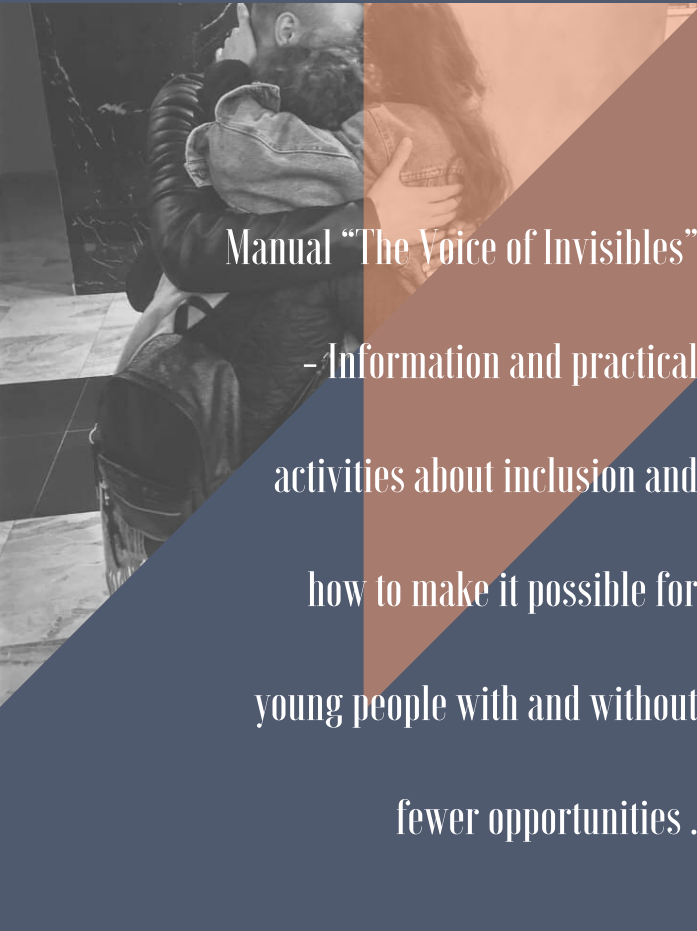


INFORMATION  
ACTIVITIES  
TOOLS



Manual "The Voice of Invisibles"

- Information and practical  
activities about inclusion and  
how to make it possible for  
young people with and without  
fewer opportunities.



The voice of  
invisibles

# SUMMARY OF THE MANUAL

This manual is produced on the framework of the project: "The Voice of Invisibles" supported by Erasmus plus program, National Agency of Estonia.

The aim of this manual is to provide some information about the inclusion of people with disabilities through recycling and volunteering, mainly collected by a method we did use in the training course. This manual could be a resource pack for youth workers, teachers, and young people with and without disabilities. It contains four main chapters: The first chapter brings an overview view of the theoretical part and the main definitions related with including of people with disabilities and fewer opportunities, as well as some legal framework ensuring the full inclusion of those categories in social life.

The second and third chapters are focused on inclusion in the practice for young people with disabilities and fewer opportunities, concretely: adaptive tools what can be used during the mobility's and youth exchanges with young people with disabilities and fewer opportunities (chapter 2) and recycling and outdoor activities; and volunteering (chapter 3). All of these three aspects are very important elements to ensure inclusion of these categories, by bringing them together or even working separately (according to the focus of the organizations or interests of the target group). The fourth chapter brings a summary about the main institutions/stakeholders and the role they have to make inclusion possible, followed with few recommendations for each stakeholder.

The last chapters (fifth) is the personal insights of participants who took part in the main activity of the project with the aim to inspire other young people, especially those with disabilities who are not much involved in mobilities.



# About the project

- Aim

"The voice of Invisibles" " aims to increase the awareness and develop skills of youth workers on fostering social inclusion and diversity, by involving young people with fewer opportunities in outdoor activities, creativity with recycling, mobility and volunteering.

- TC in Albania / when and where, who took part, what categories

- Training course for youth workers in Durres, Albania (hosted from PVN) from one to seven of October 2018 with the participation of 25 youth workers with and without opportunities, coming from Estonia, Albania, Portugal, Romania and Bosnia and Herzegovina.

- Results

- During group activities, all 25 youth workers improved the level of key competencies, recognition and skills. All activities built up as on part of learning and developing the I result of project- manual. As part of practical activities, they adopted methods and made them accessible for a different special need.

- - Through the theory and teamwork, all youth workers improved quality in youth work, through recognition of good methods and practical examples.



# Asociatia Babilon Travel



Babilon Travel NGO's main mission is to promote inclusion, intercultural dialogue, adaptive sports as instruments of inclusion, active European citizenship among young disabled people and young people with fewer opportunities. We also promote sustainable tourism, rural tourism, ecotourism, traditions and handicrafts of Romania with a focus on the region of Transylvania and the city of Cluj-Napoca, developing tourist tracks suitable for disabled young people. We organize sport and outdoor activities that help young disabled people to integrate into the local, national and international community.

The implementation of these aims results in the creation of tourist guides, brochures, web pages, flyers, to promote tourism focused on young disabled people. In our programmes, we train youth workers, teachers, educators and volunteers, to be capable to involve people with disabilities in various activities, including educational, sport, indoor and outdoor activities. .

We also train volunteers to accompany groups of people with disabilities, especially visually impaired, along tourist tracks. Our staff provides training, consultancy and advice to those interested in methods and tools of non-formal education, intercultural learning, various forms of inclusion and inclusive and adaptive sports, as tools for inclusion, tourism, rural tourism and conservation, traditions, crafts, gastronomy and related areas.

In our work we are widely supported by our local strategic partners: The High School for Visually Impaired Cluj-Napoca, The Tourist Information Center of the City Hall (Cluj-Napoca), The National Association of Blind and Visually Impaired Romania and The Ethnographical Museum of Transylvania.

The main programme we are working on is focused on developing, on local, national and European level, accessible tourist tracks for young people with disabilities, especially those visually impaired

# Projekte Vullnetare Nderkombetare

The key objectives of PVN are :

- Exchange activities between participants from all over the world such as international workcamps, training in Albania and abroad, youth exchange, street action, short & long term youth projects, seminars, workshops (non-formal learning projects on Human Rights, Non-violent communication, voluntary work, etc.
  - National and international long term projects with young people, categories in need and environmental issues. We work a lot we schools and the local community in Albania in the most relevant topics such as human rights, non-violent communication, inter-cultural exchanges, discrimination, conflict resolution etc.
  - EVS and Long Term Voluntary services sent and host young people every year
  - Local or community actions, community-based activities for supporting categories in need from disadvantaged backgrounds
- Our main target groups are young people who want to increase their capacities, take part in training, youth exchanges, make internships etc.
- Categories with fewer opportunities as young people with disabilities and fewer opportunities, we organize with them self development activities, mobility, independent living, empowerment, information sections for them and their relatives etc.
  - Young people
  - Students and teachers of the elementary and highs schools, as well as universities



PVN is a non-profit organization, founded in 2005, aiming to promote and foster solidarity, inclusion, empowerment and intercultural dialogue through mobility, intercultural cooperation and national initiatives. PVN promotes peace and inclusion through international and regional exchanges through all over the world. It is branch of the Service Civil International (SCI) network, which shares the same aims and values: living and working together with the people of different backgrounds helps volunteers to break down the barriers and prejudices. The aim of PVN is to foster mutual understanding, intercultural collaboration, diversity and peace and promote social inclusion of categories with fewer opportunities and disabilities.

