL01-KA204-038374

Start Date Sep 1, 2017

End Date Jun 30, 2019

EC Contribution 59,400 EUR

Partners Sensus Stockholm-Gotland (SE) , North West Play Resource Centre (UK)

Topics Disabilities - special needs ; Creativity and culture ; New innovative curricula/educational methods/development of training courses

Project Summary

People with disabilities (PWD) come from a group of people that are rarely found in leading positions in society. PWD have often been in learning, subordinate situation all their life. They are the ones getting supervision and help from professional leaders. To change this is complex. Needs and target groups: 1. To train PWD in leading workshops/ study visits/ giving lectures. 2. To train staff in how to support this process of new thinking and learning, and also in supporting the staff in taking one step back 3. to train PWD how to be a leader in education and work, to think about independent leaving. This project challenges the norm about who has the right to be a leader and what it means to be a leader of your own life. All three partners (Poland, Swede, Northern Ireland / UK) had different experiences in working with PWD and leadership, but in different areas (education, culture and work) and we learned from each other. Our mission is a world where all people (including PWD) will have the possibility to lead their own lives and also to be able to share their knowledge with others by being in leading positions.

The aim of the project was to promote involvement in society among mentally disabled persons. Even when planning the project activities in different partner organizations, disabled persons were included in the planning team, one of them in every organization were a second coordinator.

Partners of this project presented all those main areas of human life in which person himself can affect; education, working life, art, leisure time and hobbies. The transnational aspect gave new ways of planning and working to every partner organization. For example partners from Sweden, Northern Ireland / UK and Poland focused on developing the art activates (music, theatre, painting, video) hobbies and leisure time but also in work.

In the project, we created continues workshops in our countries where PWD where they were trained how to "Lead my own Life". All partners learned PWD how to be a leader in art, theatre, music, sport etc. All partners trained 90 PWD and some of them joined to an international meeting. What is also important our PWD during the project organize workshops in different places like schools, associations, festivals, centres for people with disabilities etc and we reached more than 250 people.

We organized 3 blended mobilities for PWD and one short term join staff meeting for staff. All of those meetings had their own specific. 1 meeting in Sweden was dedicated to workshops on how to be a good leader and how to present your self. We also have seen places were PWD are living and working as independent people. In Northern Ireland, we had workshops connected with the local event of Halloween. We prepared a special theatre performance called H'ween Widows. We present the performance in 3 days for 3 hours and it was open to all the public. In those days more than 5000 people could see our performance including PWD as actors. Meeting in Poland was dedicated to present results of our polish NL possibilities. We had music, theatre and painting workshops done by PWD. In all those meetings we also recorded Super Love WOman movie that was one of the important initiatives of the project. Super Love Woman was a superhero that apiaries always at the moment when PWD rights to be independent were not respected. PWD create the scenario of every scene. The idea was to make a funny and educational movie for staff and PWD. We always present a bad and good example of behaviour for PWD. In all international meetings, we shoot at least 1 scene. Movies are available on youtube, facebook page and EPALLE page of Polish and Sweedish platform.

<https://www.youtube.com/watch?v=jQ63NtL1w6A>

During the project, we create also, facebook page where we showed our tools and way of working with PWD and staff. Results were also presented on every facebook page of organizations involved in the project.

Page of the project - www.facebook.com/LeadingMyOwnLife/

link to the movie - <https://www.facebook.com/LeadingMyOwnLife/videos/2324642587802914/>

During our project very important was to make an educational movie for staff and PWD that shows our main idea that people with disabilities can be a leader. We are very satisfied with the results and we show the movie in many places (schools, associations, local policymakers, local social institutions and workers). MOvies is available on youtube, facebook page and also EPALE so we hope it will be a future tool for staff to work on independent for PWD.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities

Good practice example



Project Coordinator

Organisation CENTER ZA IZOBRAZEVANJE IN KULTURO TREBNJE JAVNI ZAVOD
Address KIDRICEVA ULICA 2 , 8210 TREBNJE , Jugovzhodna Slovenija , SI

Project Information

Identifier 2018-1-SI01-KA204-046998
Start Date Nov 1, 2018
End Date Feb 28, 2021
EC Contribution 245,970 EUR
Partners Reykjavík Akadémían ses. (IS) , A.N.F.F.A.S. Onlus di Pordenone (IT) , Upstream Stories (DK) , Keski-Pohjanmaan koulutusyhtymä (FI) , VšĮ Tarptautinis darbo kontakto tinklas (LT)
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Disabilities - special needs

Project Summary

People with intellectual disabilities (ID) represent one of the most marginalized and discriminated against groups. What is especially worrying is discrimination in education—people with intellectual disabilities receive fewer educational opportunities than any other group. On the other hand the Convention on the rights of people with disabilities obliges countries to guarantee that people with disabilities have the same rights as everyone else: “Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.” This is the first principle in the “Pillar of Social Rights” adopted by the European Commission in April 2017 to guide EU policies towards better working and living conditions for European citizens. (Tibor Navracsics, European Commissioner for Education, Culture, Youth and Sport).

