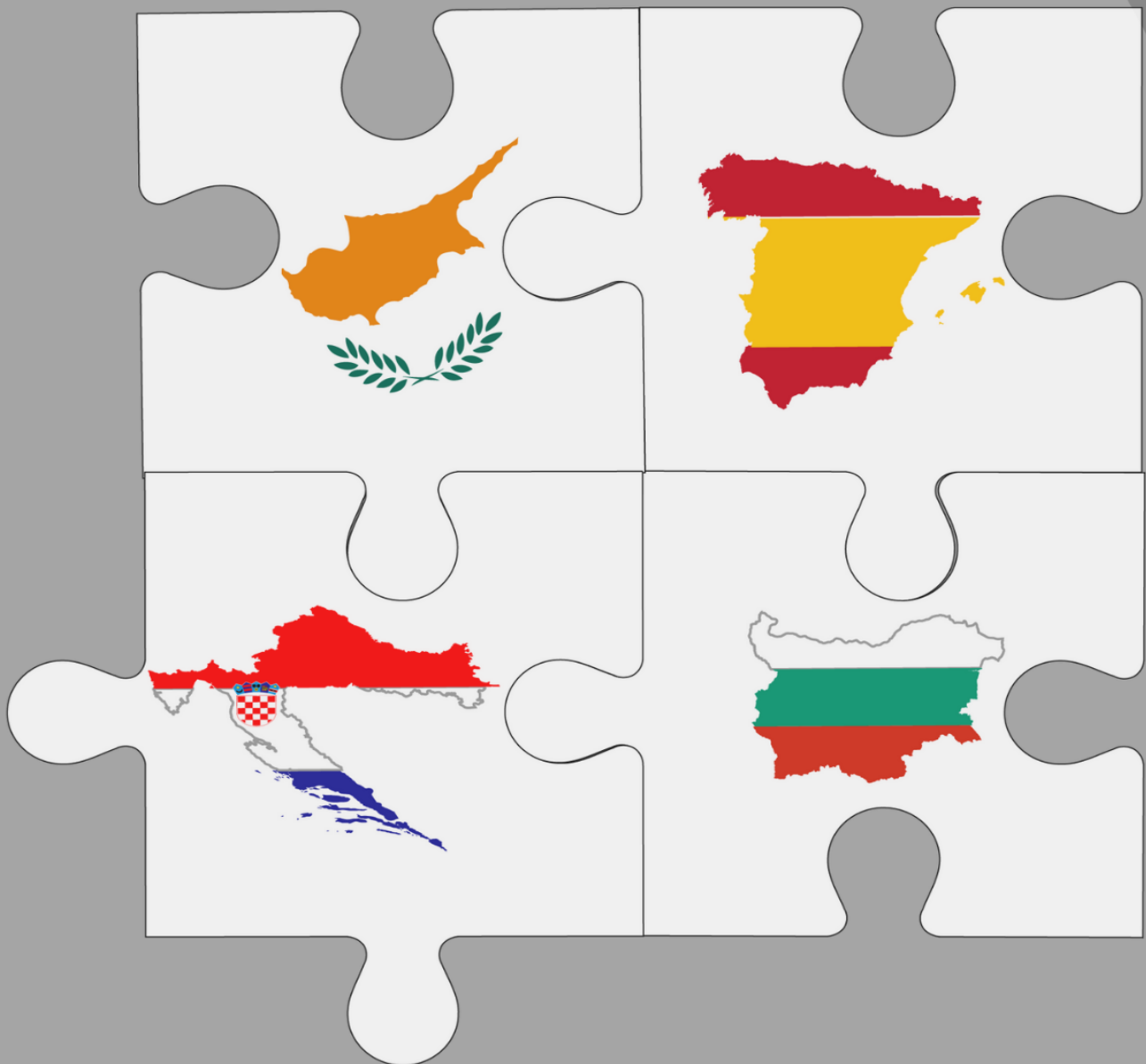




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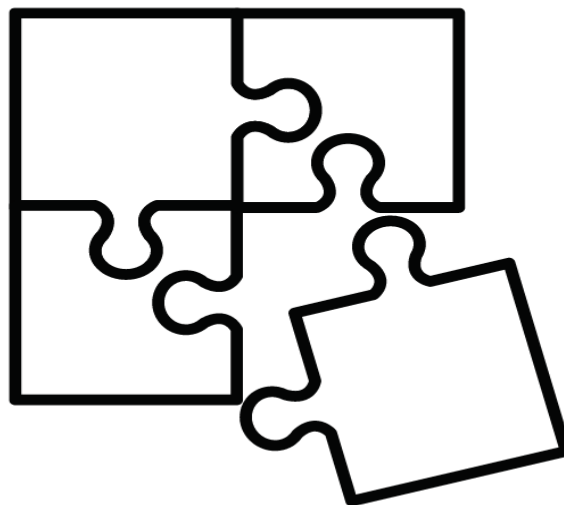
TC4SEE



Social Exclusion
Escape e-Toolkit

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Chapter 1

About the project & The partners



Within the European Union's strategy for jobs and smart, sustainable, and inclusive growth in Europe 2020, the "Agenda for new skills and jobs" aiming to raise employment and activity rates, touches on the issue of the extremely low employment and activity rates of persons with disabilities and the 'benefit trap' partly responsible for this. In 2012 the European Economic and Social Committees drafted the Opinion on young persons with disabilities where inclusive education, reasonable accommodation in employment, incentives for employers to hire young persons with disabilities, and accessibility (including the accessibility of new technologies and websites) were recognised as crucial to enhance the participation of youngsters with disabilities in Europe.

The objectives of the TC4SEE project are:

- To promote and develop innovative NFE methods that tackle inclusion, equity, excellence, creativity, diversity in education and youth.
- To establish and develop transnational cooperation in working with disadvantaged youth to exchange knowledge, information and resources for innovating such youth work.
- To utilize digital tools, resources, and creative methodologies to innovate learning processes and increase their quality so that they address the needs of the specific target group.

The main target groups of this project are organizations and youth practitioners working in the field of non-formal education and youth, specifically those that are working with the most disadvantaged youth such as youth with physical disabilities, youth with impaired vision, youth with blindness, youth with learning disorders and NEET's.

The indirect target groups of the project are youth with disabilities and fewer opportunities across Europe, especially those in Croatia, Cyprus, Bulgaria, and Spain that can benefit from the results of this project.

The project's main result is the developed SEE toolkit, also available in audiobook format so that youth workers with impaired vision or blindness can use it as well.

It presents a collection of good practices in Youth Work with disabled youth, in regards to the development of their skills and competences and their inclusion in youth work activities. The e-toolkit also presents the results of research on the status, opportunities, and obstacles in including youth with disabilities in youth working activities and NFE programmes.

Finally, the e-toolkit presents a chapter on innovative and creative NFE activities based on gamification methodologies that aim to engage, empower and connect youth with disabilities with their peers.

The coordinator



The County Association of Blind People Split (Croatia) is a non-governmental, non-profit organization for disabled people. CABPS is actively involved in project development and implementation in the local, national and international sphere that directly aims at the personal and professional development the blind people. The Association was founded with the aim of working for the common and public good for blind people. Our mission is to promote, develop and improve the status of blind people in the local community. We are working towards protecting their rights and interests as fundamental human rights, especially: dignity, equality, non-discrimination, accessibility and social inclusion. The main goal of the Association is to contribute to the creation of an equal society by promoting human rights, implementing anti-discrimination policies and organizing public activities in order to reach individual understanding, acceptance and respect for differences of the disabled people, especially the blind.

Website: <https://www.udrugaslijepih.hr/>

Facebook: <https://www.facebook.com/udrugaslijepihsplit>

The partners



Citizens In Power (CIP) is an independent non-profit, non-governmental organisation from Cyprus. CIP constitutes one of the leading organisations in Cyprus in the fields of global education, social innovation, democratic dialogue, entrepreneurship, STEM and sustainable growth. To achieve those targets, CIP has established an ongoing collaboration with leading universities, NGOs and research institutions in Cyprus and abroad, particularly for developing innovative projects and international trainings or seminars, as well as the deployment of pedagogical and educational material by primarily using web platforms and other technological innovations.

Website: <https://www.citizensinpower.org/>

Facebook: <https://www.facebook.com/citizensinpower>



Association WalkTogether (WT) is created in 2013 in Bulgaria to serve as a learning organisation that gathers trainers, youth and adult learner, social workers, youth policy makers, experts, and volunteers with different levels of competences to actively be involved in the creation of civic activities with European dimension and with benefits for their local community. The focus of WT is:

- Teaching, Learning, Experiencing through non - formal education and based on non - formal learning methodologies;
- Recognition of non-formal education and youth work by the society and the state;
- Strengthen personal and professional development of young people through non-formal and informal learning mobility activities (developing skills and competencies to enhance employment opportunities, especially for people with fewer opportunities).
- Promote inclusion and diversity, intercultural dialogue and the values of solidarity, equal opportunities and human rights among young people in Europe.
- Supporting development of professional networks across Europe in different EU programs.
- Involve people with fewer opportunities (cultural, geographic, social obstacles) in multicultural activities.

Facebook: <https://www.facebook.com/associationwalktogether>

Instagram: https://www.instagram.com/walktogether_bulgaria/



The Europe 2020 association was founded in April 2014, in Puente Genil, Córdoba in Spain and arises as a response to different deficiencies that we perceive in reference to the knowledge by young Andalusians of their possibilities in Europe. However, our experience goes back much earlier with the Youth 2000 - 2006 and Youth in Action 2007 - 2013 programs.

Our objectives

- Promote and stimulate programs for youth, training, education, culture, sports and participation in the European Union and in the public life of the locality.
- Promote a community spirit and integration, and promote knowledge of European culture in young people.
- Promote international mobility.
- Promote initiatives and local sources of employment. Through activities in the field of non-formal education, leisure and free time.

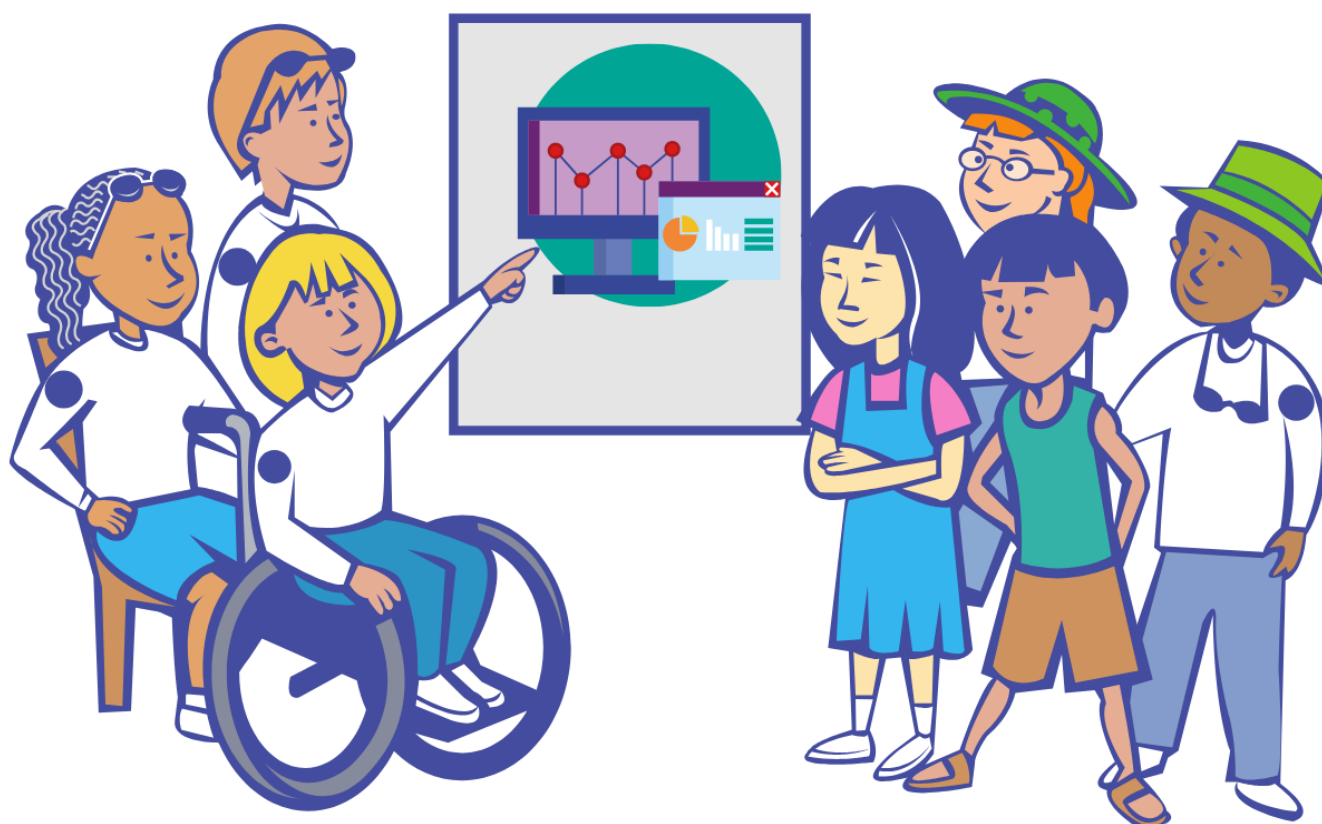
Website: <http://www.aeuropa2020.com/>

Facebook: <https://www.facebook.com/aeuropa2020>

Chapter 2

State of the art

Young people with disabilities: facts and data



According to the World Health organisation, around 10% of the world's children and young people, around 200 million, have sensory, intellectual or mental health impairment. Estimates suggest that there are between 180 and 220 million youth with disabilities worldwide and nearly 80% of them live in developing countries (Groce, 2003; Roggero, Tarricone, Nicoli & Mangiaterra, 2005; United Nations 1990). According to the United Nations' factsheet on Youth with Disabilities, young women and men with disabilities commonly face more discrimination and severe social, economic, and civic disparities as compared with those without disabilities, even in developed countries. For many young people with disabilities, exclusion, isolation, and abuse, as well as lack of educational and economic opportunities are daily experiences. Youth with disabilities are amongst the most marginalised and poorest of all the world's youth, whose basic rights are not well met and for whom full societal acceptance is often out of reach (Burton Blatt Institute, UN's factsheet on Youth With Disabilities, 2010). Young people with disabilities face many more challenges than their non-disabled peers. They often face prejudice and/or negative attitudes which hinder their participation, self-determination and inclusion in the society.

