

# **AWARENESS RAISING ACTIVITIES**

## **TOOLBOX**

**TO RAISE AWARENESS OF THE SITUATION  
OF PEOPLE WITH DISABILITIES  
IN THE CONTEXT OF DIGITALISATION  
OF OUR SOCIETY**

## Imprint

### Publisher

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# 1 The Project

AMEDY (Active Media Education for Disabled Youth) is an Erasmus+ funded project. In its duration from 2019 to 2021, it addressed the challenges of the digital world for young people with mild intellectual disabilities and the needs of educational professionals working with this target group. The project was carried out in a consortium by the Stiftung Digitale Chancen from Germany together with partner organisations UC Leuven-Limburg from Belgium and IASIS NGO from Greece.

Although children and young people with mild intellectual disabilities use digital media intensively during the socialisation process, this target group in particular is affected by cyberbullying and structural disadvantage in the digital world. For these young people, it is often much more difficult to use the advantages and opportunities of digital technologies – and they need special support in dealing with the risks they may encounter online.

By actively addressing this initial situation, the project consortium wanted to contribute to raising awareness of the situation of children and young people and their educational support.

Therefore, the **Toolbox for awareness raising activities** presented here was developed to provide interested actors with material to inspire on the one hand and to give concrete tips for practice on the other.

## 2 Introduction

In the first part, the toolbox offers a collection of activities that raise awareness about the situation of people with intellectual disabilities in our digitalising society and the challenges this poses for this group of people. For this purpose, the project consortium has researched and compiled actions and measures that have been carried out in the past in Greece, Belgium and Germany and have proven to be successful as awareness-raising activities. The first chapter also contains five best practice activities from other European countries.

Inspired by these successful actions, the second part contains a compilation of concrete tips, practical instructions and useful resources that can be used to implement your own ideas or actions.

## 3 Selection of good practices

The project consortium identified several examples of awareness raising activities from the partner countries. These had to undergo a check of the requirements set by the project consortium for examples of good practice:

- The example focuses on the situation of people with disabilities in the context of the digitalisation of our society.
- The example has already been implemented.
- The example has proven itself in the national/local context.
- The example can be transferred.
- The example fulfils an educational mission.
- The example has a certain impact or public perception.
- The example has an empowerment approach for people with disabilities and strengthens their rights.
- The example has been recognised for its activity by relevant bodies.

The selected examples of good practice do not always meet all the requirements listed above. Often they address one or two aspects in particular, so the consortium decided to present the activity anyway.

The following collection of good practice examples provides inspiring insights into activities from Belgium, Germany and Greece as well as other European countries that draw attention to the situation of people with intellectual disabilities in a digital society.

## 4 Awareness raising activities across Europe

Structure of presented best practice activities:

<b>Name of Country</b> <b>1</b>	
<b>TITEL OF AWARENESS RAISING ACTIVITY</b>	
<b>Description of the Activity</b> <p>Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet.</p>	
 <p>The target audience to whom the activity is addressed.</p>	 <p>Level of transferability. Inspiration to transfer the idea, methodology or approach for the implementation of similar and own activities.</p>
 <p>Explanation of why this is an example of good practice.</p>	
 <a href="https://www.example.com">https://www.example.com</a> <a href="https://project-amedy.eu/">https://project-amedy.eu/</a>	

# Belgium

## 1

### MEDIA NEST

#### Description

Social media plays an important role in the lives of children and young people. Most teens have a profile on a social networking site and use social media. They spend more time with social media than they do with their parents or in school, in other words, they are living in a 24/7 media and technology world. This new type of connectedness with technological devices has brought forth new parenting ways that necessitate parents to be mindful of social media and how to handle their children's social media.

To help both parents and their kids how to use social media positively, Mediawijs together with 20 partners created the MediaNest website. In the MediaNest website, both parents and their children, from 0 to 18 years old, can find the answers to their questions about social media.

MediaNest, which serves as a media education platform, aims to inform and raises awareness on media issues. MediaNest starts from a positive perspective on media and also pays attention to the risks of media. Sven Gatz, Flemish Minister of Media, says MediaNest, through stimulating communication between parents and children, focuses on experiencing and enjoying media together in the family. MediaNest covers several themes from social media, gaming, cyberbullying to advertising and privacy. It mainly aims to answer these two significant questions: How does your child grow up with media? And how do you deal with this as a parent?

#### What MediaNest offers:

- Information about media education tailored to your family
- Concrete answers to questions from parents such as 'Which games are suitable for my child?'
- Tips & tricks to make appointments with children about screen time or to discuss cyberbullying
- A media growth line adapted to your child's environment and development
- Online tests such as "What type of media parent are you?"
- A series of videos about gaming & social media
- Click-and-print, such as 'Do the app check' or an advertising bingo
- Testimonials from parents and their children
- Activities to do together with your children e.g. playing games

In addition to the topics mentioned above, MediaNest also has special topics for children with a disability such as: apps for children with autism, media use of children with intellectual disabilities, apps supporting blind and visually impaired children, apps to support communication



Families, children, teachers, counselors, social care workers, professionals and non-professionals working in this field, organisations dealing with young people



This activity can be considered as Best Practice because:

- It's an outcome of a large consortium of 20 partners, which makes it very valuable in terms of having different perspectives and experiences
- It's an interactive and a user-friendly website tool that covers several themes. Parents with their children can experience and enjoy together
- It gives special attention to people with disabilities with several media tools and apps



MediaNest can be applied to both national and European contexts, as it is suitable for every country across Europe. It is a comprehensive platform that covers various topics. Besides, it has content for children with disabilities



### KONEKT

#### Description

*Imagine: you are twelve years old and you want to become a kindergarten teacher. Or a professional dancer. This is not possible because you have an intellectual disability.*

Konekt has an open training offer for people with disabilities and their environment. Since digital media have become an integral part of our lives, besides offering inspiring training, Konekt is firmly committed to strengthening media literacy, both among people with disabilities and those around them. Konekt believes that digital participation promotes social participation and vice versa: digital exclusion promotes social exclusion. Based on this principle Konekt organises several projects on media literacy with a focus on people with disabilities.

In 2017, with the collaboration of Digitaal.Talent@Gent and Mediawijs, Konekt organised the pilot course 'Media Coach for duos'. Ten duos from ten different organisations followed this unique training programme and implemented the project in their own organisation. In 2017 the Media Coach Training for Duos won the **M-Award** for a **best media educational project**. It was also a finalist at the All Digital Congress in Barcelona.

The second Media coach Training for Duos organised by Konekt in 2018. The training was aimed at duos from the same organisation: a counsellor and a person with a disability. The supporter wants to use digital media in his/her counselling work and pass on this enthusiasm to colleagues and clients. The person with an intellectual disability has a passion for digital media and wants to help other persons with disabilities with this. Both persons follow a separate training programme around the same digital topics.

The Media Coach course helps a person with a disability to gain knowledge and skills on media usage and to navigate the digital world more easily. They also learn how to coach others in their organisation to use digital media. As facilitators, they discover the possibilities that digital media offer their clients to achieve their personal goals. They also learn to connect offline and online worlds and get tools to inspire their colleagues to use digital media in their coaching work.