This project deals with an educational challenge to promote the full inclusion of people with intellectual disabilities. The MAIN AIM of the project is to develop an innovative learning approach – digital storytelling adapted to people with intellectual disabilities with an aim to deliver an innovative, empowering and fun tool for teachers/facilitators that work with intellectually disabled which will help them up-skill, understand and empower intellectually disabled persons.

Project specific objectives:

- to up-skill facilitators/teachers who work with intellectually disabled to use digital storytelling method adapted to intellectually disabled and thus increase people with ID acquisition of different life skills: literacy, digital skills, social skills, etc.
- to increase educational opportunities for intellectually disabled to participate fully in society and manage successfully transitions in the labour market
- to enhance basic skills (literacy and digital skills) of people with intellectual disabilities, enable their participation in society and thus increase their social inclusion
- to mainstream and sustain innovative digital storytelling methodology that explains the practical implementation of the process with practical cases and includes Methodology implementation manual and Simple guideline for people with ID for future use.

Digital storytelling is a simple and creative process through which people with little or no computer experience gain skills needed to tell a personal story as a two-minute film using predominantly still images that can be streamed on the web or broadcast on television. Digital Storytelling reveals the power of an individual voice to influence positive changes. Stories can create the opportunities for individuals to see themselves and provide a window that allows others to see and experience other people’s circumstances and perspectives. Digital Storytelling has the potential for connecting a community through shared experiences and developing tolerance by understanding someone else’s story. Empowerment, understanding and social inclusion of vulnerable target groups is a driving force of this method.

By the adaptation of digital storytelling method to people with ID and implementation of the method among intellectually disabled we enhanced the access, participation and learning performance of intellectually disabled. In addition we empowered them to tell their own life stories and thus raise awareness about the target group, promote non-discrimination and contribute to their social inclusion. Furthermore we developed recommendation for multiplication of the methodology into EU educational systems of intellectually disabled to increase their learning outcome.

Project activities:

1. Management and coordination

2. Dissemination and sustainability actions
3. Evaluation and quality assurance procedures
4. Prototyping phase to define the real needs of the two target groups (people with ID and their teachers) and preparation of guidelines for adaptation of DS programme to unintellectually disabled
5. Development of a digital storytelling programme and methodology adapted to people with intellectual disabilities
6. Elaboration of recommendation for implementation/introduction of the method into mainstream education of intellectually disabled and development of methodology implementation manual

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

OGMIUS - Organisational Growth, Mobility of Individuals, Understanding through Sharing

Good practice example

OGMIUS

CROSSING THE LINE

Project Coordinator

Organisation GROUPEMENT DES ASSOCIATIONS PARTENAIRES D ACTION SOCIALE

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Project Information

Identifier 2018-1-FR01-KA202-048116

Start Date Sep 1, 2018

End Date Aug 31, 2021

EC Contribution 245,933 EUR

Partners MIND THE GAP (UK) , STIFTELSEN MOOMSTEATERN (SE)

Topics Creativity and culture ; Inclusion - equity ; Disabilities - special needs

Project Summary

The OGMIUS project is the result of the collaboration between three theatre companies working with learning-disabled (LD) professional artists. These three producing and touring companies, which have been operating for more than 30 years, also offer professional training for LD people, with little to none equivalent in mainstream training programmes.

After the success of their first European project, *Crossing the Lin* (2014-2017), the three partners have decided to join forces and focus on improving training opportunities for LD actors by:

1. sharing existing approaches to training and LD artists support,
2. designing a common and transferable tool for LD artists to evaluate and self-evaluate professional practice and skills,
3. compiling the evidence and learning from this project to work towards a European certification;
4. reducing the gap between mainstream VET for non-LD artists and LD artists;
5. creating a transnational work force of suitably skilled support workers (educateurs);
6. raising the profile of professional training for LD artists among the wider arts sector.

OGMIUS has gathered more than 60 LD artist, 12 support workers or "éducateurs", 3 technicians, 6 guest artists and facilitators, 14 staff members and managers. Over 100 people have taken part, directly or indirectly, to the project activities.

10 training (3 virtual), 4 transnational project meetings and 2 multiplier events activities were realised.

The partners have conceived three intellectual outputs:

- one open educational resources collection from data gathered during training activities;
- 9 filmed documents;
- 1 good practice guide including two evaluation and selfevaluation tools created and tested during the project, the "doodle book" and the "photo-elicitation" method.

