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# TOOLKIT FOR YOUTH WORKERS AND NGOS

**‘CREATIVITY FOR SOCIAL INCLUSION’**

**2021-2-CZ01-KA220-YOU-00005081**



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## TOOLKIT FOR YOUTH WORKERS AND NGOS

### FOREWORD

Up to 200 million people worldwide experience significant disabilities. These impairments might be physical, mental, intellectual, cognitive, and other types of disabilities that can hinder individuals' full and effective participation in society.

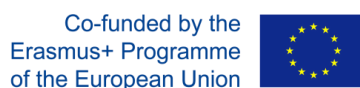


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Therefore, the Erasmus+ Ka2 'Creativity For Social Inclusion' project aims to challenge the belief that young people with disabilities are less capable by sharing their real-life stories of engaging in activities not typically associated with them. The project strives to support young disabled people through creative arts and media, using creativity as a tool to promote and foster their inclusion in society.

The improvement of the well-being of young people with disabilities aligns with the Agenda 2030 and its 17 Sustainable Development Goals. Disability and persons with disabilities are explicitly mentioned eleven times, particularly in sections related to education, growth, employment, inequality, and accessibility of human settlements. For instance, SDG goal no.8





emphasizes full and productive employment and decent work for all individuals, including young persons with disabilities.

This toolkit is primarily crafted for youth workers and NGOs dealing with physically and mentally disadvantaged and disabled young people facing fewer opportunities.

Youth workers and NGOs, through their non-formal education initiatives, can contribute to the social inclusion of young people with disabilities, helping them develop their inner potential and creativity. These efforts should address young people's needs, assisting them in overcoming barriers, challenges, and negative experiences.

Moreover, the toolkit targets other organizations and institutions working towards the inclusion of young disabled people in society. It is anticipated to be beneficial for schools, universities, municipalities, and centers in developing non-formal, informal, and formal activities. The toolkit is freely available for download from the project's website.

The toolkit comprises examples of best practices from all partners, highlighting experiences and techniques using art as a tool for the social inclusion of disabled people. It also addresses stereotypes about disabled people in participating countries and suggests solutions for dispelling those stereotypes. The conclusion encompasses elements of innovation, expected impact, and the transferability of the toolkit.





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## PARTNERS OF THE PROJECT

### CZECHIA - SRDCOVÁ SEDMA



Created to unlock everyone's potential across social, business, government, and agricultural sectors, Srdcová Sedma challenges the notion of "flaws," asserting that with desire, passion, and love, anything is possible. Emphasizing individual uniqueness in aspects like height, weight, age, appearance, nationality, and special needs, they redefine "disadvantages" as strengths.

Srdcová Sedma envisions a social-economic system minimizing environmental impact while fulfilling everyone's needs. Their focus includes promoting personal growth and realization in various areas: Social inclusion, Self-building, Career Realization, Business growth, Welfare of society, and Sustainability.

Characterized as social-oriented, eco-oriented, human-oriented, and goal-oriented, Srdcová Sedma actively integrates youth workers and young disabled individuals into society. Their tasks range from developing competencies for self-realization to organizing non-formal activities for people with disabilities. They also work towards understanding national policies, fostering youth development, and collaborating internationally.

Current projects include "My way," aiming to deepen the Czech business sector through non-formal education, Erasmus + initiatives, youth exchange, online/offline activities for social networking, "Poznat úspěch" providing psychological support for job seekers, and "My voice," serving as a mediator between individuals with special needs and the government.





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## LITHUANIA – ASOCIACIJA IVAIGO



IVAIGO, a standout organization in Lithuania, is devoted to advancing social inclusion and equal opportunities for disabled individuals. They tirelessly break down barriers, empowering disabled people to fully engage in all aspects of life. IVAIGO envisions a world where disabled individuals are valued and provided with equal opportunities, emphasizing the potential of every individual.

Through diverse initiatives, IVAIGO fosters the social integration of disabled individuals, collaborating with government, private sector, and civil society organizations. Their comprehensive approach spans education, employment, accessibility, and awareness-raising. Notable efforts include enhancing accessibility in public spaces, transportation, and infrastructure, advocating for universal design principles, and providing personal assistance services and rehabilitation programs.

IVAIGO actively challenges societal attitudes towards disability, organizing campaigns, workshops, and events to eliminate prejudices and foster inclusivity. Their collaborative approach, recognized and supported by various partners, ensures a sustainable impact on social inclusion in Lithuania.

In conclusion, IVAIGO is an outstanding organization driving positive change for the rights and social inclusion of disabled individuals in Lithuania. Through advocacy, services, and collaboration, they challenge stereotypes, promote accessibility, and empower disabled individuals, contributing significantly to a more inclusive society.





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## SLOVENIA - DRUŠTVO BODI SVETLOBA



DRUŠTVO BODI SVETLOBA is a Slovenian educational and humanitarian NGO officially established in December 2017. The NGO is a member organization of Sloga, the Slovenian NGDO platform (<https://sloga-platform.org/>), where the director of Društvo Bodi svetloba is a member of the Sloga Council, and the international anti-poverty coalition Global Call To Action Against Poverty- GCAP (<https://gcap.global/>).

Društvo Bodi svetloba is involved in the field of Sustainable Development Goals with a focus on Global Education, Official Development Assistance (ODA), and other topics and activities of the Sloga platform.

They are actively engaged in the annual preparation of the report about Slovenian Official Development Assistance for Concord Europe's annual report AidWatch Report (<https://aidwatch.concordeurope.org/>). Their position on ODA is that Slovenia should dedicate 0.7% of its Gross National Income (GNI) to development and humanitarian cooperation with ODA recipient countries (<https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/daclist.htm>) and use this aid genuinely and effectively.

Besides, Društvo Bodi Svetlana has been involved in more than 20 Erasmus Ka2 projects, covering various fields such as school, youth, and adults, and addressing diverse topics from digitalization and innovative teaching practices to youth issues, cultural heritage, climate change, and Sustainable Development Goals, among others. Their NGO involves teachers, students, and young people in Erasmus Ka2 projects.

Društvo Bodi svetloba is also keen to start or continue Erasmus Ka2 projects in the fields of ODA, music/mindfulness, indigenous peoples, peace-related topics, etc.

Their website is <https://bodisvetloba.org>.





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## ROMANIA - THE WINDOW ASSOCIATION



The Window Association from Romania, established in 2007, has been a key advocate for supporting young people at risk. Over the past 16 years, they focused on involving young people with disabilities in Erasmus+ projects, with 196 participants in 8 projects, including 40 trained as young workers.