While, people with disabilities are the largest minority in Europe, notably, there is no reliable statistics on the number of youth with disabilities in Europe, partly because youth with disabilities as a group are not quite visible on the policy and research agenda, and partly for the reason that overall disability statistics varies accordingly to the different understanding of a disability across the states.

During the research done by the partners on this project we have come to recognize the same issues on a national research level, where the data and figures for some of the partner countries were impossible to find. This calls for a reaction of the stakeholders and decision makers to show how relevant these issues are and to provide the basis for the works of experts in order to contribute to the social inclusion of the most disadvantaged youth group and of the largest marginalised group in our societies.

CROATIA

According to the latest available data (Croatian Institute of Public Health CNIP dated 3 May 2019), 511,281 persons with disabilities were registered in the Republic of Croatia. Out of the stated total number, 27092 of them are registered as persons with visual impairment, which makes a share of 5.3% in the total

number of persons with disabilities. More than half (14321) of those registered with visual impairment are diagnosed with "visual impairment and blindness".

From the same source of information, we come to the data that in the area of Split-Dalmatia County live 51009 people with disabilities, approximately 10%. With a visual impairment, 2882 of them were recorded, which makes a share of 5.6% or we can say the prevalence of 6 people per 1000 inhabitants. In our

county, more than half of the registered persons with visual impairment (1606) have been diagnosed with "visual disorders and blindness".

Regarding young people with disabilities aged 18-30, 45,676 were recorded in the Republic of Croatia (CNIPH source on 25 January 2022). Of this number, almost 10% are from Split-Dalmatia County, 4951.

Thanks to the data provided to us by the CNIPH, we have the current number of people who make up our target group, young people with visual impairments. At the state level, there were 1618. Approximately 12% of young people with visual impairments live in the area of our Split-Dalmatia County, 199 of them. In the membership register of the County Association of the Blind People Split, 19, i.e. 10%, were registered.

The status of young people with disabilities in Croatia is as challenging as in any other country. To understand the opportunities provided one must realise the obstacles that come with them. Firstly, educational systems are not equipped for inclusion and facilitation of knowledge towards disabled children. From kindergarteners to higher education, parents struggle with providing basic education to their children. Specific disabilities require specific methods for inclusion in education, let alone in non-formal programmes. For youth with physical disabilities in movement and those with mental challenges, regular formal educational programmes enable their inclusion through modification on the existing curricula. Yet the success of these methods is being questioned by parents, teachers, experts and policy makers.

When it comes to youth with blindness, they are one of the most challenging groups to be included in such programmes, seeing that formal and non-formal educational programmes in Croatia focus mainly on visual methods of facilitation that are unable to include youth with blindness.

However, thanks to a minority of educational providers, non-governmental organisations and associations there are projects and initiatives that provide educational and employment opportunities for persons with disabilities such as blindness in Croatia.

SPAIN

Considering "young" people between 15 and 30 years old, this group represents 22.23% of the Spanish population (8,855,000 young people). Considering the territorial distribution of said population, it is noteworthy that three out of five

young people (58%) reside in four Autonomous Communities: Andalusia (20%), Catalonia (15%), Madrid (13%), and Valencia (10 %). 67% live in urban population centres (more than 10,000 inhabitants), 16% in intermediate centres, and 17% in rural centres with less than 2,000 inhabitants.

According to the Survey of Social Integration and Health, applied in 2019, in Spain 398,773 people between the ages of 15 and 30 have declared having a

disability. The weight of women who represent 54% of this population stands out. For the purposes of the survey, a person with a disability is considered to be one who has indicated their health condition (illness/chronic health problem or limitation in basic activities) as one of the barriers to participating in some area of life.

According to the State Database of Persons with Disabilities, in 2019, 250,163 young people had been assessed. Of these, 67.95% have been recognized with a degree higher than 33%. By sex, 60% of these people are men compared to 40% women, which, in comparison with the demographic data exposed by the previous source, indicates an underrepresentation of women in valuation services. By type of disability, the highest percentages are in mental retardation and mental disorders (44.6%), which shows a strong trend towards the growing prevalence of this type of disability.

When considering the type of disability, young people indicate as main limitations those related to leaving home (59%); leisure activities (55%) and access to suitable employment (33%). These percentages vary when looking at sex. Thus, women with disabilities experience limitations in greater proportion than men with disabilities for contact and social support (71% vs. 29%), for leaving the house (62% vs. 38%), and for using means of transport (60% vs. 40%). On the contrary, there is a higher percentage of men with disabilities who experience limitations in accessing adequate employment (56% of men versus 44% of women) or who feel limited in moving around in the urban environment (53% versus 47%).

Judging by the works that we have been studying, from various parts of Spain, the authors do not show special interest in inclusion in other areas related to youth work, leisure and non-formal education. However, the evaluations of the measures developed for the inclusion in the educational field of young people with disabilities seem not to have had the desired effect.

In this way, we usually find the following obstacles in the inclusion of young people with disabilities in youth work and in non-formal education.

However, as has already been pointed out, there are still many environmental factors that limit the participation of people with disabilities, which must be addressed. Among these are:

1. Inadequate policies and regulations. Policy design does not always consider the needs of people with disabilities, or sometimes existing policies and regulations are not applied.
2. Negative attitudes. Opinions and prejudices are obstacles, for example when workers fail to see beyond the disability; youth workers do not recognize the value of teaching disabled children; employers discriminate against people with disabilities, and family members expect very little from their disabled relatives.
3. Failure to provide services. People with disabilities are especially vulnerable to deficiencies in services such as health care, rehabilitation, or support and assistance.

4. Problems with the provision of services. The quality and adequacy of services for people with disabilities are affected by problems such as poor coordination between services, insufficient staffing, and inadequate skills and training of staff.
5. Insufficient financing. The resources allocated to the execution of policies and plans are often insufficient. In Poverty Reduction Strategy Papers, for example, disability is sometimes mentioned, but the financial means to address it are not provided.
6. Lack of accessibility. Buildings (including public spaces), transport systems and information are often inaccessible. Lack of access to transportation is one of the factors that most often discourages people with disabilities from seeking work or prevents them from receiving health care. In many cases, the communication needs of people with disabilities are also not addressed. Information is often not available in accessible formats, leaving people with disabilities unable to access basic ICTs, such as telephones or televisions.
7. Lack of consultation and participation. In many cases, people with disabilities are excluded from the decision-making process on issues that directly affect their lives.
8. Lack of data and evidence. The lack of rigorous and comparable disability data and evidence of successful programs often prevents understanding and action.

BULGARIA

General statistics of the number of people with disabilities in Bulgaria quantifies 460 000 individuals with permanent disability. According to the action plan of the Agency of disabled people for 2021, their profile is diverse: 25 % are with the highest stage of disability (1st group); 38% represent the 2nd group and 37% are with light disabilities (3rd group). Interestingly, the number of women (56%) with disabilities in Bulgaria is higher than men (44%), also the number of people with disabilities in remote areas is greater in comparison with the bigger cities according to the last census, as well this is due to the demographic crisis in the country.

Because of COVID 19 progress from 2019 and 2020 has been lost and people with hard disabilities have been left in the background. There is some doubt

about the correctness of the data, because of the ability of the citizens to count themselves and secondly, a large number of people choose to use and receive benefits from the state institutions.

The challenges in education in Bulgaria are related to the shortage of specialist for work with children and students, according to the different types of special educational needs, especially in remote and small settlements, as well as providing timely and continuous training and education of pedagogical specialists for work with children and students with special education needs. Part of the problem is related to the lack of opportunities for providing an accessible architectural environment for children and students with special needs educational needs in kindergartens, schools and service units, insufficient teamwork and partnership with parents and insurance institutions of a supportive environment in kindergartens and schools. The physical access to schools and transport and access to technical aids as well are problems that need to be solved. For the results to be effective, inclusive education requires investment in the construction of buildings without architectural barriers. Appropriate teacher training is also required to provide general or additional support for the personal development of children and students with special educational needs. Development of individual curricula in which children and students with special educational needs can receive more attention and appropriate care is needed. There are several indicated obstacles in regards to NFE opportunities provision:

Most NGOs do not have accessible infrastructures and support facilities technologies to support the inclusion of young people with disabilities;

Most NGOs are interested in involving young people with difficulties in non-formal learning opportunities, volunteering and leisure activities, while bearing in mind that need funding and staff training to do so;

Most NGOs need training materials containing: methods, activities and guidelines for increasing the accessibility of your projects;

Most people think that they have to do a lot of changes and adapt in terms of accessibility and services, which they receive from institutions and non-governmental organisations.

CYPRUS

The most challenging part of this research was gathering research and scientific data in Cyprus. According to the "European Semester 2017/2018 country fiche on disability" report developed by Katerina Mavrou and Anastasia Liasidou and the comparative data of The Academic Network of European Disability experts (ANED) despite some progress in promoting disability rights in employment, social inclusion (reduction of poverty) and education there are many issues that need to be addressed if Cyprus is to meet its legal obligations as a signatory of the UNCRPD. It is motioned that The Concluding Observations and Recommendations from the UN CRPD Committee (April 2017) indicate a number of problematic policies and practices in Cyprus, including those specific to employment, education and social inclusion. An issue that raises significant concerns is the lack of national data on disability. According to the report, this is

a manifestation of the low priority given to disability issues in the Cypriot context, and many policy initiatives addressing the needs of vulnerable groups of people do not include, or do not specifically refer to, disabled people. Even where some data are available, these are often based on very limited samples and, as a result, data validity is significantly undermined. Our researchers have confirmed these challenges and were thus unable to provide the statistical data in regards to the country of Cyprus and persons with disabilities.

There are numerous references in the Republic of Cyprus Constitution concerning all Cyprus people in both constitutionally established communities - the Greek Cypriot and the Turkish-Cypriot. It is self-evident that these references affect young people and concern all fundamental rights and freedoms, e.g. the right to education in Article 20. Nevertheless, there is no reference to “young people” or “youth”. Which is an additional challenge when it comes to gathering relevant and trustworthy data.

With respect to the national legislation on youth, the terms “youth” and “young people” are explicitly referred to in the Youth Board Law 33(1)/94, which was adopted by the House of Representatives in April 1994 and established the Youth Board of Cyprus.

The National Youth Strategy 2017-2020, described in Article 1 above, puts forward the age range of 14-35 for its target group. Although not legally founded, it was approved and adopted by the Council of Ministers in 2017, “putting the governmental plan for the empowerment of young people into action”, as precisely stated by the President of Cyprus, Mr Nikos Anastasiades.



Opportunities & Good practices across partner countries

After gathering the statistical data and showing the lack of information and practical application of the existing policies, as well as the immense importance of the socially inclusive initiatives aimed at young people with disabilities, the partners on this project have researched relevant opportunities for young people with disabilities in each of the partner countries. These include organisations and facilities aimed at providing services for the specific target group and additionally projects and initiatives we have selected good practices that enhance their inclusion in social affairs, education and employment. Some of these good practices have been developed by the partners themselves during their work in the education and social services sectors.

Organisations

Croatia

SOIH is the main organization that gathers associations of persons with disabilities in Croatia. The organisation involves 15 national associations as a network of protecting workshops across Croatia that further involves over 250 local associations of persons with all kinds of disabilities in Croatia.

<https://www.soih.hr/>

When it comes to persons with visual impairments, there is only 1 state institution for formal education of blind people. It is the **Vinko Bek Centre for Education** located in the capital, Zagreb. Primary and secondary education programs for the blind and psychosocial rehabilitation are available at the Centre.

Primary education lasts the same as regular primary education in Croatia, 8 years. The Centre provides accommodation and care for students coming from other cities.

Regarding secondary education, 3 programs are currently available at the Centre:

1. Business Secretary (students are trained to perform all administrative and secretarial work in companies and state institutions - communication with clients, use of means and aids of office communication, especially computers with special equipment for the blind and visually impaired.
2. Telephone operator (students acquire highly functional knowledge and skills - knowledge of traffic, position and role of telecommunications, master the skills and techniques of telephony and computer typing and the basics of working in contact centres)
3. Administrator (students are educated for simple office work)

In addition to the Vinko Bek Centre, there is another public institution of social care for the blind and partially sighted in Croatia, the Silver Centre.

The Silver Rehabilitation Centre is a unique social care institution in this part of Europe, which includes work with assistance dogs (guide dogs, rehabilitation and therapy dogs) in the rehabilitation of people with disabilities and children with disabilities. Rehabilitation services provided are based on the principles of equality, fairness and quality of services in accordance with the individual needs and capabilities of users in order to better integrate into the local community. The basic determinants of all activities are rehabilitation in order to fully involve users.

<http://czrs.hr/centar-za-rehabilitaciju-silver/>

Higher education in Croatia is not adapted to blind and partially sighted people, and we are already facing the important role of civil society in the public sector. Thanks to the project of the association Zamisli, which has been conducting literature adaptation activities for blind and partially sighted students for the last 7 years, dozens of them have been granted one of their fundamental human rights, the right to education.