# Centrul pentru Studiul Comparat al Migratiei

Romanian Center for Comparative Migration Studies (Centrul pentru Studiul Comparat al Migrației) was established in 2011. Starting with 2013 it is affiliated at Babes-Bolyai University in Cluj-Napoca, Romania. The Centre deals with topics such as the effects of international migration on migrants' countries of origin and destination, forms and dynamics of international migration, transnational migration, and dual or transnational citizenship. International migration has become a mass phenomenon in the Romanian society, causing major social changes. Different evaluations place the Romanian migration among the highest in the European context. This makes the study of migration to become an opportunity to analyse the changes that occur in the Romanian society, the context and content of an Europeanization process from 'top to bottom' exerted by Romanian migrants, European citizens, which experienced both 'home' and 'abroad'. The members of the centre deal with studies and researches regarding the effects produced by the international migration in the countries of origin, destination of migrants, with the analysis of forms and dynamics of international migration; with the study of transnationalism in migration, of the dual citizenship and transnational citizenship. They have published books and articles in prestigious foreign publishing, in top journals in the field of migration, sociology, political science and regional studies.



Centrul pentru Studiul Comparat al Migratiei

# Pista Mágica - Associação

Our organization is an Education and training provider specialized in the area of volunteering that was born on 22 July 2008. Our Mission is “Educate for volunteering that effectively solves the problems of vulnerable people and the world”.

The main objectives are to contribute for a full exercise of volunteering; more informed, more motivated, more capable and to change the expired solidarity paradigm based mainly in the "goodwill" to a new emerging paradigm that should be added the adequate preparation for volunteering, which contributes for humanitarian work with impact.

- The main activities we implement are Education for volunteering (children and youth);
- Investigation (in the area of volunteering); Training Courses and Workshops
- Volunteer Management,
- Tutorial Volunteering,
- Tutorial Volunteers for trainers,
- International volunteering,
- How to Establish an Association,
- How to Make a (local or national) Project, Strategic planning);
- Auditing in volunteer management
- Consulting in the thematic areas of training; Talks about Volunteering
- Publishes books about volunteering (international and national volunteering) and manuals on volunteering.

The main target groups of our organization are Agents of volunteering (volunteers, civil society organizations, government agencies; Enterprises, educational institutions/universities and volunteers managers). Our organization often cooperate with other organizations at the local, regional, national or international level. At local, level, for example, ISCAP – Inst. Sup. Contabilidade e Administração does Porto (public higher education institute); Gondomar City Hall. At Regional level: for example Lisboa City Hall and Porto City Hall; IPDJ – Instit. Português do Desporto e Juventude, IP (public institute for Sports and Youth). At National level: Asserbiz (enterprise); ANJE – Assoc. Nac. de Jovens Empresários (National Association of young entrepreneurs); Continental (National Supermarket network); FNAJ – Fed. Nacional de Associações Juvenis (National Federation of youth associations); Fundação Calouste Gulbenkian (Foundation); Fundação EDP (Foundation); IEFP – Inst. Emprego e Formação Prof. (public institute for employment and professional training). At European level with the Erasmus+ project named “Evolved” and “Level-app”; FEC – Fundação, Fé e Cultura (Foundation). In 10 years of existence, we directly capacitated 20.000 persons, 7.000 in training/coaching context.



# Global Analitika

Centre for Social Research Global Analitika represents non-profit and nongovernmental organization from Sarajevo, Bosnia and Herzegovina, founded in 2014. Our organization with the multi-ethnic background is led by youth and supported by experts from different areas, such as security studies, psychology, social work, pedagogy, religion, human rights, communications, etc.

Global Analitika is strongly oriented towards the promotion and protection of vulnerable groups, such as children, youth, women, persons with disabilities, minorities, and their rights

The vision that we strive to realize is to contribute to the creation of a more secure environment in our society with equal opportunities to each individual.

We plan our activities based on our own research results and current situation on the ground, and thus purposefully and timely act on the current problems of our society and point to omissions to the competent institutions and organizations



During the implementation of projects, within which we are obliged to carry out the research, based on the results of the research, we are developing ideas for future projects, since the research itself also reveals new issues that need to be further explored. From 2014 until today, we have implemented 32 projects, with over 5,000 beneficiaries in 43 local communities, with more than 100 volunteers. With the aim of emerging the importance of research and its results, we have published more than 400 expert articles and analysis, and a dozen educational videos, adjusted for kids and persons with disabilities. Furthermore, we have provided employment for 7 people with disabilities with different disabilities. Thanks to the continuous, dedicated, selfless and mostly volunteer work of our members and associates, we have become recognizable in local communities, and we are always ready for the reaction, in order to protect human rights of each member of our society.



# Pyhalepa Cultural and Youth centre

Pyhalepa Cultural and Youth centre is located on the second biggest island of Estonia called Hiiumaa and in the small community,

Pyhalepa Cultural and youth centre have been working in the youth work field since 1998.

The organization is in close cooperation with schools, kindergarten, and other

municipality's subsidiary bodies. Our main

target group is youth from 7-16 ages but we

work with older and younger one also. The

main direction in our youth work fields are: -

Development and diversification of hobby

activities - Promoting and supporting non-

formal education - International youth work -

youth work at schools - working with young

people with disabilities - activities that

involve and motivate local community

Youth centre has long experience in organizing outdoor activities for young people: hiking, camps on the islets, GPS- orientation, water sport activities; cultural heritage workshops using non-formal education methods as workshops, simulations, team games and evaluation of activities using local environment, cultural heritage, and pure nature as the tool of analyses. Youth works like to compare their capacities with other youth workers in Europe to develop their competencies in relevant areas.

- Participating in long-term international development program LEVEL UP
- Participating in CEIPES international training course in Palermo April 2016
- Erasmus+ Project LAB EE Add subheading



# 1. DEFINITIONS AND LEGAL FRAMEWORK

According to The World Report on Disability from the World Health Organization more than a billion people are estimated to live with a form of disability, or about 15% of the world's population (based on 2010 global population estimates), of whom 2-4% experience significant difficulties in functioning. This is higher than what the previous World Health Organization estimated, which analysed data from the 1970s and suggested a figure of around 10%.