The project has enabled the partners to share their experience and expertise in terms of creating and operating training for LD artists and to improve their respective processes. The "éducateurs" or support workers from the three countries benefited from the experience and said it has had long-lasting impact on their practice. The partners have connected with mainstream organisations: University of York St John, the Université d'Artois, the City of Malmö...

Nearly 350 people attended multiplier events. The "doodle book" was distributed in the UK during the lockdown (3,500 copies). Partners have shared the project with more than 120 organisations from the so-called "art and disability" sector.

OGMIUS has enabled the partners to start long-term projects which will last beyond the project: the certification project led by Mind the Gap and the University of York St John and the creation of a performing art school by Moomsteatern with the City of Malmö.

Despite the complex circumstances caused by the Covid crisis, the partners have moved collectively to reach the project objectives and improve the training opportunities for LD people.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

MIND INCLUSION 2.0

Good practice example



Project Coordinator

Organisation MARGHERITA SOCIETA' COOPERATIVA SOCIALE ONLUS
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Project Information

Identifier 2018-1-IT02-KA204-048425
Start Date Nov 1, 2018
End Date May 31, 2021
EC Contribution 289,366 EUR
Partners SOCIALIT SOFTWARE E CONSULTING SRL (IT) , UNIVERSITAT DE VALENCIA (ES) , FUNDACION INTRAS (ES) , Lietuvos sutrikusio intelekto zmoniu globos bendrija "Viltis" (LT) , ASSOCIATION DES AGENCES DE LA DEMOCRATIE LOCALE (FR)
Topics Inclusion - equity ; ICT - new technologies - digital competences ; Disabilities - special needs

Project Summary

There is compelling evidence that people with intellectual disabilities and mental health problems are at risk of social exclusion. This is due to causes like the fact that intellectually disabled people (IDP) often experience difficulties and psychological barriers in accessing public places and that communities demonstrates low levels of attention to the idea of inclusiveness when referred to IDP (while there has been more focus on accessibility referred to physical disability). This is especially true in the current context generated by the global COVID pandemic, which increased social exclusion for IDP. At the same time there is an increasing need for their educators, therapists and social workers to integrate ICT-based supports in their daily work and to increase their competences in this field. Starting from this, MIND INCLUSION 2.0 leveraged from an idea of a local Italian project named "Dovevado.eu" started in 2015, and created new ways to foster social inclusion through the use of ICT.

The main objective of MIND INCLUSION 2.0 was to foster competencies of educators of IDP across Europe to promote the participative co-creation and use of an innovative Smartphone APP supported by the definition of a solid facilitation methodology which can contribute to the sustainable and inclusive involvement of disabled people in the society (available here: <https://www.mindinclusion.eu/>). Based on EU's Europe 2020 goal to create smart, sustainable and inclusive growth, the Article 26 of EU Charter, the UN Convention on the Rights of Persons with Disabilities and the Erasmus plus KA2 objectives in the field of adult education the project aimed at:

- Enhancing cooperation and sharing experience among organizations working with IDP in EU;
- Improving digital competences of IDP and their educators fostering the use of the web platform and an independent and inclusive life style;
- Developing and sharing successful methodologies and practices (including co-design approach with IDP) to define and build inclusive communities across Europe.

The project involved 22 educators and 61 people with disabilities across 4 countries (Italy, Spain, Lithuania and France), touching approximately 300 stakeholder. The main activities included:

- The realization of two intensive trainings for social workers: one in Spain about co-design of accessible web-tools and, and another online about the promotion of community inclusiveness through the use of the Mind Inclusion Methodology.
- The co-design and development, at European level, of an Android based APP fully accessible by people with intellectual disabilities, which allows gathering information about public places that are keen and sensible to IDP and their caregivers. Such information is gathered with a user-generated content approach, where the target group and their caregivers can directly feed the APP contents with personal experience and reviews.
- The development of a facilitation methodology (composed by a Theoretical and an Operational Manual/guidelines, plus related tools) to support the usage of the APP for IDP as well as their inclusion process at community level, and the promotion of inclusive communities.
- The promotion of activities, results and outcomes at international level through dissemination activities.

The innovation relied on the use of a participatory approach and the adoption of agile methodologies for a truly user-centred co-design process that involved all the potential stakeholders in the design, development and testing/pilot stages of the APP and the methodology. This was possible thanks to the construction of a network of active stakeholders (or local action groups) that supported the participatory design through a set of small scale sessions. Moreover, they participated in promoting the APP and the methodology implementation.

The project had strong impacts on participants' educators in terms of increased competences related to ICT skills and the ability to foster social inclusion. At the same time involved IDP had the possibility to increase their ICT skills, as well as their relational competencies. Moreover, the project promoted their empowerment increasing their quality of life. Involved organizations had a great possibility to develop and disseminate new innovative approaches for addressing people with intellectual disability and favour training of their educators, reinforcing at the same time cooperation and management skills.

