

Annual Report of the Project

inclusion of Disabled People

Erasmus+ Project

Type: KA210-SSP-YOU

Title: Inclusion Of Disabled People

Report Overview



The report is created to reflect the project "InclusiON of Disabled People," funded by the Erasmus+ KA210-SSP-YOU program, aimed to enhance the capacity of organizations to involve young people with intellectual and/or physical disabilities in their activities. The report serves a functional role on summary of the project, the key points of workpackages, and learned lessons of the partners and participants during the project.

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Disclaimer

This report is part of the Erasmus+ project titled "InclusiON Of Disabled People" under the KA210-SSP-YOU framework. The project has been co-funded by the Erasmus+ Programme of the European Union, which supports initiatives that promote inclusion, equality, and diversity across Europe.

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About The Project



InclusiON Of Disabled People

“inclusiON of Disabled People” is an Erasmus+ Programme funded project (KA210-YOU) It has been realised by 3 different organisations from Germany, Türkiye and North Macedonia.

The main motivation of the project "inclusiON of disabled people" is to enhance the capacities of organizations to involve young people with intellectual and/or physical disabilities in their activities. The organizations are responding to the need to expand their capacities to fully support the inclusion of people with disabilities, to adapt activities, and furthermore to ensure that people with disabilities are not faced with stereotypes and prejudices and that activities are conducted in a safe and supportive environment.

The project wants to counteract the stereotypes and prejudices against people with disabilities that are deeply rooted in the communities. Although the situation is slowly changing, many stereotypes and prejudices still exist. The partners believe that changes at the youth level and the creation of opportunities for interaction between young people with and without disabilities will also lead to changes in the communities.

Work Packages



The “InclusiON of Disabled People” project, funded by the Erasmus+ Programme (KA210-YOU), is structured into four distinct work packages, each aimed at promoting inclusion and breaking down barriers between young people with and without disabilities. These work packages collectively contribute to the project's overarching goal of creating inclusive opportunities for young people with disabilities, fostering intercultural dialogue, and challenging the stereotypes and prejudices that exist in communities.

Work Package 1: Training for the Inclusion of People with Disabilities

Work Package 2: Youth Exchange for Young People with and without Disabilities

Work Package 3: Guide – Bringing Together Young People with and without Disabilities

Work Package 4: Job Shadowing – Learning from Each Other

WORK PACKAGE 1

Training Course



Training for the Inclusion of People with Disabilities

This work package focused on training youth workers and group leaders in facilitating inclusive activities. Held in Çeşme, Türkiye, the training empowered participants to design and implement activities that promote interactions between young people with and without disabilities. It fostered the development of new project ideas, enhanced intercultural competencies, and produced practical outcomes, such as reports and multimedia documentation shared through online platforms.

The partner organisations forum JUGEND! e.V. (Germany), International Youth, Sport, Environment and Development Association, İYSEDA, (Türkiye) Zdruzhenie Asocijacija za pravata na deca i mladinci so posebni potrebi LASTOVICA Skopje (North Macedonia) attended the project with their youth workers and educators in Çeşme, İzmir, Türkiye on the dates 25.03.2024 - 03.04.2024. Each organisation was represented by eight participants, there were 24 youth workers and educators in total.

İzmir, Türkiye



TRAINING FOR INCLUSION OF PEOPLE WITH DISABILITIES



LASTOVICA - Skopje

Association for the rights of children and youth with
special needs

Schedule

DAY 1: Introduction, creating a safe working space, exploring the realities of the participating countries regarding working with people with disabilities.

DAY 2: Concepts and approaches: How we work with people with and without disabilities; analysis of best practices.

DAY 3: SWOT analyses of current practices of organizations, how can we make our activities more inclusive?

DAY 4: Inclusion in practice: Designing and implementing activities for people with and without disabilities.

DAY 5: Sharing experiences, interactive input about the Erasmus+ program, working on new project ideas.

DAY 6: Working on the development of the guide for the third activity.

DAY 7: Presentation of new project ideas. Working on action plans. Final evaluation.

Activities

Reality in My Country

The activity titled "Reality in My Country" was conducted, by participants from Macedonia, Germany, and Türkiye. During this activity, participants shared insights and data about the inclusion of disabled people in their respective countries, fostering a deeper understanding of the challenges and progress made in each region.

Macedonia: Participants highlighted that, according to national reports, around 15% of people with disabilities face significant barriers to employment and education. Despite legal frameworks promoting inclusion, many schools and public spaces remain inaccessible, limiting participation in everyday life for people with disabilities.

Germany: Scientific data from Germany shows that about 11% of the population has some form of disability, with strong legal protections under the German Disability Law. However, challenges persist, particularly in integrating people with intellectual disabilities into the mainstream workforce. Despite these hurdles, Germany's Inclusion Act and support services have made steady progress toward creating more inclusive education and employment opportunities.