Considering these statistics, positive approaches to promoting health are extremely important because this special population has a relatively high rate of health problems—including obesity, cardiovascular disease, diabetes, and depression. One of the best ways to beat the odds and enjoy a healthy lifestyle is to participate in physically and mentally stimulating recreational activities.

A few decades ago, people with disabilities had limited opportunities for recreational activities. The restrictions were due to physical barriers, like the absence of wheelchair ramps to recreation buildings and discriminatory attitudes in our society. However, remarkable advances have been made in recent years and in these days, with a little investigation and information, everyone has access to healthy and enjoyable recreational activities.



# 1.1. Definitions

## 1 Disability

Is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It can greatly affect person's life and may be present from birth or occur during person's lifetime. It makes someone unable to act in a way that is considered usual for most people.

## 2 Fewer opportunities

Fewer opportunities is a term used for people that are at disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the list below. In a certain context, these situations prevent people from having effective access to formal and non-formal education, trans-national mobility and from participation active citizenship empowerment and inclusion in society  
Fewer opportunities can be:

- Social obstacles:
  - ❖ People facing discrimination because of gender, ethnicity, religion, sexual orientation, disability, etc.
  - ❖ People with limited social skills or anti-social or risky sexual behaviour.
  - ❖ people in a precarious situation
  - ❖ (ex)offenders, (ex)drug or alcohol abusers and/or single parents;

- ❖ orphans
- ❖ people from broken families
- economical obstacles:
  - ❖ people with a low standard of living, low income, dependence on social welfare system
  - ❖ in long-term unemployment or poverty
  - ❖ People who are homeless, young people in debt or with financial problems.
- disability:
  - ❖ mental (intellectual, cognitive, learning)
  - ❖ physical, sensory
  - ❖ other disabilities
- educational difficulties:
  - ❖ people with learning difficulties
  - ❖ early school-leavers and school dropouts
  - ❖ lower qualified persons
  - ❖ people with poor school performance
- cultural differences:
  - ❖ immigrants or refugees or descendants from immigrant or refugee families
  - ❖ people belonging to a national or ethnic minority
  - ❖ people with linguistic adaptation and cultural inclusion problems
- health problems:
  - ❖ people with chronic health problems, severe illnesses or psychiatric conditions
  - ❖ people with mental health problems
- geographical obstacles:
  - ❖ people from remote or rural areas
  - ❖ people living on small islands or peripheral regions
  - ❖ people from urban problem zones
  - ❖ people from less serviced areas (limited public transport, poor facilities, abandoned villages)

## 3. Discrimination

Discrimination is an act of treating a person or a group of people differently, especially in a worse way from the way in which you treat the other people because of their skin colour, sex, sexuality, religion, physical impairment, other disabilities etc.



## 4. Exclusion

Exclusion is an act of preventing someone from entering a place or taking a part in an activity. It's an act of purposely leaving someone out of an activity because of social, cultural, health or any other differences.

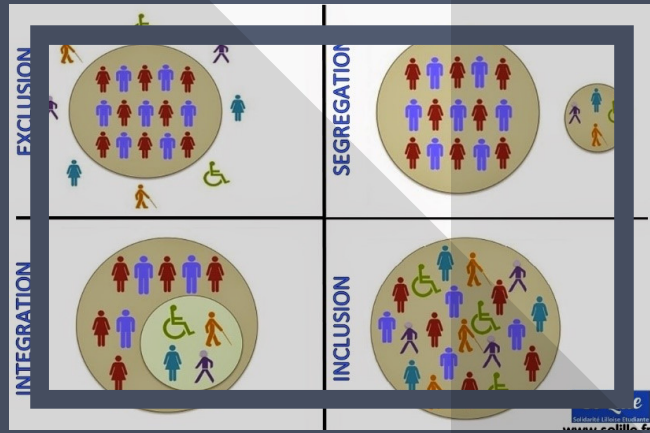
## 5. Inclusion

Inclusion is the idea that everyone should be able to use the same facilities, take part in the same activities and enjoy the same experiences, including people who have disabilities or other disadvantages. From a social aspect it's the act of allowing many different types of people to do something and treating them fairly and equally.

### 6. Segregation

Segregation is the official practice of keeping people apart, usually people of different sexes, races, religion and disabilities. It's the practice or policy of creating separate facilities within the same society for the use of minority group.

7. Integration The action of incorporating a racial, religious groups or people with disabilities of any sort into a community.



### 8. Equality

Equality is the same status, rights and responsibilities for all the members of society, group or family.

### 9. Equity

Equity is the state or quality of being fair. Equity as such involves trying to understand and give people what they need to enjoy full and healthy life.

**Equality vs. Equity**

**equality**

**equity**

**EQUALITY=SAMENESS**  
GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place

**EQUITY=FAIRNESS**  
ACCESS to SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality

## 12. Legal aspects

European Convention of Human Rights

[https://www.echr.coe.int/Documents/Convention\\_ENG.pdf](https://www.echr.coe.int/Documents/Convention_ENG.pdf)

The Convention for the Protection of Human Rights and Fundamental Freedoms, better known as the European Convention on Human Rights, was opened for signature in Rome on 4 November 1950 and came into force in 1953.

It was the first instrument to give effect to certain of the rights stated in the Universal Declaration of Human Rights and make them binding. The "European Convention on Human Rights" sets forth a number of fundamental rights and freedoms (right to life, prohibition of torture, prohibition of slavery and forced labour, right to liberty and security, right to a fair trial, no punishment without law, right to respect for private and family life, freedom of thought, conscience and religion, freedom of expression, freedom of assembly and association, right to marry, right to an effective remedy, prohibition of discrimination). More rights are granted by additional protocols to the Convention (Protocols 1 (ETS No. 009), 4 (ETS No. 046), 6 (ETS No. 114), 7 (ETS No. 117), 12 (ETS No. 177), 13 (ETS No. 187), 14 (ETS No. 194), 15 (ETS No. 213) and 16 (ETS No. 214)).

The UN Convention on the Rights of Persons with Disabilities

[http://inclusion-europe.eu/?page\\_id=150](http://inclusion-europe.eu/?page_id=150)

The United Nations Convention on the Rights of Persons with Disabilities is the first legally binding document that protects, promotes and ensures the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities.

The EU promotes the active inclusion and full participation of disabled people in society, in line with the EU human rights approach to disability issues. Disability is a rights issue and not a matter of discretion. This approach is also at the core of the UN Convention on the Rights of Persons with Disabilities (UNCRPD), to which the EU is a party.