Finally, even if the COVID pandemic limited our pilot activities, we observed an increase in the inclusion levels of IDP in their communities, thanks to the involvement of owners of public places (Bars, restaurants, etc.), educators, and volunteers. While at the national and international level the project is now trying to influence public authorities, increasing their awareness on the issue of disability and promoting the rights of IDP and the adoption of new innovative policies.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

If accessible, I am safe

Good practice example



**If accessible,
I am safe!**

Erişebiliyorsam güvendeyim!

Project Coordinator

Organisation ESKİSEHİR İL AFET VE ACIL DURUM MUDURLUGU (ESKİSEHİR AFAD)

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Project Information

Identifier	2018-1-TR01-KA202-058236
Start Date	Sep 1, 2018
End Date	Aug 31, 2020
EC Contribution	176,074.97 EUR
Partners	Previform - Laboratório, Formação, Higiene e Segurança do Trabalho, Lda (PT) , HANDY CLUB OSTRAVA ZAPSANY SPOLEK (CZ) , VYSOKA SKOLA BANSKA - TECHNICKA UNIVERZITA OSTRAVA (CZ) , ESKISEHIR TEKNİK UNIVERSITESI (TR) , ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES (ES)
Topics	Research and innovation ; Access for disadvantaged ; Post-conflict/post-disaster rehabilitation

Project Summary

The subject of the project:

The project focuses on the design of accessible temporary accommodation models for persons with disabilities and vocational training for disability-sensitive, accessible and secure temporary disaster accommodation solutions.

What does the project provide to disabled individuals and professionals?

- Project provides equality of opportunity for individuals with disabilities in accessing livable shelter after disasters and producing disability-friendly disaster accommodation solutions,
- It is important for professionals to gain knowledge, skills and professional competence in producing disability-friendly accommodation solutions and designs.

Stakeholder analysis:

The project was created with the partnership of organizations and educational institutions specialized in the field of disasters and emergencies, architectural, technical and industrial design, technology, disability and innovation:

- Eskişehir AFAD (Disaster and Emergency)
- Eskişehir Technical University (Technical education, architecture and industrial design)
- Ostrava Technical University, Czech Republic (Emergency and Safety training, technical design)
- AIJU Institute of Technology, Spain (Industrial and technical design)
- Handy Club Ostrava, Czech Republic (Disability)
- PREVIFORM, Portugal (Innovation, occupational health and safety, laboratory center)

Project studies were carried out with a multidisciplinary study. The project was actively carried out with the participation of 29 project employees. Project employees; It consists of professional staff such as manager, project specialist, project assistant, social worker, architect, data preparation officer, academician, industrial engineer, interior architect, civil engineer, industrial designer, emergency specialist. Eskişehir Technical University architecture and design students and members of the disabled associations contributed indirectly to the project.

Project outputs produced:

1. Research and Analysis Report for Professional Staff: It includes evaluation of living spaces and accommodation facilities of disabled people in terms of structural and non-structural risks, field researches-technical researches and analysis reports. It has been prepared in 6 different formats as Turkish, English and Czech.
2. Disability Friendly Temporary Housing Technical Guide for Professional Staff: It includes universal accessibility designs of temporary accommodation facilities, living spaces and urban furniture for physically, hearing and visually impaired people. It has been prepared in Turkish, English, Spanish, Czech and Portuguese.
3. Disability-friendly temporary housing model and prototype: A temporary housing prototype that includes security standards and accessibility requirements. The prototype also serves as a training ground for professionals.
4. Introductory and educational film and animation: It consists of a training and promotional film and animation that explain the disabled-friendly temporary accommodation designs and security solutions for professionals and those concerned. It has been prepared in Turkish and English.

Project Activities:

- Transnational Project Meeting: Hosted by Eskişehir AFAD and Eskişehir Technical University, it was held with the participation of the project partners about the project management, coordination, determination of the tasks and the project process. In addition, a project launch and a project exhibition were held with the participation of national and local media.
- Learning / Teaching / Training Activities: It was carried out in 3 times with the participation of all project staff in the organization of the host partners in Czech Republic, Spain and Portugal. During the events, educational and

cultural activities were carried out that demonstrate the professional knowledge and competencies of the project staff and support the development of transversal skills.

- Multiplier Event: It was performed as online workshop. Hosted by Eskişehir AFAD and Eskişehir Technical University, it was carried out online at national and international stage with the participation of the administrators, academicians, students and professionals. Project results and outputs were introduced at the event. The project web page has been created and the activities and outputs have been integrated into the system.

- Dissemination activities:

1. Eskişehir AFAD has opened stand in scientific congresses, and papers on the project process and results have been published online congresses, as well. The project activities were shared on Twitter and Facebook social networking platforms. News about the project was provided to be published in local and national, visual and written media.