Association Zamisli is an association for the promotion of quality education of young people with disabilities, and has been operating since 2005. The goals of the association are to encourage young people with disabilities to participate in the education system, inform and advise young people, involve young people in activities related to active participation in society, involve people with disabilities in activities related to active participation in the community, develop cooperation nationally and internationally. fostering volunteering, etc.

www.zamisli.hr

In addition to the association Zamisli, there is also the **UP2DATE Centre**, which implements the project "Digital book tailored to each student" through which it adapts literature for blind students. The project in 2022 will adapt 45 books for 2 students of the Faculty of Croatian Studies. The project "Digital book tailored to each student" is implemented in partnership with the Faculty of Croatian Studies, with the financial support of the Ministry of Science and Education.

The UP2DATE Centre is the only organisation that deals with the development and application of ICT in the daily lives of users with disabilities. It works for the benefit of all categories of people with disabilities and jointly strives to initiate the creation of universal design. They have more than 650 registered users in their database.

They have established themselves among the interested public as one of the important factors in the field of information and counselling, organising and conducting IT education, providing technical support services to users of new technologies, providing visual assistance and sign language interpreters, digital content accessibility, cultural content adaptation, etc.

<https://up2date.hr/>

Non-formal education of blind people in Croatia is available only in some of the projects, so private stakeholders organise it only as part of some of the project activities.

One of the most widespread private universities in Croatia, **Algebra**, was probably the first to conduct this type of education in the EU project, funded by IPA, in the period 2008-2009. The holder of the project is the **Croatian Association for the Promotion and Development of Typhlotechnics (HPURT)**, and in addition to the Public Open University Algebra, the Croatian Informatics Association is also a partner. The overall goal of the project is to contribute to the competitiveness of blind and partially sighted people in the labour market. During the project, the IT literature was adapted for blind and partially sighted people, printed in Braille and stored in digital form, which enables blind and partially sighted people to follow classes independently. 30

blind and partially sighted people were allowed to attend a verified training program in basic and advanced computer use, ECDL operator. In addition, a specialised IT training centre for the blind and visually impaired in Zagreb has been established and equipped, and an interactive portal for the blind and visually impaired has been developed.

<https://www.algebra.hr/>

HPURT is an association founded in 1991 with the aim of improving the quality of life and meeting the daily needs of blind and partially sighted people. The association carries out activities of information, education, application of modern scientific and technological knowledge in the improvement of typhlo technical aids for everyday life. The association is continuously working on organising certified ECDL education for the visually impaired.

www.in-portal.hr/in-portal-news/sport/333/-huprt-hrvatska-udruga-za-promicanje-i-razvoj-tiflotehnike-

SPAIN

The main organisations that work with disadvantaged groups in Spain come together in the **"Platform of NGOs for social action"**. The Social Action NGO Platform is a state-wide, private, non-denominational and non - profit organisation that works to promote the full development of the social and civil rights of the most vulnerable and unprotected groups in our country and strengthen the Third Sector of Social Field. In 2020, the Social Action NGO Platform has been made up of the 35 most representative non-governmental organisations, confederations, federations and state networks in our country, which have provided 17,095,050 services and have had the collaboration of 3,423. 890 members, 1,221,589 volunteers and 110,396 workers. The Platform, declared Public Utility on February 6, 2007, is part of important international organisations.

Its mission is to defend the rights of the most disadvantaged groups and individuals, promote participation in the field of Social Action, generate social change, represent their organisations before public authorities and lead them around a shared project.

Its objectives are:

- Promote the conditions so that the freedom and equality of the individual and of the groups in which he is integrated are real and effective.
- Eliminate obstacles that prevent or hinder the fullness of people.
- Contribute to inclusion and social cohesion and fight to combat situations of marginalization and social discrimination.
- Defend the civil, political, economic, social and cultural rights of the most vulnerable sectors.
- Improve the Third Sector of the Social Area.
- Promote their articulation at the state and regional level.

- Promote quality in the programmes, services and actions of its member entities.
- The promotion of full equality between men and women in all fields of activity of the platform.

<https://www.plataformaong.org/>

ONCE (Organización nacional de Ciegos Españoles)

The social nature of the ONCE imbues and conditions the ultimate purpose of this association of the blind, which is to achieve two main objectives: the self-reliance and full social integration of its members.

The specialised social services are the institution's hallmark. The ONCE earmarks over 230 million euros a year (2009 figure) to social activities.

The ONCE service model is unique in the world. It includes every specialised aspect and/or service that a blind or visually impaired person might need: education, employment, rehabilitation, adapted technical aids, communication and access to information, sports, leisure, etc.

The ONCE's ability to provide specialised services to its blind members is the fruit of the supportive investments made by thousands of our fellow citizens every day through the purchase of the organisation's gaming products.

Personal Autonomy

The ultimate goal of the social services provided by the ONCE is to have the blind and/or visually impaired attain full self-reliance. The specialisation of these services is key to achieving results.

The Organisation's professionals play a notable role in the rehabilitation activities that encompass all aspects of life for an ONCE member.

Achieving adequate mobility and maximising one's remaining visual abilities are some of the goals that can be realised given enough time and patience.

The results are guaranteed by the quality of the personalised care. Whether it's using a cane to get around or opting for a guide dog to enhance autonomy, these choices both require proper training.

Educational inclusion

The ONCE supports an inclusive educational model for child members, boys and girls studying in schools in Spain. Ninety-eight percent of them, or nearly 7,500

visually-impaired students, are getting a normal education in ordinary schools all around the country.

These young members also have almost 500 dedicated ONCE professionals at their disposal to help them with their learning and to provide them with the material they need to take part in classroom activities. We also help their teachers, classmates and families so that everyone can be involved in the learning process.

Specialised learning for children with visual disabilities is provided in five ONCE centres, located in Madrid, Barcelona, Pontevedra, Seville and Alicante. These are the so-called Educational Resource Centres (CRE in Spanish) where non-structured instruction courses are given, depending on labour market demands, and/or specialised skills are taught to deaf and blind children.

Courses in Braille, using adapted computer equipment, study techniques, orientation and mobility, social skills and the like are some of the specific subjects that are taught to students with visual disabilities.

Deafblindness

The disability that combines two sensory deficiencies, visual and auditory, is known as deafblindness. The special needs and the communications problems resulting from this disability depend on the extent or seriousness of the condition in the individual.

Those ONCE members who exhibit an auditory deficiency are referred to as "members with deafblindness".

So as to assist those members and at the behest of the ONCE, the ONCE Foundation for the Care of Persons with Deafblindness (FOAPS in Spanish) was created in 2007.

<https://www.once.es/>

Federación Autismo Sevilla

It is an entity that represents people with Autism Spectrum Disorders (TEA) and their families in Andalusia.

Its history begins on June 26, 1992. The Federation was born with the intention of supporting and joining the efforts of associations of relatives of people with ASD, as well as to respond effectively to the demands and needs of the group.

Autismo Andalucía is a member of the "Autismo España" Confederation, the Andalusian Council for People with Disabilities" and a founding member of CERMI-Andalucía. In addition, Autismo Andalucía has been declared a Public Utility by the Ministry of the Interior (BOE 05/12/2015).

Mission

The purpose of Autismo Andalucía is to ensure the quality of life of people with ASD and their families in all areas and throughout their life cycle. Our mission is also to serve as a link between the different associations, promoting collaboration between them.

A total of 17 associations are part of the Andalucía Autism Federation. In this section you can check what these entities are. You can also consult the services and resources aimed at people with Autism Spectrum Disorder and their families in your province.

Services and Resources

Autismo Andalucía and its member entities work in coordination with administrations, public and private entities to facilitate access to resources and services for people with ASD under the same conditions as the rest of the citizenry.

<https://www.autismoandalucia.org/>

Disgenil

Disgenil is a Regional Association of parents and guardians of people with disabilities established in March 2004. Disgenil arises with the aim of achieving the integration and normalisation of people with disabilities in all aspects and

stages of their lives: family, school, training , work, social..., as well as improve their opportunities and provide support that allows them to improve their quality of life.

The entity is made up of 26 professionals distributed among the four centres that make up the entity. We are part of Full Inclusion (an organisation that represents people with intellectual disabilities in Spain) and the Córdoba Volunteer Platform.

Disgenil is an Association declared of Public Utility since 05/04/2011 and is registered as an association in the different registries of the Ministry of Health, Justice, Social Services and in the registry of neighbourhood associations of Puente Genil. In addition, we have quality certification (ISO 9001) by Bureau Veritas.

The centres that make up Disgenil are the following:

Early Childhood Care Centre

Inclusive centre

Occupational Day Centre

Day centre

<https://www.disgenil.es/>

BULGARIA

There are several organisations and institutions working with persons with disabilities in Bulgaria.

Agency for people with disabilities

The agency organises multiple types of activities aimed at social inclusion and education of people with disabilities. These are:

- participate in the coordination mechanism in the field of the policy of the rights of the people with disabilities;
- create and maintain an information database for people with permanent disabilities;
- keep and maintain a register of the specialised enterprises and cooperatives of the people with disabilities;
- exercise control over the activities for providing aids, devices and facilities for people with disabilities and medical devices, which are indicated in the lists under Art. 61, para. 1 of the Law on People with Disabilities;
- develop programs and finance measures for stimulating the economic initiative of the people with disabilities and the economic initiative in the interest of the people with disabilities;
- develop programs and finance projects for rehabilitation, social integration and accessible environment for people with disabilities;
- finance target projects and programs of the specialised enterprises and cooperatives of people with disabilities under art. 49 of the Law on People with Disabilities.

<https://ahu.mlsp.government.bg/home/>

National council of people with disabilities in Bulgaria

National Council for Integration of People with Disabilities is an advisory body to the Council of Ministers. It is already attended by non-governmental organisations such as the Union of the Blind in Bulgaria, the Union of the Deaf in Bulgaria, the Union of the Disabled in Bulgaria, the Union of War Invalids and War Victims, the Bulgarian Diabetes Association. Bulgarian Association for Persons with Intellectual Disabilities, National Association of the Deafblind in Bulgaria, National Union of Labour Cooperatives, National Consumer Cooperative of the Blind in Bulgaria, National Centre for Social Rehabilitation, Commission for

Integration of Persons with Permanent Disabilities, Association of Parents of Hearing Impaired Children, Association of Parents of Visually Impaired Children, Association National Union of Cooperatives of the Disabled, National Federation of Employers of the Disabled and Union of Military Disabled Cooperatives in Bulgaria. These organisations of and for people with disabilities contribute to the formation of state policy in this area and have a significant role in improving the regulations. As representatives of civil society, they protect the rights and interests of people with disabilities and participate in the development of normative and strategic documents. With their participation, the Strategy for Ensuring Equal Opportunities for People with Disabilities was developed.

For now, 14 non-governmental organisations for people with disabilities are recognized as representatives at the national level in the National Council for Integration of People with Disabilities. The aim is, through the participation of these organisations in the work of the National Council, to ensure good cooperation between civil society in their person and those in power in shaping policy to ensure equal opportunities for people with various disabilities, as well as, their rights and respect for dignity.

The Council implements the following activities:

- Assists the National Assembly, the Government and the municipalities in drafting laws and by-laws, improving the living conditions of persons with severe disabilities.
- Participates in the elaboration of the national social policy for equalisation of the opportunities for integration of the persons with disabilities.
- Monitors the implementation of the national legislation regulating the rights of persons with permanent disabilities and the obligations arising for the Bulgarian state in this field from the ratified international acts.
- Works to increase the services offered to people with permanent disabilities, supporting their integration in all spheres of social life.
- Conducts information, human rights, anti-discrimination and other campaigns permitted by law.
- Organises and conducts consultations, seminars, symposiums, conferences, congresses, workshops and others for the development and solution of practical and organisational problems, and related to the main goals and objectives of the Association.

https://saveti.government.bg/web/cc_11/1

Association "FOR YOU" ("3a те6") - participates in a horse therapy project. As a result of it, a handbook is created containing methodologies for creating and developing a horse-assisted therapy program with youth participation, a youth volunteer program, methodologies in different types of horse-assisted therapy, and a comparative analysis of good practices in Bulgaria, Europe and the world.

<http://foryoubg.org/en/welcome/>

Paint and Quarter Horse Bulgaria Foundation- therapeutic riding is a horse-led activity aimed at contributing to the improvement of the physical, mental and emotional state of a person with a disability. Each visit to the farm contains several activities for the child and the parent. Upon arrival, the children and the parents spend some time adjusting to the new environment and preparing for the adventure. The child then participates, as much as possible, in preparing the horse for riding.

<https://bg.pqfbulgaria.org/>

CYPRUS

With regard to welfare, social and health services, young people have access to the general public systems administered by the competent ministries, namely the **Ministry of Health and the Ministry of Labour, Welfare & Social Insurance**.

Some structures or organisations that are targeted more specifically at young people and offer their services for the welfare, health and well-being of youth are described thereafter:

Youth Board of Cyprus (ONEK)

The Youth Board of Cyprus was founded in 1994 as a public legal entity according to the Youth Board Law of 1994 (N.33 (I)/94), which was passed unanimously by the House of Representatives. Since the beginning of its operation on the 2nd of June 1994, when the first Board of Directors was appointed, the organisation has offered young people multiple opportunities for active participation in social activities in Cyprus and abroad.

The organisation's primary role is advisory, but it also undertakes youth-related and NEETs-related projects, following the approval of the Council of Ministers, either during the approval of the organisation's annual budget or under another notable decision. As an advisory body, the Board of Directors submits proposals on forming a comprehensive and specialised youth policy to the Council of Ministers via the Minister of Education and Culture.

<https://onek.org.cy/en/>

Pancyprian Organisation for the Disabled

P.O.A.A. Cyprus was created in 1966 and is the first organisation for people with disabilities (AMEA) established in Cyprus. The main purpose is to promote the demands of the disabled and to secure their rights as they exist in the United Nations amendment.

Today, P.O.A.A. can be found in all the districts of Cyprus. and has effectively contributed to the legislative harmonisation amendments with the European Union that promote decent living for the disabled.