<http://ec.europa.eu/social/main.jsp?catId=1189&langId=en>

European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe

The overall aim of this Strategy is to empower people with disabilities so that they can enjoy their full rights and benefit fully from participating in society and in the European economy, notably through the Single market.

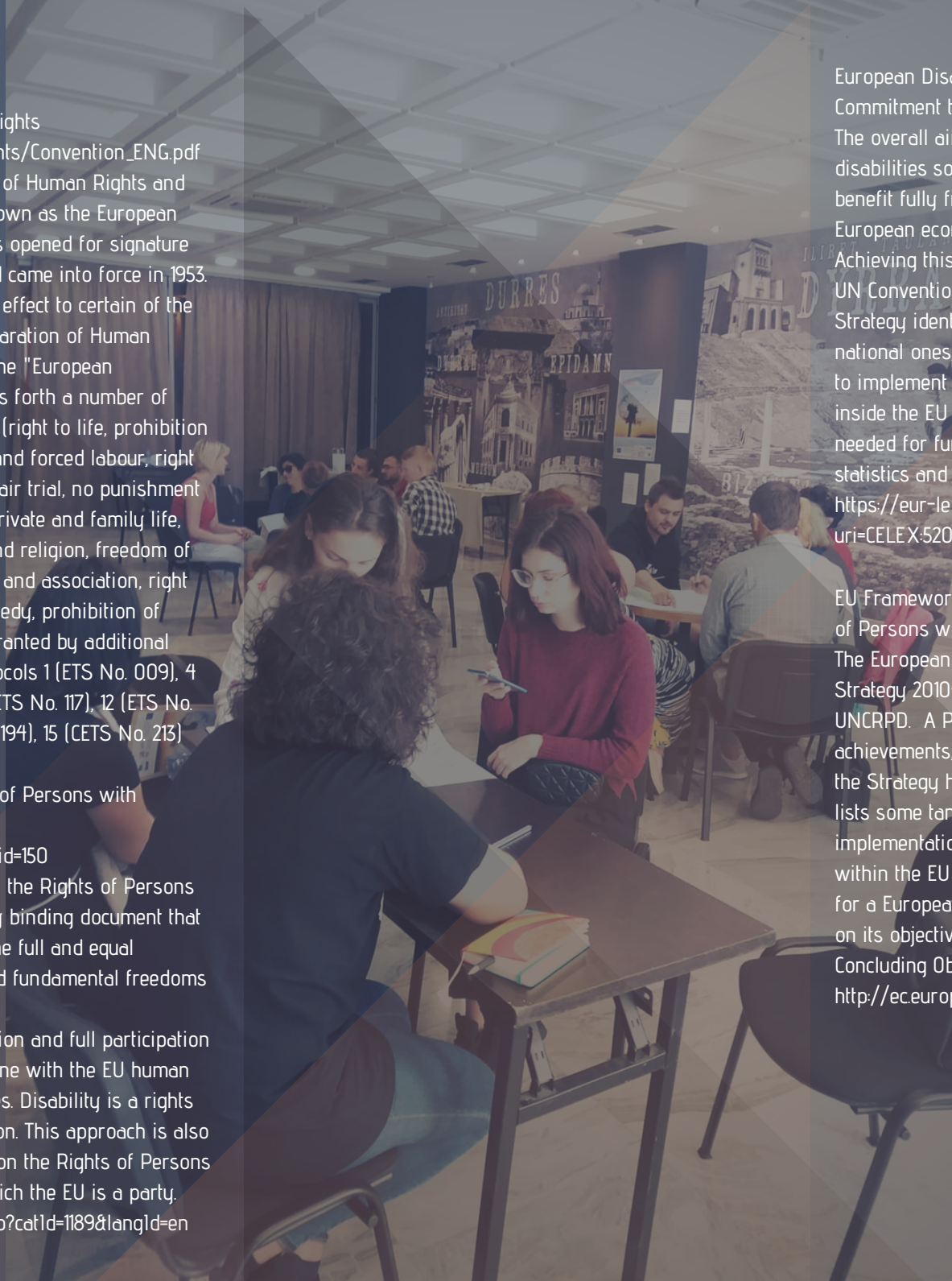
Achieving this and ensuring effective implementation of the UN Convention across the EU calls for consistency. This Strategy identifies actions at EU level to supplement national ones, and it determines the mechanisms<sup>8</sup> needed to implement the UN Convention at EU level, including inside the EU institutions. It also identifies the support needed for funding, research, and awareness raising, statistics and data collection.

<https://eur-lex.europa.eu/legal-content/en/ALL/?uri=CELEX:52010DC0636>

EU Framework for the UN Convention on the Rights of Persons with Disabilities

The European Commission's European Disability Strategy 2010-2020, adopted in 2010, builds on the UNCRPD. A Progress Report presenting the achievements, up to 2016, on the implementation of the Strategy has been published in February 2017. It lists some tangible successes and describes the implementation of the UNCRPD by the EU, including within the EU institutions. It also confirms the need for a European Strategy that will continue to deliver on its objectives, taking into account the UN Concluding Observations.

<http://ec.europa.eu/social/main.jsp?catId=1137>





## 2. Adaptive Tools

This chapter will present adapted non-formal activities for people with disabilities. We believe that this type of activities are truly important for anyone's personal and professional development and it is a great tool for integration and improving the participant's communication skills. The chapter is organized in four categories: general activities, energizers, games and tools.



Bocha



Vôlei Sentado



Basquete



Goalball



Esgrima



Futebol de 5



Ciclismo



Tênis em Cadeira de Rodas



Judô



Tiro Esportivo



Atletismo



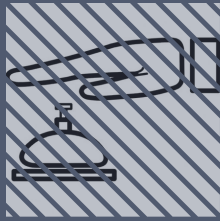
Natação

## 2.1. General activities

The table below shows a variety of recreational activities for people with disabilities that you can adapt according to the target group.

- Graphic arts
- Aquatic activities
- Basketball
- Bowling
- Camping
- Fishing
- Hiking
- Gardening
- Horse riding
- Golf
- Arts and crafts
- jogging
- Dancing
- Music
- Photography
- Writing

## 2.2. Energizers



An energizer is used to create a positive group atmosphere, to help people relax, to break down social barriers, to help people get to know each other and to motivate the group.

In this category, there are some energizers and the explanation of how to do them.

### 2.2.1. The T-Rex Game

All the participants stay in a circle with their both hands at their chest level. First, you have to squeeze with your left hand the other persons pointing finger after the instruction to do so is given and simultaneously with the right hand, you need to avoid having your finger squeezed by dragging it down. After a couple of rounds, you switch. A game trains the focusing abilities, as it is very important to pay attention to both hands. It is a tough game but it is very fun!

