Inspiring Practices: Education for Learners with Intellectual Disabilities

The European Association of Service providers for Persons with Disabilities
Inspiring Practices: Education for Learners with Intellectual Disabilities

Table of Contents
Introduction........................................................................................................................................... 1
Methodology............................................................................................................................................ 2
Thematic Area 1: Personal access to Information and Knowledge ..................................................... 3
Thematic Area 2: Learning and Teaching Situations............................................................................. 13
Thematic Area 3: Personal Communication and Interaction............................................................... 23
Thematic Area 4: Access to educational and administrative procedures............... 33

Introduction
The mainstreaming of education for all is a goal that EASPD is striving for. Addressing the educational needs of learners with an intellectual disability is not a once-off endeavour but a continuing phenomenon that is a core part of education provision throughout the European Union. Following EASPD’s involvement in the ALDO project, this document identifies inspiring practice taken across the EU.

In the year 2000 with the launch of the Lisbon Agenda the provision of educational and training opportunities for adults with a learning disability has been the subject of significant policy development. The expansion of the EU has resulted in new Member States joining with existing members and all Member States have been encouraged to define and develop appropriate and acceptable inclusive education strategies.

As one would expect in such an important educational field, a significant number of projects that address the educational needs and integration of adults with learning disabilities have been financed with the help of the European Commission under the current Lifelong Learning Programme. In a majority of cases projects have focused on the use of ICT in education and training of disabled persons to support their further integration into mainstream provision.

Since the beginning of the current Lifelong Learning Programme in 2007 over 60 individual projects have been funded addressing the provision of education and training opportunities for adults with a learning disability. In the previous lifelong learning programme period up to 2006 over 90 similarly targeted projects were funded.

There has been a large number of research projects; considerable investment in innovative tools and resources at local and regional levels; and significant advances in technology.
However, in the drive to design and develop new resources using the latest technologies much of the learning and progress achieved by previous projects has been ignored in favour of new development projects. There is however considerable value retained in many methods developed in recent years and while technologies, content and target groups may evolve the methodologies and philosophies which informed previous developments are still appropriate today.

An important element of the approach taken through the ALDO project and this document is that it focuses on four thematic areas. These are 1) personal access to information and knowledge; 2) learning and teaching situations; 3) personal communication and interaction; and 4) access to educational administrative procedures.

These thematic areas ensure that the areas covered will be of the most benefit to the users looking to get inspiration to develop a more inclusive educational model in their own setting.

**Methodology**

The practices have been selected through process carefully designed around the different phases of research, assessment and teacher support.

The research phase was split into two levels; desk research followed by a level of in-depth research involving direct contact and input from project developers and promoters.

The assessment process followed a dual path approach based on assessment of the tools and resources in their own right and the identification of the key methodological and philosophical approaches that underpinned initial development.

The engagement of external experts was integral to the assessment. These experts were drawn from management of formal adult and continuing education at different levels, professionals supporting adults with a learning disability throughout the educational landscape to include guidance workers, teachers, tutors and those working in specialist support organisations and experts in in-service and continuous professional development training. The expert met 6 times during the project, once to inform the research phase of the project and five further times to conduct the assessment of the best practice models identified.
Thematic Area 1: Personal access to Information and Knowledge

Resources identified within the Best Practices selected and presented in this thematic area can improve adult learner’s access to information and knowledge in formal, non-formal and informal learning settings. Special attention has been focused on the use of ICT.

Although limited access to information and knowledge impacts on all people, the consequences are more strongly felt by people with disabilities, who require information to be provided in accessible formats. Thus, the ability to access relevant information and knowledge is a crucial skill for learning.

Restricted access to information and knowledge means to have restricted access to learning opportunities. Solutions on part of teachers, trainers as well as all stakeholders are required to remove these restrictions. The request for accessibility is an underlying premise throughout the Convention in the Rights of People with Disabilities. Articles 3 and 4 state the obligation to provide accessible information to persons with disabilities. Article 9 calls for the need for the design, development, production and distribution of accessible information and communication technologies and systems.

This means also, that the efforts shall be focused not only on accessing the information, but also the right to be able to share information, which becomes ever more relevant for Web 2.0 based developments.

This makes the Internet a forum for not only receiving, but also for sharing information.
**D-ACTIVE: Disability and active citizenship**  
(Italy)

510773-LLP-1-2010-1-IT-GRUNDTVIG-GMP

**Teacher resources**

- Catalogue of Criteria (PDF),

**Target groups:**

Educationalists and trainers of educators who wish to deliver a training course.

**Description:**

- The **Catalogue of Criteria** presents a comprehensive set of criteria such as: main criteria for using International Classification of Functioning, Disability and Health (ICF) as a reference point for planning action in the field of education, criteria for providing a guide for producing the handbook to be used in the training course for educationalists, criteria for providing a guide for producing the handbook to be used in the training course for disabled people.

- The **Edu-Handbook** is a manual for a Training course for educationalists in practical interventions addressed at persons with intellectual disabilities for developing competences of active citizenship. It contains a presentations of each unit aims, examples of good practices and didactics and exercises.
ENABLE: Enable network of ICT supported learning for disabled people
(Slovenia)

518537-LLP-1-2011-1-SI-GRUNDTVIG-GNW

Teacher resources

- Project website: [http://www.i-enable.eu/?q=node/2](http://www.i-enable.eu/?q=node/2)
- Project online database for teacher tools: [http://i-enable.eu/db/](http://i-enable.eu/db/)
- Products:
  - In-service on-line training course on using ICT to support disabled adult learners (PDF)
  - Countries comparative analysis (PDF)
  - Case studies database (PDF)
  - Report on ICT to support lifelong learning by disabled people: innovations over the project lifetime (PDF)
  - Methodologies for the Categorisation and Evaluation of ICT-Based Lifelong Learning for Disabled People (PDF)

Target groups:

Organisations of disabled people and disabled individuals. The families, friends and personal assistants of disabled people. Providers and teachers, lecturers, tutors and other professionals working in adult and continuing education, including in adult and continuing education centres, colleges, universities, prisons, hospitals and community centres. Politicians, decision and policy makers on education and support for disabled people. Researchers and developers in education/education of disabled people, assistive technology, disability studies and educational technology and their institutions.