For supervisors, the programme consists of six training days, with interim assignments. For persons with disabilities, Konekt organises 11 training days. 6 of these days coincide with the training days for supervisors. Besides, each duo realises a project in its organisation, where they coach fellow supervisors and peers in their use of digital media. The following topics are addressed during the programme:

- Media literacy and media literacy guidance
- Online identity, self-image and self-representation
- Social media and online relations
- Policy, gaming and coding
- Proof of advertising, privacy and addiction
- Integration and presentation of the projects



Teachers, counsellors, social care workers, professionals and non-professionals working in this field, organisations dealing with young people



This activity can be considered as Best Practice because:

- It's a unique media coaching program that won the M-Award for best media educational project
- It gives a proactive role to the participants, which is very significant for social inclusion



Konekt Media Coach programme can be applied to both National and European contexts, as it is suitable for every country across Europe.

It is a tailor-made course for people with disability and covers various topics they need for digital inclusion



# Belgium

## 3

### STAR

#### Description

**STAR** is a pedagogical online toolkit that was created for young people with autism spectrum disorders (ASD) and aims to promote a safe and responsible internet usage among them.

Child Focus, the Foundation for Missing and Sexually Exploited Children, has been working on the topic of a safer internet for children and young people since 2000. The increasing demand for the creation of a tailor-made tools for young people with ASD lead to the creation of this project.

Child Focus, in collaboration with the SUSA foundation and De Kade, developed the STAR Toolkit that aims to help professionals (teachers and staff) who support young people with ASD.

The main objective of the STAR project is to support teachers and counsellors to teach young people with ASD how to deal with online risks. The toolkit has a pedagogical function, which helps young people who need extra support. It supports the target group by answering questions such as: How to interpret online communication; How to find out who are real friends and how to protect your private life.

The programme offers various activities that can be performed on the computer both in class and individually. These activities are subdivided into four different thematic modules - safety, critical mind, friendship and respect - that fit the situations and online risks these young people face. The modules are user-friendly, so that young people with ASD can always work with them easily.

Besides, the programme is based on a broad approach and gets very concrete. It covers as many topics as possible concerning the four modules mentioned above. Moreover, it is very vivid because each topic goes more in-depth into situations from the world of young people, which is essential for them to link with their daily lives.

- Online security
- Security and privacy settings
- Reliability of sources and fake news
- Online and offline friendships
- Respect for others and themselves



Teachers, counsellors, families, social care workers, professionals and non- professionals working in that field, organisations dealing with young people with ASD



This activity can be considered as Best Practice because it can be used both in class and individually. Based on four themes, it help professionals to support young people with ASD on the following topics:

- Online security
- Security and privacy settings
- Reliability of sources and fake news
- Online and offline friendships
- Respect for others and themselves



This activity undertaken by Child Focus can be applied both national and European contexts, as it is suitable for every country across Europe to use this tool in order to support teachers and counsellors to teach young people with ASD how to deal with online risks



### i R E S P E C T

#### Description

The iRespect project aims to encourage students to use the internet and social media safely and constructively. The project, with the support of the European Commission and IWT, was developed by Child Focus, B-CCENTRE, EMSOC and the Digital Champion for Belgium Saskia Van Uffelen. Several video tools and a handbook were created that allow teachers to practically set up lessons for the use of the internet and social media. The tools have been developed bilingually (Dutch and French) for Belgian primary schools, and are suitable for both regular and special education. In addition, the tools can be used both online and offline, which gives the opportunity to be used more effectively in the classes.

The project brings an inclusive offer for both regular and special education. The main target group of the project is the last grade of primary education, students from 10-14 years old in special education type 1 and 8 (there are 13 categories of special education as defined by the Individuals with Disabilities Education Act (IDEA)). In some schools, due to the poor internet connection, teachers cannot use online tools effectively. Therefore, a DVD 'the iRespect videos' (a voice-over in Dutch and French) with a manual with pedagogical sheets were created and sent to all primary schools in Belgium.

Ten thematic video tools were created with a pedagogical manual. Each lesson is based on a video with a situation sketch and three or four possible solutions.

The topics of the lessons are

- Secret and Privacy
- Securing your account
- Alert on the Net
- Internet and Respect
- Internet and Creativity
- Experiment and challenge online
- E-reputation
- Personal Information
- Cyberbullying
- Online information

Each film ends with an infographic with a conclusion or tip. In all videos, students are encouraged to think critically about the situation and learn to deal with difficult situations on the internet.

With these videos, the project aims to reach a lot of children in Belgium and contribute to more media literacy within this target group.



Teachers, counsellors, social care workers, professionals and non-professionals working in this field, organisations dealing with students/young people in both regular and special education



This activity can be considered as Best Practice because:

- The tools can be used in classes (online & offline) and focus on specific topics which are significant for using the internet and social media in a safe environment
- Possibility of using the DVD and printed material for being able to cover the educational needs even if the schools do not have internet connection



This activity undertaken by iRESPECT can be applied to National and European contexts, as it is suitable for every country across Europe to use these tools in order to encourage students to use the internet and social media safely and constructively

### STOP TIENERPOOIERS

#### Description

Child Focus has launched a tool to prevent victimisation of teenage pimps. GPS (Girl Power Squad) is a unique pedagogical tool for youth care facility counsellors to work with vulnerable girls from the age of 11.

Child Focus has conducted a study on the phenomenon of teenage pimps. Teenage pimps are predators and referred to as human traffickers who deliberately make teenagers de facto dependent and emotionally affectionate and then exploit them - through deception, coercion, physical, psychological violence and abuse of vulnerability - in prostitution. Pimps can look like an ordinary guy or girl. They can also be non-traditional, like a family member who pimps out their child for food, money or drugs. They can be female, too, and often pimps will work as couples trying to recruit young girls - where the female might act as a mentor, friend or big sister.

Teenage pimps ask their victims to have paid sex with customers they arrange. This can be clients from the social network of the teen pimps themselves or strangers who find the teen pimps via the internet. That is why it is so important to focus on the awareness and resilience of young people.

Child Focus, in collaboration with numerous youth support services, Pimento, Sensoa & Mediaraven, created GPS. GPS is an education and awareness-raising tool for vulnerable young people. GPS is accessible and fits in with the daily world of young people by referring as much as possible to digital media. This tool also appeals to them as experts for other young people.

Young people do not find it easy to talk about issues such as sexuality and abuse and victims often mistakenly think of pimps as their friend. For these reasons GPS uses terms such as 'good and bad friends' and 'healthy and unhealthy relationships'. In GPS firstly the girls and their supervisors work around important underlying themes such as self-image and a healthy image of relationships and sexuality. Then they learn about possible risks and causes of victimisation and information about organisations to which they can turn.

Child Focus has a free number 116 000 for general questions about the problems or signals of victimisation, questions about safe internet (sexting, grooming etc.) or the organisation of a training course on (prevention of) victimisation. Child Focus also created three videos for awareness-raising on the victimisation of teenage pimps:

[www.youtube.com/watch?v=UwQfFQB3ywl](http://www.youtube.com/watch?v=UwQfFQB3ywl)

[www.youtube.com/watch?v=bEvEDzc-x4U](http://www.youtube.com/watch?v=bEvEDzc-x4U)

[www.youtube.com/watch?v=rB\\_VxOne04g](http://www.youtube.com/watch?v=rB_VxOne04g)



Teachers, counsellors, families, social care workers, professionals and non-professionals working in that field, organisations dealing with young people.