Türkiye: Turkish participants reported that approximately 7% of the population has a disability, with strides being made in public policy under the Disability Act of 2005. However, scientific studies show that social stigma and lack of accessibility in education and public spaces still hinder full inclusion, especially in rural areas. Recent governmental initiatives have focused on improving accessibility and promoting inclusive education across the country.



Best Practices

Participants engaged in the "Best Practices" activity, where they shared and discussed successful strategies for promoting the inclusion of disabled people.

Macedonia

- **Inclusive Education:** North Macedonia has implemented reforms to promote inclusive education. The "Strategy for Education Development 2018–2025" aims to create inclusive schools where children with disabilities can participate in mainstream education. Special education schools are transitioning into resource centers, supporting inclusive education efforts.
- **Law on Social Protection:** This law provides various social services and assistance to people with disabilities, including personal assistants, day care centers, and support for independent living. These services are designed to facilitate the inclusion of people with disabilities into society.

Germany

- **The Federal Participation Act (Bundesteilhabegesetz):** Implemented in 2017, this law aims to enhance the social and professional inclusion of people with disabilities. It focuses on enabling self-determination and reducing the dependency on welfare services by promoting personalized support.
- **Inclusive Labor Market Initiatives:** Germany promotes inclusive employment through initiatives like "Inklusion gelingt!" ("Inclusion Succeeds"), which provides businesses with resources and financial incentives to employ people with disabilities.

Turkey

- **Law No. 5378 on Disabled People:** This law outlines the rights of disabled individuals, including provisions for accessible transportation, education, healthcare, and employment. A key component is the promotion of inclusive education, where disabled students are integrated into mainstream classrooms.
- **Barrier-Free Cities:** The "Barrier-Free Turkey Project" focuses on improving urban accessibility by redesigning public spaces and transport systems to meet the needs of people with disabilities.



SWOT Analysis

Participants engaged in the "SWOT Analysis" activity, which they took a deep look at the partner organisations of the project and their activities targeting people with different types of disabilities. Additionally, they suggested some strategic plans and activities for the organisations to have more inclusivity.

Macedonian Partner: LASTOVICA Skopje

- Specialized services such as speech therapy and foundational education (numbers, colors, etc.) tailored to the needs of people with disabilities.
- A dedicated educational center focused on skill-building for individuals with intellectual and developmental disabilities.
- Strong expertise in providing targeted therapies, offering a safe learning environment for people with disabilities.

German Organization: Forum Jugend e.V.

- Extensive experience in writing and implementing international Erasmus+ projects, especially for disabled people.
- Strong network and partnerships within the Erasmus+ framework, providing access to diverse resources and knowledge.
- Proven track record in organizing inclusive activities that promote intercultural understanding and youth development.

Turkish Organization: IYSEDA

- Strong connection with local disability charities, enabling direct impact and hands-on support.
- Diverse activities, including painting, sports, and volunteering, offer a holistic approach to inclusion.
- Deep understanding of local needs, allowing for effective and relevant activities.



Design Activities

The training course had participants with educator, facilitator, and trainer background. Thus, it was essential to encourage them to design activities and have a safe space to implement them. Each team was equally mixed and created energizers, workshops, and reflection activities. Here are the most appreciated ones by participants:

Energizer:	Slogan Me!
Time	20 minutes
Materials	Papers and pens, preferably colored pens
Objectives	To raise awareness on people's thoughts and feelings. To raise awareness the visual and literacy skills
Outcomes	Participants will be aware of different needs of people, especially with disabilities. They will also practice the different ways of expressions such as drawing, writing etc.
Implementation	<ul style="list-style-type: none">• Delivering papers and pens to participants.• Giving them 1 minute to think about their feelings on inclusion.• Giving them five minutes to make a slogan what they think on paper visually or verbally.• Encouraging them to talk about their papers.
Tips for Facilitators	<ul style="list-style-type: none">• It is important to encourage people with different types of learning styles and not force them to do something they do not feel comfortable. Some prefer only visuals meanwhile some only words.• Giving everyone equal time is essential so that they will feel comfortable.

Workshop:	Storytelling through Assistive Technology
Time	4 hours
Materials	Digital devices: phones, tablets, computers
Objectives	To allow disabled individuals to tell their own stories in an accessible format.
Outcomes	Disabled people tell others their stories and messages. There are available products for people looking for facts about disabilities. Raised awareness on the issues disabled people have.
Implementation	<ul style="list-style-type: none"> • Participants get separated into mixed groups. • They discuss on what format they want to use to tell stories (podcasts, animations, videos, written stories etc.) • They implement their plans into actions. • They share the products with peers and get constructive feedback. • They edit the products based on given feedback.
Tips for Facilitators	<ul style="list-style-type: none"> • Ensure that all teams have working devices with good WI-FI. • Be flexible with time in case the group is big. • Give constructive feedback so that teams can make their products more effective.