Description:

- The Project website: [http://www.i-enable.eu/?q=node/2](http://www.i-enable.eu/?q=node/2) provides links to all necessary materials.
- The Project online database [http://i-enable.eu/db/](http://i-enable.eu/db/) enables rapid searching for ICT learning and assistive technologies available to support disabled people in education.
- The In-service on-line training course on using ICT to support disabled adult learners consists six modules: Working with disabled people, Pedagogical principles of using ICT to support disabled learners, Making on-line teaching content accessible, Free and built in ICT to support disabled learners, End-user issues, including accessibility and usability, and Standardisation. The on-line course is designed using a free tool for creating accessible e-learning content Xerte. Each module is accompanied by a text-only version with no colour and no images. The in-service on-line training course is delivered in three languages, English, German and Polish. The in-service training is available free of charge from the ENABLE Web Portal.
PATHWAYS I: Pathways to adult education for intellectually disabled people  
(Belgium)

134174-LLP-1-2007-1-BE-GRUNDTVIG-GMP

Teacher resources

- European standards (PDF)
- A training program for lifelong learning staff (PDF)
- Guidelines on how to involve people with intellectual disabilities (PDF)
- A check-list to evaluate the level of easy to read of a text is available online [http://www.inclusion-europe.com/checklist/](http://www.inclusion-europe.com/checklist/)

Target groups:

Anyone who wants to make information easy to read and understand; lifelong learning staff at education providers.

Description:

- The European standards describe how to make information easy to read and understand for people with intellectual disabilities. The document is made in the easy-to-read format.
- The training program for teachers informs on how to write texts easy to read and understand.
- The guidelines inform on how to involve people with intellectual disabilities in the writing of texts that are easy to read and understand.
- A check-list provides for evaluating the level of easy to read of a text.
PATHWAYS II: Creating pathways to lifelong learning for adults with intellectual disabilities
(Belgium)

519328-LLP-1-2011-1-BE-KA4-KA4MP

Teacher resources

- Training lifelong learning staff (PDF)
- Do not write for us without us (PDF)
- Teaching can be easy (PDF)
- Information for all (PDF)

**Note:** These materials are meant to train disabled people (Pathways trainers) to teach other disabled how to make information easy to read and understand.

**Target groups:**

People with intellectual disabilities, but other persons also e.g. people who do not have English as a first language people who find it difficult to read).

**Description:**

- The **Project Website** provides information on the project and its final outcomes (the training materials in 9 languages).

- **Training lifelong learning** is a brochure that offers support for training teachers on how to write easy-to-read documents. It provides information on what is intellectual disability, Lifelong Learning programmes and people with disabilities, producing easy-to-read information, practical exercises, specific criteria for making e-information easy to read and understand, resources.

- **Do not write for us without us** is a brochure that explains professionals and give advices to them on how to involve people with intellectual disabilities in the writing of texts that are easy to read and understand.

- **Teaching can be easy** is a brochure providing recommendations for lifelong learning staff (teachers) to make their courses accessible.

- **Information for all** is a brochure that contains a list of standards (standards = rules which help people to do things in the same way and in the right way) to help people make their information easy to read and understand.
RURALup! : Exploring innovative solutions to support low-skilled people from rural areas
(Spain)

526656-LLP-2012-ES-GRUNDTVIG-GMP

Teacher resources

- Project website http://www.rural-up.eu/
- Catalogue of innovative solutions to increase the opportunities of low-qualified people living in rural areas (PDF).
- Local Itineraries (PDF).

Target groups:

Teachers and trainers working with low-skilled rural people.

Description:

- The Catalogue of innovative solutions is aimed to increase the opportunities of low-qualified people living in rural areas. The project Rural Up comprises best practice projects to support the development of rural areas by various measures and methods for several target groups of the rural areas. The project partners provided good practice models of projects that already supported the development of rural areas in a significant way. The issue that is part of nearly all of the introduced good practice models is the integration of different target groups into the labour market.

- The Local Itineraries define the actions that need to be undertaken by partners in order to provide innovative solutions to the issues raised in the Diagnose (SWOT Analysis of the territory) – what needs to be done in order to match skills and labour market needs; what are the training needs of businesses; what kind of cooperation needs to be established in order to monitor adults skills and employer’s needs; what kind of staff training is needed to support this process; awareness-raising among citizens etc.
Teacher resources

- Sign Library Guidelines (PDF)

Target groups:

Deaf persons, teachers and trainers.

Description:

The **Sign Library Guidelines** give instructions on how to produce your own book or story in sign language. The guidelines include the chapters: General aspects, Literature and translations, Technical aspects, Production, Post-Production, and Integration in the Sign Library. The guidelines support interested persons in translating a chosen book and/or inspiring people to read a book by providing special information, giving background information about the story or the author, encouraging Sign Language competent people to translate written literature or to create their own Sign Language poetry, novels or stories.
**E-HOOP : Unified e-Hoop approach to learning differences**
(Cyprus)

530931-LLP-1-2012-1-CY-KA1-KA3MP

**Teacher resources**

- ICT tips and tricks for educators (PDF).