This tool can be considered as Best Practice because:

- it addresses supervisors from youth services and aims to empower and facilitate their work with vulnerable girls
- It helps users how to tackle this sensitive problem in a professional way, by also demonstrating counselling support to the target group
- It aims to raise awareness regarding the phenomenon of teenage pimps, by also giving a good example of how to approach the community with such sensitive issues
- The vulnerability of the target group is related to the high-need of raising awareness regarding these topics



This activity undertaken by Child Focus can be applied to both National and European contexts, as it is suitable for every country across Europe to use it as a tool to prevent victimisation of teenage pimps.



### CO-CREATING A CAMPAIGN WITH & FOR PERSONS WITH DISABILITIES: INTERFEDERAL CENTRE FOR EQUAL OPPORTUNITIES

#### Description

In 2016, the Interfederal Centre for Equal Opportunities of Belgium organised a campaign by and for the people with disabilities, which was named "I have a disability and I have rights".

A research, which took place by Unia (the Interfederal Centre for Equal Opportunities of Belgium) in 2012, underlined that a large number of individuals with disabilities do not know their rights in a sufficient way.

Therefore, the intention of the campaign was to empower people with disabilities in order to better know and speak up about their rights.

The campaign began with the so-called "shoe statement", which was a type of demonstration by placing shoes on various places across Belgium in order to stand against the invisibility of individuals with disabilities.



People with disabilities who are interested or who want to learn more about their rights and their families, trainers, educators, organisations and institutions dealing with people with disabilities



This campaign can be considered as Best Practice because:

- it is a means of integration and inclusion of the people with disabilities in the society
- it spreads the idea of accepting diversity and disability not as a weakness but as strength
- it spreads knowledge about the rights of these people, which are unfortunately not well-known not even inside this social group.



The campaign targeted individuals with disabilities, who are more difficult to reach, therefore the news about the campaign were also spread to the users' councils in Service Provider organisations and institutions. In consequence, the campaign was designed in tight collaboration with people with disabilities, who have made their own film, so that they could underline their rights.

## PROJECT "PADIGI" - PARTIZIPATION DIGITAL: BLENDED LEARNING TRAINING "INKLUSIV DIGITAL"

### Description

Project of the JFF (institute for media education in research and practice) in cooperation with the University of Passau (Chairs of Digital and Strategic Communication and Data Science), and the Academy Schönbrunn (academy for curative education in Bavaria)

**Topic:** Development of a blended-learning vocational training for professionals in pedagogy and curative education

#### Objective:

- To contribute to raising awareness of inclusive social models
- Training is intended to strengthen the media competence of professionals in the field of curative education care, and the newly acquired knowledge is to be applied to their own target group
- Mediation of media pedagogical approaches paired with inclusive models in the form of a blended learning training, OER offer
- Pilot of the training over two semesters (2018-2019) at the Academy Schönbrunn with trainees in curative care, presentation of the training and results of the project at a big symposium in Munich on November 21 and 22, 2019 with a broad offer of workshops about the topic



People with (all kinds of) disabilities (no age limitation), professionals working with this target group as well as their organisations



This project can be considered as Best Practice because:

- development of a training course that is provided as OER and can be used after the end of the project's runtime and nationwide
- active cooperation with and integration of people with disabilities into the project
- partners from different organisations/institutions that can raise awareness to the topic on different organisational levels
- training was piloted at an academy for curative education and therefore could be directly adapted to the needs of the target group, furthermore the pilot could raise awareness to the importance of media literacy among the professionals at an early stage (during their education)
- presentation of results at a high-profile symposium in Munich with workshops



So far, the training is only available in German language. If it can be provided in English, it should be easily transferable to other countries as well. The training itself is quite general and focuses on the importance of media literacy and on creative approaches to use digital media in the daily work with disabled people

### C A M P A I G N # B A R R I E R E F R E I P O S T E N

#### Description

online campaign (via Instagram and website) about how to post barrier-free and accessible on Social Media

##### Objectives:

- to make Social Media Platforms, e.g. Instagram, Twitter or Facebook more accessible for people with disabilities
- to promote online-participation and accessibility
- to create a resource for knowledge and opinion regarding accessibility in social media

The campaign provides short, easy to follow tips as well as step-by-step instructions on how to post barrier-free on different Social Media Platforms, e.g. keeping sentences short, explaining difficult vocabulary or subtitling videos. The initiative behind the campaign is made up of experts with and without disabilities who deal with accessibility on a professional and/or private level.



Everyone who uses Social Media



This campaign can be considered as Best Practice because:

- low effort but high outcome
- since it has no specific target group but addresses everyone who uses Social Media, awareness can be raised in all parts of society
- Low-threshold approach to sensitize for the topic (also beyond the usual target group of professionals etc.)
- quick & easy tips that can be easily followed and applied



Easy to adapt in other countries, since the tips only need to be translated and can be posted on Instagram, Twitter and/or Facebook without a big timely effort



### BIENE AWARD & COMPETITION

#### Description

An annual award for German-language barrier-free offers on the internet that existed from 2003 to 2010 and was presented by the Stiftung Digitale Chancen (SDC) and Aktion Mensch. BIENE stands for "Barrier-free Internet opens new insights" and is the German word for 'bee' - this is the reason for the mascot.

**Objective:** to make barrier-free, accessible internet known on a broad social and political level and to promote its implementation.

Around 1.800 companies and organisations, public authorities and ministries, towns and municipalities as well as clubs and associations from Germany, Austria, Switzerland and South Tyrol have taken part in the competition. So far, more than 100 websites have been awarded a BIENE. The prize is of a purely non-material nature.

The criteria of the competition are based on the following principles:

- comprehensibility
- perceptibility
- usability
- orientation
- sustainability
- relevance of content and integration
- design

At the annual awards ceremony in Berlin the winners receive their prizes - a golden, silver or bronze bee.



Providers and designers of German-language websites were able to participate in the BIENE competition.

Special prizes can be awarded for solutions that take into account the specific needs of individual user groups. These can be: Offers for deaf people using sign language, offers for people with learning difficulties or other outstanding and innovative developments.



The Award can be considered as Best Practice because:

- competition and award ceremony is very high profile and reaches a broad audience
- draws attention to the topic
- the chance of winning a prize can motivate people even more to design their websites barrier-free



Financial resources are needed to design an award, to organise the awards ceremony and time & personal resources for examining and assessing the competitors. Apart from that the concept can of course be transferred to other countries as well.



### BARCAMP

## "ACCESSIBLE DIGITAL SOCIETY"

### Description

**Objective:** Discussion and development of design options for paths to a barrier-free digital society

BarCamp "Accessible digital society" that took place on September 25, 2018 in Potsdam and was organised from the Gesellschaft für Informatik (GI) in cooperation with the University of Potsdam.