<https://www.facebook.com/Pancyprian-Organization-of-people-with-Disabilities-Limassol-774536986211337/>

Pancyprian Alliance for Disability

The Pancyprian Alliance for Disability with this submission aims to provide the Committee on the Rights of Persons with Disabilities (Committee) with additional information on the implementation of the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) in Cyprus, after the Alternative Report submitted to the Committee in August 2016. Also, this submission provides responses to the Committee's adopted list of issues on Cyprus.

The Pancyprian Alliance for Disability was founded in December 2015, with the purpose of participating in the review of the State Report on the implementation of the CRPD in Cyprus. The Alliance is comprised of twenty (20) organisations representing a wide range of persons with disabilities and their families in Cyprus

<http://www.kysoa.org.cy/kysoa/page.php?pageID=3>

Pancyprian Organisation of the Blind

The Pancyprian Organisation of the Blind (POT) was established in 1980 by 20 blind and partially sighted people, citizens of Cyprus. Until then, sighted people, members of the Pancyprian Association for the Welfare of the Blind were representing the blind people in Cyprus and abroad.

The Organisation is non-governmental and mainly charity funded. The main financial supporter of the Organisation is the Association mentioned above, which is still working on fund-raising activities and projects for the welfare of the blind in general.

<http://www.pot.org.cy/index.php/en/about-the-pot>

Cyprus National Addictions Authority (CNAA)

The Cyprus National Addictions Authority (CNAA) is the supreme coordinating body in the field of licit and illicit addictive substances and pathological gambling in Cyprus. Since November 2017, has continued and further evolved the work of the former Cyprus Antidrug Council. In collaboration with Ministries and the other Agencies, CNAA runs programmes for prevention, support and education aiming at students, young athletes etc.

<https://www.naac.org.cy/>

Cyprus Youth Council (CYC)

The CYC is the National Youth Council of Cyprus. It was founded in 1996 and became a fully active member of the European Youth Forum in 1997. It currently hosts 63 Member Organizations, political and non-political youth NGOs from both

communities of Cyprus, all religious minorities, and international students living in Cyprus. It aims to promote dialogue and cooperation between youth in Cyprus and connect them with youth in Europe and globally. Its areas of interest, always related to youth, include human rights and equality, employment and social issues, active citizenship and life-long learning, non-formal education and youth policies.

The CYC was formed to promote cooperation between youth organisations in Cyprus and youth organisations in Europe and the world. It is a voluntary, non-profit association open to youth organisations in Cyprus, guided in its actions by the principles described in the UN Charter and the European Convention on Human Rights. The CYC organises events, seminars, workshops and activities that provide the necessary space for its members to exchange good practices, interests and experiences on any youth-related topic. The CYC is also the main stakeholder in the EU Youth Dialogue that seeks to promote the political participation of all Cyprus youth.

<https://cyc.org.cy/>

Cyprus Refugee Council

The Cyprus Refugee Council is an independent, non-profit organisation established as the evolution of the Humanitarian Affairs Unit of the NGO Future Worlds Centre. During its 11 years of operation, the Unit had grown significantly to become the expert in Cyprus on refugee-related issues, making it one of the main actors in Cyprus in the area. Besides implementing a UNHCR funded project from 2006 to 2017, the Unit had implemented many related projects under various funds such as UNVFVT, EC funds, EPIM, ECRE, German Embassy, and others.

Given the growth of the Unit, the Board of Directors of the Future Worlds Centre supported its evolution into an independent entity, which focuses exclusively on issues related to refugees and asylum seekers as well as other interrelated issues. The independent entity with the name 'Cyprus Refugee Council' is the first NGO in Cyprus to focus primarily on refugees. The work carried out by the Unit, and the existing team has been transferred to the CyRC. The Cyprus Refugee Council envisions a fair and inclusive society that offers protection and support for all.

The Cyprus Refugee Council (CyRC) strives to safeguard, support and advocate for the rights of vulnerable groups in Cyprus, promoting their effective integration into the host society. Focusing on refugees, asylum seekers, detainees, trafficking victims and survivors of torture, CyRC works closely with the local society in order to provide quality services at the individual, community and policy level.

<https://www.cyrefugeecouncil.org/>

Migration Information Centre (MIC)

The Migrant Information Centre (MIC) has developed services based on our core values of listening, empathy, understanding and supporting individual vulnerable

migrants. Our four offices employ highly trained personnel ready to respond to various requests.

MIC works with individuals, families and community groups to identify their needs and provide information on a range of options available to them. MIC supports them in accessing services and resources that meet their needs and building new skills to adjust harmonically to the Cypriot cultural and social environment.

Suitably trained and qualified personnel respond to migrants' general and more specific needs based on a person-centred approach. The Centre's comprehensive approach covers many issues related to the settlement and integration of new and emerging communities. MIC provides a comprehensive service offering professional, timely advice to an inclusive client group, including asylum seekers, refugees, and other vulnerable migrants. Beneficiaries will access free, seamless, wrap-around expert advice and support at crucial times in their lives. Priority will be given to the areas of immigration, housing and destitution, welfare and health. MIC looks forward to collaborating with NGOs and partners in governmental departments to complement each other's work in order to effectively and efficiently address the needs of the most vulnerable individuals amongst new and emerging communities.

<https://mihub.eu/en/>

Projects and activities

CROATIA

Several organisations are working to strengthen the employability of people with visual impairments through the projects they are implementing.

MEK Project: The project to strengthen the employability of visually impaired young people called "Mobility, Education, Communication" (MEK) was implemented by the aforementioned UP2DATE Centre (leader) in partnership with 8 related organisations from abroad. The goal of the project is through a 10-day exchange of visually impaired young people:

Improve the knowledge and skills of blind and visually impaired young people aged 16 to 25 in the field of information communication, social skills, presentation to a potential employer, training for job interviews, assistive technologies.

Inform young people aged 16 to 25 who have severe visual impairments about the possibilities and benefits of using information, communication and assistive technologies, promote the need to improve technical and social skills and raise the level of mobility and quality of life of these young people.

Increase the self-confidence and independence of visually impaired young people who will participate in youth exchanges.

<https://up2date.hr/mek/>

New knowledge for a happier tomorrow project: The Association for the Advancement of the Education of the Blind and Visually Impaired - UUOSSO is implementing this project funded by the European Social Fund.

The purpose of the project is to enable blind and partially sighted people a better position in the labour market through training for additional occupations and attending soft skills workshops. The project increases the employment potential of 15 marginalised persons (persons with disabilities) through the strengthening of professional knowledge through the implementation of adult education and the development of soft skills.

As part of the project, a workshop "What does work mean to us?" Was conducted. The workshop was attended by 4 people with disabilities. Users were introduced to the topic of soft and hard skills, learned which communication techniques contribute to successful communication, received guidelines on how to write a good application and resume and how to successfully present themselves at a job interview. Participants (visually impaired) were presented with equipment that they can use in the workplace and exchanged experiences about using various programs and devices they use.

<http://www.uuosso.hr/default.aspx?id=1180>

Missing step project: The Croatian Association of the Blind implemented the "Missing Step" project, funded by the European Social Fund. The overall goal of the project is to increase the social inclusion of unemployed people with visual impairments by building the necessary competencies and skills for active and competitive inclusion in the labour market.

Specific objectives:

- Training of unemployed persons with visual impairments for the labour market through inclusion in verified adult education programs.
- Strengthening the skills and competencies of unemployed persons with visual impairments for the labour market through communication and rehabilitation training.
- Strengthening the capacity of professionals working with unemployed people in marginalised groups and improving the professional skills of professionals from the applicant organisation.

Target groups:

- unemployed persons with visual impairments
- professionals working with unemployed people belonging to marginalised groups.

In accordance with the planned activities and goals within the project "Missing Step" in Zagreb, verified education programs for masseurs and ECDL operators for the unemployed with visual impairments were implemented. Six unemployed people with visual impairments participated in the program for masseurs, and

during the program, participants in the project organised accommodation in Zagreb to ensure the optimal level of support and availability of all content important for the successful implementation of the program.

The second educational program "ECDL operator" includes 10 unemployed people with visual impairments. During the program, participants were provided with technical support for successfully mastering the material and taking exams. In cooperation with the Public Open University "Algebra", nine students have successfully passed the exams and are waiting for an independent seminar paper.

<http://savez-slijepih.hr/project/zavrzeni/2021-2/eu-korak-koji-nedostaje/>

TECH.LIBRARY project: The City Library of Rijeka participates as a partner in the project, which is part of the Erasmus + program in the field of strategic partnership in adult education. The aim of the project is to improve public library services for blind and partially sighted users, which is achieved through the use of ICT tools and training of library staff with the establishment of an international network of libraries to cooperate in response to the needs of blind and partially sighted users. Digital technologies and networking tools are key drivers of fostering improved library services for visually impaired readers.

TECH.LIBRARY focuses on 3 main goals:

- prefer the exchange of best practices among the staff of different libraries on services and ICT tools to involve visually impaired users
- expand the digital competencies of library staff through customised training activities on ICT tools
- establish a network of libraries for cooperation in response to the needs of visually impaired users.

The project will involve 122 participants in training and exchange of best practices, while 260 will participate in multiplication events.

Expected project results are a TECH.LIBRARY Internet platform, a training video in 7 different languages and a practical guide and best practice recommendations in 7 different languages.

The expected impact of the project is to promote the professional development of library staff in ICT methodologies, while improving their key competencies and encouraging much greater involvement in libraries by improving key services for blind and partially sighted users across Europe.

<https://www.rijeka.hr/gradska-uprava/eu-projekti/aktualni-projekti/tech-library/>

3D and Virtual Reality Technologies for VET project: Erasmus + KA2 project within the key activity Cooperation for Innovation and Exchange of Good Practices was developed within an international consortia. Juraj Dobrila University in Pula is the coordinator, and the consortium consists of partners from Croatia, France, Norway and Romania.

The main goal of the project is the dissemination of knowledge to students, professors and other enthusiasts in the field of new technologies of CAD modelling, 3D printing and virtual reality. Special focus is on target groups: technical and vocational schools.

The main idea of the project is the development, design and transfer of innovative specialised skills and tools used in the field of additive technologies, robotics and virtual reality in the vocational education sector through the development of specialised education modules.

Applying blended learning, in other words linking online learning to practical offline learning, "would greatly facilitate the acquisition of new knowledge and skills in high-tech technologies and benefit teachers, students and other interested users.

The expectations of the project beneficiaries are focused on the rapid acquisition of skills and knowledge in order to make the acquired knowledge relevant and in line with new trends in the industry. Special attention will be paid to designing suitable materials for blind and partially sighted people, as well as persons with physical disabilities. The universality of application would easily ensure the exchange of expertise, experience and good practice with partner organisations in Croatia and abroad. This project will create a prototype learning system that can be rapidly developed according to the needs of rapid technological improvements and ensure that expertise is quickly provided to future generations of vocational education in Croatia and abroad.

<https://www.unipu.hr/en/international-cooperation/projects/3dandvrforvet>

SPAIN

In Spain we find a multitude of information on opportunities for the inclusion of young people with disabilities in the field of non-formal education. For more than 20 years, their problems have been analysed and solutions have been applied through general inclusive education plans in the different autonomous communities. The Spanish partner in this project has implemented several projects aimed at inclusion of youth with disabilities.

Solidarity without borders project

This is an individual volunteer project included in the European Solidarity Corps that the Europe 2020 association is carrying out in coordination with the Puente Genil City Council and the Compañía de María School. In this project we specifically decided not to work on "disability projects" where young people with a disability are again excluded, but we wanted to encourage "mixed ability projects" where peers with and without a disability have an authentic opportunity to learn to accept each other in the process, regardless of their abilities and disabilities. We have tried to be inclusive and put all young people on the bandwagon, including that 15% with disabilities. We think that, with this project, young people with disabilities feel more accepted and integrated and those without them learn to deal with them. But, what's more, it contributes to equality and the right of young people to participate.

In this specific case, the 3 young participants, with mixed abilities, carry out collaboration and support work at the School Compañía de María, while giving

inclusion possibilities to young people with and without disabilities, users of the centre.

<http://www.aeuropa2020.com/solidarios-sin-fronteras-2021>

Mesa local de juventud project

The participatory assembly project "Mesa Local de Juventud" was established in Puente Genil in 2007, as a response to the lack of initiative and participation of youth groups in decision-making in their community. In this way, from that moment, and thanks to the support of the Puente Genil City

Council, the young women took effective control of leisure and free time actions, work entrepreneurship and social inclusion in their municipality. The "Mesa" has an annual budget that is managed directly by the youth of the municipality for the use and enjoyment of the entire community.

Over time, we were able to observe that the inclusion of young people with certain disadvantages was more complex in this type of action, which began a support process for the inclusion of disadvantaged young people. In this way, measures were adopted to approach and make feel for any young person in the population regardless of their gender, social, economic, racial problems or disability.

Currently, "La Mesa" has the participation of more than 1,000 young people annually, who represent the entire population of the locality, discriminating against the participation of disadvantaged youth or with fewer opportunities.

For this reason, this assembly project has won numerous awards in the Andalusian Community.

<https://www.facebook.com/AJ-Mesa-Local-de-la-Juventud-de-Puente-Genil-902029276662374/>

Pintatumente project

Is a project whose first edition took place thanks to a Youth Initiative requested from the Youth in Action program in 2013. In it, young people with fewer opportunities in our town, mainly young people who neither study nor work, as well as others with needs special, mainly related to attention and learning difficulties, had the opportunity to develop their artistic skills through urban art, muralism and graffiti.

Thanks to an agreement with the Puente Genil City Council, these young people have the opportunity to decorate different public spaces, with the support of a tutor specialised in the inclusion of young people with fewer opportunities.