Reflection	Depict the Day
Time	1 hour
Materials	Flipcharts and crayons
Objectives	To let people reflect the day with visual arts
Outcomes	People evaluate and reflect the day in creative way. They put constructive feedback on the activities visually.
Implementation	<ul style="list-style-type: none"> • Participants get separated into small size of groups. • They brainstorm about two things: 1. What was the best moment today? 2. What should be changed tomorrow? • They paint and sketchnote on these two questions. • They present their flipcharts to the peers and have open dialogues about their visuals.
Tips for Facilitators	<ul style="list-style-type: none"> • Be open minded about the second question and understand what participants want to be changed. • Have active listening on their presentations. This will help to understand what to keep and what to remove from the days.





Development of the Guide

As part of Work Package 3: Guide – Bringing Together Young People with and without Disabilities, participants actively contributed to the development of the guide. During this collaborative activity, they engaged in brainstorming sessions, discussed key concepts, and designed the structure and chapters of the guide. Each participant brought their unique perspectives, drawing from their experiences working with disabled and non-disabled youth. The process involved exchanging ideas on best practices, tools, and methods for inclusive youth work, ensuring the guide would be practical and adaptable for various contexts. This collective effort resulted in a comprehensive guide that supports organizations in creating more inclusive environments for young people with disabilities.

The decided chapters are:

- The introduction to The Guide,
- Partner organisations,
- The summary of the project,
- Work packages of the project,
- Tools (seperated based on the country),
- Elements of the tools (time, participant number, materials. objectives, and details),
- Suggestions on some tools created by other people for further information,
- Preparedness kit
- Contact information.

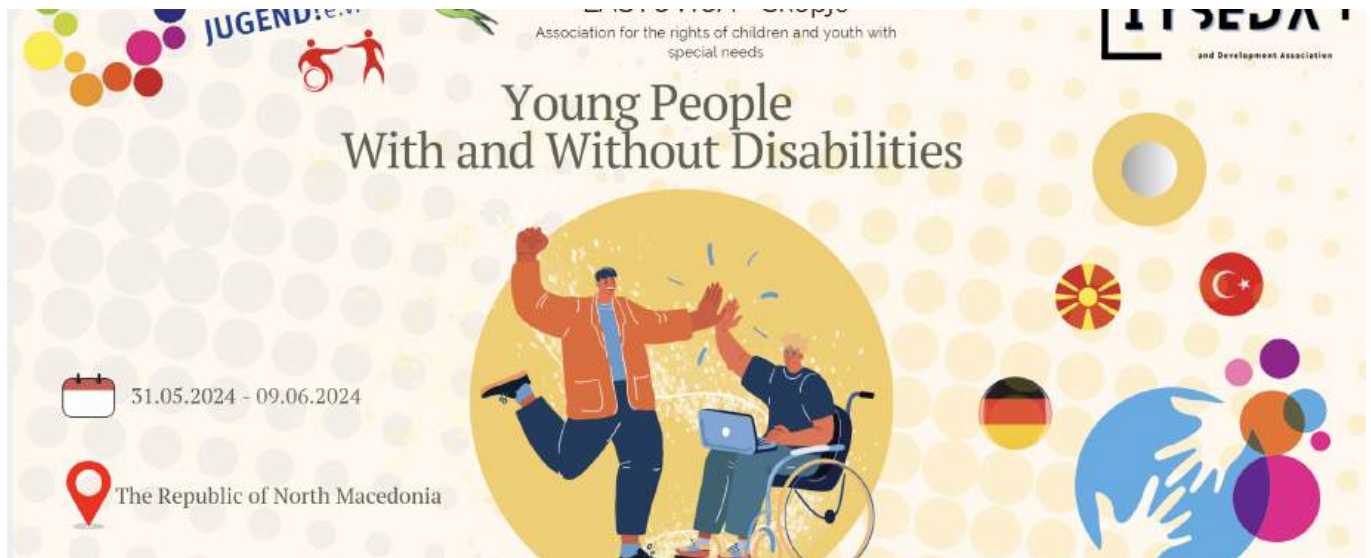


GUIDE

BRINGING YOUNG PEOPLE WITH AND WITHOUT
DISABILITIES TOGETHER WORK PACKAGE 3

WORK PACKAGE 2

Youth Exchange



Youth Exchange - Young People With and Without Disabilities

The youth exchange brought together 24 young people with and without intellectual and/or psychological disabilities to provide them with a space for mutual learning, breaking down stereotypes and prejudices, and promoting intercultural learning. The activity was based on methods and tools of non-formal learning, including name games, icebreaker activities, team-building measures, theater and art-based activities, simulations, group work, interactive presentations prepared by national teams, as well as reflection and evaluation activities.