**Target groups:**

Teachers who work with rural people, disadvantaged people by cultural and social poverty especially the illiterate and the physically disabled persons.

**Description:**

- The manual “ICT tips and tricks for educators” gives instructions and guidelines to educators in order to use Microsoft effectively. There are instructions on how to work with text, with graphics, with PowerPoint. In addition this manual presents the shortcuts of Microsoft and their description.

**Target groups:**

- Rural people who are often geographically isolated by lack of communication and transportation systems.
- Those disadvantaged by cultural and social poverty, especially the illiterate, the elderly, women, and children.
- Physically disabled persons.
**ALCE: Appetite for learning comes with eating**  
(Italy)

527744-LLP-1-2012-1-IT-GRUNDTVIG-GMP

**Teacher resources**

- ALCE Guidelines (PDF).

**Target groups:**

Trainers in Non-Formal Education for adults.

**Description:**

- The **Handbook: Innovative approaches for participation and inclusion of migrant and senior women** is a pedagogical manual describing creative approaches and alternative settings to be used by adult educators and civil society organisations. The manual consists of a short description of the target groups, the project and partner organisations, the role of trainers, the fundamental notions, the modules and key-competences, and a proposal of assessment and validation of the learning outcomes.
- The **Handbook** is a practical guide for trainers on multiculturalism. It is explained the role of trainer, the different competences they should have, etc.
**GET SET : Be ready to go**  
(Finland)

LLP-LdV-TOI-2007-FI-160808

**Teacher resources**

- Project website [www.getset.fi](http://www.getset.fi)
- GetSet workbook (PDF).

**Target groups:**

Social workers, teachers, trainers, employment authorities and others, who are guiding the adult learners, who are, for example, trying to find their right educational way.

**Description:**

The *digital GetSet workbook* can be used as pedagogical way in supervising the adult learners. The guiding method is including in the workbook. The didactic methodologies are personal training and individual guiding. The workbook is a part of guiding material especially at adult education.
Thematic Area 2: Learning and Teaching Situations

Resources identified within the Best Practices selected and presented in this thematic area contribute to pedagogical, didactic usage, assist in personal, learning development and shaping new skills. Special attention has been focused on ICT as a tool for teachers to support learning.

Training of teachers and trainers shall include disability awareness and the use of augmentative and alternative modes or formats of communication, educational techniques and accessible materials to support people with disabilities.

The education of persons who are blind, deaf or deaf-blind, shall be delivered in the most appropriate languages and modes and means of communication for the individual. Support shall be given to teachers and trainers to learn about the requirements of accessible teaching resources e.g. Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and peer support and mentoring shall be fostered.

ICT shall be introduced into the teaching-learning process in order to improve quality, support curricular changes and new learning experiences.

In this way it is possible to meet the specific learning needs of different learner groups, including persons with learning disabilities.
Teacher resources

- Consultant training syllabus (WORD).
- Training handbook for consultants (Power Point).
- Consultant training evaluation form (WORD).

Target groups:

Trainers working with consultants, employers or managers of companies having staffed disabled employees.

Description:

- The **Consultant training syllabus** contains the timing for the training of UEmploy consultants. It also provides step-by-step activities and contents.
- The **Training handbook for consultants** represents a useful support for implementation of a 2 day training course for potential UEmploy consultants in order to enable them:
  - to prepare the audit and the interviews,
  - to collect necessary information about the company and its work processes,
  - to analyse information collected,
  - to write develop recommendations for staffing disabled persons in certain work processes and work positions,
  - to present the report to stakeholders of the company.
- The **Consultant training evaluation form** is an assessment questionnaire for collecting feedback of participants in the UEmploy Consultant Training Program upon its quality.
**ROUTES4 : Mentor-supported E-Learning in rural areas**  
(Spain)  
2010-1-ES1-LEO05-20971

**Teacher resources**

- Handbook for mentor supported E-Learning (PDF).
- Training materials for mentors in E-learning environment (PDF).
- Guidelines for adapting E-learning teaching materials for mentor support (PDF).
- Recommendations for content of formal professional qualification as Mentor (PDF).

**Target groups:**

Teachers and mentors e.g. in rural areas.

**Description:**

- The **Handbook for mentor supported E-Learning** explains the e-learning system of the project and defines the roles of teachers, mentors and describes also the e-learning process as the e-learning platform.
- The **Training materials for mentors in E-Learning environment** are the content of the training programme for mentors. The training programme is very comprehensive, it covers 10 modules: introduction, Communication, Active Listening, Lifelong learning and individual learning needs, learning styles and strategies, Motivation, Feedback giving, E-Learning tools and techniques, Moodle, Mentoring in E-Learning.
- The **Guidelines for adapting E-Learning teaching material for mentor support** provides guidance for entities that prepare or impart e-Learning training activities, and plan to adapt their teaching materials to facilitate support by mentors.
- The **Recommendations** are focused to the content of formal qualification of mentors.
DYS 2.0 : Train your senses
(Austria)

502327-LLP-1-2009-1-AT-GRUNDTVIG-GMP

Teacher resources

- Quick manual for teachers (PDF),
- Handbook for teachers (PDF),
- Information & Training Package http://www.dys2.org

Target groups:

Teachers and trainers specialised on dyslexia.