It is a very visual project, with an impact on society and that shows a high degree of inclusion in the society of our community.

<https://www.youtube.com/watch?v=M17LnB-9WnY>

Disgenil. Juan XXIII day centre

Disgenil is a Regional Association of parents and guardians of people with disabilities established in March 2004. Disgenil arises with the aim of achieving the integration and normalisation of people with disabilities in all aspects and stages of their lives: family, school, training, work, social..., as well as improve their opportunities and provide support that allows them to improve their quality of life.

The entity is made up of 26 professionals distributed among the four centres that make up the entity. We are part of Full Inclusion (an organisation that represents people with intellectual disabilities in Spain) and the Córdoba Volunteer Platform. The Juan XXIII Day Centre cares for people over sixteen years of age with different abilities from Puente Genil and its natural region, the objective being the promotion and development of people with high degrees of intellectual disability through the development of personal autonomy skills and as well as by counselling their families. People with persistent support needs of an extensive or generalised type in all or almost all areas of adaptation skills (communication, personal care, home life, social skills, health, self-direction, use of the community...), with a intellectual functioning always below average and, in general, very limited, and with quite frequent presence of maladjusted behaviours and/or associated mental disorders.

The objectives of this project are to promote the integral development of people with different capacities in order to achieve, within individual capacities, the overcoming of the obstacles that the disability itself supposes for them, for social integration, guaranteeing the performance of activities that help them acquire a better quality of life and well-being, personal autonomy, stimulation of eating habits and hygiene, as well as stimulation at a cognitive level.

Promote the involvement of the family, the environment and the community, through the implementation of an intervention program aimed at the family environment.

<https://www.disgenil.es/services-day/>

BULGARIA

Projects aimed at inclusion of youth with disabilities in Bulgaria are mainly international projects.

Youth: Engine of social transformation in Europe

Young people, especially young people in situations of vulnerability or with less opportunities, have fewer spaces for active participation in society, in fact participation in elections is always lower in disadvantaged neighbourhoods and more among young people.

Taking these premises into account, the project aimed to enable young people with fewer opportunities and in situations of social vulnerability to find channels for active participation in democratic life through structured dialogue activities. The ultimate goal has been to achieve useful results for the development of youth policies.

The specific mains of the project are:

- *Promoting better quality work in the field of youth, throughout increased cooperation between youth organisations and other stakeholders.

- *Complete local, regional and national policy reforms and support the development of a youth policy based on knowledge and factual data.

- *To introduce these young people to the European political priorities at EU level in the field of youth.

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-2-ES02-KA347-006624>

Lights on rights! A reflection focused on promoting active citizenship of people with intellectual disabilities.

"Lights on Rights!" is part of the European Union strategy on Disabilities. Moreover, 2015 was a year in which we were informed of the recommendations of the UN Committee on the Rights of Persons with Disabilities in Europe. With this project we have attempted to illuminate" the rights, emphasise them, publicise them and divulge them.

The state of affairs for ID people is that their full social inclusion and active citizenship are not yet a reality, but future challenges. The policies to remove physical barriers have not been extended to the overcoming of mental barriers. All innovative models of care suggest that ID persons, currently mere recipients of support, have to become contributors for the common good. This project has provided an answer to the need for further progress in the full conquest of rights, such that the ID learners will have an active role in this process which involves thousands of European citizens. They were not only recipients but also contributors, offering their experiences, reflections, creations... their voices. As opposed to being isolated in their group or environment, they were participants in open forums, directly sharing their experiences and opinions, and engaging in personal dialogues with disability people from all over Europe.

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-ES01-KA204-015532>

HIPPOCAMPUS project: Promoting mental health and wellbeing among young people through yoga

One of the main challenges of working effectively with young people is their frequent lack of commitment, a characteristic that many of those who spend time

with adolescents (youth workers, parents, teachers) can attest to. Frequently, the proposed solutions do not address the fundamental questions related to the intrinsic motivation of the individual, which is directly related to well-being. Many young people suffer from chronic stress and other problems that inhibit the functioning (and indeed the development) of the prefrontal cortex, which also affects their intrinsic motivation to perform any activity. In short, unless their well-being is addressed, they cannot participate effectively. The HIPPOCAMPUS project aimed to address these issues by promoting the well-being of young people through the practice of a series of techniques derived from yoga. Although the benefits of yoga have been widely researched, and in some places these practices are used with young people, they are not always accessible to all sectors of society. Disadvantaged youth, in particular, are less likely to participate, for various financial and other reasons. The HIPPOCAMPUS program, although available to all, is especially focused on the needs and requirements of these groups.

<https://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-project-details/#project/2017-2-ES02-KA205-009942>

“Grow up with sport activities – social and equal opportunities”, project co – funded by Erasmus + Programme of the European Union under action Sport.

The purpose of the project is to raise the involved organisations’ capacities to promote social inclusion by implementing sport activities and services including children and young people with intellectual disabilities and to use the sport as a driving force for social inclusion. GWSASWO project aims at breaking the barriers that people with intellectual disabilities meet.

The main objectives of the project are:

- To develop and to reinforce networks;
- To increase the capacity to operate at transnational level;
- To confront ideas and methods in different areas relating to sport and physical activities.
- Exchange of good practices;

The partnering organisations in the project are united for the promotion of physical activity and social inclusion to children with the following kinds of disabilities:

- Intellectual disability (ID)
- Down syndrome (DS)
- Autism Spectrum Disorder (ASD)
- Child Cerebral Palsy (CPD)

The result of the project activities is the development, promotion and implementation of a special program for increasing the physical and the mental activity of children with special needs. The Sport education during the project will

be focused on social integration. Through sport children will initiate to demonstrate social communication, to create new friendships, leadership, discipline and teamwork, etc. Thanks to the experience and the knowledge gained, each child will be able to grow as a personality, to increase his civic and national consciousness, to develop the competencies necessary for further learning and to live a meaningful, active life in the modern society.

Adapted physical education is related to the acquisition of new motor skills and habits and the development of motor skills in children with special educational needs.

<https://cesie.org/media/Match-manual-BG.pdf>

Access to Universities for Persons with Disabilities is funded under Erasmus + Programme of the EC, Key Action 2 Strategic Partnerships for Higher Education (Varna Free University „Chernorizets Hrabar“, Bulgaria).

The main objective of the project is to elaborate a comprehensive and adaptable model system of support services for students with disabilities to higher education institutions in European countries.

The model includes the following elements:

Creating a model support services list– comprehensive structured list, responding to a variety of needs, of particular type and level of disability, application model required, etc;

Model awareness building among HEIs personnel of various types (academic, administration, etc.) – including methodology of awareness building and adaptable training model curricula.

Development of methodology of implementation of support services into the HEIs based on intensive testing of proposed model services in each partner country.

<https://www.rapiv.org/bg/product/29-proekt-atu-2019-1-bg01-ka203-062530-dostyp-do-universiteti-za-hora-s-uvrejdaniya-/>

CYPRUS

Several national and international projects have been proven as good practices in Cyprus.

Building structures for intercultural integration in Cyprus is an innovative 2-year project being implemented by the Council of Europe's Intercultural Cities Programme and the European Commission's Directorate General for Structural

Reform Support, in partnership with the Civil Registry and Migration Department of the Ministry of Interior of the Republic of Cyprus.

The project supports the Republic of Cyprus in implementing its National Action Plan on the Integration of Third-Country Nationals 2020-2022, by empowering local authorities, NGOs, and migrant organisations to be part of the integration process.

It uses the Intercultural Cities conceptual, analytical and policymaking tools to address the challenges of migrant integration, in particular related to building trust, fostering community cohesion and managing diversity as a resource.

The project therefore contributes to the integration of migrants in a range of areas including participation, education, cultural and social life, urban planning, business, access to the labour market, anti-discrimination and multilingualism.

Citizens in Power, the Cypriot partner on this project has implemented several projects aimed at disadvantaged youth.

“DREAMM: Develop and Realise Empowering Actions for Mentoring Migrants”

AMIF project. Integration between newly arrived third-country nationals (TCNs) and local communities is still a challenge for the EU. This is true even more so when TCNs are refugees or asylum seekers. In addition to orientation and dedicated services for newly arrived migrants, one powerful tool for local development and social change has proven to be volunteering. However, to become an effective and structured practice in the migration field, volunteering needs management and professional skills that are still unclear, informal and poorly used by migration professionals.

DREAMM, with its application of cultural and gender diversity approach, will offer a structured orientation and field activities to 900 adult TCNs, 150 professionals and 300 local community members.

It will achieve the aforementioned with numerous mindful and meaningful learning events and joint social activities in each territory to empower TCNs, facilitate communication with local services and foster a community-based response to the challenges of the integration process. The 8 partners have different field experiences in migration issues, operate with an interdisciplinary scientifically sound approach to produce workshop material in 4 languages (EN, DE, GR, IT).

85 learning events will provide participants with language, civic and intercultural communication knowledge and skills and 7 joint social activities leading to the definition of 3 different DREAMM mentorship competence profiles for the migration context.

Project Duration: 2021-2023

“Code4SP: Coding for Social Promotion” Erasmus+ KA3 Project

The Code4SP project seeks to educate socially excluded groups and transform them into competent labour market players capable of reacting to the unprecedented lack of software developers in the job market, thus nurturing a new generation of technicians. The acquisition of technical skills and particularly specialised knowledge related to different programming areas has been one of the main prerequisites for work and society. Therefore, transferring computer

programming skills via non-formal education could be considered an efficient way to boost the communities' socio-economic level.

Through the Coding for Social Promotion (Code4SP) project, the consortium is seeking to respond to the emerging demand in terms of the provision of tailor-made coding training to digitally excluded participants, including migrants, refugees, and young people from disadvantaged backgrounds (dropouts, NEET, early school leavers), through the design and implementation of a concrete operational model, able to reach a policy reform. The target above will be achieved by upscaling an already existing good practice, successfully delineated and applied at a local level in Germany by a networked educational community developed by CodeDoor NGO (note: CodeDoor constitutes one of the partners of Code4SP). Together with the dissemination strategy of CodeDoor, this program has been successfully resulting in top-paid programming jobs for asylum-seekers, which boosted their social integration and socio-economic condition, thereby turning them into role models in their communities.

Code4SP aims to achieve a real policy reform, thus accomplishing a systemic change and not solely restricted to a first-level change. The currently established good practices on non-formal education on computer programming have not yet transferred to the Southern European countries that are deemed more economically vulnerable and subjected to an unprecedented high exposure to migratory waves of people with low socio-economic conditions.

Project duration: 2021 – 2024

“E-DESIGN: European Digital Education for Social Inclusion and Global Neighbourhood” Erasmus+ KA3 Project

The purpose of the project is to contribute to promoting social inclusion and combating social inequalities among disadvantaged groups, especially migrants and refugees, through strengthening their digital competencies in order to enhance their labour market opportunities and social participation according to the objectives of the European Pillar of Social Rights and ET 2020.

The aim is to enhance sustainable structures of volunteer work in communities and schools to improve societal structures for reaching out to underprivileged groups. By creating a free and easily accessible offer of digital education, the target groups get interested in participating and contacting other people from their community to promote social inclusion further.

The universal challenge the EU points out, which we address in our project, is to enable future employees as soon as possible to acquire the skills demanded by a fast-changing labour market 4.0. This way, employment and social participation can be realised in an increasingly digitised world. For this reason, it is crucial to make efforts to prevent digitally excluded groups from losing touch within this development.

By establishing decentralised structures of digital education via the aspired ICT Training Hotspots in social areas, schools, and other suitable places like public libraries of the communities in the regions of project partner organisations, E-DESIGN aims to improve access to ICT training and strengthen digital competencies of disadvantaged groups.

“VM STEM: Virtual Museum of STEM” Erasmus+ KA2 Project

The project partners wish to create the first European virtual museum for STEM education at the secondary level, that will include the needs of students with learning disorders.

The project will offer an experience that is immersive, interactive and engaging. As in a real museum, the students will be able to go and see what they wish, and to spend as much time exploring the notions and elements presented. To make sure it is useful for school education, it will come with supporting material to help teachers make the most of the tools provided, and guidance to link what is presented in the museum with the STEM programs. The Museum will be accessible from a regular web browser and not limited to virtual reality to make sure it is usable by most.

Project Duration: 2021 – 2023

“POEME: Project leading to an Exhibition for the incorporation of Migrant children into the European school frameworks” Erasmus+ KA2 Project

POEME intends to do exactly as its title suggests in the most structured, inclusive way, having in mind current trends in educational material and the most recent digital formats to equip language educators and local and migrant students with powerful skills vital for the 21 century and especially for the challenging shift to online / distance learning as a result of the COVID-19 outbreak.

The opportunity for local and migrant students to collaborate creating exhibitions has been recognized by many researchers as a means to empower marginalised groups

The two major results of this project are:

- i) modernization of second language teaching both in content (European Cultural Heritage) and way of assumed digital tools (e-books), as well as in the way students will work for language acquisition and cultural acknowledgement and for presenting their work (blended learning exhibitions)
- ii) empowerment of educators and students with digital and soft skills through detailed e-reports, e-guidebooks, webinar training and workshops, as well as blended learning sample material build.

Project Duration: 2021-2023

“TOUR FR(I)END- Friendly Redesign of Inclusive Experiences N’ Destinations for Deaf people” Erasmus+ KA2 Project

The 2019 OESC report provides strong evidence that young people (15-24) in Europe struggle to find work (15% of them are unemployed). On the other hand, tourism is accounted in 2018 for 12.7 million persons employed. One of the most significant attempts in tourism is to create products and services that are accessible. However, very few efforts have been made in terms of the accessibility of Deaf people.

The Statista (2015) estimated that 119 million people in Europe were deaf or hard of hearing. As “Tourism activities of Deaf people” (2013) research reveal,

the most significant barrier Deaf people meet is No Sign language provision. The vast majority of Deaf people suggest that having the possibility to talk in sign language during a trip will enhance their accessibility and choice of destination.