The association primarily supports the initiatives of young people, especially those with disabilities, participating in various programs such as Leonardo da Vinci – IVT, Grundtvig – Partnerships, Grundtvig – Workshops, Cultural exchanges at the European level, and more.

Their purpose is to assist disadvantaged young people through help, assistance, education services, psychological counseling, and promoting youth involvement in personal and community development actions. They have expertise in Romanian Sign Language and offer assistance to deaf young people in the Oltenia region.

The association supports social economy activities in artistic services for young people and adults with disabilities, particularly deaf individuals, in partnership with Special Technological High School “Beethoven” Craiova. Activities include dance, mime, theater, sculpture, handmade jewelry, paintings, decorations, etc.

From 2012 to 2023, they supported at least 85 young people at risk in developing personal initiatives. The Window Romania Association, with 21 members with hearing impairments, has organized at least 12 workshops in personal development, art therapy, and group psychotherapy in the last 10 years, attended by at least 120 young people, most with disabilities or in risky situations.

They facilitated a tour for young deaf artists in 2008 and implemented a cultural exchange in the Sign Language field in 2012. They collaborated with the "Marin Sorescu" National Theater



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for various shows, and in 2014, they partnered on a project for the career development of deaf young people in drama.

In 2017, they created an online store, NO LIMIT NETWORK, within a European project, enabling 12 deaf young people to sell their creations.

Between 2014-2018, they organized sign language courses for parents of children with hearing impairment, and from 2015-2020, 10 psychological counseling groups for parents/families with young people with disabilities.

The Window Romania Association, through its staff, has developed expertise in using art to address the personal problems of young people at risk and convey positive messages about collaboration, communication, and community contribution.





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## TURKIYE – TESDER



Tüm Engelliler Kültür Sanat ve Spor Derneği (Culture Art and Sport Organization for Disabled People) (TESDER) was founded on 01.11.2012 in Bursa/Karacabey and has over 500 members. Members of TESDER include individuals with various disabilities, primarily orthopedic disabilities, along with their families and supportive young people.

TESDER is a disabled youth NGO that informs young people about the Erasmus+ program and promotes creativity, creative activism, youth mobility, non-formal education, cultural exchanges, and information distribution.

### General Goals of TESDER:

1. Promote cooperation, collaboration, and better communication among NGOs, disabled people's organizations, and governmental agencies.
2. Focus on inclusive education, early intervention for the educational development of those with disabilities and special needs, as well as cultural and vocational aspects of disabilities.
3. Commitment to promoting equal rights and opportunities for the disabled.
4. Improve the quality and scope of care for the physically disabled through the production of orthopedic aids.
5. Facilitate information exchange on disability policies and organize events for members with mobility disabilities, providing language training courses.
6. Provide consultancy, exchange information, and promote social concern for Persons With Disabilities (PWDs).
7. Offer legal and financial assistance for employment and organize sports and cultural events for PWDs.





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## NATIONAL RESEARCH ABOUT DISABILITY

### CZECHIA

According to the European Union's (EU) statistics on income and living conditions (EU-SILC) in February 2022, out of a population of 10.5 million in 2021, 12.7% were disabled. Comparable percentages are found in Finland (13.5%) and Slovakia (13.0%).

Over 830,000 people were physically disabled, 252,400 visually impaired, 172,300 mentally disabled, almost 135,000 with hearing impairment, and 67,000 orally impaired.

Czechia provides a special disability pension, categorized into three main degrees based on how each specific condition influences a person's life. The care allowance is provided to those dependent on another person due to a long-term adverse health condition.

The amount of the contribution varies based on the degree of dependence, ranging from CZK 880 to CZK 19,200 per month.

In terms of inclusion, people with disabilities are integral to Czech society, with children educated in the same schools or attending special schools based on the severity of their disability. Employment opportunities exist in both a protected job market and the open job market, with financial support available for employers.

Despite progress, there is still income inequality between people with and without disabilities. The introduction of a law about social entrepreneurship, missing in Czechia, could be a potential solution. Organizations actively involved in disability inclusion include the Czech National Council, Rytmus, Assistance, Revenium, Roska, and Tyfloservis.

In conclusion, the Czech Republic is actively working towards supporting people with disabilities, emphasizing the need for more frequent census statistics, financial support for local organizations, meetings of representatives to understand current needs, and learning from successful practices in other countries.



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## LITHUANIA

Lithuania has achieved significant advancements in promoting the social inclusion of disabled individuals. The government, civil society, and the private sector actively collaborate on policies and initiatives to enhance the lives of disabled people.

Key components of Lithuania's approach include:

**Legal Framework:** The Law on Equal Opportunities for Disabled Persons, established in 2003, serves as a cornerstone, prohibiting discrimination in various areas.

**Strategic Framework:** The Lithuanian Disability Strategy (2015-2021) comprehensively addresses accessibility, education, employment, healthcare, and independent living. It aims to eliminate barriers and create equal opportunities.

**Accessibility Measures:** Lithuania aligns with the UN Convention on the Rights of Persons with Disabilities, emphasizing physical accessibility improvements in public spaces, transportation, and infrastructure.

**Employment Promotion:** The government implements affirmative action, setting employment quotas and providing financial incentives for organizations to hire disabled individuals.

**Inclusive Education:** Prioritizing inclusive education, Lithuania improves access for disabled students, offering special education and support services.

**Social Services:** Various support systems, including personal assistance, rehabilitation programs, and social benefits, aim to empower disabled individuals for independent and fulfilling lives.

**Civil Society Advocacy:** Civil society organizations actively advocate for disabled individuals' rights, collaborating with the government, private sector, and international partners.





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Private Sector Involvement: Many companies adopt inclusive employment practices, providing job opportunities and accommodations for disabled employees. Private sector organizations collaborate on accessibility, inclusive products, and awareness campaigns.

While challenges persist, Lithuania's commitment to inclusivity through legislative measures, strategic frameworks, and multi-sector collaboration demonstrates ongoing positive change for disabled individuals.





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## SLOVENIA

The EU-SILC 2023 report highlights that 21.6% of the EU population, approximately 95.3 million people, faced poverty or social exclusion in 2022. In Slovenia, with a population of 2.1 million, over 180,000 individuals, constituting 8.6%, were disabled in 2022.

The Social Inclusion of Disabled Persons Act, effective since January 2019, categorizes disability based on intellectual impairments, autism, hearing loss, blindness, visual impairment, brain injury, or reduced mobility.

Slovenia emphasizes institutional care, occupational activity centers, and special education institutes to support those with mental or physical disorders. The National Council of Disability Organizations of Slovenia (NSIOS) represents 98.5% of Slovenian disabled people.