Description:

- The **Quick manual** explains the functionalities of the portal on one page. By the way, trainers can get a special and cost free trainer login which offers the access to several classroom functionalities.
- The **Handbook** guides teachers and trainers by explaining the methodology and principles applied to the development of the learning games. It explains what a learning game is; How to use the DYS 2.0 learning games, Who can benefit from the learning games and it provides an overview on how the learning games address the 7 areas: auditory discrimination, auditory memory, auditory sequence, visual discrimination, visual memory, visual sequence, spatial position.
- The project website provides a comprehensive **Information & Training package** on several aspects of dyslexia (What is dyslexia; Strengths and weaknesses of dyslexic persons; The role of information and communication tools; learners preferences and learning styles; Preparing material for dyslexic learners; Support the dyslexic learner; Multilingualism and dyslexia; Dissemination and Good Practice; Course and career guidance; Self-awareness and self-advocacy groups). Look at the chapter “Information”.
Teacher resources

- Project website [http://www.dysvet.eu](http://www.dysvet.eu)
- 9 training modules (PDF, Mobi, Mp3, ePub, Wma).
- DysVet Best Practice (PDF).

Target groups:

VET teachers, trainers, managers, Human Resources staff, and dyslexic individuals.

Description:

- The 9 training modules include: Understanding of dyslexia, assessing strengths and weaknesses, causes and consequences, assistive technology, personal preferences, preparing materials for dyslexic learners and employees, supporting dyslexic learners and employees, dissemination of good practices, dyslexia and disability legislation. Originally the modules were developed as interactive e-Books to be used on the project website. However, you will find the appropriate PDF on the ALDO portal too.

- Dysvet Best Practice provides a brief overview on Best Practices in supporting dyslexic learners and employees e.g. by describing how to provide assessments, how to create appropriate atmosphere at the work place, how to give understandable instructions, how to use technology, how to make presentations, etc.
INV: What is essential is invisible to the eye

(Italy)

527382-LLP-1-2012-1-IT-GRUNDTVIG-GMP

Teacher resources

- The project website [http://invllp.eu/inv/](http://invllp.eu/inv/)
- Pedagogical model online at [http://invllp.eu/inv/?q=node/243](http://invllp.eu/inv/?q=node/243), components are available also as PDF.
- Training pathway (PDF).

Target groups:

Professionals working in residential services, day centres and educational services addressed to people with severe Down Syndrome.

Description:

- The [project website](http://invllp.eu/inv/) has a multilingual menu: English, Italian, Hungarian and Spanish. There is also a special part, called “Knowledge base”, which contains all the professional contents produced by the project:
  - Tools e.g. focus-group tools, pedagogical tools, evaluation tools;
  - Reports of the individual focus-groups;
  - Pedagogical model for the training of trainers and pedagogy of empowerment of severe Down Syndrome;
  - Report of the national trainings;
  - E-courses and online education materials.

- The [pedagogical model](http://invllp.eu/inv/?q=node/243) proposed by the project foresees two phases of the relationship between the professional and the person with severe Down syndrome:
  - Pre education and help: connection, take care and entrustment.
  - Education: accompaniment, educational contract, entrance into the network and partnership.
**Teacher resources**

- Course framework (PDF),
- Vet4Vip Train-the-Trainer Course (Curriculum as a PDF),
- 3 Teacher Manuals (teacher manual + technical manual in pdf + sound list in excel) for the interactive computer-based modules.

**Target groups:**

English language trainers and teachers.

**Description:**

- The **Course Framework** document gives trainers and teachers an insight into the potential needs, challenges and strengths of visually impaired persons (VIPs) in the classroom, gives them practical teaching ideas and materials and gives them information on, and practical experience of, the language learning technology available to visual impaired persons.
- The **Vet4Vip Train-the-Trainer Course** document explains the objectives and the methodology of the course. Each unit is described.
- The **teacher manuals** are not available for a download. Please, contact the project manager.
YES WE CAN...calculate
(Austria)

502241-LLP-1-2009-1-AT-GRUNDTVIG-GMP

Teacher resources

- Project website: www.downsyndrom-yeswecan.eu.
- Yes we can Handbook (PDF).
- Methodology – Mathematical competence of people with Down Syndrome (PDF).
- Yes we can – Educational video (DVD).

Target groups:

Parents of people suffering from Down Syndrome, trainers and teachers.

Description:

- The Yes we can - Handbook is designed for both parents and professionals. All of the suggestions for exercises and games are accompanied by photographs. The handbook demonstrates how mathematics can be transformed into a world of games. In addition to suggesting various exercises for the basic skills, it offers exact step-by-step explanations of how to master calculating skills.
- The Methodology – Mathematical competence of people with Down Syndrome document describes very comprehensively the background of this training approach in English.
- The "Yes, we can!" educational video presents episodes of individuals with Down Syndrome demonstrating how things work. ! The total length of the video is 85 minutes. The DVD can be ordered at Austrian partner (institute@down-syndrom.at) or at the German partner (info@ds-infocenter.de).
**INVESTTT: Inclusive vocational education and specialised tailor-made training**

(Belgium)

527924-LLP-1-2012-1-BE-Leonardo-LMP

**Teacher resources**

- Project website [www.investtt.eu](http://www.investtt.eu)
- INVESTTT Research Paper on inclusive vocational education (PDF).
- Universal design teaching programmes (PDF).

**Target groups:**

Education practitioners, teacher, trainers and staff at VET schools.

**Description:**

- The **INVESTTT Research Paper** on inclusive vocational education in the four partner countries, Slovenia, Belgium, Norway and Austria provides concepts of universal design and reasonable accommodation.