The “TOUR FR(I)END” project aims to empower the Deaf and hard of hearing people’s Inclusion and Development of Career opportunities of young people by Cultivating the Use of International Sign language in the field of tourism through a phygital toolkit and a serious game.

TARGET GROUPS:

- youth organisations, training centres, social innovation centres, organisations that deal with gamification processes (employees/ researchers/ youth trainers/ youth workers/ other professionals), institutions dealing with inclusive and accessible tourism/ disadvantaged groups/ deaf or hard of hearing people/ entrepreneurship education)
- organisations that fall in the travel and tourism industries, namely the total of all businesses that directly provide goods or services to facilitate business, pleasure and leisure activities away from the home environment (tourism executives, hotel staff, travel agents, tour guides, HR managers)
- deaf associations and sign language schools (deaf or hard of hearing people).

Project duration: 2020 - 2022

“BIBLIODOS” Erasmus+ KA2 Project

Across Europe, language training organisations are now welcoming migrants who have not, or have had little or no schooling in their home countries. They learn to read and write during adulthood in the language of their host country. This involves being able to take many hours of training to acquire these key skills.

Bibliodos aims to propose the first offer of adapted reading, by associating the learning of a language with the promotion of European literature and heritage. This offer is meant to be universal, in the sense that we build it so that it is accessible to people with little access to the written word (migrants and adults with little schooling: qualified, persons with disabilities or learning disabilities).

Learning a language when living in a country is not only a matter of grammar and conjugation. It is also about understanding a culture, the richness and the specificities of its heritage. From this perspective, books and literature are formidable vectors of transmission and engaged learning.

The collection is made up of tailor-made readings :

- animated illustrated ebooks, with different reading levels
- audiobooks for the visually impaired
- books adapted in international sign

In order for trainers to be able to make these ebooks their own, which are designed in particular for people with little or no previous experience in the field, and that they can integrate them into their training programmes, we will make available the associated pedagogical files.

In addition, this project aims to provide a platform that will allow the creation of ebooks in the framework of educational projects.

'PERIEGESIS' is aiming to promote inclusiveness of Deaf and Hard of Hearing (DHH) people in vaults of cultural treasures; mainly museums, galleries, and similar cultural spaces. 'PERIEGESIS', is aiming for an inclusion of the sometimes-marginalised group of DHH, by elevating the skills of hearing museum/and or gallery staff such as Docents, Public relations Officers, Museum Shop Managers, Museum Protection Staff, Tour guides and the like, to be able to communicate with DHH. PERIEGESIS is aiming to help adults who already are or intend to work in cultural vaults to communicate via visual language with a very large percentage of humanity which includes DHH people.

Target Groups:

- Individuals who are willing to be trained on the project methodology;
- adult coaches, trainers, educators and sign language specialists who will be endowed with innovative material to be used towards inclusion of DHH in cultural monuments, by developing the skills of the people working in them.
- deaf associations and sign language schools (deaf or hard of hearing people).



Chapter 3

SEE Toolkit



This chapter consists of practical ideas for inclusive activities aimed at empowerment, engagement and education of young people with disabilities. These ideas were developed by the researchers, educators, psychologists and other expert staff of the partners on this project.

The chapter dedicates a comprehensive list of ideas that were developed into activities in detail aimed at facilitating inclusive activities for disadvantaged youth.

Each activity represents a provision of hands-on tools and resources for inclusive youth work that aims to include youth with disabilities in every day youth related activities.

These activities are aimed at educators, teachers, trainers and youth workers that directly work with youth with disabilities and are interested in innovating such activities.

Even more, the activities aim at providing a comprehensive hands-on methodology for facilitating education, empowerment and engagement of youth with different types of disabilities through inclusive tools and resources by combining open source resources, digital tools, instructions for DIY resources, as well as tips for implementation and modifications.

Activity title:	SEE Values
Activity duration:	45-60 minutes
Target group:	Young persons 14-30 belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods	Input from trainers, Group work, Getting to know activities, Reflection, game-based learning, team work, self-assessment
Number of participants:	5
Pedagogical objectives:	To increase the social inclusion understanding to the participants To teach and promote values To understand own's values To improve communication and collaboration To enhance soft skills (critical thinking, decision making) To enhance the group dynamics among the learners
Inspiration origin:	Standard Value cards
Steps for implementation:	Organize an activity for 5 persons with disadvantages (visual and hearing impairments, physical disabilities, NEETs) <ul style="list-style-type: none"> • Give them the deck of cards and instruct them to each chose 6 cards that represent them as

	<p>individuals the most and let them share their reasoning with the group</p> <ul style="list-style-type: none"> • Then instruct them to choose 4 cards out of 6 that are closest to their personality • Ask the team to put together the 20 cards selected • Ask them to select 10 according to their group preferences • Ask the team to choose 5 cards from the 10, jointly as a group and arrange them from most important to least important value. • Discuss the process and their decisions: Participants experience? Teamwork comments? Competences gained?
Requirements:	<p>SEE Value cards developed and braille raised dots embedded (can be hole punched on hard paper)</p> <p>Example of value cards that can be used: https://www.think2perform.com/our-approach/values/new</p>

Activity title:	Audio quiz game
Activity duration:	40 minutes
Target group:	Young persons 14-30 belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods	Quiz, Group work, Reflection, game-based learning, team building, self-assessment
Number of participants:	5
Pedagogical objectives:	<p>To raise the level of general knowledge</p> <p>To learn about other countries, cultures and customs</p> <p>To develop teamwork skills</p> <p>To provide opportunities for socially inclusive educational activities for youth</p> <p>To promote diversity among youth</p>
Inspiration origin:	Tv quiz
Steps for implementation:	<p>Step 1: Explain to the players that they should play as a team</p> <p>Step 2: Show them how to start playing a recording of an audio quiz and how to stop the time when the team wants to give an answer.</p> <p>Questions will be facts about each partner country (flag colours, national song name, capital town, sea, borders with other countries, language, famous people from sport and music, etc.). Each correct answer brings one point to the team.</p>

	<p>Step 3: Collect and add up the number of points and explain the correct answers.</p> <p>Discussion: Participants' experience? Teamwork comments? Competences gained?</p>
Requirements:	<ul style="list-style-type: none"> - Questions for the game should be selected according to the profiles of the participants. For recording the quiz use open source software https://www.audacityteam.org/ - Computer, tablet or a smartphone should be used to play the audio recording with questions - Stopwatch to measure the time

Activity title:	Polygon with cones
Activity duration:	30-45 minutes
Target group:	Young persons 14-30 belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods	Group building, work in pairs, game-based learning, reflection, physical education
Number of participants:	5
Pedagogical objectives:	<p>To stay in the fresh air</p> <p>To have fun</p> <p>To improve motor skills</p> <p>To improve navigation in space</p> <p>To develop a competitive spirit</p> <p>To raise self-confidence</p> <p>To develop trust in another person</p>
Inspiration origin:	It is used in schools in Croatia, during the physical education
Steps for implementation:	<p>Step 1: Make a polygon by placing cones on the playground</p> <p>Step 2: Explain to the players what they should walk between the cones/ or drive their wheelchair around them. Then introduce them to a person that will navigate them through the polygon. Participants are expected to work in pairs.</p> <p>Step 3: Cover their eyes by putting black sunglasses or a blindfold.</p> <p>Step 4: Follow them through the polygon with a stopwatch.</p> <p>Step 5: Write the time that the player pairs needed to finish the polygon.</p>

	<p>Step 6: The winner is the pair that needed the least amount of time to finish the polygon.</p> <p>Discussion: Participants' experience? Teamwork comments? Competences gained?</p>
Requirements:	<p>Open area, playground</p> <p>Cones or anything similar that can mark the polygon</p> <p>Stopwatch</p> <p>Black sunglasses or blindfolds</p>

Activity name	Zebras, monkeys and fish
Activity duration	20-30 minutes
Target group	Young people 14-30 that belong to any disadvantaged target group (visual impairments, hearing impairments, NEETS, intellectual disabilities etc.)
Methods	Motor skills development, synchronisation skills, game-based learning
Number of participants	10
Pedagogical objectives	<p>To know the movements or sounds of different animals</p> <p>To raise the level of self-confidence</p> <p>To improve motor skills and synchronisation</p> <p>To promote personal autonomy</p>
Steps for implementation	<p>An activity is ideal for 10 people with developmental difficulties.</p> <p>Step 1: Everyone is in the middle of the space with the facilitator. When he says:</p> <ul style="list-style-type: none"> • 'ZEBRAS': everyone goes to the hoops and jump into them. • 'FISH': everyone goes to the mats and swim such as fish. • 'MONKIES': everyone goes to the cones and do the sound as a monkey. <p>The facilitator gives some seconds to do the actions and, after that, participants must come back.</p> <p>The main goal is to have fun and enable them to meet each other and establish relationships.</p> <p>Step 2: The facilitator can continue the same procedure as long as the group is positively responding to the activity. Facilitator can also add other animals and other sounds, or he can ask the participants to suggest their own ideas for animals and sounds to create.</p>
Adaptations	<ul style="list-style-type: none"> • If they are blind or deaf, a facilitator or a partner can help them to get to the objects and, also,

	<p>have to help them to do the actions. However if they are blind, the seeing participants must be blind folded, and if they are deaf the hearing participants must wear ear plugs.</p> <ul style="list-style-type: none"> • If they are in a wheelchair, they also can run but they can do the action with their hands. However, all other people must go on one foot or walking instead of running to ensure equal opportunities. • We can change the animals if it is necessary, and even make noises instead of a movement.
Requirements	Cones, hoops, mats, blindfolds, ear plugs

Activity name	Clapping game
Activity duration	15-20 minutes
Target group	Young people 14-30 belonging to any disadvantages target group (visual impairments, hearing impairments, NEETS, physical disabilities, etc...).
Methods	Work in pairs, mutual efficiency, self-autonomy, game-based learning
Number of participants	10
Pedagogical objectives	<p>To learn how important is the pair work</p> <p>To raise the level of self-confidence</p> <p>To improve the balance</p> <p>To promote personal autonomy</p> <p>To increase the trust in another person</p>
Steps for implementation	<p>An activity is suitable for 10 people with various disabilities.</p> <p>Step 1: Everyone chooses a partner, it is a pair game. After they are split in pairs they must keep half meter between their mate, touching each other's shoulder.</p> <p>Step 2: The facilitator gives them the number one and two and explains the rules that are being presented below.</p> <p>Step 3:</p> <p>The facilitator claps his hands once, the pair has to bend down without losing contact.</p> <p>When the facilitator claps his hands twice, the pair has to kneel down without losing contact.</p> <p>When the facilitator claps his hands three times, the pair have to stand while touching each other's feet.</p>

	Finally, the facilitator plays music and everyone stands, holding hands and they can start dancing, jumping, singing, whatever they want, but without losing contact with their pair.
Adaptations	If they have a wheelchair, they can do the activity, but with some varieties and adaptations.
Requirements	none

Activity name	Secret code
Activity duration	15-30 minutes
Target group	Young people 14-30 belonging to any disadvantages target group (visual impairments, hearing impairments, NEETS, physical disabilities, etc...).
Methods	Work in pairs, mutual efficiency, self-autonomy, game-based learning
Number of participants	10-12
Pedagogical objectives	To learn how important is the pair work To raise the level of self-confidence To improve the balance To promote personal autonomy To increase the trust in another person To learn animal sounds
Steps for implementation	<p>Step 1: The facilitator puts obstacles through space and divide the participants in pairs.</p> <p>Step 2: Every pair must agree to some code such as a sound, a colour, a number... to move through space.(Example: red = stop; green = left; black = right...)</p> <p>Step 3: By the codes that every pair has agreed on, a partner must be guided by the other partner to reach an objective, such as passing through the mines. Every time that a pair touches a mine, they are punished with one point less.</p> <p>Once finished the journey, the pair switches roles. The first couple to finish wins 4 points, the second 3, the third 3, the fourth 1. Also, penalized points will be deducted.</p> <p>The winner is the pair with maximum points.</p>
Adaptations	<ul style="list-style-type: none"> Guides, who are blind can touch the mines, it wouldn't remove points. If someone is in a wheelchair, when he/she isn't the guide they can be helped by a facilitator, to follow his/her partner.

	<ul style="list-style-type: none"> If someone is deaf, to make the code they can use body touching.
Requirements	Scarf, opaque glasses, foam blocks, anything that can be used as an obstacle in a room or an open space

Activity title:	BrailleCube
Activity duration:	60-120 minutes
Target group:	Young people belonging to any disadvantaged target group (blind, visual impairments, hearing impairments, NEETs)
Methods	Individual work, game based learning, problem solving, analytical thinking, critical thinking
Number of participants:	One
Pedagogical objectives:	To develop problem-solving skills To enhance soft skills (critical thinking, decision making) To improve concentration and configuration To help the development of quick reflexes To improve memory retention
Inspiration origin:	The original Rubik's cube
Steps for implementation:	<p>The Rubik's Touch Cube uses 6 distinct shapes embossed on each colour to help the blind identify the blocks.</p> <p>Step 1: Organise an activity for people with disadvantages (visual impairments, physical disabilities, NEETs)</p> <ul style="list-style-type: none"> Give them an accessible Rubik's Cube, by making the six sides obviously different, with raised symbols, so the blind can read the squares both by texture and shape Explain that in its solved position each face of the cube (a 3 X 3 square) shows the faces (1 X 1 squares) of nine small cubes, all of the same colour and raised shape. <div data-bbox="687 1563 1254 1883" data-label="Image"> </div> <ul style="list-style-type: none"> Ask them to twist and turn the Rubik's Cube to return it to its original state, with every side having one solid colour and texture.