The partner organisations forum JUGEND! e.V. (Germany), International Youth, Sport, Environment and Development Association, IYSEDA, (Türkiye) Zdruzhenie Asocijacija za pravata na deca i mladinci so posebni potrebi LASTOVICA Skopje (North Macedonia) attended the project with their participants in Kruševo, North Macedonia on the dates 31.05.2024 - 09.06.2024. Each organisation was represented by eight participants aged 18-30 including one group leader with no age limit.

İzmir, Türkiye



TRAINING FOR CLUSION OF H DISABILI



LASTOVICA - Skopje

Association for the rights of children and youth with
special needs

Schedule

DAY 1: Mutual introduction, creating a safe working space, getting to know the venue through team-building measures;

DAY 2: Theater-based activities to explore the realities of young people with disabilities;

DAY 3: Combating stereotypes and prejudices through simulation and art-based activities;

DAY 4: Excursion to Kruševo and meeting with local youth.

DAY 5: Understanding the realities and cultures of the participating countries: Workshops prepared by the national teams. I.

DAY 6: Understanding the realities and cultures of the participating countries: Workshops prepared by the national teams. II.

DAY 7: Input on Erasmus+. Brainstorming for the future. Conclusion and Youthpass ceremony.

Activities

Theater of Our Reality

The activity titled "Theater of Our Reality" was conducted, by participants from Macedonia, Germany, and Türkiye. During this activity, participants shared insights and data about the inclusion of disabled people in their respective countries, fostering a deeper understanding of the challenges and progress made in each region.

Macedonia - "Voices Unheard"

Participants, divided into small groups, created a character based on real-life experiences or challenges faced by disabled people. They focused on issues like education, accessibility, and employment.

Germany - "Breaking Stereotypes"

Participants developed contrasting scenes of life with and without inclusivity. For instance, one scene depicted a workplace accommodating a disabled person, while another shows a lack of accommodations.

Türkiye - "Inclusive Futures"

They imagined Türkiye in 2050, where full inclusivity for disabled individuals has been achieved. They created a story about how that future was realized, considering aspects like education, employment, and social participation.



Paint Your Message

Participants took part in the creative activity "Paint Your Message," where they painted and wrote messages on canvas bags. These messages highlighted important themes such as the inclusion of disabled people, the values of Erasmus+, and the unique cultures of the participant countries. Through this artistic expression, participants were able to raise awareness about social inclusion and celebrate the diversity of their Erasmus+ experience. The bags served as meaningful souvenirs, symbolizing their shared commitment to fostering a more inclusive and united Europe.

The bags were presented in the center of the town to local people. The legal representative of the town visited the exhibition and local people were invited to see the bags.



Excursion to Kruševo

During the "Excursion to Skopje", participants had the opportunity to explore the city and connect with local youth.

This activity provided several benefits:

1. **Cultural Exchange:** Participants learned about the rich history and culture of Kruševo, gaining insights into Macedonian heritage and traditions.
2. **Networking:** By meeting local youth, participants expanded their social and professional networks, fostering potential future collaborations on inclusion and other social issues.
3. **Perspective Sharing:** Engaging in conversations with local youth allowed participants to discuss the inclusion of disabled people in Macedonia and compare it with their own countries' practices.
4. **Real-World Context:** The excursion deepened participants' understanding of local efforts towards inclusivity, complementing the theoretical knowledge gained during the workshops.

This experience strengthened the sense of community among participants and promoted intercultural understanding.



Design Activities

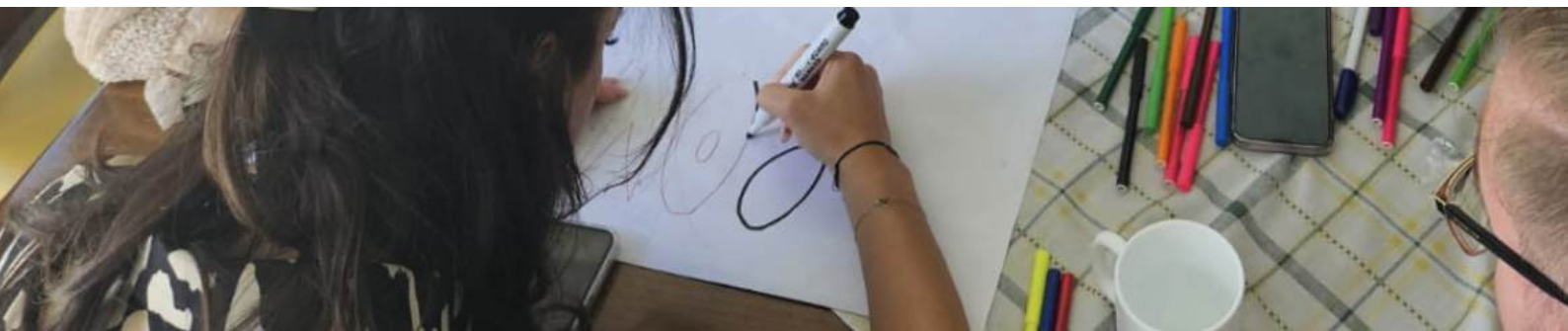
The youth exchange allowed participants to work in groups and create some energizers, workshops, and reflection activities. Here are the most appreciated ones by participants:

Energizer:	Mirror Movements Relay
Time	10 minutes
Materials	Open space
Objectives	To promote focus, quick thinking, and teamwork.
Outcomes	It enhances coordination, non-verbal communication, and quick adaptability in a fun and interactive way.
Implementation	<ul style="list-style-type: none">• Divide participants into pairs. One person in each pair performs a series of random movements (e.g., arm waves, steps, facial expressions), and their partner mirrors them as closely as possible in real-time.• After 30 seconds, the roles switch.• Add a relay element: After switching roles, each pair "passes" their movement to another pair, who must continue the sequence without missing a beat.
Tips for Facilitators	<ul style="list-style-type: none">• Keep the vibes fun and relaxed as much as possible.

Workshop:	Theater of Sounds
Time	1 hour
Materials	Radio, MP3 or a phone
Objectives	To explore how different senses, especially hearing, can create a narrative and understand inclusion from an alternative perspective.
Outcomes	It highlights the power of sound in storytelling and encourages participants to think about how people with visual impairments experience the world.
Implementation	<ul style="list-style-type: none"> • Participants are blindfolded and asked to listen to various pre-recorded or live soundscapes (e.g., city sounds, nature, voices, and everyday activities). • After listening, they create short theatrical performances using only sound, no visual cues, to depict a story or a theme related to inclusion or accessibility. • The performances are then acted out for the group, who must guess the story being told through sound.
Tips for Facilitators	<ul style="list-style-type: none"> • Do not use complicated or odd sounds. • Let participants have some time to think before acting.



Reflection	Journey Maps
Time	1 hour
Materials	Large papers and crayons
Objectives	To reflect on personal and group growth throughout the project.
Outcomes	This visual, abstract way of reflecting helps participants think deeply about their experience and how they've grown, sparking creative expression and insightful sharing.
Implementation	<ul style="list-style-type: none"> • Provide participants with large paper and art supplies. Ask them to draw a “journey map” that represents their personal experience from the start of the project to the end. • The map could include symbols for challenges, learning moments, fun activities, and key takeaways. They are encouraged to think creatively—no words, just drawings and symbols. • Once completed, participants present their journey maps to small groups, explaining their creative decisions and reflections.
Tips for Facilitators	<ul style="list-style-type: none"> • Have active listening on their presentations. This will help to understand what they like and feel important.



Traditional Art

Participants engaged in several art sessions. One of them was the traditional water-painting called “Ebru/Marbling”. It is Turkish art and implemented by Turkish participants during the project. It was done especially for disabled participants and they were encouraged to express themselves with the colors and shapes they wanted.



YouthPass Ceremony

Participants engaged in several art sessions. One of them was the traditional water-painting called “Ebru/Marbling”. It is Turkish art and implemented by Turkish participants during the project. It was done especially for disabled participants and they were encouraged to express themselves with the colors and shapes they wanted.



ICL Nights

Participants from partner organisations organised two-days of ICL nights. During the nights, there were traditional dances, dishes, and musics.



WORK PACKAGE 3

The Guide



GUIDE

**BRINGING YOUNG PEOPLE WITH AND WITHOUT
DISABILITIES TOGETHER-WORK PACKAGE 3**

This guide has been meticulously crafted to provide comprehensive materials, tools, and activities aimed at fostering the inclusivity of disabled individuals within society. It serves as a resource for organizations and practitioners dedicated to this cause, offering practical and effective strategies to promote inclusion.

The first draft was made during the Training Course, work package 1, of the project. During the Youth Exchange, work package 2, the workshops were tested and developed.

Finally, the youth workers from the partner organisations collected data and testimonials from the previous work packages and improved the draft of the Guide.

Two representatives of the participating organisations worked under the coordination of the Turkish applicant. The draft of the guide was made available to the representatives of the participating organisations and they tested their work with young people with and without disabilities.

The Guide is user-friendly and supported with clear texts, attractive visuals, and simple explanations.



Content Table

The decided chapters are:

- Organisations
- Objectives
- About The Guide
- About The Project
- Tools
- More To Know
- Preparedness Kit
- Thank you
- Contact

Content

About The Guide

The first chapter of the guide is dedicated to introduce the Guide and its objectives. It also explains the chapters of the Guide shortly in order to draw a map to readers.

It brings attention to three questions which are crucial to understand its existence:

1. What - What is the Guide?
2. How - How is the Guide designed?
3. Why - Why is the Guide made?

The objectives of the Guide:

- Promote Inclusivity: Foster an environment where young people with and without disabilities interact, learn, and build mutual respect.
- Provide Practical Tools: Offer adaptable tools and activities for youth workers to engage disabled individuals in meaningful experiences.
- Raise Awareness: Highlight challenges faced by people with special needs and promote inclusivity through shared information and best practices.
- Enhance Competencies: Equip youth workers and agencies with skills to support and empower disabled individuals effectively.
- Support Personal Growth: Create opportunities for young people with disabilities to develop skills and confidence.
- Foster Collaboration: Encourage collaboration among organizations and stakeholders to share resources for the benefit of disabled individuals.