- The **Universal design teaching programmes** were developed in Slovenia, Belgium, Norway, and Austria over two years of testing. The principle ‘Universal Design’ as described in the UN Convention on the Rights of Persons with Disabilities (2006), guided the project partners in reaching the project outcomes. „Universal Design “means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. The „Universal design “programme shall not exclude assistive devices for particular groups of persons with disabilities where this is needed. The resource “Universal design teaching programme” includes a timeline to adapt and implement the teaching programme with a universal design; a division of tasks between different levels of authorities; teaching methods that were successful in that country’s educational framework; and curriculum adjustments made to include the students with learning disabilities. The resources were implemented over a school year, then revised and improved over a second school year, to ensure the validity of the teaching programmes offered.
**SUPPE: Supported employment empowerment and career development for people with disabilities**

(Cyprus)

**CY-LdV-MULPART-2013-14**

**Teacher resources**

- Project’s website ([http://supportedemployment.eu/](http://supportedemployment.eu/))
- Country Report - Best practices examples in the Supported Employment process (PDF)
- Overview on training materials that is being used by those organisations that provide support to people from disadvantaged groups into employment ([http://www.supportedemployment.eu/index.php/best-practice](http://www.supportedemployment.eu/index.php/best-practice))

**Target groups:**

Trainers or other professionals who work with people with disabilities.

**Description:**

The **Country Report** investigates the state of art in Austria, Germany, Cyprus, France and Slovakia and indicates to which levels Supported Employment has been introduced. It includes best practice examples, laws and other information on employability of people with disabilities. The country report is very clear and well structured. It includes a lot of detailed information which can support professionals who work with disadvantaged groups.
Thematic Area 3: Personal Communication and Interaction

Resources identified within the Best Practices selected and presented in this thematic area contribute to the improvement of alternative/augmentative communication to replace or supplement personal communication barriers; ICT as a tool for overcoming social and/or geographical isolation.

Special attention was put on the use of ICT which is a key factor in overcoming geographical and mainly social isolation of persons with learning disabilities.

It is also a theme which is in the focus of most policies related to accessibility and the growing knowledge and information society.

It is the responsibility of teachers, trainers as well as all appropriate stakeholders in the educational sector to create favourable conditions to allow persons with learning disabilities to fully participate in communication e.g. including people living in rural areas or areas with limited infrastructure to allow full access to the information society.
EXP- ROM: Professional education of experts for better future of intellectually disabled Roma
(Slovenia)

530857-LLP-1-2012-1-SI-KA1-KA1MPR

Teacher resources

- Project website: [http://www.exp-rom.eu/about-the-project.html](http://www.exp-rom.eu/about-the-project.html)
- Teachers Manual EXP-ROM (PDF).
- Curriculum for professional education of experts EXP-ROM (PDF).
- DVD: [https://www.youtube.com/playlist?list=PLi0cWMylpZmCN6ShL2KpWhFEDOxFpOIOz](https://www.youtube.com/playlist?list=PLi0cWMylpZmCN6ShL2KpWhFEDOxFpOIOz)

Target groups:

Professionals who work with Roma people with intellectual disabilities (teachers, childcare workers, psychologists, special needs teachers, social pedagogy professionals, social workers, special pedagogues, rehabilitation pedagogy professionals, inclusive pedagogy professionals, etc.).

Description:

- The Teachers Manual describes the goals of the curriculum as well as the approach to treatment of intellectually disabled Roma. It also includes comprehensive description of the curriculum, methodology, techniques used and other important issues addressed.

- The Curriculum for professional education of experts consists of modules encompassing theoretical and practical knowledge that a professional must have to work efficiently in various institutions dealing with Roma groups and/or persons with intellectual disabilities.

- The Teaching DVD contains practical examples of the educational programme. It introduces the main aim of the project and the 50-hours pilot course for experts, presents education content of all 3 modules and shows filmed sections from the pilot course together with the participants’ statements and feedback.
ART FOR ALL
(France)

527215-LLP-1-2012-1-FR-GRUNDTVIG-GMP

Teacher resources

- Project website: [www.art-for-all.eu/en](http://www.art-for-all.eu/en)
- European Toolbox composed of:
  - European guide of good practices (PDF),
  - European Ethical Charter (PDF),
  - European Glossary of art concepts (PDF).
- European Toolkit composed of 5 innovative modules on art mediation (PDF).
- National Stakeholders book (PDF).

Target groups:
Art facilitators and professional artists.

Description:

- The **European guide for good practices** presents the legal framework for accessibility of people with disability to artistic and cultural education, practice and market in partner countries. This guide is available in national versions in native languages for Netherlands, Italy, Germany, France, Belgium and Austria. The summary is available in English.

- The **European Ethical Charter** contains ethical values and principles for art facilitators working in medical, social and psychiatric institutions, to be applied in their artistic mediation work. The Charter is available in English, French, Italian, Estonian and German.

- The **European Glossary of art concepts** is a support elaborated in Easy-to-Read language to facilitate communication between art facilitators and people with disabilities.

- The **European Toolkit** consists of 5 training modules and represents a methodological tool for art facilitators to teach art to adults with intellectual or psychiatric disabilities.

- The **National Stakeholders book** maps the list of the key project related stakeholders at national level, presents a general picture of the legislative framework related to art space in general and related to education of adults with intellectual or mental disabilities in the field of art, and provides suggestions to improve the education system. This book is available in national versions for Belgium, Netherlands, Italy, Germany, France, Estonia and Austria.
Focal: Fostering creativity in adult learners with disabilities through arts

(Germany)

504442-LLP-1-2009-1-DE-GRUNDTVIG-GMP

Teacher resources

- Project website http://focal-project.eu
- Focal Handbook (PDF).