Definition of BarCamps in general: Open conference with open workshops. The content and procedure which are developed by the participants themselves at the beginning of the conference and designed later on. BarCamps serve the exchange of content and discussion, but in some cases they can already show concrete results at the end of the event.

The specialist group "Informatics and Inclusion" of the Gesellschaft für Informatik (GI) invited affected persons, politicians, scientists and designers of the digital world to discuss ways to a barrier-free digital society and develop design options.

The main questions that were discussed are:

- Can all people participate equally in our digital society?
- Does this society meet the requirements of accessibility?
- With the ratification of the UN Disability Rights Convention in 2009, the Federal Republic of Germany is obliged to implement, among other things, Article 9 (equal access to information and communication, including information and communication technologies and systems) and Article 21 (freedom of expression, freedom of opinion and access to information). How will this be implemented in the context of the digitization of our society?



Broad audience: affected persons, politicians, scientists and designers of the digital world



BarCamps in general are a very suitable event format for being transferred into other countries, languages and contexts.

Grassroot democracy: A platform is offered where people meet to talk about a certain topic, but the participants can actively take part and can co-design the agenda, e.g. by offering workshops

Furthermore BarCamps often are broadcasted on the Internet on a digital platform, so that everyone, also people who don't have the conditions to come to the venue, can take part in the discussion



This activity can be considered as Best Practice because:

- great awareness raising activities to a broad audience without a high effort
- grassroot democratic
- inclusive approach that also wants to hear the voices of those affected (people with disabilities)
- gives a stage to speak for people who often aren't heard
- gathers around different target groups who often don't come together: stakeholders, politicians, scientists, affected people

## " REFLECTION OF DISABILITY IN ART " FESTIVAL

### Description

For the last two years, the University of Macedonia in Greece has organised the festival "Reflection of Disability in Art", with the acronym R.o.D.i. The festival usually lasts for a week and is held under the patronage of the President of the Republic, Mr. Prokopios Pavlopoulos, with the support of the team that leads Thessaloniki's International Film Festival.

During the festival days, people with and without disabilities coexist side by side in whatever role they choose, either by participating in artistic activities or simply by watching them. The work of the festival is supported, in particular, by volunteers who are specially trained in accessibility issues.

The purpose of the festival is to promote art through the perspective of people with disabilities. The idea is based on the recognition of the undeniable human right to expression through art and through digital technology, as the festival is also incorporating new technologies used in the film industry, a special tribute to the Film's Festival seal.



People with disability, artists, stakeholders, professionals and non-professionals, organisations dealing with disability etc.



This activity can be considered as Best Practice because of the:

- exploitation activities undertaken by people with disabilities themselves or the artists who are sensitive on this issue
- dissemination activities undertaken by the organizers of the festival and by the general audience, who are involved during the raising awareness activity



The ultimate goal of the festival is to establish an institution, where the artistic aspects of people with disabilities will be presented and encouraged. In addition, another aim of the festival is to remove barriers to the participation and social inclusion of the people with disabilities, and to unite University and Society.

This idea is easy to be applied to a European context, as well, since it can be quite interesting and creative for European countries to organise these events. In other words, such an event can give the chance to relevant professionals, stakeholders or people with disabilities to discover the digital world from its different perspectives.

### CENTRE FOR UNIVERSAL ACCESS & ASSISTIVE TECHNOLOGIES (CUA&AT)

#### Description

The CUA & AT is a project-laboratory, organised by the Forth Institute of Computer Science. The ICS is part of the Foundation for Research and Technology (FORTH) in Greece, a significant national research centre. The mission of FORTH, and consequently of ICS, is to provide high quality research, to promote education and training, and finally to contribute to the improvement of the Information Society, at a regional, national, and European level.

The main goal of CUA & AT is to raise awareness about and support the equal participation and inclusion of people with disabilities in the Society of Information and Technology. To achieve that, the Centre designs products and services which are accessible and usable by people with disabilities. The CUA & AT's activities also are concerning research on the field of e-Inclusion, but also on the accessibility guidelines and Policy interventions at a local, national and European level.

The Centre is active in technology and applications development, such as access to the Internet, text processing, electronic books, special education, vocational training etc.

More specifically, the Centre offers the following:

- Accessibility and usability evaluation of the applications, services and technological environments
- User experience design for people with disabilities
- Training seminars and workshops in universal access, assistive technologies, alternative interaction techniques, accessible smart environments



People with disability who are interested or who want to learn more about the digital world, trainers, educators, organisations and institutions dealing with people with disabilities



This training course and Centre can be considered as Best Practice because:

- it is a means of inclusion of people with disabilities
- the Centre is organising raising awareness activities about the equal participation and inclusion of persons with disabilities in the Society of Information and Technology



As mentioned above, the major aim of FORTH, and consequently of ICS, is to provide high quality research, to promote education and training, and finally to contribute to the improvement of the Information Society, at a regional, national, and European level.

The Centre has been an active participant of the eEurope and eAccessibility initiative, while also being involved in the establishment of a variety of national measures, in order to assure the implementation of the recommendations of these initiatives by EU countries.

The Centre is also part of some international web accessibility activities, as well as part of international standardisation activities, which promote accessibility and usability.

### THEOTOKOS FOUNDATION

#### Description

THEOTOKOS Foundation is a non-profit organisation which was founded in 1963. It is managed by a nine-member team of the Honorary Board of Directors and its actions are supervised by the Ministry of Labor, Social Security and Welfare. Theotokos is located in Western Athens and more specifically in the Municipality of Ilion. The Foundation is providing special education and therapeutic services to children aged 2 to 5 years, as a part of their early intervention, and also to young people aged 14 to 20 years with developmental disabilities, intellectual disorders and autism. In addition, vocational training and rehabilitation services are offered to young adults aged 20 to 35 years. Also, the families of the people with disabilities are supported and intervention is implemented, whenever it is considered to be necessary.

More than 5,000 people have been supported during the 52 years of the foundation's operation. Currently, 370 children and young adults attend daily, of which about 60 are from poverty-stricken families without social security.



People with disability who are interested or who want to learn more about the digital world and their families, trainers, educators, organisations and institutions dealing with people with disabilities



This training course and the foundation can be considered as Best Practice because:

- It is a means of integration and inclusion of the people with disabilities in the Society of Computers and Technology
- This innovative computer workshop provides education and knowledge through a variety of alternative technological activities, which aim at the development of skills in the computing environment or, as named, the skill of computability, and the improvement of education in various IT environments



The organisation is very active on Erasmus programs, so they raise awareness about people with disabilities.

All services in the Foundation are supported by innovative programs, exemplary for Greece and Europe.

### LIGHT IT UP BLUE! GREECE-CAMPAIGN FOR AUTISM

#### Description

What is Light It Up Blue!, short L.I.U.B.? Since 2015, the Greek non-profit organisations NOESI.gr and "Autism Speaks" organise the Light it up Blue! Campaign in Greece, regarding the World Autism Day on April 2, by turning on blue light in buildings.