The project results were presented to the Minister of Interior and the Minister of Environment and Urbanization by Eskişehir AFAD.

Project posters and promotional products were prepared and distributed on certain days.

2. Eskişehir Technical University participated in scientific congresses physically and online, and papers on the project process and results were published. In addition, articles about the project were prepared and published in magazines and newspapers.

3. The news bulletin was prepared by Handy Club Ostrava and the project was disseminated in digital environment and an article was prepared on the project in a magazine on disability.

4. The news bulletin and article related to the project was prepared by AIJU and PREVIFORM and disseminated in digital media.

5. All partners spread their project activities through social media and internet pages.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Improving the Employability of People with Hearing Impairments

Good practice example



Project Coordinator

Organisation SPOLECZNA AKADEMIA NAUK
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Project Information

Identifier 2017-1-PL01-KA202-038756
Start Date Nov 1, 2017
End Date Dec 31, 2019
EC Contribution 227,455.5 EUR
Partners VIESOJI ISTAIGA VALAKUPIU REABILITACIJOS CENTRAS (LT) , EUROPEAN CENTER FOR QUALITY OOD (BG) , Polski Związek Gluchych Oddział Lodzki (PL) , Heyrnar-og talmeinstöð Íslands (IS) , Union on the deaf in Bulgaria (BG) , HASKOLI ISLANDS (IS)
Topics Labour market issues incl. career guidance / youth unemployment ; Overcoming skills mismatches (basic/transversal) ; Access for disadvantaged

Project Summary

The situation of people with disabilities is high on the EU social inclusion agenda, as through the adoption and implementation of the European Commission's European Disability Strategy 2010-2020, EU promotes the active inclusion and full participation of disabled people in society, in line with the EU human rights approach to disability issues. Regarding labour market participation, it has been reported in the EC Joint Employment Report 2017 (<http://ec.europa.eu/social/BlobServlet?docId=17224&langId=en>), that “data (EU-SILC 2014) show high activity and employment gaps for people with disabilities” what was no exception for the main target group of the ProHear project.

Thus, the main goal of the proHear project, within 26 months Strategic partnership, was to provide integrated support, tailored to the needs and specificities of people with hearing impairments, through development and validation of innovative integrated training tools and materials, in order to increase motivation and self-awareness, create incentives for acquiring new soft skills necessary for efficient job search, improve job-finding competences and employment performance and thus promote efficient integration of hearing impaired people into employment.

1. Identification of the key competence gaps and specific training needs of people with hearing impairments in the partner countries, related to job finding, on-the-job performance and employability in general.
2. Identification of a number of occupations (3-5) in each partner country, in which people with hearing impairments find serious difficulties effectively integrating.
3. Elaboration of an innovative training methodology, tools and materials, combining the processes of counselling, training and job-seeking in a single, integrated approach, in order to enhance the employability and social inclusion of hearing impaired people.
4. Transfer the project effects to other countries through the set-up of an Interactive e-Learning Platform and establishment of a network for trainers and employment counsellors of people with hearing impairments.

The proHear consortium comprised 6 partners from 4 countries (Poland, Bulgaria, Lithuania, and Iceland), with diverse profiles in the field of hearing impaired people's support and employment (i.e. universities, union of deaf people, education's association and rehabilitation centre). Thus, the proHear partnership achieved a good balance and mutual complementarity in terms of experiences/competences possessed and allocation of tasks and responsibilities.

The proHear main target group were people with hearing impairments, differentiated by their employment status (inactive/unemployed/employed) as well as relevant stakeholders, incl. actual/prospective employers and trainers/employment counsellors.

As part of the project a Survey and Gap Analysis (IO1), were carried out by means of desk research and interviews with hearing impaired persons and relevant stakeholders, incl. actual/prospective employers of such individuals. Based on the above high quality, practically-oriented training workshops were conducted using curriculum and training content, as well as training guide for counsellors, elaborated within (IO2) and a special Empowerment Kit (IO4) for people with hearing impairments was created. In order to enhance the sustainability and efficiency of the training activities, a trainers'/employment counsellors' collaborative network was established and an Interactive e-Learning Platform created (IO3), containing all the developed learning resources and making training content and experience accessible to all stakeholders for adaptation and further use.