## 2.2.2 The Squeezing Game



The participants are split into two teams, they are all seated on chairs that are placed back to back on two rows and they all have to close their eyes and hold hands. At the beginning of each row there will be a person who stands on their feet and their task is to trigger an impulse (squeezing of one hand) to the person they are holding hands with, and that impulse has to go all the way to the end, so when one person feels the squeezing for example in their right hand they have to instantly squeeze the other persons hand with their left hand, and the next person has to do the same and so on. It all has to go as quick as possible and the last person who feels the impulse in their hand presses a bell, which will be placed in the middle of a table at the end of the rows. The team who presses the bell first has one point. After each round, the last person from the row stands up and goes on the first seat, and this goes on until the person who was first on the first seat is back on that seat. It is a great energizing game that helps the participants learn how to focus on the tactile senses and train their quick reactions.

(Source: <https://bit.ly/2z9T19y>)

## 2.2.3 Teddy Bear game



All the participants sit in a circle. One participant receives a teddy bear or any medium sized object (it can even be invisible if you don't have inspiration or any suitable objects) and does whatever they want to it (hug it, kiss it, toss it in the air, tickle it etc.) and then pass it to the next person who will also do whatever they want to the object. At the end everybody will find out that, they have to do the same thing that they did to the object to the person on their left. (Source: <https://bit.ly/2Q411s0>)

### 2.2.4 Blindfolded Guessing

All the participants stay in a circle with their both hands at their chest level. First, you have to squeeze with your left hand the other persons pointing finger after the instruction to do so is given and simultaneously with the right hand, you need to avoid having your finger squeezed by dragging it down. After a couple of rounds, you switch. A game trains the focusing abilities, as it is very important to pay attention to both hands. It is a tough game but it is very fun!

## 2.25 Hugging Competition

The participants sit in two rows. The first person of each row has to turn around and hug the person behind them, then that person has to do the same with the person behind them and so on until the last person. After the last person gets their hug, he/she has to run to in front of the row they belong to and start the same process until the person who was the first in the row at the beginning of the game is back in his/her position. The team who finishes first, wins.



## 2.28 Pat on the back

Each person is required to draw an outline of his/her hand on a sheet of paper, which is then taped behind one's back. Every team member then writes something positive on the back of another member.

## 2.26 Who am I?

Members pair up and are given five minutes to share vital information about each other. Each member is then asked to introduce their partner to the rest of the group.

## 2.27. Seating plan

Ask contestants to arrange their seats according to their first name, birthday, things they like, region they are from, etc. Any category or criteria can be chosen.



## 2.3. Games

### 2.3.2 Goalball (deaf + physical + VIP)

### 2.3.4 Guess the Taste

There is a huge variety of games that can be done with people with disabilities in order to develop a range of capacities, such as the creativity, the leadership, the autonomy, the empathy between each other and teamwork.

#### 2.3.1 Back drawing

The participants are split in groups of five and they have to sit in a row. The last one (should not be a VIP) from the row receives a drawing which they have to recreate with their fingers on the back of the person in front of them. After they are finished, the person who felt the drawing has to recreate what they felt on paper. When they finish, they will draw what is on their paper on the back of the person in front. At the end, the drawings from the papers will be compared to see if they look alike. To the VIP someone will describe the drawings..



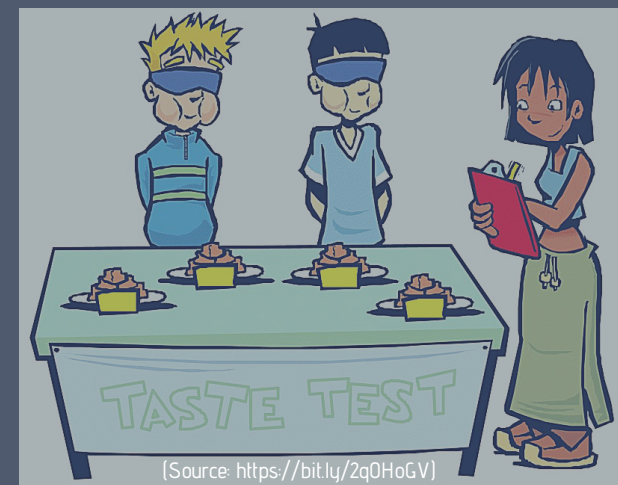
Goalball is team sport developed for blind or visually impaired players, in which a ball containing bells that make a sound when in motion is thrown at a goal at the opposing team's end of the court. It is an amazing innovation that trains their senses and it is lots of fun!



#### 2.3.3 One Sentence Game

The idea of this game is to create a story based on sentences provided by each participant. Every participant says one sentence based on the previous sentence. This way, everyone contributes towards creating the story. The story is subject to any plot twists and turnouts, so it can be more challenging and interesting. In case of having a person that is deaf, she/he will start the story and at the end, the accompanying person will explain the story that was created based on their starting sentence

In this game, the participants have to guess which ingredient they taste just by smell and taste (or just taste to make it harder). For this game there should be prepared different containers with ingredients and aromas for each member of the group smell or taste. Everybody has to be blindfolded.



These are only some suggestions of games. Almost any game that you think of can be adapted for people with special needs; you just have to be carefully, think of all the details and to get creative. Once again, we would really like to add again the fact that these games help the participants a lot, in many aspects, therefore they have a big importance during an Erasmus+ project or any other project that gathers up a group of people.

## 2.4. Tools

To end this chapter, we present some tools that you can use to have positive results in your group. Nowadays the alternative ones overcome the conventional techniques because these last methods are more efficient and attractive.

### 2.4.1 Improvisation

#### Theatre/Roleplay Theatre: many words and gestures

Four persons will sit in front of the other participants, they will receive a location and a situation, and they have to act for 3-5 minutes based on the topic received. After one play, the other four participants can come in front and do the same thing.



(Source: [https://en.wikipedia.org/wiki/Improvisational\\_theatre/](https://en.wikipedia.org/wiki/Improvisational_theatre/))

## 2.4.2 Playback Theatre

An original form of improvisational theatre in which audience or group members tell stories from their lives and watch them enacted on the spot.

### 2.4.3 Meditation + Yoga

Guided meditation (imagination through someone else's voice). Therapy through walking barefoot on the grass, in the sand etc. This was suggested by most of the people with disabilities that we have interacted with, which drives us to the conclusion that is an important activity and tool toward their relaxation and development.



(Source: <https://tribune.com.pk/story/834516/meditation-can-slow-age-related-brain-loss/>)

## 2.4.4 Human Library

The methodology of this activity is to develop conversations based on common interests. People are divided into two groups: one group of people are the storytellers (based on their profession or something that they have done; they are considered the "books" in this concept) and the other one is the group that asks questions. In the case of deaf people, their accompanying person acts as an interpreter in the conversation. It could be as well telling different stories at the same time in different tables and people can choose where to go, or in peers



### 3. Recycling – outdoor activities and volunteering for inclusion

#### 3.1 Recycling – outdoor activities

Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit your community and the environment.