The "Blue for Autism" campaign is an initiative by "Autism Speaks" that aims to inform and raise public awareness for autism, with actions like "Wear Blue" and "Turn on a Blue Light". Since 2015, NOESI.gr has been the ambassador of the campaign in Greece, in order to promote actions with the aim to raise public awareness and disseminate knowledge about people with autism. This campaign, even though it is not directly associated with the media literacy of the target group which is being addressed to, is one of the most important campaigns in Greece (and not only) and it is essential to be mentioned in the report. Every year, a lot of major activities are taking place around the cities and towns in Greece in order to raise the public's awareness.

For example, since 2016, on April the 2nd, a lot of ancient monuments in the city of Athens are being decorated with bright blue lights. This campaign gives an important message to the citizens of Athens and the tourists who come to admire a monument.



This activity is addressed to both target groups:

- People with disability who are interested or who want to learn more about the digital world and their families, general public, trainers, educators, organisations and institutions dealing with people with disabilities
- to all people in general, because they should be aware of the issue of autism



This campaign is happening every year on the same day in 140 countries and 1,300 cities and towns all around the globe.



This campaign can be considered as Best Practice because of:

- exploitation activities by the people with disabilities themselves or the organisations and the individuals who are working or are sensitive for this issue
- dissemination activities by the organisers of the festival through Facebook and other social media, while also by the Greek media (television etc.) and the general audience, who are involved during this raising awareness campaign



### MK PROSOPSIS - ASSISTIVE TECHNOLOGY PRODUCTS AND SERVICES

#### Description

MK Prosopsis was founded in 2004 to provide the local and European market with supportive technology products for children and adults with developmental disabilities. The company's aim is to improve the lives of these people to the fullest extent possible. Also, the company is providing assistive technology products to professionals with therapeutic background (psychologists, occupational therapists, speech therapists etc.), in order to assist them with the provision of their services.

At MK Prosopsis, all the staff is dedicated to seeking and providing the best technological tools for people with disabilities, with respect, appreciation and integrity. The team of MK Prosopsis is doing its best to offer all these tools, by also appreciating the diversity of each person and confidentiality. They also believe that we all have the right to equal access to Communication and Learning. MK Prosopsis has been working closely with over 90 companies, most of which have been specialising in supportive technology for over 30 years and it is significant that they have managed to be the exclusive representatives of most of the partners in Greece and Cyprus.

The organisation's products are characterised by high quality and usability, since they are carefully selected and evaluated by a team of experts, in order to better serve the customers' needs. One of the main goals of the company is to translate successful specialised software from other languages into Greek and transfer them to the culture and educational system.



People with disability who are interested or who want to learn more about the digital world, trainers, educators, organisations and institutions dealing with people with disabilities



As mentioned above, MK Prosopsis is the exclusive representative for over 30 years, of most partners in Greece and Cyprus. Also, the company has offices in Saudi Arabia, where it is cooperating with various partners all around the Middle East.



The products and services of MK Prosopsis can be considered as Best Practice because:

- MK Prosopsis also organises and participates in a series of educational, disability and/or technology related events, in order to raise awareness about the people with disabilities and their undeniable right to use technology.

## ELPIDA: "E-LEARNING PLATFORM FOR INTELLECTUAL DISABILITY AWARENESS"

### Description

The ELPIDA programme's goal was to provide family members and parents of people with developmental disabilities with necessary skills, in order for them to feel more confident when providing support and empowerment to people with developmental disabilities of all ages.

ELPIDA project achieved this goal and developed an e-learning platform which contains six interactive educational modules, mostly focused on issues of communication, adulthood and getting older, managing stress and anxiety, human rights and sexuality issues along with forming personal relationships. These modules provide more training and awareness raising on key areas, which have been identified before the beginning of the programme, through a survey to identify the educational needs of these people. The training material is available in seven languages (Danish, English, French, German, Greek, Norwegian and Portuguese). The ELPIDA programme ran from Oct. 2017 to Sep. 2019.



Family members and parents of persons with developmental disabilities



This platform can be considered as Best Practice because:

- The knowledge to be gained through this e-platform will have a positive impact on individuals with developmental disabilities and will contribute to a better quality of life in general
- ELPIDA is going to create a huge group of well-informed and sufficiently equipped participants, who will feel confident to support the needs of the family members and people with developmental disabilities
- The project aimed at creating an active community of practice with high quality of exchanging the gained knowledge
- The learning platform is offered in six European languages and free to use beyond the duration of the project



The consortium of this programme consists of five organisations within four European countries. In consequence, the partners of the project will disseminate the results not only on a local level, but also on a European and maybe international one. Not to forget that the project aimed to create an active community of practice with high quality exchange of knowledge.

### ASSISTID

#### Description

ASSISTID is a research and training programme, which is funding up to 40 postdoctoral researchers. These researchers are exploring how technology can support people with developmental disabilities and/or autism in education, employment, social participation and living independently. It is funded by the EU, as well as by the charity RESPECT (ASSISTID is cofounded by the charity RESPECT and the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no PCOFUND-GA-2013-608728. RESPECT are funding 60% of the project costs with the EU funding 40%). ASSISTID provides evidence and awareness of Assistive Technology.

The ASSISTID researchers are a group of therapists (e.g. psychologists, speech and language therapists) and technicians (e.g. computer scientists, architects, engineers), who are combining their knowledge and skills, in order to change practice and perceptions around assistive technology for people with developmental disabilities and/or autism.



People with disabilities who are interested or who want to learn more about the digital world and their families, general public, trainers, educators, organisations and institutions dealing with people with disabilities



This programme can be considered as Best Practice because of:

- Exploitation activities by the researchers, in order to assist the people with disabilities or the organisations and the individuals who are working or are sensitive on this issue
- Interdisciplinary approach: Research of high quality, in order to improve the life of people with autism and developmental disabilities
- Dissemination activities through social media



ASSISTID has a huge number of collaborators, who are experienced on a wide variety of areas regarding assistive technology development, ICT provision, home care and rehabilitation services. The collaboration with these partners facilitates the transformation of Assistive technology research into practice, in order to improve the lives of people with developmental disabilities.

ASSISTID also organises events in order to raise the community's awareness on issues of disability and assistive technology and is very active on social media, as well.

# Northern Ireland

## 3

### THE MULTIFACETED APPROACH: BELFAST CITY COUNCIL - EMPLOYERS FOR DISABILITY NORTHERN IRELAND (EFDNI)

#### Description

The Belfast City Council (BCC) has developed its first Disability Strategy and Action Plan in 2015. The goal of this strategy is to guide the Council's actions across specific areas of policy, which directly impact the people with disabilities. This will be achieved by establishing a high-level framework.

In addition, employees are trained on disability awareness, mostly through train-the-trainer sessions. BCC also organizes disability events for staff and external partners, by mainly focusing on raising awareness about disabilities. Moreover, best practices are being held and an investment strategy has been launched, underlining the need for employability initiatives for the individuals with disabilities.

BCC launched, except of traditional platforms, the possibility to directly advertise job opportunities within the disability organisations. These advertisements are also published on the Employers for Disability Northern Ireland's Jobs Bulletin Board. In addition, a computer-based skills test is undertaken by the people with developmental disabilities, for some basic administrative posts instead of requiring them to possess official qualifications.



People with disability, artists, stakeholders, professionals and non-professionals, organisations dealing with disability, employers etc.