The proHear project had an overall impact on participating organisations, policymakers, social partners, single employers and, finally, people with hearing impairments, as its major objective was to narrow the existing knowledge gap, provide awareness on key concepts and opportunities and equip hearing impaired people with the needed tools to support their efforts for mitigating their own state of “vulnerability” in the labour market and improving the degree of their social inclusion. Moreover, put in place a sustainable process of empowerment, self-awareness and self-initiative among the project's target group will continue to evolve after the project's completion by using the <http://prohear-platform.eu/> and the project results will further be available at project

www.prohear.eu website beyond the project end. Dissemination included mentoring approach, valorisation (pilot) workshops with practitioners and hearing impaired people as well as 12 different Local Info, Career and Labour market days with relevant stakeholders (indirect beneficiaries) in each country including international valorisation conference in PL and EU dissemination through partner networks.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

"INCLUSIVE ART FOR DISABLED PEOPLE AND MENTALLY"

Good practice example



Project Coordinator

Organisation Medborgarskolan, Stockholm, Kulturama
Address Hagagatan 23 , 104 32 Stockholm , Stockholms län , SE

Project Information

Identifier 2018-1-SE01-KA204-039037
Start Date Nov 1, 2018
End Date Oct 31, 2020
EC Contribution 235,025 EUR
Partners UNIVERZITETNI REHABILITACIJSKI INSTITUT REPUBLIKE SLOVENIJE-SOCA (SI) , INSTITOYTO PSYCHOKOINONIKIS ANAPTYXIS (EL) , UC LIMBURG (BE) , OECON GROUP BULGARIA (BG) , ANAZITITES THEATROU (EL) , L'Ovile Cooperativa di Solidarietà Sociale srl (IT)
Topics Creativity and culture ; Access for disadvantaged ; Disabilities - special needs

Project Summary

The project FixSmallArt was created with core purpose to support the piloting and implementation of innovative art training methodologies for empowerment of people with learning disabilities and mental health to develop their communication skills, social status, and personal responsibility. The applied method enables us to empower people with disability by developing their key competences, share old and develop new methods, and enhance visibility of people with disability who are usually left on margins of the labour market due to prejudice. The main objectives of the project are:

- Preparation of training materials and guidelines for trainers and learners (IO1 and IO2)
- Actual implementation of "Paper Art lab" at international level and oriented to trainers techniques and learners testing (C1 and C2)
- Local trainings for practical testing and piloting of trainers and learners techniques (E1-7 and IO4)
- Digital trainings through Moodle (IO3)

The project was coordinated by Medborgarskolan (Sweden) in partnership with organizations from other five European countries, who strive to enhance employment and social involvement of people with disability (PWD) through use of educational techniques connected with paper, color and wood art. Specifically, in the project were participating SOCA (Slovenia), IPSA (Greece), Anazitites Theatrou (Greece), OECON GROUP Bulgaria, UCLL (Belgium) and L'Olive (Italy).

The main results/outputs of the project implementation were:

- (a) O1 Facilitator Training Programme on Disabled people and mentally to professionals to work in art paper (Curricula preparation and elaboration of materials): training plan and materials necessary for the implementation of the local FixSmallArt labs as part of training of learners (94 pages document, 7 labs)
- (b) O2 Development of Guide to work with disabled people and mentally in art (training guideline): trainers' guideline with strategies and methodologies (110 pages and consisted of 6 modules 50 pages, published on SALTO)
- (c) O3 Moodle "FixSmallArt Lab" (online training materials/tools): Moodle courses for Trainers and learners (13 videos)
- (d) O4 Local FixSmallArt labs (training of learners): organization of local courses in each country with 10 weeks duration (40 hours) and 152 participants
- (e) C1 Social worker's capacity building and skills training session (international training of trainers): ToT with 15 experts and 5 days duration, organized in Italy
- (f) C2 Pilot FixSmallArt_Lab (international training): pilot training of learners with 77 learners and 102 trainers, organized in Greece

Based on these main outputs were organized 7 multiplayer events with 8 hours duration each and the participation of 159 people.

The activities had started at 01/11/2018 and ended at 30/10/2020.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for youth

Project Title

Supporting the autonomy of movement of disabled youth through guidance and mapping of accessible places

Good practice example



Project Coordinator

Organisation AZBUKI

Address BULEVAR NEMANJICA 20A 24 , 18000 NIS , Serbia , RS

Project Information

Identifier 2019-2-RS01-KA205-000940

Start Date Oct 1, 2019

End Date Sep 30, 2020

EC Contribution 28,402 EUR

Partners EURO CONSULTING GROUP Ltd. (BG) , STUDIO PROGETTO SOCIETA COOPERATIVASOCIALE (IT)

Topics Disabilities - special needs ; Youth (Participation, Youth Work, Youth Policy) ; Inclusion - equity

Project Summary

Unlike their peers, the mobility impaired young people live at high risk of social exclusion due to impossibility to reach places for leisure and social contacts. In this way, these young people are deprived of equal participation in socio-economic processes in the country. Often such young people are abused due to not understanding of their rights and forced to an unpleasant life.

Taking into account this challenge, partners conducted a survey resulting in an analysis as a separate project document with the following identified needs:

- No adequate training content for disabled youth on accessibility issues allowing them to exploit existing opportunities for social contacts
- No training content on the rights of physically disabled youth both for them and for youth workers on autonomy of movement adapted to the local situation
- No supporting means at local level promoting the accessible places for leisure and free time.