Target groups:

Trainers in adult education who work with disabled (or not) in the field of creative work.

Description:

The Focal Handbook contains a manual and a curriculum for a train-the-trainer course. It presents materials and implementation methods – theory and practice - that support trainers to plan and perform inclusive classes for learners with and without disabilities in the field of creative work.
Teacher resources

- Project website [www.spreadthesign.com](http://www.spreadthesign.com)
- Online international dictionary for Sign Languages.

Target groups:

- Teachers who teach deaf students as well as teachers who wish to learn how to use Sign Language.

Description:

- Spreadthesign.com is an international online dictionary where many sign languages of the world are accessible. The resources is constantly improving its functions and adding more countries as well as more words for each partner to translate and learn. Spreadthesign.com will also continue to add more sentences and not only single words/sign language.

  Spreadthesign.com helps thousands of people every day to find the sign they are searching for. It is also available in smartphones under the name of Spread signs.
FORMULA: Facilitating opportunities using role models to underpin learning for adults who are socially excluded

(United Kingdom)

527914-LLP-1-2012-1-UK-GRUNDTVIG-GMP

Teacher resources

- Project’s website (http://www.formulamentoring.eu/)
- Facilitator’s and Mentor’s handbook (PDF).
- Role model/ Mentor Training (PDF).

Target groups:

Educators who work with disadvantaged group of people.

Description:

- The Mentor’s handbook is very clear and well structured. This handbook presents the benefits of mentoring and it gives advices on how to become a mentor.
- The Facilitator’s handbook describes the procedures on how work can be planned, implemented and monitored. Moreover, this handbook focuses also on mentoring skills. Thus, it presents 10 steps for establishing a successful “role model” mentoring project.
Teacher resources

- Project website: http://recall-project.eu/
- Research Report (PDF).
- RECALL Software Applications http://recall-project.eu/deliverables/
- Online Case studies http://recall-project.eu/category/project/case-studies/

Target groups:

Teachers as well as trainers, parents and caregivers of persons with a range of disabilities e.g. learning, sensory and physical.

Description:

- The Research report covers the national situation in United Kingdom, Bulgaria, Greece and Romania. Thus, it identified problems with the reliability and spread of Google maps in Bulgaria, Romania and Greece which might limit the national roll out of the Routemate application.

- RECALL Software Applications contain 3 applications: the Route Mate, the Route Mate Console and the Site for ongoing support. They can be used in 3 RECALL modes: the Plan mode, the Practice mode, and the Challenge mode. Thus, the Route map is a route learning tool developed for Android in English, Bulgarian, Greek and Romanian, which allows people with a wide range of disabilities to plan and practice new routes to work, leisure and other activities that involve re-connecting with their communities. The challenge mode provides a range of playful activities to help people with disabilities understand the connection between map-based representations of the real world and these corresponding real world locations. The system concentrates on route learning rather than route guidance as the latter has been shown in research to suppress cognitive map development. The approach combines location based services with games based learning approaches. The Plan and challenge mode are available via the ‘Console’. If routes are planned here they are ‘pushed’ to the phone. The Route Mate App comprises the Plan, Use and Challenge modes.

- The eight Online Case studies structured in subchapters introduction, participation and achievements describe cases tested during project pilots. These studies can support the teaching as well as being piloted in other countries.
Teacher resources

- Games, puzzles, films.
- DVD.

Target groups:

Educators working with marginalised groups of people.

Description:

- Originally developed within the context of the UK criminal justice system, the programme T4 has been transferred to partners in Bulgaria, Italy, Lithuania, Malta, Romania and Spain. **T4 is a three day programme** which uses games, puzzles, films and discussion points to facilitate a process at the end of which the facilitators can give an assessment to each individual of where their skills and talents lie and what kind of employment territories would be most suited for that person.
- The **DVD** is a key resource included in the Talent 4 workshop. It contains a variety of films and sound recordings. The recordings were made in each of six countries, thus, the material is language specific.
**SIGN2CROSS**: Linguistic mobility for deaf people in Europe

(Germany)

530953-LLP-1-2012-1-DE-KA2-KA2MP

Teacher resources

- Project website [www.signlang.eu/signs2cross](http://www.signlang.eu/signs2cross)
- Guidelines for Sign2Cross Teachers (PDF).

**Target groups:**

Sign language experts.

**Description:**

The *Guidelines for Sign2Cross teachers* relate primarily to the use of the website as a resource for teaching International Sign (IS). Signs2Cross was developed to teach International Sign as a foreign language to Sign Language users in Norway, Iceland, United Kingdom, Germany and Italy. However, creative sign language teachers can also use Signs2Cross to teach International Signs as additional ‘sign language’ to sign language users and sign language interpreters, and also to Deaf immigrants.
Teacher resources

- Pack of a DVD Handbook for teachers and parents (PDF), as well as videos.

Target groups:

Specialists and public and private institutions involved in caring for persons with Down Syndrome (specialists and health, educational and social institutions).

Family members of persons with Down Syndrome.

Associations, organizations and foundations that work and/or help the community of persons with Down Syndrome and their families.

Description:

The DVD contains videos addressing the Down Syndrome depending on the age of the person with Down Syndrome (from 0 to 6; between 6 and 18 and adults). The videos also address different topics: Education, Health, Social inclusion, Autonomy, Sexual life, etc.
Thematic Area 4: Access to educational and administrative procedures

Resources identified within the Best Practices selected and presented in this thematic area contribute to the improvement of educational and administrative procedures in organisations.