Government support includes a disability pension, vocational rehabilitation, and allowances based on disability severity. In 2023, recipients of disability allowance in Slovenia receive an extra yearly bonus.

Employment initiatives involve quotas, financial incentives, and awards for employers promoting disabled individuals' inclusion. The Vocational Rehabilitation and Employment of Disabled Persons Act outlines various forms of support for employers.

Challenges persist with the limited involvement of NGOs in open labor market integration. Advocacy is needed for reasonable accommodation, streamlined employment procedures, and eliminating dependency on disability classification for incentives.

In conclusion, enhancing employment opportunities for persons with disabilities in Slovenia requires promoting reasonable accommodation, simplifying procedures, and fostering collaboration between employers, NGOs, and the government.





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## ROMANIA

The Foundation Note for the approval of the National Strategy on the rights of persons with disabilities in Romania, "A fair Romania" (2022-2027), highlights key aspects:

In Romania, 25% of the total population is disabled, with 6% being severely disabled. Women constitute 53.45% of people with disabilities.

Of the disabled population, 98.16% (870,661 people) are cared for by families or live independently, while 1.84% (16,289 people) reside in public institutions.

As of March 31, 2023, there are 569 public social assistance institutions, with 508 being residential and 61 non-residential. A significant portion (88.58%) falls under care and assistance centers, sheltered housing, and empowerment and rehabilitation centers.

The National Strategy, "A fair Romania," focuses on eight priority areas aligned with the UN Convention on the Rights of Persons with Disabilities.

Accessibility and mobility are fundamental for social participation, but challenges persist due to limited awareness, high costs, and lack of dialogue.

Limited employment opportunities contribute to the risk of social exclusion and poverty. Romania's employment rate for those with severe limitations is the lowest among EU countries.

The quota system in place for employing persons with disabilities faces challenges, with employers often opting for alternative measures, leading to a low employment rate.

In education, 59.49% of students with disabilities are integrated into mainstream education, while the rest attend special schools. Inclusive education faces challenges due to the lack of a coherent approach and resources.

Specialized higher education institutions need to enhance their training offer to support inclusive education. The legislative framework for inclusive education is comprehensive but lacks a unified approach.







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In 2019, 4,574 people with disabilities were beneficiaries of the Human Capital Operational Program 2014-2020, engaging in various fields, including the labor market, entrepreneurship, social inclusion, combating poverty, and education.





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## TURKIYE

Türkiye, home to approximately 5 million disabled individuals, grapples with challenges such as discrimination, limited access to education and employment, and insufficient social services. While government efforts, including ratifying the CRPD, have enhanced access to education and employment, disparities persist, requiring continued action.

### Government Policies and Legislation:

- The Law on Persons with Disabilities (2005) safeguards disabled rights and outlines government support.
- The National Action Plan for the Implementation of the CRPD (2014) establishes goals for disabled rights.
- The Social Security Institution's Disability Insurance Scheme provides financial aid to those unable to work.
- The Ministry of Family, Labor, and Social Services Disability and Elderly Services Directorate offers rehabilitation, education, and employment support.

### Education:

- Türkiye promotes inclusive education, integrating disabled students into mainstream schools.
- Regional disparities in support services, limited resources, and infrastructure pose challenges.

### Employment:

- Legal protections mandate a percentage of disabled employees in public and private sectors, with varying compliance.
- Challenges in physical accessibility and accommodations persist, hindering full participation.





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- Vocational training and skill development programs tailored for disabled individuals enhance employability.

#### Social Services and Support:

- Rehabilitation centers provide physical and occupational therapy, but availability and quality vary.
- Improved distribution channels are needed for assistive devices to enhance independence.

#### Civil Society Organizations:

- Türkiye Confederation of the Disabled, Türkiye Association of the Blind, Türkiye Association of the Deaf, and Türkiye Association of the Mentally Disabled advocate for rights and promote inclusion.

#### Private Sector Initiatives:

- The Turkish Disability Foundation and Turkish Confederation of Employers' Associations support disabled individuals through employment, education, and training.
- Initiatives to make workplaces accessible, along with training programs, contribute to a more inclusive society.





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## BEST PRACTICES

### CZECHIA

<b>ERASMUS+ DAYS</b>	
<b>SECTION A – IDENTIFICATION</b>	
Name of the organization/Institution implementing practice	<i>Srdcová sedma z.s.</i>
Place of implementation	<i>Praha, Czechia</i>
<b>SECTION B – DESCRIPTION</b>	
Target group / Beneficiaries	<i>Students aged 16 – 22 with fewer opportunities, health handicaps, social disadvantage, and refugees.</i>
The main objectives	<ol style="list-style-type: none"> <li>1. <i>Erasmus+ program and its opportunities, volunteering without barriers.</i></li> <li>2. <i>Promote non-formal education.</i></li> <li>3. <i>Offer mentoring and collaboration.</i></li> </ol>
Experts/Staff	<i>Youth workers from Srdcová sedma z.s.</i>





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The description of the practice	<i>At the beginning of 2023, we are planning to organize a session for 6 to 12 participants from TG. We would like to promote above mentioned goals, but also, we will also inspire and support the participants to settle their goals and dreams in their future professional lives-</i>
Methodology/Didactic tools	<i>Non-formal learning, individual work, group work</i>
Additional materials /Equipment needed.	
<b>SECTION C – CONCLUSION</b>	
Conclusion	<i>6 – 12 participants at the age 6 – 22 with fewer opportunities to provide mentoring and coaching activities settled their professional and life dreams according to their talents.</i>
Recommendation and guidelines	<p><i>We would like to be in touch with the group and help them to work on their professional lives, help them to make plans, and steps, and help to guide them in their plans.</i></p> <p><i>We figured out this activity at LLTM 1 in Bursa Turkey when we had an aha moment during a field visit, that even young people when</i></p>





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	<i>disabilities can do whatever they want when they receive the correct support.</i>
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<b>ERASMUS+ DAYS</b>	
<b>SECTION A – IDENTIFICATION</b>	
Name of the organization/Institution implementing practice	<i>Srdcová sedma z.s.</i>
Place of implementation	<i>Praha, Czechia</i>
<b>SECTION B – DESCRIPTION</b>	
Target group / Beneficiaries	<i>Youth workers, who work with youngsters with disabilities, social entrepreneurs, and workers of labor offices.</i>
The main objectives	<ol style="list-style-type: none"> <li><i>1. Erasmus+ program as an option for personal development.</i></li> <li><i>2. Discuss and define barriers to employing people with disabilities in well-paid positions.</i></li> <li><i>3. Discussing table about the preparation of the law social entrepreneurship.</i></li> </ol>