	<ul style="list-style-type: none"> Discuss the process and the strategy of solving the cube
Requirements:	A Rubik's cube developed with raised shapes or different textures embedded (can be done by a 3D printing pen or a silicone gun or simple clothing material)

Activity title:	Br(aill)UNO
Activity duration:	60-120 minutes
Target group:	Young people belonging to any disadvantaged target group (blind, visual impairments, hearing impairments, NEETs)
Methods:	Game based learning, problem solving & decision making, critical thinking, work in team, groupbuilding
Number of participants:	2 players or more
Pedagogical objectives:	<p>To develop problem-solving skills</p> <p>To improve concentration and configuration</p> <p>To improve strategic skills</p> <p>To enhance the group dynamics among players and increase social interaction</p>
Inspiration origin:	Original UNO
Steps for implementation:	<p>Step 1: Organise the activity for 4 people with disadvantages (visual impairments, physical disabilities, NEETs)</p> <ul style="list-style-type: none"> Give them the deck of cards and instruct them to turn over the first card in the draw pile face up to create a discard pile. The first player looks at his/her cards and tries to match the card on the top of the Discard pile by colour, number or symbol. If there are no matches, the player must draw a card from the Draw pile. If the drawn card can be discarded, they draw again until they cannot discard a card. Then play passes to the next player.
Requirements:	UNO cards with Braille raised dots embedded (can be hole punched or 3D printed with a pen)
Notes:	** These cards as a tool have been approved by National Federation of the Blind

Activity title:	Scrabble Braille Edition
Activity duration:	30-60 minutes
Target group:	Young people belonging to any disadvantaged target group (blind, visual impairments, hearing impairments, NEETs)
Methods:	Game-based learning; group activities; active and critical thinking.
Number of participants:	2 - 4 players
Pedagogical objectives:	To improve vocabulary recognition To improve concentration and configuration To improve strategic thinking skills To enhance the group dynamics among players and increase social interaction
Inspiration origin:	Scrabble
Steps for implementation:	<p>Organise the activity for 2-4 people with disadvantages (visual impairments, physical disabilities, NEETs)</p> <p>Step 1: Set the Scrabble's board and distribute all the letters on the table</p> <p>Step 2: Create a word on a large board and explain how to add up points. Explain how new words may be formed:</p> <ul style="list-style-type: none"> i) Adding one or more letters to a word or letters already on the board ii) Place a word at right angles to a word already on the board. The new word must use one of the letters already on the board or must add a letter to it. <p>Step 3: Ask players to find at least 10 words together</p> <p>Step 4: Discuss each word and their decisions</p>
Requirements	<p>Scrabble game with letter tiles that have both braille and raised tactile letters for playing by touch for the blind and visually impaired. Preferably, The board would have large squares with pegs at each corner, so the tiles sit securely in place. Using the built-in stand, you can easily rotate the board to face you on your turn.</p> <p>Can also be constructed: https://www.instructables.com/Scrabble-for-blind-people/ </p>

Activity title:	Making clay figures/jewellery
Activity duration:	90 minutes

Target group:	7+ years old belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods:	Active participation; creativity; crafts and hobbies.
Number of participants:	Any
Pedagogical objectives:	This activity supports creativity, supports dynamics, creative and art thinking, social inclusion.
Inspiration origin:	Arts and crafts
Steps for implementation:	<p>First thing to do is to get clay and other materials for arts and crafts and decorating.</p> <p>Step 1: An even amount of clay will be given to each participant. In this activity the final result can be very diverse and the output will be different for each participant.</p> <p>Step 2: Provide a topic, which should be implemented. For example to represent a good memory or a place they want to go or activity they want to do.</p>
Requirements:	Tables, to work on them. Clay and some paints to paint the figures afterwards. We can use either clay that should be baked in an oven or the one that dries itself overnight.

Activity title:	Cards games with braille
Activity duration:	15-20 minutes
Target group:	Youth (10+) belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods:	Group work, game-based learning, critical and strategic thinking.
Number of participants:	4-6
Pedagogical objectives:	Social inclusion, opportunity to participate, communication skills
Inspiration origin:	Inspiration came from Uno and other cards games
Steps for implementation:	<p>There are plenty of card games that can be used. Like Snap, Go fish, War, etc. Players may also suggest game from their country which may be known under another name in another country. Which is also cultural exchange.</p> <p>Step 1: Select the type of cards and the game.</p> <p>Step 2: Create symbols using glue gun or punch different holes in order to adapt the game for the persons with visual impairments.</p> <p>Step 3: Explain the game rules to the players.</p> <p>Step 4: Play the game.</p>
Requirements:	Clear explanation of the rules, select the exact card game and modify the cards.

Activity title:	Gartic phone / Broken phone with pictures
Activity duration:	15-20 minutes
Target group:	10-30 years old belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods:	Group work, game-based learning, getting to know activities, creativity.
Number of participants:	10
Pedagogical objectives:	Creativity, critical thinking, cooperation, digital skills, digital literacy.
Inspiration origin:	The street game broken phone
Steps for implementation:	The game is played online here: https://garticphone.com/ Step 1: The game involves drawing on the screen and trying to guess the title of the picture that other participants had drawn. Then the title is given to some other group who tries to draw a picture based on the title given. Step 2: Repeat for each participant.
Requirements:	Having smart phone, tablet, laptop and internet connection.

Activity title:	Escape room project logo
Activity duration:	90 - 120 minutes
Target group:	Young persons 14-30 belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods	Group building, game-based learning, team work, reflection
Number of participants:	5
Pedagogical objectives:	To increase social inclusion To develop a sense of belonging to a group To develop teamwork skills To enhance critical thinking To improve problem-solving and decision-making skills To raise the level of self-confidence To promote socially inclusive activities among youth with disabilities To raise awareness of people with disabilities
Inspiration origin:	Escape room
Steps for implementation:	Organize an activity for 5 persons with disadvantages (visual and hearing impairments, physical disabilities, NEETs) Step 1: put 5 players around the table, Explain to them the card game briscola/brisca that they have to play and present the puzzles they get for each finished card game (1 puzzle for each finished card

game), tell them they should connect those puzzles together as a final task.

Briscola is played with 40 card deck

It has 4 different suits that you may distinguish by 4 different symbols you're able to touch with your fingers. The symbols for social inclusion of the visually impaired are:

O for Dinars/coins

X for Spade/swords

I for Bastion/clubs

□ for Coppe/cups



I X O □

The cards are ranked: ace, three, king, queen, jack, seven, six, five, four, two.

Points are totted up at the end of a game accordingly:

Ace 11 points (number 1)

Three 10 points (number 3)

King 4 points (number 12)

Queen 3 points (number 12)

Jack 2 Points (number 11)

Anything else(7, 6, 5, 4, 2) 0 points

The numbers are indicated by the number of dots marked with the paste.

The rule is to play in the symbol which is first on the table, and the strongest card wins all others.

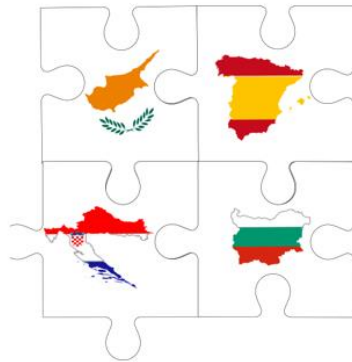
The winner is the player who has the biggest number of points when they spend all the cards.

This winning player gets one part of the logo puzzle.

Players are playing 4 times to get all puzzles

Step 2:

Presenting wood logo puzzles:



Here are the 4 puzzles that represent 4 partner countries of our project: Bulgaria, Cyprus, Spain, and Croatia. After each finished card game, you have won 1 wood puzzle and after all 4 games, you now have all 4.

Final task is to connect them correctly so that they make our logo sign.

First country on the left is Cyprus, and the second, on the right is Spain.

Third country on the left is Croatia and 4th is Bulgaria.

You may recognize them by the shapes of countries or just fit them one next to the other by the shape of the puzzle (using protrusions and holes).

After you finished 4 card games and got all the puzzles you have to connect them to make a logo sign.

When you make it correctly your final task is finished and you successfully finished an escape room logo game.

Step 2:

Share them blindfolds so they are not able to see anything and explain to them that they have to use the sense of touch.

Facilitators says: "Dear participants, you are now blindfolded in order to receive the same opportunities for winning this challenge as your peers with impaired vision.

While putting the card on a table you have to tell aloud which card it is so other players could know what to play.

Step 3: Start with the game.

Deal 8 cards to each player

Watch the game and correct if someone makes a mistake about the card he/she put on the table. Moderate and

	<p>control players while playing to ensure they are doing it properly.</p> <p>After each finished game give the winner 1 random part of the logo puzzle.</p> <p>When they connect the puzzles make sure they made it correctly.</p> <p>Declare the game successfully finished when you make sure that everything is done as it should be</p> <p>Step 4: You may initiate a short, approximately 15 minutes long, discussion about the game. Was it too hard for players, how did they like it, was it fun, do they feel empowered, what was it like to be blindfolded, etc.?</p>
Requirements:	<ul style="list-style-type: none"> • 3 D briscola cards for each game or just use silicone gun or hardening paste to mark the cards • Print 3D wooden puzzles for the escape room logo or make the puzzles using cardboard • Blindfolds for seeing participants

Activity title:	Open air bowling
Activity duration:	50-60 minutes
Target group:	Young persons 14-30 belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods	Group building, team work, game-based learning, reflection
Number of participants:	2-6 or 5
Pedagogical objectives:	<p>To stay in the fresh air</p> <p>To have fun</p> <p>To improve motor skills</p> <p>To improve navigation in space</p> <p>To develop a competitive spirit</p> <p>To raise self-confidence</p> <p>To provide opportunities for socially inclusive educational and sport activities for youth</p> <p>To promote diversity among youth</p>
Inspiration origin:	In Croatia, it is widespread in all areas, from rural all the way to urban areas
Steps for implementation:	<p>It is played one against one, two against two, and it can be played with 3 against 3. But we will modify it to be played by 5 participants.</p> <p>Step 1: Explain game rules and introduce players with field and ballots, blindfolds.</p>



Introduce players with the field and explain to them how long and wide it is.

"Dear participants this is a field for open air bowling, it is around 15 metres long and 3 metres wide.

Here you have 9 balls that you will use in your game. One ball, the smallest one is a target that you have to try to reach as close as you are able to because this is how you get the points.

We will use plastic ballots for kids because the other ones are very heavy and we don't want anyone to get hurt because you are not able to see while playing.




The closest ballot from 8 gets a point

Each player throws 2 ballots as close as possible to the smallest, but not at the same time, one player by one until all are finished


It is allowed to roll or throw a ballot.

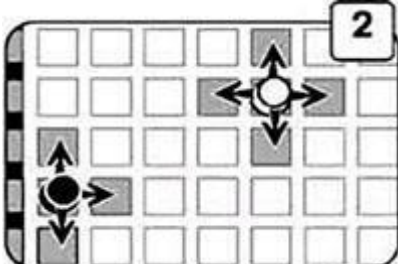
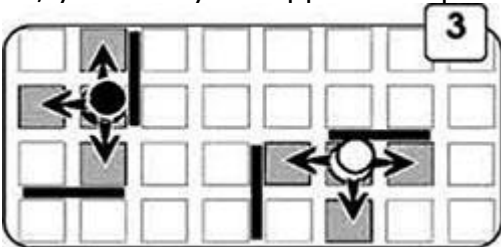
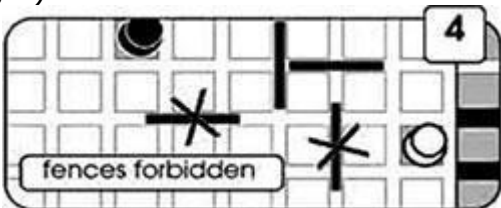
	<p>For each ballot closest to the smallest one gets a point and they collect points until they reach 12 points. The team that first gets 12 points is the winner team. You will play until one team gets 3 games won. After each game all players change the side of a field, they play in another direction"</p> <p>Step 2: Make the teams. Split players in 2 teams. 1st is made from 2 players and in the second team 3 players will be changing every next game.</p> <p>Share the blindfolds and explain: "Dear participants you are now blindfolded in order to receive the same opportunities for winning this challenge as your peers with impaired vision. For your game you will use the feeling for space and sounds."</p> <p>Step 3: Start the game.</p> <p>Give them instructions and help them navigate through the field while playing.</p> <p>Now first team starts first and throw the smallest ballot called "bulin"</p> <p>Give them information about how close they have thrown the ballot and control the game.</p> <p>Write points and give information to the players about points they won.</p> <p>Be a judge and determine which ballot is closest to the bulin.</p> <p>Remind players to change sides of the field after each game</p> <p>Declare the game over and the winner team.</p> <p>Discussion: After the game, talk to the players and ask them how they manage to play, was it hard or funny, was the teamwork successful, share their thoughts and emotions etc.</p>
Requirements:	<p>Field, ideally if it is fenced, usually with boards 20 cm high, length 10 to 20 metres.</p> <p>Ballots made of solid wood reinforced and fixed with nails, plastic or metal.</p> <p>Blindfold, field, plastic ballots.</p>

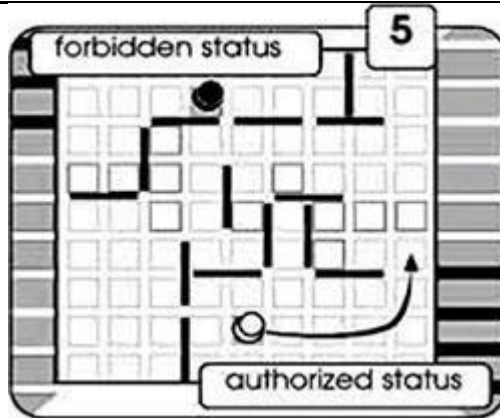
Activity title:	Wire Puzzles
Activity duration:	Adjustable
Target group:	Young people belonging to any disadvantaged target group (blind, visual impairments, hearing impairments, NEETs)
Methods	Critical Thinking, autonomy, game-based learning, reflection
Number of participants:	One / or more in case the participants can keep track of time and see who finds the solution first