ABOUT THE GUIDE



Organisations

The Guide introduces the organisations shortly in order to honor their dedication and hardwork for the project as well as give readers ideas on how to communicate with the organisations in case they have questions, ideas, or thoughts.

Macedonian Partner - Association for the Rights of Children and Youth with Special Needs LASTOVICA - SKOPJE

Association Lastovica is a non-governmental organization whose focus is to improve, strengthen, and properly implement the rights of children and young people with special needs. The goal of our organization is the inclusion of people with disabilities in all spheres of life. Association Lastovica was founded in 2002 as a response to the need and shortcomings in society for the existence of an educational, social, and health segment for people with disabilities.

German Partner - das Jugend! e. V.

The non-governmental organization "forum YOUTH" is an association that reaches the target group of disconnected/unreachable young people through education and activities and (re-)activates them for civil society. The forum aims to promote a sense of community and belonging among young people, especially those with a migrant background, but also to break down prejudices in mainstream society. By participating in creative projects, the forum helps participants to express their views and integrate better into local culture, civil society and politics.

Turkish Partner - IYSEDA (International Youth Sport Environment and Development Association)

IYSEDA is an active organization dedicated to non-formal education and important issues such as technology, supporting people with disabilities, sustainable green world. It organizes various events and Erasmus+ projects in different parts of Europe. Founded in Muğla, Türkiye, IYSEDA has expanded globally, forming key partnerships with countries like Spain, Germany, Macedonia, and many others.



LASTOVICA - Skopje
Association for the rights of children and youth with special needs

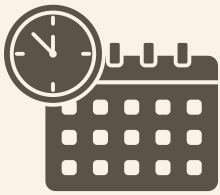
Tools

The primary aim of the guide is to offer a comprehensive set of tools designed to be accessible and beneficial for both individuals with and without disabilities. These tools are intended to facilitate inclusive practices in various settings, ensuring that everyone can participate meaningfully in workshops and activities.

Each participating country contributes seven unique tools, resulting in a total of 21 diverse and valuable resources. These tools are carefully crafted to be user-friendly, straightforward, and visually engaging, making them easy to understand and implement in a wide range of educational or training contexts.

The flexibility of the tools ensures they can be adapted to different needs and environments, allowing facilitators and youth workers to seamlessly incorporate them into their workshops, promoting inclusivity and active participation for all.

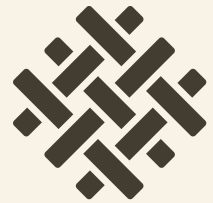
The elements of the tools:



Time



Participant
Number



Materials



Objectives



Details

TOOLS

The Guide includes tools that specify key elements such as time, participant number, materials, objectives, and details of implementation to ensure clarity, structure, and effective planning for facilitators and youth workers. These elements are crucial for several reasons:

- **Time Management:** Clearly defining the time required for each tool helps facilitators plan their sessions efficiently and ensures that the activities can be completed within the allocated timeframe. It also helps maintain the flow of the workshop and keeps participants engaged.
- **Participant Number:** Knowing the ideal number of participants for each tool allows for better organization and group dynamics. Some activities work best with smaller groups, while others thrive with larger numbers. This helps facilitators create balanced and effective learning environments.
- **Materials:** Listing the required materials ensures that facilitators can prepare adequately in advance, reducing the chances of disruptions or delays. It also helps organizations with limited resources to assess the feasibility of the activities.
- **Objectives:** Clearly stating the objectives provides facilitators with a clear understanding of what each tool is meant to achieve. This allows them to align the activities with their overall goals and ensure that the participants gain the intended skills or knowledge.
- **Details of Implementation:** Including detailed instructions on how to implement the tool ensures consistency and effectiveness, regardless of the facilitator's experience level. It provides step-by-step guidance, making the tools easy to follow and adaptable to different settings or participant needs.

WORK PACKAGE 4

Jab Shadowing



The activity enhanced the competencies of TG1 and TG3 for working with people with disabilities and to design and implement activities that promote interaction between young people with and without disabilities.

The activity includes two individuals selected by the participating organizations spending two weeks in other organizations, learning directly from their work and practices. The selected participants worked directly with different youth work practices and explored these approaches. During their time at other organizations, they also had the opportunity to discuss ideas for future projects.

Job shadowing provided a valuable opportunity to strengthen partnerships and laid the foundation for future projects.

Key outcomes of the activity:

- A series of job shadowing experiences conducted;
- Narrative reports from the participants of the job shadowing, including materials presented during their experiences, published on the project website and Facebook page;
- Improved understanding among the representatives of the target groups regarding the realities in the participating countries and the methods of working with young people with and without disabilities.