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Experts/Staff	Youth workers from Srdcová sedma z.s.
The description of the practice	At the beginning of 2023, we are planning to organize a session for 10 - 15 participants from TG. We would like to promote the above-mentioned goals. Also, there is a goal to promote youth pass as a tool of self-evaluation and if this could be helpful in successful entrance to the labor market.
Methodology/Didactic tools	Non-formal learning, individual work, group work.
Additional materials /Equipment needed	
<b>SECTION C – CONCLUSION</b>	
Conclusion	10- 15 participants without age limit, to promote Erasmus+ and settle the barriers to entrance of people with disabilities to the labor market.
Recommendation and guidelines	We would like to promote employing people with disabilities in the wide labor market (because it's still a problem in Czechia). We would like to have a list of practical solutions on how to make the entrance of PWDs to the labor market easier. We believe that higher salaries make PWDs less dependent on the state social system.

LITHUANIA





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## ERASMUS+ DAYS

### SECTION A – IDENTIFICATION

Name of the organization/Institution implementing practice	Asociacija IVAIGO
Place of implementation	Asociacija IVAIGO, Vilnius, Lithuania

### SECTION B – DESCRIPTION

Target group / Beneficiaries	<i>High school students, local young people up to 30, adults, especially, people with fewer opportunities (disabled people, migrants, refugees)</i>
The main objectives	<ol style="list-style-type: none"> <li>1. <i>Promote social inclusion of people with fewer opportunities (disabled people, migrants, refugees).</i></li> <li>2. <i>Promote the Erasmus+ program and its opportunities.</i></li> <li>3. <i>Promote non-formal education.</i></li> <li>4. <i>Promote creativity and critical thinking.</i></li> </ol>
Experts/Staff	<i>Youth workers from Asociacija IVAIGO</i>







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The description of the practice	<p>Every spring and fall we organize Erasmus+ Days in Asociacija IVAIGO. We invite 10-15 young people, especially the ones with fewer opportunities, living in rural areas, studying at local schools or universities, focusing on the ones that do not know about non-formal education youth opportunities. Our youth workers implement some activities such as group work, play roles, pair work, and simulations including disabled people.</p>
Methodology/Didactic tools	<p>Nonformal learning, individual work, group work</p>
Additional materials /Equipment needed	<p>One of the materials examples <a href="https://www.salto-youth.net/downloads/4-17-1891/Abigale.pdf">https://www.salto-youth.net/downloads/4-17-1891/Abigale.pdf</a></p>
<b>SECTION C – CONCLUSION</b>	
Conclusion	<p>Every year 20-30 people join our Erasmus+ Days event where we promote the Erasmus+ program. Young people enjoy nonformal educational activities. We include people with fewer opportunities.</p>
Recommendation and guidelines	<p>We generally choose activities related to our projects' topics that we had during the year, as we present the projects we implemented and then do some activities about the topics of those projects.</p>





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## SPORTS CAMP

### SECTION A – IDENTIFICATION

Name of the organization/ Institution implementing practice	Asociacija IVAIGO
Place of implementation	Asociacija IVAIGO, Vilnius, Lithuania

### SECTION B – DESCRIPTION

Target group / Beneficiaries	High school students, local young people up to 30, adults, especially, people with fewer opportunities (disabled people, migrants, refugees)
The main objectives	<ol style="list-style-type: none"> <li>To promote a healthy lifestyle.</li> <li>To promote social inclusion of people with fewer opportunities via sports.</li> <li>To promote creativity.</li> </ol>





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Experts/Staff	<i>P.E. teachers, sports trainers, coaches, youth workers, sportsmen</i>
The description of the practice	<i>Youth workers together with coaches, trainers, and P.E. Teachers from our organization or stakeholder organizations choose 3 different activities for the sports camp. This year it was basketball, yoga, and cycling. We invite local disabled people to join the activities. We try to have about 12-16 people in total to participate. Then the experts adopt the chosen activities for people with disabilities according to their possibilities. The duration of the sports camps is 3 days. The participants spend active time with each other and improve their teamwork and empathy skills.</i>
Methodology/Didactic tools	<i>Practice, group work, teamwork</i>
Additional materials /Equipment needed	<i>Sports equipment depends on activities such as mats, balls, bands, etc.</i>
<b>SECTION C – CONCLUSION</b>	
Conclusion	<i>13 people in total joined our sports camp, 5 of them were with disabilities such as autism spectrum disorder, down syndrome, hearing disability, and physical disabilities. Participants had different types of activities with the basketball coach, yoga teacher, and the sportsman - cyclist. All the activities were adopted by our disabled participants.</i>



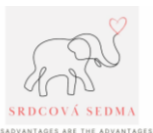


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Recommendation and guidelines	<i>Experts in the adaptation of the activities are a must. Also, knowing the participants' profiles in advance.</i>
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## SLOVENIA

### MINDFULNESS ACTIVITY

#### SECTION A – IDENTIFICATION

Name of the  
organization/Institution  
implementing practice

Društvo Bodi svetloba

Place of implementation

Ljubljana, Slovenia

#### SECTION B – DESCRIPTION

Target group /  
Beneficiaries

The group of around five young participants aged 18+ with disabilities or special needs and three participants aged 8+ without disabilities.

The main objectives

*Helping young people with disabilities and special needs to reduce their mental and physical problems and help them achieve better balance in their daily lives.*

*the acquisition of a sense of control and escapism that is helpful for development of healthy and effective coping strategies on the part of young people with disabilities and special needs*





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Experts/Staff	<i>Persons with experience in mindfulness/meditation techniques</i>
The description of the practice	<p>The mindfulness activity in the form of meditation (like Einstellen or Bruno Groening's Circle of Friends, for example) is meant to enable participants to manage their thoughts and feelings. Mindfulness-based stress reduction has increased in positive affect and self-compassion. It has the effect of improving the mental state of participants by helping them become more relaxed instead of carrying on how disabilities can affect their lives.</p> <p>Mindfulness-based cognitive therapy can change the way participants think of their life events through meditation.</p> <p>There will be regular meetings between young people with disabilities and special needs and those without them, where they will get to know each other and learn how to use mindfulness principles in their daily lives.</p>
Methodology/Didactic tools	<p>During meetings, young participants:</p> <ul style="list-style-type: none"> <li>-Will get to know each other through communication</li> <li>-Will learn how to use practical mindfulness steps and they will be encouraged to tell whether they have felt positive results of them.</li> <li>-They will learn how to have a positive mindset and positive look at things so that they will view their situation as challenges to overcome and not barriers to stop them from achieving their goals</li> </ul>