ICT as a tool for administrators has the potential to improve their services for learners with disabilities. When access to education or more specifically schools is meant or mentioned, this refers usually more to physical access to buildings.

However, there is also a need to strengthen the use of ICTs in order to ensure greater access to learning opportunities, in particular in rural, remote and disadvantaged areas. The possibility of accessing services provided by public administrations should exist regardless of the software, communication channel, or technological device used.

But, most international and national policies refer to e-Government, justice or Health Services that can benefit from accessible ICT. Very little reference is made to the importance of access to educational or administrative procedures.
**TOPSIDE: Training opportunities for peer supporters with intellectual disabilities**

**(Belgium)**

518166-LLP-1-2011-1-BE-GRUNDTVIG-GMP

**Teacher resources**

- Project website [www.inclusion-europe.com/topside/](http://www.inclusion-europe.com/topside/)
- Trainers guideline (PDF).
- Material for Peers (PDF).
- Guidelines for Mentors (PDF).
- Methodological Guidelines for trainers (PDF).

**Target groups:**

People with intellectual disabilities who would like to be Peer Supporters.

**Description:**

- **Website** [www.inclusion-europe.com/topside](http://www.inclusion-europe.com/topside) provides links to pilot courses and exercises.
- **Trainers guideline** aims at teaching people with intellectual disabilities the skills they need to be Peer Supporters. It opens up opportunities for people with intellectual disabilities to support each other to more inclusive lifestyles. The TOPSIDE training was developed for and by people with intellectual disabilities. The training is designed to help them to become peer supporters. There are many different definitions of peer support.
- **Material for Peers** contains examples of portfolios and materials peers will keep to record and display their competences and to remind them what they have learned.
- **Guidelines for Mentors** advise and direct the activities of the mentors to peer supporters, once those peer supporters have gone through the training programme.
- **The skill based Curriculum** is composed of a database of exercises to train people with intellectual disabilities to become peer supporters. The skills are grouped in peer to peer skills, inclusive values and skills and pragmatic skills.
- **Methodological Guidelines for trainers** guide through the process of planning and preparing the training programme.
**KVALUES**: Key competences: validating adult learners educational experiences

(Italy)

527436-LLP-1-2012-1-IT-GRUNDTVIG-GMP

**Teacher resources**

- Digital curricula stories for all. Tools and guidelines for adult educators.
- Project handbook “Final publication of the results of the project”.
- Interactive platform to create your own digital curricula story.

**Target groups:**

Disadvantaged adults.

**Description:**

The project outputs develop and test the digital storytelling methodology as an innovative tool to guide adults and young adults in disadvantaged conditions to self-evaluate and recognize skills and key competences acquired through informal learning context such as work, volunteering, family and community related activities.
LED: Learning environment for disabled users

(Italy)

517891-LLP-1-2011-1-IT-GRUNDTVIG-GMP

Teacher resources

- Project website: http://www.europe-projectled.eu/partnership.html
- LED Final publication (PDF).
- Guidelines for trainers (PDF).
- Learning Model (PDF).

Target groups:

The training resources are addressed to 4 typologies of professionals, namely:

Managers, team leaders, trainers and tutors, disabled and non-disabled operators.

Description:

- The LED Final publication is a comprehensive material presenting an overview of the LED project with description and explanations upon the methodology and main outcomes.
- The Guidelines for trainers represents an example of how a new training or work environment for disabled users can be built, following a pragmatic approach which takes into consideration the feasibility of the guidelines in different contexts of Europe.
- The Learning Model is an innovative, alternative, transferable and effective learning model for adults with disabilities, based on the collection and comparison of good-practices regarding training and rehabilitation approaches from different European countries, starting from those of the project partners: Italy, Germany, United Kingdom, Ireland and Slovenia and including further research related to the other European countries.
MY RIGHTS – MY VOICE: Training by persons with disabilities to staff on UNCRPD

(Austria)

518338-LLP-1-2011-1-AT-GRUNDTVIG-GMP

Teacher resources

• Project website www.myrightsmyvoice.eu
• Training course handbook (PDF).
• 10 presentations (PDF).

Target groups:

Trainers at UNCRPD.

Description:

• The Training course handbook provides examples, group works etc which guide the trainer through the 5-day-training programme. Just some examples of work group tasks: My daily living situation; skills and role of trainer and co-trainer; My experience with discrimination and barriers; training methods and material, role play about training situations, how can I get my rights; etc.
• The 10 presentations support the teaching situation by presenting the issues highly visualised.
**SOS-Network: Social inclusion of students/learners with special needs into mainstream VET and labour market**  
(Denmark)

517736-LLP-2011-DK-Leonardo-LNW

Teacher resources

All resources are available on the project website (HTML):

- SOS Network.
- Methods and tools to overcome barriers to learning and employment.
- List of experienced professionals.
- List of organizations.

Target groups:

VET Teachers and professionals working with learners with special needs or social inclusion problems.

Description:

- The main result of this project is the launch of a real and alive **SOS Network** that is running beyond the end of the project.
- In the frame of this network there are several descriptions of methodologies and tools – see **Methods & Tools** on the project website - that have been successful and are ready to be shared by all the members of the network. From the pedagogical point of view these methods include issues like guidance, mentoring and coaching focused to learning and work placement. Some of the methods or tools may be use by the trainers in order to self-evaluate their qualification, skills and learning preferences.
- The lists of professionals and organizations ease teachers to know experiences that could be implemented in their own working plan.
TILE: Towards inclusive learning environment in vocational education and training
(Finland)

2011-1-FI1-LEO05-06164

Teacher resources

- Project website www.tileinvet.net/
- The Roadmap for Inclusion (PDF).