#### Benefits of Recycling

- Reduces the amount of waste sent to landfills and incinerators
- Conserves natural resources such as timber, water and minerals
- Increases economic security by tapping a domestic source of materials
- Prevents pollution by reducing the need to collect new raw materials
- Saves energy



source: photo taken during the Erasmus+ project "Voice of Invisibles" from Durrës, Albania, 1-7 October 2018)

#### What things can be recycled?

So never, assume the only possible destination for an item is the trash. There are creative recycling projects out there for dozens of everyday items, including (but by no way limited to!) the following:

- Glass bottles
- Plastic bottles
- Paper rolls (from kitchen towel and toilet paper)
- Stale bread
- Clothes
- Books
- Vegetable peelings
- Plastic Pots
- Corks
- Dryer sheets
- Coffee grounds
- Egg cartons
- Shoe boxes
- Old and damaged tiles
- Bottle caps
- Mailing tubes
- CDs and DVDs
- Light bulbs
- Christmas trees
- Carpets



source: <https://www.rethinkrecycling.com/businesses>

#### Upcycling

Upcycling is a way of recycling creatively, turning items that would otherwise be unused into functional and useful things. An example often seen is when people reuse wooden pallets and turn them into anything from outdoor seating areas to staircases. Upcycling is also possible with far smaller items than pallets! Wine corks, for example, have myriad uses in upcycling projects, with creative people turning them into anything from kitchen backboards to bathmats and plant labels.

Upcycling can produce striking decorative items, or items that are merely practical, such as an upturned plastic bottle used to irrigate a plant pot while someone is away on holiday. Either way, the items get used again rather than being treated as waste.



source: photo taken during the Erasmus+ project "Voice of Invisibles" from Durrës, Albania, 1-7 October 2018)

### 3.1. TOOLS

Battle of brooms/ Garbage collecting  
1. Walk in nature, park, or neighbourhood etc.

- Take with you rubber gloves and baskets( trash bags for other trash)
- Collect all the glass you find (broken bottles etc.)
- Wash the glass and dry with a paper towel

- Crush the bottles
- Design from glass pane a picture on a prepared plate( -covered with kaolin or on glass surface) use PVA glue
- - melt in the oven with glass melting program

Learning outcome

- Environment protection
- Creativity development
- The perception of the composition
- Through charity make practical things and do creativity melting program

Analyse

- What did I learn?
- What was difficult?
- What was easy?

### 4. Outdoor activities

Outdoor education, training and recreation promote active learning through direct personal experience and offer excitement, fun and adventure within a framework of safety. Active learning and adventure outdoors can take place in a variety of environments: rural and urban, local and more remote: outdoor education, training and recreation involve both young people and adults in a wide range of experiences, including adventurous activities on land and water with an environmental focus.

Methods used include skill-focused learning, problem solving, team building and self-reliant journeys and activities, with residential experience an especially valued feature.

Challenging experience outdoors affects powerfully upon a young person's intellectual, physical, spiritual, social and moral development. Use of this makes a major contribution to physical and environmental education and enhances many other curriculum areas. It contributes to personal growth and social awareness and develops skills for life and the world of work.

Qualities such as a sense of responsibility and a purpose in life are nurtured. There is also a great deal of intrinsic enjoyment and satisfaction to be experienced from participation in outdoor activities. Building self-confidence and self-esteem is fundamental to any young person's development. Outdoor activities provide valuable alternative, often non-competitive, avenues for achievement, as well as opportunities to develop independence and self-reliance. Through successfully facing up to the challenges, which outdoor activities provide, overcoming fears and apprehensions along the way, young people make major strides in confidence, with implications for all aspects of their development. Our relationship with the environment is a key issue facing tomorrow's citizens. Active learning and adventure outdoors introduces young people to the environment in a way, which develops understanding appreciation, awe, wonder and respect. It fosters sensitivity to the environment, help young people to see themselves in a global context and helps to develop citizen with an awareness of the need for sustainable use of the world's natural resources.

How to use environment around us?

- 1) Team-building games
- 2) Individual learning

1. Think carefully where is the place you like to execute your activities, keeping in mind which kind of special needs are represented in the group.

2. Which kind of support measures to you need for creating safe environment and to you need they at all?

3. Choose safe place for everybody in the nature: park beach, forest, yard etc.

4. Choose the topic through what you like to teach new skills/competences for young people: culture, language, social skills etc.

5. According to topic and games choose necessary tools from a rounded environment  
For example: Culture and Social skills

Team game: "Colour card of nature"

1. Which kind of plants grow in a rounded area: is there some of them under protection (for this you have to put extra attention) like please do not use it in the game but teach them how to recognize the plant in the nature to protect it further.

2. Use active learning method to form the group

- Stone, throne, cone etc. what is findable in the area, ask young people to collect items named before and as they have picked items, you can form the groups.

3. Choose one person from the group who will be the artist and will use the colour palette. He's role is to figure out which kind of picture to draw and give directions to the group members which kind of colours he needs

4. The team will compose colour card from the plants what are findable: do you find main colours: blue, black, yellow, red etc. (as colourful as possible)

5. In the colour card should have all the names of plants- youth workers are Encyclopaedias

6. Artist will draw a picture using the corresponding colours.

Learning process:

- Plant determinate
- Group work
- Inclusion
- Examine your knowledge
- Recognizing your strengths and weaknesses
- Development of group dynamics

Analyse

For activity, analyse groups using a painted picture.

- Artist will explain the picture
- How did the colours conform (group members)?
- Was everybody included?
- Obstacles?
- Solutions?
- What did I learn?

Result

- Picture mosaic what can be supplemented later

## Talking Stones

1. Divide young people in the group using an active method. Molecules and cells.

Make molecules with three cells, etc.

2. Every group paint or design their stones (3-4) so that stones could be found in nature (sand, grass, etc.)

3. In the group can max 3 members:

- One blindfolded
- One who gives order turn back to the task filler
- One who can see will give orders without voice and uses only body language to give directions

4. The task is: blindfolded team member has to collect all stones.

5. All teams work at the same time and they cannot bump into each other. In that case, they have to put stones again on the ground and have to start over again.

Learning outcome

- Ability to listen
- Ability to give directions
- Ability to pass on group member thoughts

Analyse

Back feed on all parties. Teamwork.

Reflection

Everyone will get stone with hole and designs it with moment's emotions. To this exercise, you can include people with different special needs.