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	<p>-The connection between the young people will be created</p> <p>-They will be able to present mindfulness to interested family members, friends, etc.</p>
Additional materials /Equipment needed	A laptop with an internet connection for playing mindfulness music for mindfulness meditation (like the music of Bruno Groening's Circle of Friends on YouTube channel, for example) or a CD player to play mindfulness music on CD.
<b>SECTION C – CONCLUSION</b>	
Conclusion	<p>It is advised to regularly remind participants to actively participate in the activity.</p> <p>The mindfulness activity will help them observe their thoughts neutrally, reach a peaceful state of mind more often, and have more joy, courage, and compassion, both for themselves and those around them.</p> <p>The participants will feel much more positive and creative and will be more successful in their activities with their loved ones and others.</p>
Recommendation and guidelines	<p><i>It is important that the mindfulness trainer:</i></p> <p>-Charts an inclusive, equitable way forward for young people with disabilities and special needs with mindfulness meditation</p>





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	<p><i>-Encourages young people to talk about their feelings and emotions and the potential positive results of it</i></p> <p><i>-Establishes some positive atmosphere through various activities for participants to be better receptive to energy during the mindfulness meditation</i></p>
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## DRAWING ACTIVITY

### SECTION A – IDENTIFICATION

Name of the organization/Institution implementing practice	Društvo Bodi svetloba
Place of implementation	Ljubljana, Slovenia

### SECTION B – DESCRIPTION

Target group / Beneficiaries	Group of 5 participants aged 18+ with disabilities and special needs such as Down Syndrome and 2 participants without disabilities.
The main objectives	<i>Securing the inclusion of young people with disabilities by engaging all those interested in art activities.</i>







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	<i>the development of self-expression to convey skills, one's personality, imagination, and motivation with self-respect and confidence development in those who are usually marginalized</i>
Experts/Staff	<i>With skills in art</i>
The description of the practice	<p>The drawing exercise aims to develop the participants' creativity, observation, focus, emotions, and personality to bring about positive interaction with fellow participants in the drawing.</p> <p>Self-expression through drawing is proven to relieve stress and decrease anxiety and depression. Thoughts and emotions are expressed through drawing as well.</p> <p>There will be regular meetings between young people with disabilities and those without disabilities, where they will get to know each other and experience drawing.</p>
Methodology/Didactic tools	<p>During meetings, young people:</p> <ul style="list-style-type: none"> <li>- they will get to know each other through communication</li> <li>- they will learn to draw with poster colour/watercolor/acrylic paints, where they will be also led to use imagination in drawing</li> <li>- the bond between various young people will be established</li> </ul>





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	- they will be able to present their work of art to the interested public or at some art competitions
Additional materials /Equipment needed	Water Colour/Poster Colour/Acrylic paints/, paper or canvas, brush
<b>SECTION C – CONCLUSION</b>	
Conclusion	<p>It is advised to regularly encourage participants to be active participants in their tasks.</p> <p>Drawing exercises will enable them to express their emotions and thoughts, focus, perseverance, cooperation, and self-respect as well as a productive group work atmosphere.</p> <p>Participants will be able to release their tension through drawing and will be better positioned to receive additional ideas and be more open and courageous in contact with their loved ones and the public.</p>
Recommendation and guidelines	<p><i>It is important that the drawing/trainer:</i></p> <p>- <i>motivates young people with disabilities and special needs to finish their work and to point out that it is important that they have self-</i></p>





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	<p><i>respect, that they don't compete but cooperate, and that they put in their works of art their emotions and self-value.</i></p> <p><i>-supports a positive working climate when young people start working</i></p>
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## TURKIYE

<b>NAME OF THE BEST PRACTICE</b>	
<b>SECTION A – IDENTIFICATION</b>	
Name of the organization/Institution implementing practice	Tum Engelliler Kultur Sanat Dayanisma ve Spor Dernegi
Place of implementation	Bursa Turkiye
<b>SECTION B – DESCRIPTION</b>	
Target group / Beneficiaries	Disabled pupils between 13-17
The main objectives	<p>Promote social inclusion of people with fewer opportunities (disabled people, migrants, refugees) via artistic activities.</p> <p>Promote the Erasmus+ program and its opportunities.</p> <p>Promote non-formal education through every kind of people.</p> <p>Promote creativity and critical thinking</p>
Experts/Staff	Volunteers, Teachers, and Youth Workers
The description of the practice	Pupils design new artistic materials in the frame of their creative perspectives.





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Methodology/Didactic tools	Formal learning-Non formal learning - Individual
Additional materials /Equipment needed	Paints, scissors, sheets of paper, cables, etc.
Evaluation of practice	A group of disabled pupils are gathered by guiding a teacher and implementing their activities. In conclusion, they are free to create and use their creativity
<b>SECTION C – CONCLUSION</b>	
Recommendation and guidelines	It can be adaptable for every kind of age and is strongly recommended, especially for disabled people and more.

<b>NAME OF THE BEST PRACTICE</b>	
<b>SECTION A – IDENTIFICATION</b>	
Name of the organization/ Institution implementing practice	Tum Engelliler Kultur Sanat Dayanisma ve Spor Dernegi
Place of implementation	Bursa Turkiye
<b>SECTION B – DESCRIPTION</b>	
Target group / Beneficiaries	Young disabled people





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The main objectives	<p>Promote social inclusion of people with fewer opportunities (disabled people, migrants, refugees) via artistic activities.</p> <p>Promote the Erasmus+ program and its opportunities.</p> <p>Promote non-formal education through every kind of people.</p> <p>Promote creativity and critical thinking.</p>
Experts/Staff	Volunteers, Teachers, and Youth Workers
The description of the practice	Young disabled people design and implement some materials to have inclusion in their communities.
Methodology/Didactic tools	Formal learning-Non formal learning - Individual
Additional materials /Equipment needed	Scissors, sheets of paper, cables, etc.
Evaluation of practice	A group of disabled youngsters are gathered by guiding a mentor and implementing their activities. In conclusion, they are free to create and use their creativity
<b>SECTION C – CONCLUSION</b>	
Recommendation and guidelines	It can be adaptable for every kind of age and is strongly recommended especially for disabled people and more.