The general objective is to equip physically disabled young people and youth workers with a tool to enhance the awareness and understanding of the rights of people with disabilities on the autonomy of movement, accessibility regulation and standards, and to stimulate the social inclusion through provision of online mapping of accessible places for free-time and leisure activities with regards to empower mobility impaired youth to protect and benefit from its rights, to seek and use existing and newly established accessible places by provision of opportunities to be in touch with their peers and to prevent them from social isolation.

The specific objectives are:

- To survey areas of disparities, level of alienation and obstacles in integration processes on local level due to barriers to free-time and leisure places to physically impaired youth.
- To create training content adapted to disabled youth and supporting youth workers to ameliorate their understanding on disability and accessibility issues
- To provide constantly upgraded information about accessible places for free-time and leisure activities via platform for share of useful examples, knowledge, advices and feedback on the rights of disabled youth.

Within the project the following participants across RS, IT and BG will be involved:

- Mobility impaired young people with varying types of physical disabilities such as muscular dystrophy, CP, etc. (60 in total)
- Members of families having physically disabled young people (60 in total)
- Youth organisation workers oriented to accessibility issues (60 people in total)
- Local social services staff (30 people in total)

The project will include the following activities:

= Development, piloting and optimization of intellectual outputs:

IO1 Training course for disabled youth on the rights of people with disabilities for autonomous movement and its protection (with curriculum and learning units in respective modules to young people and youth workers)

IO2 Online mapping platform on accessible places for disabled youth (with shared editorial team and exchange sections)

= Project management, dissemination, quality monitoring and exploitation

In order to produce the planned outputs and to achieve the results, the project team has adopted a methodology consisting of a set of the following approaches:

- . Selection of efficient methods for project management
- . Use of contemporary technological tools

- . Structuring of proper hierarchy framework of involved actors
- . Maintaining flexible and viable document and reporting system preventing from misunderstanding due to different language levels
- . Mobilizing of associated partners and organisations outside the consortium

On its completion the project will achieve the following results:

- Identification of areas of disparities and obstacles in integration processes due to barriers to free-time and leisure places to physically impaired youth
- Enhancement of the attractiveness of the organized youth activities and presenting the advantages of multiplying of the social contacts and raising the understanding of complex relations among people with different abilities.
- Offering of an assistive tool for disabled youth and supporting youth workers to ameliorate their understanding of the needs for including discussions on disability and accessibility issues.
- Establishing multilingual online platform for share of useful examples, knowledge, advices and feedback on the rights of disabled youth

The potential project longer term benefits will be expressed by:

- Increasing the number of young people acknowledged with the accessibility policy
- Improving perspectives of ensuring accessible environment for the disabled young people by giving them real understanding of their rights and providing of practical tools to making better their mobility capabilities.
- Raising understanding of the role of properly offered assistance and the ways of its desired acceptance
- Improved capabilities to deal with topics such as assessing of accessibility of the environment

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

Blue Special Education Platform

Good practice example



Project Coordinator

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Project Information

Identifier 2017-1-TR01-KA201-045785
Start Date Dec 31, 2017
End Date Dec 30, 2019
EC Contribution 227,250 EUR
Partners SCS LogoPsyCom (BE) , il millepiedi cooperativa sociale A.R.L. (IT) , IM Park Bilisim Elektronik Basın Yayın Reklamcılık Eğitim Ltd. Sti. (TR) , ASOCIATIA TEDY BEAR (RO) , PAYDAS EGITIM KULTUR VE SANAT DERNEGI (TR)
Topics Disabilities - special needs ; ICT - new technologies - digital competences ; Open and distance learning

Project Summary

In Turkey the number of people with disabilities is approximately 8,5 million (ÖZİDA 2002). 3,5 million of them are consisted of children and they require special education (PEKUSLU&KAYACI,2007). If those children are considered as if they had a family which has got at least 2 members, the number of individuals who are affected by it primarily reach at least 10,5 million. This number goes up by higher amounts when the stuff taking care of these children such as educater, sanitarian etc has been taken into consideration. It can clearly be seen how much special education is important even looking from this perspective.

Children with special needs have limited attention span and their attention can easily be distracted. They have difficulty in understanding words or concepts. The studies Show that computer assisted learning increases the motivation level of disabled students and it enables them to increase their attention span so that they enjoy studying. Also the studies comparing the contents of traditional education programs and computer assisted program shows that computer assisted programs are more effective in learning process of children with special needs. With the help of Computer Assisted Programs, disabled children can become active members of society who can sustain a social and occupational life independently.