Target groups:

The Roadmap is targeted primarily to VET college administration and other staff and students e.g. professionals in institutions and organisations working with students with special educational needs (SEN) such as:

- VET and Further Education (FE) colleges – institution managers, administrators, teachers and students.
- VET and FE Teacher-Training institutions.
- Institutions offering ‘Life-Long Learning’ study and work practice.
- Workplaces which provide work-based practice and training.
- Non-Governmental Organisations (NGOs).

Other users might be:

- VET provider associations,
- VET trainers/teachers associations,
- Adult learners associations,
- Disability associations,
- Associations of universities and other VET teacher-training providers,
- Public authorities (local and national) including politicians and funders.

Description:

The Roadmap for Inclusion is designed as a set of flexible materials which have been developed and extensively piloted through the collaboration of four universities and partner Vocational Education and Training (VET) colleges across Europe. The Roadmap for Inclusion is designed to be adaptable for European and international users. The document provides a set of indicators, just like the signs and
symbols on a map, which may be used in a variety of ways to help to meet the needs of students and trainees who have Special Educational Needs.

Each of these sets of Indicators provides a series of statements which are intended to promote discussion. There is no right or wrong response to any of these statements.
**PID: Parents with intellectual disabilities – European Family Set**

*(Austria)*

518380-LLP-1-2011-1-AT-GRUNDTVIG-GMP

Teacher resources

- Project website [http://pid-project.eu/](http://pid-project.eu/)
- EUROPEAN FAMILY SET (PDF).

**Target groups:**

Professionals and practitioners working with parents with learning or intellectual disabilities as well as volunteers.

Umbrella associations and networks in the social and disability field.

Adult education providers.

**Description:**

The **EUROPEAN FAMILY SET** offers a summary of current special support programs for parents with intellectual or learning disabilities. Furthermore, it draws a picture of supported parenting and its challenges. The EUROPEAN FAMILY SET portrays also a collection of good, empowering, and already tested support programs and services that assist parents with disabilities in many ways.
PASS IT ON: From raising awareness to open labour market opportunities for people with disabilities through vocational training and lifelong strategies

(Czech Republic)

142271-LLP-1-2008-1-CZ-ERASMUS-EMHE

Teacher resources

- Project website www.employmentforall.eu
- National portals.
- Training materials (PDF).

Target groups:

VET trainers, school management, employers.

Description:

- The website www.employmentforall.eu brings together material from several projects – among them PASS IT ON - that contribute to the employment of persons with disabilities and find innovative approaches to tackle barriers to inclusion. PASS IT ON is based on the projects ATLAS, Coversion, I am 2003 and Mo.bi.le. For example, the Conversion project developed a training programme to facilitate and support persons with disabilities in the open labour market, both at the level of the front-line staff and of management. The project I AM 2003 developed guidelines to improve inclusive education through an accessible curriculum, the development of basic qualifications and providing ongoing support. www.employmentforall.eu website was adapted and further developed in order to contain information on projects and links to the portals set up at national level. It also contains the summary compilation of the training materials and in general most of the project results, in all available languages.

- National portals, supported by national helpdesks, are constantly updated and fed with relevant elements (links, seminar reports, newsletters, etc.)

- Training materials teach disability stakeholders how to approach the integration of persons with disabilities into the open labour market in a more holistic way. The training material presented by PASS IT ON includes 8 chapters: (1) Introduction, (2) Supported employment – the way forward, (3) European & International Framework, (4) The partnership: situation, needs and challenges, (5) What employers in open labour market have to know about employment of persons with disabilities, (6) About integration and career perspectives, (7) Lifelong learning as a core principle, (8) A summary of the projects, their main results.
MUVENATION: Motivating pupils, linking teachers through active learning with multi-users virtual environments

(Italy)

134221-LLP-1-2007-1-IT-COMENIUS-CMP

Teacher resources

- MUVEnation teachers' peer learning programme online http://wikieducator.org/MUVEnation08
- Teachers’ needs analysis (PDF).
- Collection of pedagogical practices (PDF).
- Learning design patterns (PDF).

Target groups:

In the short-term: In-service personnel who deal with problems relating to the lack of motivation and participation in school and who wish to promote active learning methodologies and the use of ICT as solutions to tackle specific educational challenges e.g. improving the participation and the performance of students in literacy; smoothing the transition between school and work; combating dropout students; and encouraging the cross-fertilisation between formal and informal learning settings.

In the long term: all European teachers from all levels and sectors of education that wish to set up learning experiences in virtual environments and who will benefit from the good practices collection and the learning patterns.

Description:

- **European peer learning program** for teacher training for the use of “Active learning with Multi-Users Virtual Environments to increase pupils' motivation and participation in education” is designed to foster teachers’ professional judgement in evaluating and adopting technologies when appropriate to their learning context. The curriculum is completed by a set of more than 35 fortnightly activities organised in sections and that were packaged as Open Educational Resources, reuse, remix and adaptation in other learning contexts.

The teachers’ needs analysis allows identifying what knowledge, skills and competencies teachers need to implement MUVEs in education and what informal and formal paths they have to follow to effectively carry out educational projects in these new environments.
EASPD is the European Association of Service providers for Persons with Disabilities. We are a European not-for-profit organisation representing over 10,000 social services and disability organisations across Europe. The main objective of EASPD is to promote equal opportunities for people with disabilities through effective and high-quality service systems.