Clay as a language (1, 5-2 h)

1. Individual learning process
2. Walk to nature (a short one, for a moment)
3. To find patterns from nature, what you can transfer on clay or derive inspiration
4. Design clay from piece to personalized item with natural resources

5. During the modelling is communication on a given topic; childhood, communication with peers, family traditions= focus on the positive

Learning outcome:

- Ability to feel material
- Development of perception of composition
- Relaxation
- Open communication
- Concentration
- Self-study

Analyse

- How did you like/ didn't like?
- Why?
- What was complicated?
- What did I learn?

To this task, you can include all target groups.

TRope triangle

Big group, all together

Why does this task outdoor: more space, more background noise, they have to consecrate more to listening to each other

Everybody are blindfolded, everybody has to hold the rope with two hands. The task is to form an equilateral triangle without letting hands off from the rope

Learning outcome

Participants will learn how to concentrate and how to listen actively

- Learn how to be group members not only leaders

- Count with other ideas or how to sell their own idea to others

Analyse

You will draw a mountain from the rope on the ground and you will ask everybody how they feel. As their feelings are, they should go to the top of the mountain or to a hillside.

- How did you feel yourself?
- Did the group listen to you?
- Did they count with your ideas?
- Why did you go to the place you are right now?

Clay as fairy-tale (outdoor=on the ground or near the table)

1. An instructor will read aloud a fairy-tale and participants model their story into the clay while listening to the story. They can complement storytellers story with their own story or redirect storyteller to tell their story.
2. Participants have a certain amount of clay, from what they will tell their story- also they can use different tools you can find outdoors.
3. On the spot can bear several stories or become very new story etc.

Learning outcome

- Active listening
- Self-expression
- Fantasy
- Creation

You can tell a story about actual topics:

- Animal protection
- Childhood- kindergarten or school
- Studying
- Playing
- Family
- pets

Clay as a tool (suitable for all age target groups, can include everybody)

1. Individual
  2. Group work as required
- Find an enjoyable environment in nature, park, yard
  - Clay is used for binding natural materials (find in nature) for picture or sculpture
- You can reap the clay into tree or tree trunk
- Build castles or palaces, create somebody's portrait using tree laves, branches, stones, acorns, chestnut, plants and so on

Learning outcome

- Creativity development
- Focusing
- Self-expression
- Expression of common sense
- Get rid of frames
- Open mind

Practical workshops in nature

- Swan feathers- writing with ink, history lesson, cultural heritage
- tree trunk boats
- games and pictures from stones
- willow whistle, reed whistle
- wreath
- plants, berries, mushrooms, herbs
- fishing

3.2.1 What is volunteering

There are many definitions of volunteering, as many countries exist. However, we can consider that volunteering is a key expression of active citizenship and deserves – as a complement to political participation – better recognition, promotion and facilitation (European Youth Forum, 2012).

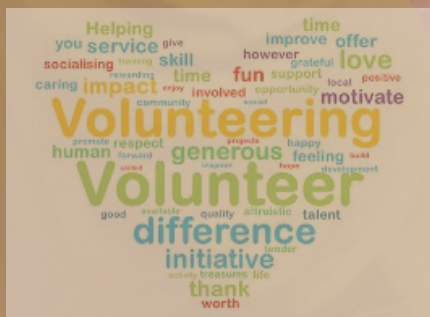
In fact, a volunteer invests time, effort, knowledge or personal abilities with his/her free will and the service of activities and activities carried out with a view to the wellbeing of another individual or the general public, which are conducted in the manner provided by this regulation without requiring any form of financial or material reward for volunteering. A volunteer is an individual who has skills and puts them at the service of his/her society.

Volunteering is much more than having a good heart. The seed of volunteering must be planted systematically. Before starting a volunteer activity, a person must think about the dues of this compromise, each individual has to realize systematically what is means, not only for society but also for himself. A volunteer must share the vision, mission and values from the organization he represents and assume with responsibility the mission he takes upon himself in fulfilling his obligations and respecting not only others but also the rules. The training must be looked like a fundamental tool to do a more efficient and consciousness work. A volunteer must acknowledge certain soft skills (e.g. teamwork, empathy, communication skills ...) and fight to break stereotypes and prejudices. Finally, to be a good volunteer, one must make sure he/she has the physical and mental capacities that are required for the project.

## 5. Volunteering activities

Local and International voluntary activities help inclusion by raising awareness to a world that has tons of people with needs that can be helped through the consciousness that our society can be adapted to all. For example, it is important to notice that people with disabilities are still like everybody else. They just need an adapted and adaptive society. It's important that local and international institutions empower volunteer skills through course training for volunteers to break their fears and to give them the tools and resources (e.g. audio books, braille indications in the city and the name of the public institutions to be written in braille, ...) to work more efficiently. It is also necessary to work with the families of the people with impairments and fewer opportunities, in order to establish the limits in which one works. The information on disabilities is critical to the promotion of inclusion. The education could be a good supporter of inclusion and this is a job for the organizations. It is fundamental to work on the sensibility of their volunteers. Volunteers may have a hard job when working with people with disabilities, so it seems to be important to promote development groups where one can share their difficulties

The main goal of an inclusive society is to promote autonomy and an independent way of living. This can be accomplished by the promotion of workshops, seminars, conferences through different publics (society, schools, companies, families, ...) about the importance of mobility and to show what people with disabilities can do and how to include them in the workplace. Even though each country has different views when it comes to volunteering and in how to proceed with people with disabilities, it is possible to work together. International activities could uniform the practices and promote a global language about what we have done and what we can do better. It could be useful to make an international manual or guide with good practices for a subject that can be used by all institutions, to create guidelines to an inclusive society and a volunteer international book with the rights and duties of a volunteer. Local and International Organizations should be involved in the discussion of public policies in order to make visible to society the type of organizations that exists, where they are and what they do. For example, institutions can organize open days to invite society to come, see and experience what each one can do for people with impairments.





## What kind of volunteer activities?

### Activities with PWD

- Nature related activities like camping
- Sports activities
- Cultural activities like theatre, music festivals
- Company person to go where PWD want to go
- Teaching PWD can use technology like talk to the phones
- To inform about apps that they can use to make things easier
- To promote activities through art, like music dance, ...
- To promote parties to enjoy themselves
- To promote board games
- Games like Pictionary, cards, ...
- Discussion groups
- Creating writing seminar
- Competitions of talents
- Animal therapy
- Small play, perhaps even be played in public if they feel comfortable
- Role-playing

### Activities to volunteers

- Training courses about how to interact, communication, exchange ideas, how to make projects, role playing, how to approach them, how to use digital tools, background about the disease, the difference about empathy and petty, the signals that they must recognize when something goes wrong, network for helpful connections
- Sharing good practices
- Support group
- Team building activities
- Motivational activities or programs
- Self-management and self-awareness programs
- To know when to put a step back
- Self and group reflection
- Activities that promote self-awareness, leadership, resilience, empathy

## How to involve youth worker with disabilities in volunteer activities?

People with disabilities can be youth workers.