Blue Platform is a complete free of charge platform that is available for all children with special needs, their parents and their teachers. Target audience of this project are the individuals with special needs, the ones with medium-heavy mental deficiency and the ones with autism spectrum disorder. In 2018 National Ministry of Education renovated the curriculum of individuals with medium-heavy mental deficiency and autism spectrum disorder. Blue Platform has been designed according to this new curricula. Blue Platform includes the targets of levels and syllabus on the list down below.

Level 1: Maths, Reading and Writing Skills, Social Skills, Social Studies

Level 2: Maths, Reading and Writing Skills, Social Skills, Daily Life Skills

Level 3: Maths, Reading and Writing Skills, Communication and Social Skills, Independent Living Skills

The main goal of Blue Platform is to make a contribution to the equality of opportunity in special education. Blue Platform is totally free of charge and will always remain free of charge. IMPARK, one of the partner institutions which has built the engineering sytem of our project stated that they would carry on saving the system on their servers as long as the company exist. This statement added priceless value to the project in term of sustainability and upgradability.

Blue Platform is designed for being used as a supplementary material. The way how you use it is very simple. Pupils can use it with the help of their teachers or parents an deven by themselves in an easy way. Blue Platform is a web based Learning Management System (LMS). It does not require set-up. It is available on every smarts board or computer with internet connection. Training screens starts with learning section and after that part it carries on with the reinforcement part. After they cover the lessons, some reinforcement tools such as games, songs, animations, stories etc. that are to achieve the goals of the lessons appear on the screen. There are school module, teacher module and parent module sections.

Intellectual Outputs:

O1/Blue Special LMS: The first intellectual output of the project, LMS, is the core of Blue Platform.

O2/Learning Contents: The learning contents of Blue Platform that engineering studies has been carried out in the previous output, have been prepared in O2 part.

O3/Preparing Animations for Educational Objectives: Animation added to Blue Platform has been prepared on O3 intellectual output. It is not only limited with animations, plenty of videos were also prepared.

O4/Preparing Games for Educational Objectives: Assistive technology in the field of education opens greater opportunities for disabled children to become fully active members in learning period. Didactic computer games are also one of them. Games being added to Blue Platform has been prepared on O4.

O5/Vocalizations: Vocalizations of Blue Platform has been done on O5.

Pilot scheme of Blue Platform has started on 28th May 2018 with the participation of more than 70 special

education teachers from 20 different cities. With the help of feedbacks received from the teachers, optimizations and refinements have been done. All the results of survey on pilot scheme are available on official website of our project.

Under the theme of Universal Design in Information Technologies, BILTEVT2019, the International Barrier-Free Informatics Congress held on between 11-13th September 2019 with inter-institutional cooperation hosted by Maltepe University. Blue Platform was granted Barrier-Free Informatics Award. For being our first award really precious to us, it gave much more determination to work on our project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

STRENGTH OF SUPPORT

Good practice example



Project Coordinator

Organisation CENTRUM SPOTKAN EUROPEJSKICH SWIATOWID
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PL

Project Information

Identifier 2018-1-PL01-KA204-051146
Start Date Oct 1, 2018
End Date Mar 31, 2020
EC Contribution 57,011 EUR
Partners Mestske divadlo - Divadlo z Pasaze, n.o (SK) , BI neigaliuju centras
Klaipedos lakstute (LT) , The Threshold Association (FI)
Topics New innovative curricula/educational methods/development of training
courses ; Inclusion - equity ; Access for disadvantaged

Project Summary

The name of the project: Strength of support.

The main aim of the project - an exchange and collecting good practices related to the improvement of functioning people with disabilities in society by developing effective methods of communication and art therapy.

Detailed aims of the project:

- popularizing methods of alternative communication and art therapy in working with disabled people
- a transference of good practices in the field of communication and functioning of disabled people and art therapy from abroad to organizations and their receivers from other countries
- conducting the training for the environment of disabled people/carers, specialists, instructors, volunteers who work with disabled people;
- a methodological development of materials concerning the work methods with disabled people and popularizing them.
- a practical use of tools in the field of alternative communication.

The target group is the staff working on a daily basis with disabled people - pedagogues, therapists, and volunteers.

During activities implemented in CSE and partner organizations, participants were also people with disabilities who benefited from their support on a daily basis.

The project was implemented in a consortium with partner organizations from various countries, which contributed to the exchange of good practices internationally. Each partner brought knowledge and skills to the project, which he shared with the other partners. Each of the partner organizations works with adults with disabilities, but operates in a different reality and uses different methods of work. This diversity was an asset of this project.

Partner organizations deal with people struggling with a number of problems that cause their social, professional and family problems, etc. Adults predominate with intellectual, physical and coupled disabilities. The problems of this group in individual countries are noticed, resolved to varying degrees. Instead, they require a look at the solutions used from different sides and levels of social security implementation, including the educational process. Partners know the environment, capabilities and system solutions well in their own countries. The partnership in the project made it possible to broaden horizons, exchange experiences and mutual inspirations.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them