This activity can be considered as Best Practice because:

- BCC's initiatives include raising awareness of the managers on the need for reasonable adjustments and training for employees on equal opportunities and good relations, which focuses discussing about disability
- BCC's initiatives in employment were praised for their fairness and equity at all stages of employment



The BCC has a representative on the Special Schools Business Education Partnership Board and on the Orchardville Employer Strategic Group. It has also promoted its disability policies and practices at events, which were organised by the Equality Commission for Northern Ireland and the Orchardville Society.

Moreover, the BCC monitors and evaluates the experiences and views of all applicants and employees. Also, it established internal equality groups following staff researches, it held disability focus groups and it has established a disability staff network, in order to continue this work.



### CENTRE DRAGA

#### Description

The training, occupation and care Centre Draga is an organisation for training, education, employment, healthcare and rehabilitation of children, adolescents and adults with intellectual disabilities and additional impairment. Some years ago, the Centre started supporting self-advocates, organising small groups of them and raising awareness on their rights. In consequence, five self-advocacy groups were established, which now are 18. Also, a year ago, a board of service users was founded. Moreover, the Centre wants to support the employment of the people with developmental disabilities. So, eight years ago the Centre opened the restaurant Druga Violina in Ljubljana, where individuals with disabilities are employed. This restaurant is much more than a working place, as it also has the role of a guidance, care and safe working service, which is enabling the users to engage in socially and economically useful activities, to acquire knowledge and all kinds of new competencies, such as the digital ones, to develop a social network and finally to stimulate their ideas and gain self-confidence.

The Centre took the initiative to start a de-institutionalisation process and to aim for better living conditions, which included mainstream employment opportunities.



People with disability who are interested to work, trainers, educators, organisations and institutions dealing with people with disabilities, stakeholder, politicians



This type of service is innovative in Slovenia, as it does not only help the people get employed, but also raises awareness in the community about the importance of diversity and accepting it.

Using the model of such a restaurant, the following aims are fulfilled for individuals with disabilities:

- provide the opportunity to work in an ordinary and safe social environment
- test their abilities
- see how customers of the restaurant interact with them
- verify their need for support and examine the extent of help they need
- determine the qualifications of potential employers



The case of the restaurant demonstrates that there are opportunities for the people with developmental disabilities, who usually are referred as “hard to employ”. Also, it is significant that the restaurant is financially independent and has a good collaboration with the media.

At the local level, the municipality supports the Centre by not charging for the use of the restaurant’s terrace. The Municipality also promotes and spreads information about the restaurant through the Tourist Information Centre in the capital city, Ljubljana. Moreover, the national authorities support the promotion of the restaurant through protocol events (guests are presidents, athletes, actors, journalists, etc.). There is a collaboration between the Centre and Ministries, as well as with trade unions and the Ombudsperson for human rights.

This model has also encouraged initiatives in other areas, e.g. horticulture, landscaping in public and private areas, cleaning services etc.

## **5 Implementing own awareness-raising activities**

The activities presented in the previous section to raise awareness of the situation of people with disabilities in our digital society should inspire organisations, associations and institutions to implement their own actions. In order to support them in their implementation, this part of the toolbox contains a compilation of concrete assistance, practical instructions, tools and further resources. The aim is to enable institutions, organisations and interested groups of people to organise and implement activities of different scope and awareness levels and for different target groups.

The project consortium focuses on the following three areas for awareness-raising activities:

### **1) Awareness raising through online activities**

These are actions that take place in a virtual environment and are carried out with the help of digital tools. They can address the general public as well as a targeted audience.

Examples: *Social media campaigns, digital videos/statements, podcasts*

### **2) Awareness raising through small-scale events**

The main objective of these measures is to give interested people a deeper insight into the situation of people with disabilities. Combined with an educational mission, knowledge is to be generated and applied in order to encourage reflection on one's own attitude towards the needs of the target group.

Examples: *Seminars, workshops, online trainings*

### **3) Awareness raising through big-scale events**

Large events should be used to raise awareness among the general public about the situation of people with disabilities. The target audience is very diverse and should be addressed through a colourful programme.

Examples: *Networking events, professional congresses, street festivals*

In the run-up to organising awareness-raising activities, organisations need to ask themselves a number of questions. Answering these will ultimately help organise the activity. In developing the guiding questions, the project consortium has followed those of the European Literacy Policy Network (ELINET)<sup>1</sup>:

- Why is it important to organise such an activity?
- What is the aim of the activity?
- How is the action financed?
- Who is the target audience?
- Who will run the activity?
- What will be the key messages of the activity?
- What means will be used to implement the activity?
- How will the success of the activity be measured?
- How will the activity be reported?

On the following pages, you will find answers to these guiding questions for various awareness-raising activities from the three areas: digital space, educational activities and large-scale events.

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<sup>1</sup> European Literacy Policy Network (ELINET). "Running a campaign: guidelines for running an awareness-raising campaign." [http://www.elinet.eu/fileadmin/ELINET/Redaktion/Awareness\\_raising/Guideline\\_Running\\_a\\_campaign.pdf](http://www.elinet.eu/fileadmin/ELINET/Redaktion/Awareness_raising/Guideline_Running_a_campaign.pdf)

# MEDIA CAMPAIGN

## WHY IS IT IMPORTANT TO ORGANISE SUCH AN ACTIVITY?

---

The main objectives of planning a raising awareness activity are:

- Informing the target audience
- Creating a positive image about the developmental disabilities, in terms of intervention
- Changing discriminatory behaviors
- Increasing awareness related to the field of developmental disabilities and their entrance to media literacy.

## WHAT IS THE AIM OF THE ACTIVITY?

---

The main expectations are:

- Sensitizing the common sense about the crucial issues of the project
- Spreading the assisting and training deliverables of the projects to the relevant stakeholders
- Organising and implementing a various series of campaigns
- Creating and disseminating safe digital environments for the beneficiaries

## HOW IS THE ACTION FINANCED?

---

- Other EU projects
- Fundraising campaigns
- Donors and sponsors
- Free of charge distributions in third media parties
- Searching and finding communication sponsors
- In kind donors (e.g. a company creates a free of charge disseminating video)
- Foundations

## WHO IS THE TARGET AUDIENCE?

---

- Representatives from mental health facilities
- Organisations related to Educational Disabilities
- People who work on the IT sector
- People who work with people with developmental disabilities
- People with developmental disabilities

## WHO WILL RUN THE ACTIVITY?

---

Marketing and Communication Department (for covering the administrative aspects) within the collaboration of the Research and Development department (for covering the technical aspects).