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## ERASMUS+ DAYS

### SECTION A – IDENTIFICATION

Name of the organization/Institution implementing practice	<i>Tum Engelliler Kultur Sanat Dayanisma ve Spor Dernegi</i>
Place of implementation	<i>Bursa, Türkiye</i>

### SECTION B – DESCRIPTION

Target group / Beneficiaries	<i>Secondary school pupils, high school pupils, local young people up to 30, teachers, adults, especially, people with fewer opportunities (disabled people, migrants, refugees)</i>
The main objectives	<ol style="list-style-type: none"> <li>1. <i>Promote social inclusion of people with fewer opportunities (disabled people, migrants, refugees).</i></li> <li>2. <i>Promote the Erasmus+ program and its opportunities.</i></li> <li>3. <i>Promote non-formal education.</i></li> <li>4. <i>Promote creativity and critical thinking.</i></li> </ol>
Experts/Staff	<i>Youth workers from Tum Engelliler Kultur Sanat Dayanisma ve Spor Dernegi</i>





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The description of the practice	During 13-14-15 October 2022, we invite 15 young people, especially the ones with fewer opportunities, to study at local schools or universities, focusing on the ones that do not know about non-formal education youth opportunities. Our youth workers implement some activities such as group work, play roles, pair work, and simulations including disabled people.
Methodology/Didactic tools	Non-formal learning, individual work, group work
Additional materials /Equipment needed	Presentations, flyers, booklets.
<b>SECTION C – CONCLUSION</b>	
Conclusion	We promoted Erasmus+ opportunities. Young people enjoyed non-formal education activities. We included people with fewer opportunities.
Recommendation and guidelines	We plan to organize these days in an expanding effect year by year.







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## ROMANIA

<b>THEATER EXERCISES</b>	
<b>SECTION A – IDENTIFICATION</b>	
Name of the organization/Institution implementing practice	WINDOW ROMANIA
Place of implementation	Craiova, Romania
<b>SECTION B – DESCRIPTION</b>	
Target group / Beneficiaries	Group 8 – 10 deaf participants with disabilities aged between 17-21 years old.
The main objectives	<ul style="list-style-type: none"> <li>•The development of creativity, spontaneity, attention, empathy, and concentration on bodily sensations and one's own or others' emotions</li> <li>•Increasing self-expression and confidence in those who are socially anxious and social inclusion</li> </ul>





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<p>Experts/Staff</p>	<ul style="list-style-type: none"> <li>• Actors.</li> <li>• Teachers.</li> </ul>
<p>The description of the practice</p>	<p>The exercise aims to develop the participants' creativity, spontaneity, and attentiveness, ultimately increasing their ability to feel comfortable interacting with others.</p> <p>These exercises aim to create a stimulating work environment through character-building techniques.</p>
<p>Methodology/Didactic tools</p>	<p>STEPS:</p> <ul style="list-style-type: none"> <li>- The participants sit in a semicircle</li> <li>- The teacher/actor/performer explains the rules of the exercise</li> <li>- Participants are shown an object</li> <li>- The participants are asked to pay attention to the size of the object and to consider where that object is used</li> <li>- The participants are asked, in turn, to be creative, so that they think that that object could become something else, but without changing its shape and size</li> <li>- Each participant is encouraged to be creative and show the others what they thought of</li> </ul>





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	<ul style="list-style-type: none"> <li>- If one of the participants has no idea, colleagues can be encouraged to give him ideas</li> <li>- The participants are asked: <ul style="list-style-type: none"> <li>o <i>How did you feel?</i></li> <li>o <i>What did you learn?</i></li> <li>o <i>What was important to you?</i></li> </ul> </li> </ul>
Additional materials /Equipment needed	Different objects
<b>SECTION C – CONCLUSION</b>	
Conclusion	<p>It is important to constantly encourage each participant to actively participate in the tasks.</p> <p>This exercise will help him develop his creativity, attentiveness, and spontaneity, collaborate with colleagues, and feel "closer" to himself and those around him.</p> <p>The participants will feel much more creative, capable, and braver in the activities at school, with colleagues, with friends, and in the family, using the qualities they discover in the theater exercises, they will connect better, and cooperate.</p>





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Recommendation and  
guidelines

*Theater exercises are recommended for people experiencing emotional and behavioral disorders. It helps to eliminate social inhibition, encourages creativity and expression of your feelings, helps to reduce anger, it relieves depression when it is needed.*

*Theatre and improvisational exercises can be used in education, for personal development, and sometimes can be used in psychotherapy, as a tool to gain insight into a person's thoughts, feelings, and relationships. It can also be used in problem-solving, research, professional development, or team building.*

Different theater exercises can be used:

- Role Playing.
- Improvisation.
- Sensory exercises (memory, muscle, imagination, emotion).
- Memory exercises (emotion transfer).
- Rhythm and motion games.
- Group Integration Games (ex-assassin).
- Specific games in the theater.





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## DANCE ACTIVITY

### SECTION A – IDENTIFICATION

Name of the organization/Institution implementing practice	WINDOW ROMANIA
Place of implementation	Craiova, Romania

### SECTION B – DESCRIPTION

Target group / Beneficiaries	Group 4 – 6 deaf participants with disabilities aged between 17-21 years old and 4-6 participants without disabilities.
The main objectives	<ul style="list-style-type: none"> <li>• <i>Achieving the inclusion and implications of young people with disabilities by engaging all those interested in dance activities.</i></li> <li>• <i>The development of creativity, spontaneity, attention, empathy, and increasing self-expression and confidence in those who are socially anxious and social inclusion.</i></li> </ul>
Experts/Staff	<ul style="list-style-type: none"> <li>• <i>A dance teacher.</i></li> </ul>





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The description of the practice	<p>The dance exercise aims to develop the participants' creativity, spontaneity, and attentiveness, ultimately increasing their ability to feel comfortable interacting with others.</p> <p>These exercises aim to create a stimulating work environment through character-building techniques.</p> <p>There will be weekly meetings between young people with disabilities and those without disabilities, where they will get to know each other and learn the choreography of a dance</p>
Methodology/Didactic tools	<p>During each meeting, young people:</p> <ul style="list-style-type: none"> <li>- they will get to know each other, they will communicate</li> <li>- they will learn the dance choreography, but they will be encouraged to create their dance figures</li> <li>- they will practice the choreography</li> <li>- the connection between young people will be created</li> <li>- they will present the dance in the artistic events of the school/community, or they will participate in professional competitions</li> </ul>
Additional materials /Equipment needed	<ul style="list-style-type: none"> <li>• Music</li> <li>• Dance hall</li> </ul>