North Macedonia

The youth workers from the German and Turkish partners were hosted in Skopje, North Macedonia for the “job shadowing”. During their stay, they had opportunities to observe and get involved in the work of organisations focusing on different types of disabilities.

They reported their observations and findings to all partner organisations writtenly and verbally.

They visited these associations:

1. **Association for the Rights of Children and Youth with Special Needs LASTOVICA - SKOPJE (Macedonian partner’s workplace)**

Lastovica is an association in Skopje that helps young and disabled children. This association, specialized in working with children, offers early diagnosis, education, rehabilitation, speech therapy, psychomotor therapy, and sensory education, along with a wide variety of materials.



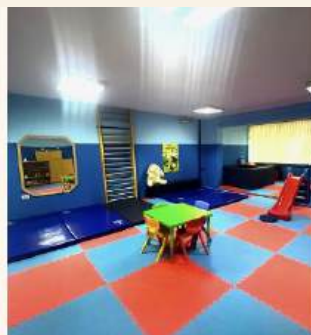
2. The OURC "Dr. Zlatan Sremec"

It is a specialized school that provides nine years of primary education for students with intellectual disabilities, autism, and multiple disabilities. It follows a specialized curriculum developed by the Bureau for Development of Education, where special education teachers create detailed annual and thematic plans to meet each student's individual needs. This approach ensures a personalized and supportive learning environment.



3. The ICF Center

In Skopje, it plays a crucial role in diagnosing children's disabilities and guiding families with essential information. A multidisciplinary team consisting of doctors, psychologists, teachers, and rehabilitation specialists begins the process by observing the child and taking a detailed history from the parents. Then, a defectologist and psychologist evaluate the child's abilities through various tests and activities. If the child becomes distressed, the team provides support in an observation room. After about an hour, the team gathers to discuss their findings and prepares a comprehensive report, which will be presented to the family within approximately two weeks.



Germany

The youth workers from the Macedonian and Turkish partners were hosted in Hagen and Dortmund, Germany for the “job shadowing”. During their stay, they had opportunities to observe and get involved in the work of organisations focusing on different types of disabilities.

They reported their observations and findings to all partner organisations writtenly and verbally.

They visited these associations:

1. **Schultenhof Farm**

It is an inclusive workplace where individuals with and without disabilities collaborate, youth workers collaborated together to cultivate organic produce and create amazing products. People with and without disabilities work together to produce organic veggies, fruits, and fresh meat. 100 workers, 26 with disabilities, growing everything from potatoes to apples.



2. DORTMUNDER U Museum

The museum is designed and offers children from 5 to 12 years old to show their potential and creativity by drawing or reading books and doing activities they truly enjoy.

People play different games and activities, like painting on paper as well as a big wall, cards, and legos, allowing them to think critically while also having fun.



Türkiye

The youth workers from the German and Macedonian partners were hosted in Muğla and Ankara, Türkiye for the “job shadowing”. During their stay, they had opportunities to observe and get involved in the work of organisations focusing on different types of disabilities.

They reported their observations and findings to all partner organisations writtenly and verbally.

They visited these associations:

1. **Muğla Disability Association**

It is an association dedicated to improve the social inclusion of disabled people. It has a foundation in one of the national parks of Muğla allowing visitors have an open space to do activities such as dancing, having picnic, playing sports, and art-crafts.



2. Kısa Bi' Mola (A Short Break)

It is a governmental building with no charge providing relief to families by offering them a short break while their children are lovingly cared for. Community and support are paramount here. It offers creative workshops, music therapy, physical and play activities: sports and games for physical fitness and fun. They have a slogan “Here, it is not an education center, it is a fun center!”



3. Muğla Dil Akademisi

It is a governmental academy creating personal curriculums for children with special needs. They test the needs and conditions of children first, then start creating a list of lessons and activities which will provide the child necessary physical and mental development.

The experts in the academy have different types of fields such as psychology, literacy, art, physiotherapy and others.



Reports of Job Shadowing

A total of six youth workers participated in job shadowing activities and each wrote detailed reports about their experiences. These reports highlighted the various places they visited that support individuals with disabilities, as well as the activities they engaged in during their time there. The youth workers also documented the best practices they observed, providing valuable insights and recommendations, all supported by photos they took during their visits. Through active interaction with partner organizations, they facilitated the exchange and adaptation of best practices between countries, contributing to the ongoing transformation and enhancement of inclusive strategies across different contexts.

All reports were written in English and partner countries' languages: Macedonia, German, and Turkish.



Benefits of the Project

The organizations and participants learned how to implement inclusive practices, developed skills in facilitating activities for people with and without disabilities, expanded their cultural awareness, and strengthened international partnerships. They also contributed to the creation of practical resources, such as the guide, and increased awareness about the importance of inclusion through community engagement and advocacy efforts.