## WHAT WILL BE THE KEY MESSAGES OF THE ACTIVITY?

---

The main key messages that need to be disseminated during the raising awareness activity, as the main concepts, are:

- thematic areas that will be covered
- information related to the project
- objectives of the activity
- relevant quotes that will emphasise the meaning of the campaign

## WHAT MEANS WILL BE USED TO IMPLEMENT THE ACTIVITY?

---

The specific methods will be:

- The communication plan that will cover the dissemination of the raising awareness activity
- Relevant training tools / innovative approaches that will cover the "experiential" perspective
- Educational guides for covering the informative perspective

## HOW WILL THE SUCCESS OF THE ACTIVITY BE MEASURED?

---

- Reachable views (Facebook Statistics)
- Comments, likes, and views per post.
- Number of shares
- Google Analytics
- Footprints on the relevant Websites of the organisations involved
- Number of downloads

## HOW WILL THE ACTIVITY BE REPORTED?

---

The after-publicity of the raising awareness activity will be:

- Press releases through third media parties
- Video creations
- Banners with infographics
- Closing launch

**LINKS**

LATER.COM/BLOG/INSTAGRAM-STORIES-CAMPAIGN/

# ORGANISING A WEBINAR

## WHY IS IT IMPORTANT TO ORGANISE SUCH AN ACTIVITY?

---

The main objectives of planning a webinar are:

- Empowering the basic knowledge regarding the field of developmental disabilities
- Promoting the active participation of relevant stakeholders in any kind of disseminating or raising awareness activity that might be related to the field of media literacy and the accessibility of people with developmental disabilities
- Demonstrating good practices and reliable training data that could be useful for the raising awareness process

## WHAT IS THE AIM OF THE ACTIVITY?

---

The main expectations are:

- The participation of a wider audience of stakeholders to relevant activities, to empower the sensitization of the common sense regarding the media literacy of people with developmental disabilities
- Eliminating the stigmatization against the developmental disabilities field

## HOW IS THE ACTION FINANCED?

---

- The organisation of webinars through free of charge Platforms (such as Skype)
- The promotion of the webinar to private companies/organisations/associations – for asking for funding, collaboration opportunities, etc.
- Organisation of webinars as distance-learning trainings for covering the needs analysis of the staff of companies. In terms of training, all around Europe, it is obligatory for the big enterprises/companies/associations etc. to organise and train their staff on different areas such as:  
Empowerment of their soft skills, business, management, conflict resolution, etc.

## WHO IS THE TARGET AUDIENCE?

---

- Professionals, who work on the field of developmental disabilities
- Professionals, who work on the media literacy/IT sector
- Relevant stakeholders (students, educators etc.)
- Representatives from relevant associations, organisations etc.

## WHO WILL RUN THE ACTIVITY?

---

Research and Development department (for covering the technical aspects) in collaboration with the certified Trainers that could support these types of awareness activities.

## WHAT WILL BE THE KEY MESSAGES OF THE ACTIVITY?

---

The main key messages that need to be disseminated through all the media resources of the involved parties, as the main concepts, are:

- thematic areas that will be covered
- information related to the project
- objectives of the activity
- agenda of the Webinar
- administrative issues (such as links, dates, time, duration etc.)

## WHAT MEANS WILL BE USED TO IMPLEMENT THE ACTIVITY?

---

The specific methods will be:

- The theoretical framework that will be used for the technical purposes of the webinar.
- Active participation of the stakeholders for ensuring the clear understanding of the Webinar's concepts.

## HOW WILL THE SUCCESS OF THE ACTIVITY BE MEASURED?

---

The assessment tools that will be used are:

- Number of participants
- Evaluation-answered questionnaires that will be shared during the closing of the webinar
- The feedback, recommendations
- Their involvement on future meetings

## HOW WILL THE ACTIVITY BE REPORTED?

---

The after-publicity of the raising awareness activity will be:

- Press releases for disseminating the feedback of the participants
- Video creations
- Relevant posts on the Social Media of the host organisation

## LINKS

[WWW.EVENTBRITE.CO.UK/BLOG/WEBINAR/HOW-TO-ORGANISE-A-WEBINAR-DS00/](http://WWW.EVENTBRITE.CO.UK/BLOG/WEBINAR/HOW-TO-ORGANISE-A-WEBINAR-DS00/)

# CODING DAY FOR EVERYONE

## WHY IS IT IMPORTANT TO ORGANISE SUCH AN ACTIVITY?

---

The young generation is the future. Therefore, it is important to broaden their view for diversity. An event that meets the interests of young people promises a high level of participation. The participation of both young people with fewer and with more opportunities creates a naturalness of different life plans, which is desirable in the whole society. Such an event enables encounters between people. Creating positive experiences while working together can influence the attitude of all participants positively.

## WHAT IS THE AIM OF THE ACTIVITY?

---

The overall aims are:

- show that people with fewer opportunities can be role models for others
- creates positive experiences and an exchange between young people and people with lower opportunities
- make the idea of inclusion real

## HOW IS THE ACTION FINANCED?

---

- Funding from national initiatives that focus on encouraging projects addressing the well-being and the situation of people with fewer opportunities
- Cooperating with a company: in this case the company finances the activity
- Municipal funds: it could be a cooperative project between NGOs and companies

## WHO IS THE TARGET AUDIENCE?

---

- Children and adolescents with fewer opportunities
- (Physically and/or mentally) disabled and non-disabled workshop leaders
- (Physically and/or mentally) disabled and non-disabled programmers

## WHO WILL RUN THE ACTIVITY?

---

- Educational institutions (school, library etc.): offer rooms, participants
- NGOs with experiences in digital education to organise the workshop content, the procedure of the workshop, the workshop leaders
- Different companies with an IT or digital focus which amongst others employ people with lower opportunities. They organise a so-called "Speed Dating": small stages where their employees present themselves and their work. Young people can ask them questions about their job

## WHAT WILL BE THE KEY MESSAGES OF THE ACTIVITY?

---

The key message is to show that it is possible to become a programmer with or without a wheel chair, with or without hearing or seeing, etc.

Young people should overcome their restrictions in the head if they think about people with fewer opportunities. Usually, people think about their deficits and about what these people are not able to do. Through this experience, young people should recognize, what people with lower opportunities are able to do, especially if they work in a diverse group, which contains different competencies.

## WHAT MEANS WILL BE USED TO IMPLEMENT THE ACTIVITY?

---

Working in groups, presenting in bigger audience, coaching by workshop leaders, which are disabled or non-disabled, "Speed-Dating" format to get to know different life plans.

## HOW WILL THE SUCCESS OF THE ACTIVITY BE MEASURED?

---

Quantitative

- Number of participants
- Number of request for workshops

Qualitative

- short feedback at the end of the workshop, a brief 'mood picture' of participants (can be created with Kahoot! or Mentimeter)
- Measurement of the personal attitude of the young people towards people with lower opportunities before the workshop and afterwards. There should be a change or shift of what young people think about people with lower opportunities and what they give them credit for.

## HOW WILL THE ACTIVITY BE REPORTED?

---

- Website of NGO, schools and companies
- Young people and people with lower opportunities and/or companies can write an article/blogpost about the event
- Local press
- Invitation of funder to publish the activity as best practice
- Share articles in social media channels
- Presenting results of workshop on website, social media

# MULTI-SENSORY EXPERIENCE COURSE

## WHY IS IT IMPORTANT TO ORGANISE SUCH AN ACTIVITY?

---

People need to understand how digital technologies and devices can help people with disabilities and can empower them in taking an active part in our society. Therefore it's a good approach to change the perspective and experience the view of people with different disabilities. This is to make people think more inclusive in different situations.

## WHAT IS THE AIM OF THE ACTIVITY?

---

To force a change of perspective, various stations of technologies supporting people with lower opportunities in everyday life will be presented. Participants learn how these technologies support people with different disabilities. While testing different technologies from the perspective of a person with lower opportunities, participants will become more aware of the daily challenges people with disabilities have to overcome to participate in social life.