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## SECTION C – CONCLUSION

<p>Conclusion</p>	<p>It is important to constantly encourage each participant to actively participate in the tasks.</p> <p>This exercise will help him develop his creativity, attentiveness, and spontaneity, collaborate with colleagues, and feel "closer" to himself and those around him.</p> <p>The participants will feel much more creative, capable, and braver in the activities at school, with colleagues, with friends, and in the family; they will connect better, and cooperate.</p>
<p>Recommendation and guidelines</p>	<p><i>It is important that the coordinator/trainer:</i></p> <ul style="list-style-type: none"> <li>- <i>to convey to young people that they are connected, important through everything they achieve together, capable, to be encouraged to express themselves, to collaborate</i></li> <li>- <i>to create an empathic, open framework in which there is no feeling of pity for young people with disabilities</i></li> </ul>





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## BEST PRACTICES TESTING AND EVALUATION

Partners also chose each other's best practices to be practically done in their settings. These are as follows:

### CZECHIA

#### *Best practices evaluation*

<b>Name of the organization:</b>	Srdcová sedma z.s.
<b>Best practice implemented:</b>	Use your imagination during work with a paper by Window Romania
<b>Outcomes of the practice</b>	The activity was short, but we made a video, which was shared.
<b>Weak parts of the activity</b>	We are just a bit struggling with explanation and overcoming shame
<b>Strong parts of the activity</b>	In our group, there is a guy who doesn't use oral language. The benefit of this activity iOS, is that you don't need any oral skills and the background of participants could be from different cultures, languages, disabilities, etc.







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<b>Suggestions for changes or improvements</b>	This activity is the perfect icebreaker and initial activity for a longer workshop about thinking out of the box.
<b>Atmosphere during the testing activity</b>	Participants enjoyed this activity, and they did not find it difficult.
<b>Additional comments</b>	<p>The activity was implemented during the gym lesson in the Prague Horse Club TJ Orion Praha.</p> <p>These lessons are held every Thursday. And during the lesson, we meet children with and without disabilities.</p>





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## LITHUANIA

### Best practices evaluation

<b>Name of the organization:</b>	Asociacija IVAIGO
<b>Best practice implemented:</b>	DRAWING ACTIVITY by Društvo Bodi svetloba
<b>Outcomes of the practice</b>	Students, who participated in the activity, enjoyed, and had a great time, they expressed themselves and listened to others while they were presenting their masterpieces.
<b>Weak parts of the activity</b>	The activity was short, it took only one lesson. But we implemented it twice with different groups.
<b>Strong parts of the activity</b>	Art is a global language and even some war refugees' kids who joined the activity without knowing the language had no problem expressing themselves through drawing and painting.  Social inclusion of SEN (special educational needs) students and war refugees students worked perfectly.
<b>Suggestions for changes or improvements</b>	Calm classical music in the background - helped the participants to concentrate as some of them especially had difficulties with it.  Could be implemented as a set of several sessions as one activity itself is short.





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<b>Atmosphere during the testing activity</b>	Relaxing and cheerful, calm classical music in the background
<b>Additional comments</b>	Best Practice was implemented for a group of stakeholder organization's (Vilnius International School) students. Students with special educational needs were asked to draw their feelings TODAY. Of course, it is not an easy task to draw the feelings, but the results impressed and surprised us. Some of those students were so creative! We implemented the activity twice with 2 different groups.





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## SLOVENIA

### Best practices evaluation

<b>Name of the organization:</b>	Društvo Bodi svetloba, Slovenia
<b>Best practice implemented:</b>	Creating Erasmus from letters
<b>Outcomes of the practice</b>	We created Erasmus from letters with the help of crayons.
<b>Weak parts of the activity</b>	Participants would like to have even more time to create letters
<b>Strong parts of the activity</b>	Participants were eager to participate in the project. They took time to decorate letters and draw and create motifs around letters.
<b>Suggestions for changes or improvements</b>	No suggestions for changes or improvements.
<b>Atmosphere during the testing activity</b>	The atmosphere was very positive; they were eager to show their talents.
<b>Additional comments</b>	A positive energy among participants was shared during the activity.





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## ROMANIA

### Best practices evaluation

<b>Name of the organization:</b>	WINDOW ROMANIA
<b>Best practice implemented:</b>	MINDFULNESS ACTIVITY by DRUŠTVO BODI SVETLOBA
<b>Outcomes of the practice</b>	<i>The participants, students aged between 16 and 20 with and without disabilities, felt very good at the activity, learned to know their body, noticed their thoughts, and body sensations, were open and curious</i>
<b>Weak parts of the activity</b>	<i>For the deaf students, it was more difficult to convey the stages of meditation. It was necessary to explain to them from the beginning what they had to do, and they did it themselves. Also, they did not hear the music to enter the state of meditation</i>
<b>Strong parts of the activity</b>	<i>The participants were excited about this new activity for them, they felt relaxed at the end and learned how to pay attention to their body and what they feel, they realized that by controlling their breathing they can relieve stress.</i>
<b>Suggestions for changes or improvements</b>	<i>It is necessary to repeat the activities periodically to connect to their body and to form this habit of feeling their sensations, emotions</i>
<b>Atmosphere during the testing activity</b>	<i>Very relaxing and pleasant</i>





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<b>Additional comments</b>	<i>The best practice was implemented by young deaf people with mental disabilities and 3 young partners in a theater project. I used guided meditation.</i>
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## TURKIYE

### Best practices evaluation

<b>Name of the organization:</b>	Tum Engelliler Kultur Sanat Dayanisma ve Spor Dernegi
<b>Best practice implemented:</b>	Circle activity by Window Romania
<b>Outcomes of the practice</b>	Participants increased their self-expression and confidence. They had a fruitful time. The activity was a great opportunity to improve my creativity skills.
<b>Weak parts of the activity</b>	After a while, participants began to get bored. That's why the activity was applied to different groups.
<b>Strong parts of the activity</b>	For disabled people, the activity was very creative and contributed to their self-expression and confidence.
<b>Suggestions for changes or improvements</b>	Before the activity, a short speech should be made with the participants about the used materials. For each activity, new materials should be used.
<b>Atmosphere during the testing activity</b>	Funny and relaxing.
<b>Additional comments</b>	Best Practice was implemented for the volunteers of Tesder. They liked this activity and talked with each other about how to improve this activity





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## REAL-LIFE STORIES VIDEOS

Partners have also produced real-life stories and videos about their work with young disabled people.