1. Capacity Building and Skills Development:

- **Enhanced Competencies:** Participants, particularly youth workers and group leaders, improved their ability to design and implement inclusive activities that promote interaction between young people with and without disabilities. This was achieved through specialized training sessions that focused on working with individuals with disabilities.
- **Intercultural Competence:** Through intercultural exchanges and non-formal learning activities, participants gained a better understanding of the realities of people with disabilities in different countries, improving their intercultural competence and awareness.

2. Practical Experience in Inclusive Practices:

- **Hands-on Learning:** Participants engaged in activities such as simulations, art-based exercises, and theater, which helped them experience and understand inclusion from multiple perspectives. This also helped in breaking down stereotypes and prejudices.
- **Development of New Project Ideas:** Youth workers developed and shared new ideas for future projects aimed at further promoting inclusion and interaction between young people with and without disabilities.

3. Creation of Inclusive Educational Materials:

- **Guide Creation:** Organizations worked together to produce a guide that offers practical tools and methods for conducting inclusive activities. This guide serves as a resource for other organizations and stakeholders, supporting them in creating more inclusive youth work environments.
- **Testing and Refining Tools:** During the youth exchange and other activities, participants tested and refined tools and methods designed to foster inclusion, providing them with real-world feedback to improve these tools.

4. Job Shadowing and Best Practice Sharing:

- **Exchange of Best Practices:** Through job shadowing activities, participants learned directly from other organizations working with people with disabilities. They observed different youth work practices, which enriched their understanding of how to design and implement inclusive activities.
- **Enhanced Understanding of Inclusive Strategies:** Job shadowing experiences allowed participants to deepen their knowledge of working with people with disabilities, and they shared these insights with their respective organizations, which helped improve overall project implementation and future initiatives.

5. Increased Awareness and Advocacy:

- **Raising Awareness:** Participants learned how to advocate for the inclusion of people with disabilities by participating in public exhibitions, such as painting and presenting messages on canvas bags, and engaging with local communities.
- **Promoting European Values and Erasmus+ Opportunities:** The project also provided participants with an opportunity to learn more about Erasmus+ and its focus on inclusion, diversity, and intercultural learning, helping them advocate for these values in their home communities.

6. Collaboration and Networking:

- **Strengthened Partnerships:** Organizations formed stronger international partnerships, which laid the foundation for future collaborations on inclusive projects. This collaboration extended to local stakeholders and communities, furthering the project's impact.
- **Local and International Networking:** Participants expanded their professional networks, both locally and internationally, through interactions with local youth and involvement in community activities. These connections provided additional opportunities for future projects and collaborations.

Benefits of the Report

Annual Report of the Project

inclusion of Disabled People

Erasmus+ Project

The report on the "Inclusion of Disabled People" project is an essential tool for documenting success, sharing knowledge, maintaining accountability, and supporting advocacy efforts. It also serves as a practical resource for future projects and a means of securing further funding and partnerships.

1. Documentation of Results and Achievements:

The report provides a comprehensive record of the project's activities, outcomes, and impact. It highlights the specific achievements, such as the development of new tools, guides, and inclusive practices, offering clear evidence of what the project accomplished. This documentation helps showcase the success of the project to stakeholders, funders, and partners, demonstrating its value and effectiveness.

2. Learning and Knowledge Sharing:

The report serves as a valuable resource for sharing the lessons learned throughout the project. It provides insights into best practices for working with people with disabilities and fostering inclusion, which can be adopted by other organizations and practitioners. The experiences gained by participants through training, job shadowing, and youth exchanges are consolidated in the report, allowing future projects to build on these findings and avoid potential challenges.

3. Accountability and Transparency:

The report ensures transparency and accountability. The report demonstrates how resources were used and how the project aligned with its initial goals and the broader objectives of Erasmus+. This transparency is important for maintaining trust with funders, partners, and the public.

4. Assessment and Evaluation:

The report allows for critical reflection on the project's success and areas for improvement. It includes evaluations from participants and stakeholders, providing feedback on what worked well and what could be refined in future initiatives. This evaluative aspect helps both the participating organizations and other stakeholders to continuously improve their approaches to inclusion and youth work.

5. Advocacy and Awareness Raising:

The report can be a tool for advocacy, highlighting the importance of inclusion for people with disabilities. By presenting real-world examples of how stereotypes and prejudices can be overcome, the report can inspire other organizations to adopt similar practices. Additionally, it raises awareness about the barriers people with disabilities face and how inclusive activities can foster mutual understanding and respect.

6. Resource for Future Projects:

The report not only captures the specific outcomes of the current project but also acts as a resource for planning future initiatives. It can guide project managers, facilitators, and youth workers in designing inclusive activities, making use of the tested tools and methods described in the report. This continuity ensures that the impact of the project extends beyond its formal conclusion.



Erasmus+



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