## HOW IS THE ACTION FINANCED?

---

- Cooperation with initiatives that are in possession of (assistive) technologies
- Asking companies for donation
- Municipal funds

## WHO IS THE TARGET AUDIENCE?

---

Multipliers, professionals working with disabled or non-disabled people, professionals working in the field of digitisation and education, stakeholders

## WHO WILL RUN THE ACTIVITY?

---

- Initiative which is interested in improving the situation of people with lower opportunities in society. This initiative organises the activity in general: room, participants, catering, etc.
- Partner which offers the assistive technology for people with lower opportunities.

## WHAT WILL BE THE KEY MESSAGES OF THE ACTIVITY?

---

Our society is a diverse one: there are no disabled people; people rather are disabled by their environment. Therefore, we need to change the environment and everyone's mind set to become an inclusive society where everyone can be and become what they want. Digitisation has the potential to make our society more inclusive and to overcome inequalities.

With certain technologies or digital applications, people with few opportunities can be supported in taking part in the society.

How inclusive a product or service should be depends heavily on what mind-set a person has and what they are willing to invest in it.

## WHAT MEANS WILL BE USED TO IMPLEMENT THE ACTIVITY?

---

Multi-sensory experience course with 4 stations which show the daily issues of disabled people and how technology can improve their well-being:

- Playing and Sensitizing (being put in the position of a person with disabilities, e.g. in a wheel-chair or without the ability to hear, to see, to talk)
- Controlling and Operating (controlling the computer e.g. with your foot or head)
- Communication (without talking)
- Seeing and Reading (e.g. using a screen reader)
- Discussion at the end to talk about experiences and personal consequences.

## HOW WILL THE SUCCESS OF THE ACTIVITY BE MEASURED?

---

Quantitative

- Number of participants in workshop
- Number of request for workshop

Qualitative

- Measurement of the personal attitude of the young people towards people with lower opportunities before the workshop and afterwards. There should be positive shift in what young people think about people with lower opportunities and what they give them credit for
- Discussion with participants at the end: what do they conclude from their experiences, e.g. which ideas do they have to make events in their working life more inclusive.

## HOW WILL THE ACTIVITY BE REPORTED?

---

- Website of NGO: articles, experience stories of participants
- Local press
- Share articles/experience stories in social media

Awareness raising through small scale events, project-amedy.eu

## LINKS

[WWW.WIKIHOW.COM/PREPARE-A-WORKSHOP](http://WWW.WIKIHOW.COM/PREPARE-A-WORKSHOP)

[WWW.MINDTOOLS.COM/PAGES/ARTICLE/PLANNINGAWORKSHOP.HTM](http://WWW.MINDTOOLS.COM/PAGES/ARTICLE/PLANNINGAWORKSHOP.HTM)

# RAISING AWARENESS ACTIVITY IN UNIVERSITY

## WHY IS IT IMPORTANT TO ORGANISE SUCH AN ACTIVITY?

---

The basic aim of planning this type of activity is to raise awareness, and to promote sensitivity to intellectual disability issues among our students. The University can approach a wider audience of beneficiaries or stakeholders, thus a collaboration with Universities gives the amount of organizing these big-scale events.

## WHAT IS THE AIM OF THE ACTIVITY?

---

Raising awareness activity helps youth to understand people with disabilities are people like everyone else can shift negative perceptions of disability towards acceptance and respect.

## HOW IS THE ACTION FINANCED?

---

The event will be organised at UCLL, Diepenbeek Campus. The University's venue and other facilities will be used for the funding activities.

## WHO IS THE TARGET AUDIENCE?

---

Students from universities and other stakeholders.

## WHO WILL RUN THE ACTIVITY?

---

Volunteering teams or University staff

## WHAT WILL BE THE KEY MESSAGES OF THE ACTIVITY?

---

Creating a society where all people are respected and valued for their unique abilities and strengths.

## WHAT MEANS WILL BE USED TO IMPLEMENT THE ACTIVITY?

---

At the beginning of the semester, the event will be organised with combining an event that has a high potential for attendance. The information about the project's contents will be given in the stand during the event.

## HOW WILL THE SUCCESS OF THE ACTIVITY BE MEASURED?

---

The number of students who will visit the stand and number of likes and share in social media platform will be counted.

## HOW WILL THE ACTIVITY BE REPORTED?

---

The event will be shared in the university's social media platforms, both for promoting attendance of the event and raising awareness among students and other stakeholders.

LINKS

THEWINNOWER.COM/PAPERS/LOGISTICS-OF-ORGANIZING-THE-FOR-SYMPOSIUM

# BARCAMP "YOUTH PARTICIPATION"

## WHY IS IT IMPORTANT TO ORGANISE SUCH AN ACTIVITY?

---

Both the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities stipulate the right to assembly, association and participation for young people with and without disabilities.

The possibilities for participation and active dissemination of information, opinions and ideas are more diverse than ever due to digitalisation and offer great potential in terms of democratic co-determination. These are taken up by the open conference format of the "BarCamp".

## WHAT IS THE AIM OF THE ACTIVITY?

---

- Creating contacts
- Exchange at eye level
- Enabling participation and inclusion

## HOW IS THE ACTION FINANCED?

---

- Sponsorship
- Participant contribution
- Donations from local businesses, e.g. the bakery next door as caterer

## WHO IS THE TARGET AUDIENCE?

---

- Young people with and without disabilities
- Pedagogical professionals
- Representatives of a company

## WHO WILL RUN THE ACTIVITY?

---

- Volunteer teams
- Non-profit organisations
- Youth clubs

## WHAT WILL BE THE KEY MESSAGES OF THE ACTIVITY?

---

Willingness to talk to each other at eye level, to listen to each other and thus to understand the other person and his/her situation. Together we discuss and think about how we can make the world a better place for everyone.

## WHAT MEANS WILL BE USED TO IMPLEMENT THE ACTIVITY?

---

- Online tool that supports the planning, preparation, implementation and documentation of a BarCamp
- Collaborative text editing for documentation, e.g. Etherpads

## HOW WILL THE SUCCESS OF THE ACTIVITY BE MEASURED?

---

- Feedback during the final rounds
- Implementation of ideas and results that emerged during the BarCamp

## HOW WILL THE ACTIVITY BE REPORTED?

---

- Social Media platforms
- Website of the participating organisations
- Flyer

LINKS

BARCAMPS.EU  
YOPAD.EU/

## **6 Feedback on the Toolbox**

In spring 2021, the toolbox was presented to educational professionals, stakeholders and leaders of associations and organisations in the three European countries of the project consortium and the feasibility of various awareness-raising measures was discussed.

The participants rated the examples of good practice as interesting impulses for their own work and would use the guiding questions in the future for the implementation of their own awareness-raising activities. In particular, the combination of examples and an instrument for the concrete implementation of own actions was evaluated as successful.

It also became clear how important awareness-raising activities are for the situation of people with disabilities in our digital society. The relevance becomes particularly clear against the background of the experience with the Corona pandemic, in which social life has shifted almost completely into the digital space.