Pedagogical objectives:	<p>To develop problem-solving skills</p> <p>To improve concentration and configuration</p> <p>To help the development of quick reflexes</p> <p>To improve spatial reasoning</p>
Inspiration origin:	Original Puzzles
Steps for implementation:	<p>Wire puzzles are another tactile puzzle option, requiring players to adjust, turn, and slide various panels in wooden and wire shapes to “unlock” the items.</p> <p>Organise an activity for people with disadvantages (visual impairments, physical disabilities, NEETs)</p> <ul style="list-style-type: none"> • Give them wired puzzles (wooden or metal ones) • Explain that it requires players to adjust, turn, and slide various panels in wooden and wire shapes to “unlock” the items  <ul style="list-style-type: none"> • Discuss the process and the strategy of assembling and disentanglement of these puzzles
	<p>Purchase Wire Puzzles online:</p> <ul style="list-style-type: none"> • https://www.amazon.co.uk/s?k=wire+puzzles&crid=1EI7EWTMP730G&srefix=wire+puzzles%2Caps%2C122&ref=nb_sb_noss_1 • https://tr.aliexpress.com/wholesale?catId=0&initiative_id=SB_20220504011127&SearchText=wire+puzzles • https://www.ebay.com/sch/i.html?_from=R40&_trksid=p2380057.m570.l1313&_nkw=wire+puzzles&_sacat=0

	<ul style="list-style-type: none"> https://www.etsy.com/search?q=wire+puzzles+brain+teaser
Requirements:	Wired puzzles (wooden or metal) - can be handcrafted or bought

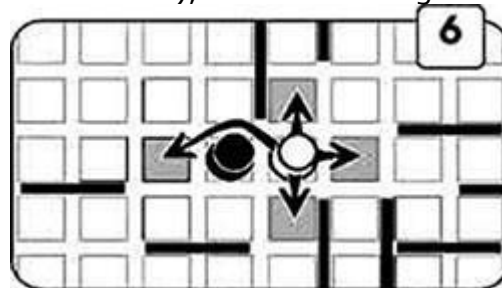
Activity title:	Find your way to the end
Activity duration:	Average Game Time 15 minutes
Target group:	Young people belonging to any disadvantaged target group (blind, visual impairments, hearing impairments, NEETs)
Methods:	Group building, team work, Critical Thinking, game-based learning, reflection, autonomy
Number of participants:	2 - 4 players
Pedagogical objectives:	<p>To develop problem-solving & decision-making skills</p> <p>To improve concentration and configuration</p> <p>To improve strategic thinking skills</p> <p>To enhance the group dynamics among players and increase social interaction</p>
Inspiration origin:	Quoridor board game
Steps for implementation:	<p>Organise the activity for 2-4 people with disadvantages (visual impairments, physical disabilities, NEETs)</p> <ul style="list-style-type: none"> Set up the board for Quoridor, the fences and the pawns Explain that the game's objective is to first reach the line opposite to one's baseline. Each player, in turn, chooses to move his pawn or to put up one of his fences. When he has run out of fences, the player must move his pawn. 
Components	<ul style="list-style-type: none"> one board

	<ul style="list-style-type: none"> • 20 fences • 4 pawns <p>Rulebook</p>
Game Play	<p>Each player, in turn, chooses to move his pawn or to put up one of his fences. When he has run out of fences, the player must move his pawn.</p> <p>In the beginning, the board is empty. Choose and place your pawn in the centre of the first line of your side of the board, your opponent takes another pawn and places it in the centre of the first line of his side of the board (the one facing yours). Then take 10 fences each.</p> <p>Pawn Moves</p> <p>The pawns are moved one square at a time, horizontally or vertically, forwards or backwards, never diagonally.</p>  <p>The pawns must bypass the fences (fig.3). If, while you move, you face your opponent's pawn you can jump over.</p>  <p>Positioning of the fences</p> <p>The fences must be placed between 2 sets of 2 squares (fig.4).</p>  <p>By placing fences, you force your opponent to move around them and increase the number of moves they need to make. But be careful, you are not allowed to lock up your opponent's pawn, it must always be able to reach its goal by at least one square (fig.5).</p>

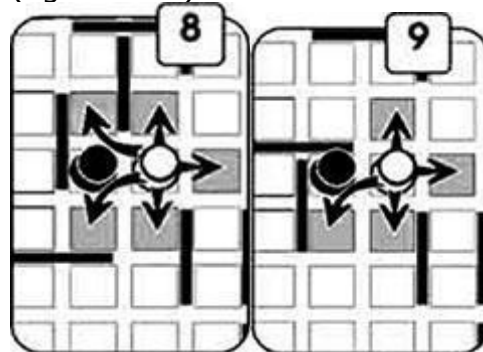


Face To Face

When two pawns face each other on neighbouring squares which are not separated by a fence, the player whose turn it is can jump the opponent's pawn (and place himself behind him), thus advancing an extra square (fig.6).

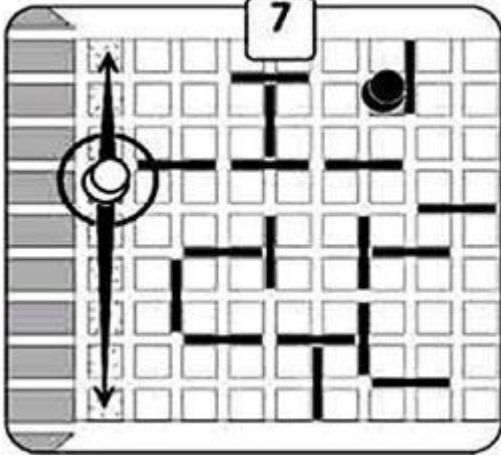
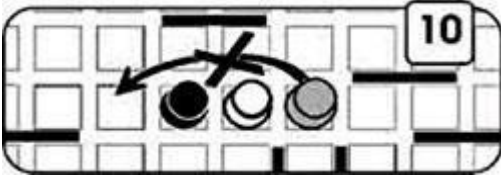


If there is a fence behind the said pawn, the player can place his pawn to the left or the right of the other pawn (fig.8 and 9)



End of the Game

The first player who reaches one of the 9 squares opposite his baseline is the winner (fig. 7).

	 <p>Rules For 4 Players</p> <p>When the game starts, the 4 pawns are placed in the centre of each of the sides of the board and each player is given 5 fences.</p> <p>The rules are identical to those for two players, but it is forbidden to jump more than one pawn (fig.10).</p> 
Requirements:	Quoridor game (preferably not the mini version) https://www.youtube.com/watch?v=tCs5GikyGSU https://www.instructables.com/Make-a-Quoridor-Game/

Activity name	Forest animals
Activity duration	30-60 minutes
Target group	Young people 14-20 belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods	Group work, reflection, game-based learning, autonomy
Number of participants	10-15
Pedagogical objectives	To learn how important is the team work To raise the level of self-confidence To improve motor skills and synchronisation To promote personal autonomy To learn information about different animals
Steps for implementation	Step 1: The facilitator tells the group that this activity will include face painting and storytelling, as well as role

playing. The facilitator should make pairs for people who are blind or disabled to paint their face.

The face paintings are: eagle, supper rabbit, fairy, elf, bear, fox, mouse.

Each participant should be one of these. The participants can choose which animal they wish to be or you can use www.random.org to select the character for each participant.

Instructions for face painting are here:

https://www.canva.com/design/DAFA1w_CrSk/y26YEYGsfIeWDnMDNfP-yg/edit?utm_content=DAFA1w_CrSk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Step 2 When everyone has their face painted, the facilitator explains that he will start reading a tale about all of their characters. The facilitator asks the participants to listen carefully and when they hear their character to do the actions needed according to the tale. The facilitator starts the tale:

"Once upon a time there was a rabbit called Lupita but everyone called her "Super Rabbit".

*A good day, in the forest appeared the bad fox Chercan, **walking as a spy** because he wanted to destroy everything and kill deers and squirrels. **They ran from side to side going around 3 times and continued running, digging trees and continuing running....** including the super rabbit!*

*Lupita wasn't going to let the villain take over the forest, so **she put on the cape, gloves and boots, combed her ears and the moustache, wagged her tail** and went to confront him.*

At that moment, she realised that it wasn't just about the bad fox Chercan, but also the eagle Jorqui.

*Both wanted to destroy the forest. **The eagle flies above the forest and the fox followed him and went under a cave, above a log and swam in the river.***

*The bunny, scared but determined, decided to attack: **she started with a super jump and kicking and it ended doing martial arts: three laps, seven squads and a mortal scream** to avoid them. Unfortunately, the eagle Jorqui with **his claws he caught her and took her to a dungeon.** Then, Super Rabbit, seeing that the ground was dirt, **did a huge hole and escaped.***

When she arrived at her house, called out to her friends: Super Mouse, Super Fairy and Super Bear.

*After meeting, everyone went to visit the Elf Builder, who lived in the highest point of the forest, so **all the***

	<p>animals went down and up, down and up, five times more. They asked for a Giant Robot the next day.</p> <p>The Elf told them that he couldn't have it ready for the next day, but the bunny knew that groundhog was so ambitious, so she asked: <<If we pay you more, will you do it? >></p> <p>The Elf said: << Of course! >>.</p> <p>During the night, the Elf snored and woke up to continue doing the robot, but he fell asleep again and woke up to continue doing the robot, stretched every part of his body, walked around the forest twice and kept continuing.</p> <p>The next day, everyone went to look up the robot. All drive a part of the body: Super Mouse the left arm and hit his head and again, and again. Super Bear the right arm and he touched his belly while he was thinking about food, Super Fairy both legs and walked rusty... And the last but not the least, Super Rabbit, the head of the robot, which shot lasers with evil laughter.</p> <p>Everyone faced to the bad Chercán and the eagle Jorqui, they started chasing them through the forest, they went up and down, up and down, climbed over the log, under the cave, swimming in the river, they dancing a bit "La Macarena", kept fighting and then they circled the forest twice and did ten squads, defeating them and recovering the forest. So, they sent them to the dungeon, and once inside, everyone started dancing with happiness, all together, from side to side, celebrating this great victory."</p> <p>Each participant is one of the characters in the tale and should act their part while the facilitator reads.</p>
Adaptations	<ul style="list-style-type: none"> • If they are blind a instructor or a partner can help them to paint their face and carry out the action. If they are deaf we can bring drawn animals and, also, the actions. • If they have a wheelchair, they can do the role, helped by another facilitator or a partner.
Requirements	Face painting, makeup remover , if there are participants with hearing impairments a sign language translator should be included

Activity name	The Paella
Activity duration	15 minutes

Target group	Young people 14-30 that belong to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods	Group work, game-based learning, getting to know activities
Number of participants	10-12
Pedagogical objectives	To learn how important is the group work To raise the level of self-confidence To promote personal autonomy To learn about a recipe and some foodstuff To develop sense of belonging to a group To develop competitive spirit
Steps for implementation	First: everyone forms a circle together, they are mostly separated but touching hands. Second: The facilitator gives ingredients; the same ingredient will be given to three people in a row. They are moving together and going hand in hand. Third: The facilitator, in the middle, says an ingredient and the group with this element must occupy the middle. The facilitator goes to the empty site. Fourth: the facilitator says again an ingredient and all the people with that element must change their site. When the facilitator says Paella everyone must change the site.
Adaptations	<ul style="list-style-type: none"> • If there are deaf people we can give cards with ingredients and instead of naming them, the facilitator just has to put the drawing up. • Also, there can be a sign language translator for deaf people.
Requirements	Cartons with drawings of the Paella's ingredients https://www.canva.com/design/DAFA1xsLkaU/bSmeeASC5m0R9-IB3YPQcg/edit , if you prefer to draw it, the ingredients are: saffron, green beans, rice, chicken, water, salt, oil, sweet paprika, rosemary, garlic, artichoke, seafood and peppers

Activity title:	In the zoo
Activity duration:	20 mins
Target group:	5-20 years old, belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods:	Work in pairs, mutual efficiency, self-autonomy, game-based learning
Number of participants:	10

Pedagogical objectives:	Creativity, team work, to improve soft skills, and dynamics
Inspiration origin:	The game Who am I
Steps for implementation:	<p>Everyone will receive a sticky note (post it), which will be put on their foreheads. On the note the name of an animal will be written. For people with visual impairment, we should write the animal in braille or simply whisper the animal in their ear.</p> <p>People work in couples (groups of two), facing each other. Everyone reads the note on the person opposite them and tries to imitate the animal written there. After the person guesses the animal, they exchange roles and the other person imitates the animal written on the other person's forehead.</p>
Requirements:	Post it papers, markers, paper hole puncher

Activity title:	Balloon Bop Game
Activity duration:	15-20 minutes
Target group:	Children aged 5-15, belonging to any disadvantaged target group (visual impairments, hearing impairments, NEETS, physical disabilities etc.)
Methods:	Group building, team work, game-based learning, reflection
Number of participants:	5-10
Pedagogical objectives:	To teach children to work together in a team. Dynamics, movement, competitive spirit, having fun together.
Inspiration origin:	Volleyball
Steps for implementation:	<p>Start by having children stand in a circle while holding hands.</p> <p>An adult drops the balloon into the circle. The children then tap the balloon with knees, shoulders, heads, elbows, chests, etc. They cannot use their feet and they must continue to hold hands.</p> <p>The goal is for children to work cooperatively by moving together holding hands and to keep the balloon from hitting the ground.</p> <p>In order to include blind people, we can cover the eyes of the rest of the participants with blindfolds.</p>
Requirements:	playground (open space), ball/balloon, blindfolds

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