### CZECHIA

Video about horse therapy:

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>







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## LITHUANIA

A blind teacher Emine Ortakaya

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>





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## SLOVENIA

Alja Kamishibai Theatre:

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>

A dancer Hana

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>

A musician and theater actor Blaž

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>





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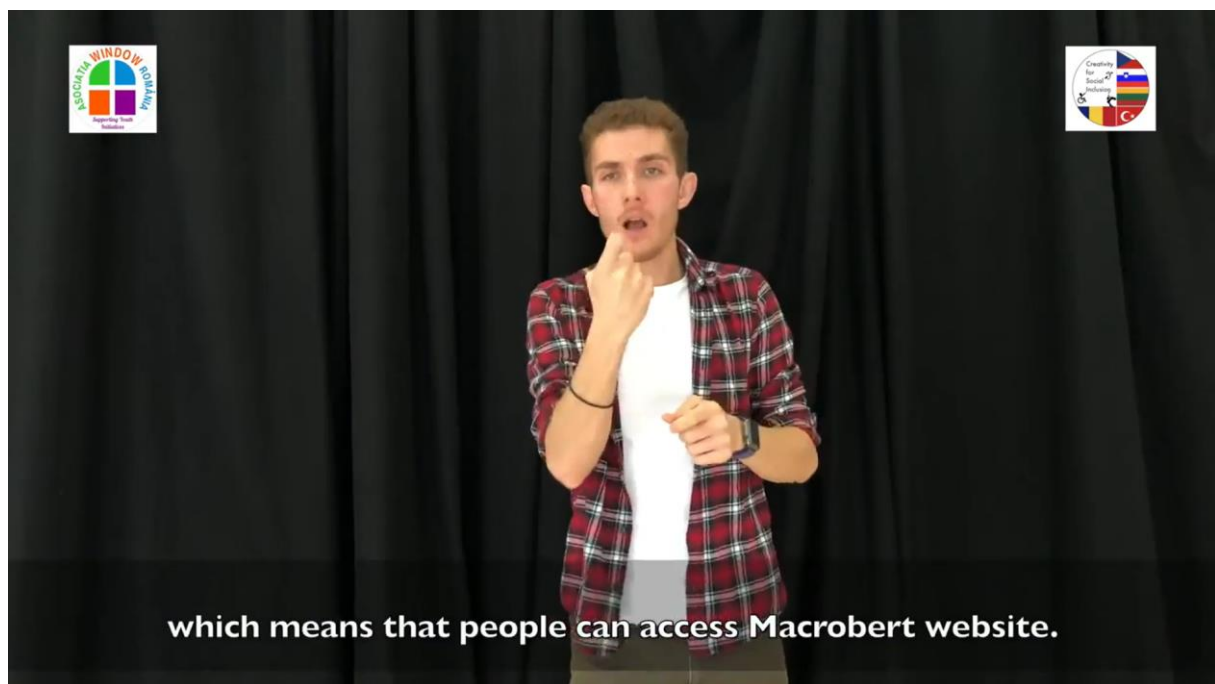
## ROMANIA

Petre Dobre from Deaf Theatre:

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>

Irina Vartopeanu from Craova Theatre

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>





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## TURKIYE

Artist Kaan Erdem

<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>





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## A MOVIE

Compilation of all movies from all partners' videos can be found at:  
<https://drive.google.com/drive/folders/1fkHHqh0LJogyitJxbeS1SRp376QnZ1LE>





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## PEER-TO-PEER ACTIVITIES

Each partner has also organized peer-to-peer activities. They include the following ones:

### CZECHIA

Peer-to-Peer Activity No.1: Inclusion is not an easy topic. There is prejudice found about disabled people in speeches from former president Miloš Zeman, a University teacher, and opposition towards sheltered homes for the mentally disabled in Svitavka village.

Peer To Peer Activity No.2- acceptance in society like Štefan with Down Syndrome and how the public views people with disabilities

Peer To Peer Activity No.3- Young disabled people had to guess things.





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## LITHUANIA

Peer-to-Peer Activity No.1: Participants had to write what they understood under the sentence Creativity For Social Inclusion.

Peer-to-Peer Activity No.2: Again, the youth had to write on the sheet of paper what they think Creativity For Social Inclusion is

Peer-to-Peer Activity No.3: Martynas' conversation about the inclusion of disabled people in society





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## SLOVENIA

Peer-to-Peer Activity No.1 Young disabled people talk and perform their skills.

Peer-to-Peer Activity No.2 Young people use more than one story card and they perform their tasks and thus talk about themselves.



I learned how to dance when I was five years old. I really enjoy it and am very flexible.







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## ROMANIA

Peer to Peer Activity No.1 game using imagination with wrapping paper.

Peer-to-Peer Activity No.2 asks young people what they think creativity is.

Peer to Peer Activity No.3- making the name Creativity for social inclusion.





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## TURKIYE

Peer to Peer Activity No.1: calligraphy of Creativity for social inclusion

Peer-to-Peer Activity No.2: Erasmus Day with young people

Peer-to-Peer Activity No.3: What do you think about this picture?





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## HOW TO GET RID OF STEREOTYPES ABOUT DISABLED PEOPLE

Everybody's fighting some kind of stereotype, and people with disabilities are no exception. The difference is that barriers people with disabilities face begin with people's attitudes — attitudes often rooted in misinformation and misunderstandings about what it's like to live with a disability.

One myth is that all people who use wheelchairs are chronically sick or ill. The fact is that the association between wheelchair use, and illness may have evolved through hospitals using wheelchairs to transport sick people. A person may use a wheelchair for a variety of reasons, none of which may have anything to do with lingering illness.

Another stereotype is that all people with hearing problems can read lips. The fact is that lip-reading skills vary among people who use them and are never entirely reliable.

Another stereotype is that blind people have acquired the sixth sense. The fact is that although most people who are blind develop their remaining senses more fully, they do not have a "sixth sense."

People with disabilities are more comfortable with their kind. The fact is that in the past, grouping people with disabilities in separate schools and institutions reinforced this misconception. Today, people with disabilities are in mainstream society.

People with disabilities always need help. The fact is that Many people with disabilities are independent and capable of giving help. If you would like to help someone with a disability, ask if he or she needs it before you act.

The final stereotype would be that there is nothing one person can do to help eliminate barriers confronting people with disabilities; the fact is that everyone can contribute to change.





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We can help remove barriers by:

- Understanding the need for accessible parking and leaving it for those who need it
- Encouraging participation of people with disabilities in community activities by using accessible meeting and event sites.
- Understanding children's curiosity about disabilities and people who have them.
- Advocating a barrier-free environment.
- Speaking up when negative words or phrases are used about disability.
- Writing producers and editors a note of support when they portray someone with a disability as a "regular person" in the media.
- Accepting people with disabilities as individuals capable of the same needs and feelings as yourself and hiring qualified disabled persons whenever possible.