- To Involve
- Discussion panels
- Projects like a human library
- Group works that make public policies

To Provide  
Personal Assistant  
Professional Training for  
Volunteers  
Meetings and exchange  
experiences

If you wish, you can refer to two manuals that are products of ERASMUS + projects on Inclusive Volunteering:

- [https://drive.google.com/file/d/1VKz\\_SoB2Lz3Z3v06ik-aT\\_aMDQ9B4eTL/view?usp=sharing](https://drive.google.com/file/d/1VKz_SoB2Lz3Z3v06ik-aT_aMDQ9B4eTL/view?usp=sharing)
- <https://drive.google.com/file/d/1F6KaWXtHaI5340ymvCQHZrtp9PXqFy3R/view?usp=sharing>

## 6.Stakeholders

### 6.1 Who are the stakeholders?

Stakeholders are those who are interested in project outcomes, they are the members of a project team, project managers, executives, project sponsors and customers. Stakeholders are people who are invested in the project, and who must be affected by the project, during the project life cycling and make a direct impact on outcomes.

Public and government institutions (theatres, cultural and sports organisations, hobby clubs), educational and social institutions (schools, profit non-profit or schools media, private sector, NGO, MEDIA, Health care institutions, individuals and families can be defined as stakeholders.

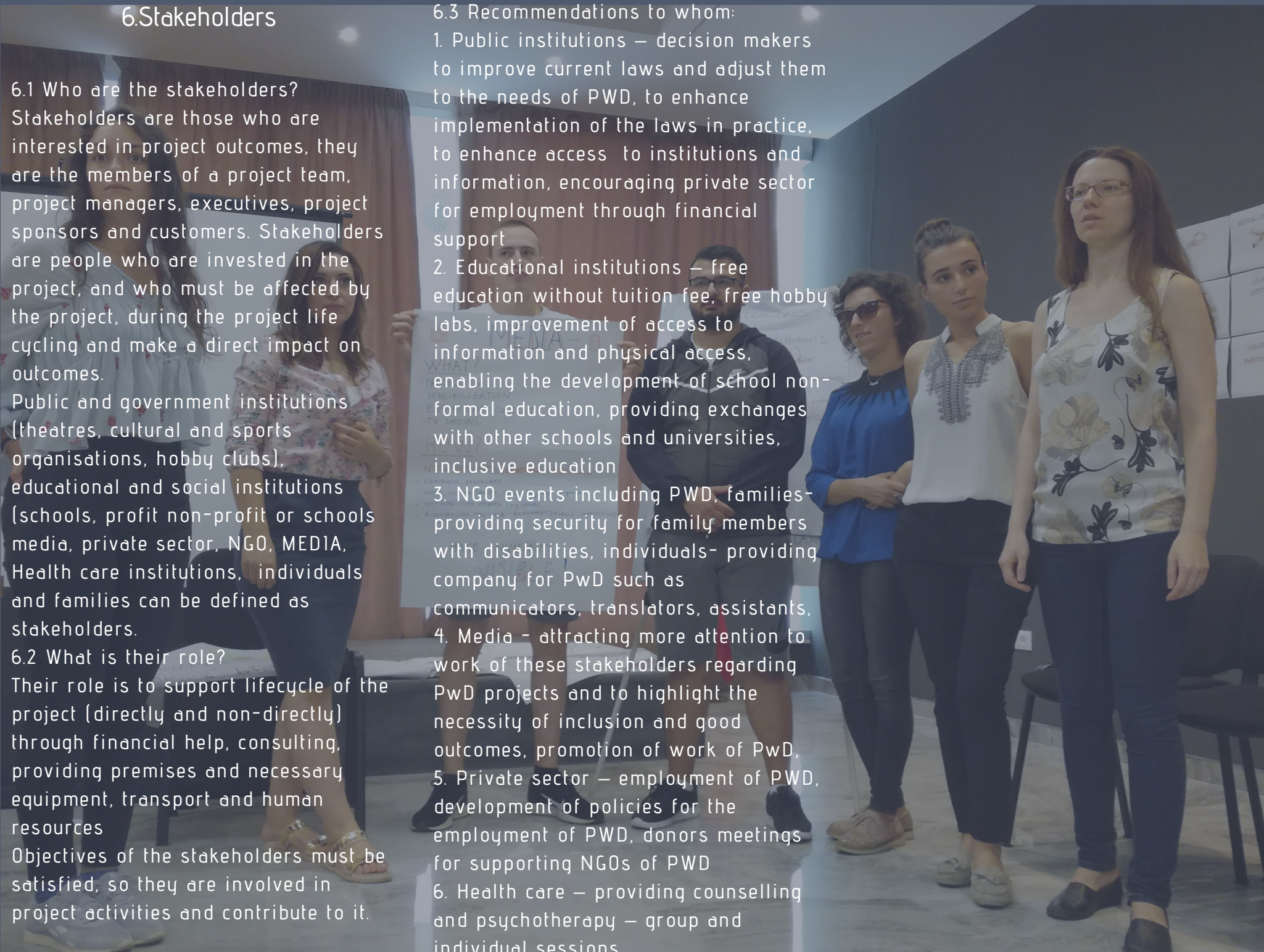
### 6.2 What is their role?

Their role is to support lifecycle of the project (directly and non-directly) through financial help, consulting, providing premises and necessary equipment, transport and human resources

Objectives of the stakeholders must be satisfied, so they are involved in project activities and contribute to it.

### 6.3 Recommendations to whom:

1. Public institutions – decision makers to improve current laws and adjust them to the needs of PWD, to enhance implementation of the laws in practice, to enhance access to institutions and information, encouraging private sector for employment through financial support
2. Educational institutions – free education without tuition fee, free hobby labs, improvement of access to information and physical access, enabling the development of school non-formal education, providing exchanges with other schools and universities, inclusive education
3. NGO events including PWD, families-providing security for family members with disabilities, individuals- providing company for PwD such as communicators, translators, assistants,
4. Media - attracting more attention to work of these stakeholders regarding PwD projects and to highlight the necessity of inclusion and good outcomes, promotion of work of PwD,
5. Private sector – employment of PWD, development of policies for the employment of PWD, donors meetings for supporting NGOs of PWD
6. Health care – providing counselling and psychotherapy – group and individual sessions



## 7.. Personal insight of participants

For me, the project was an amazing experience. Having the honour of meeting all types of people and learn about disabilities first hand, made me very self-conscious about myself.

The project, for me, was very emotional because of the delicate subjects that were being discussed. At the same time, participants made everything feel comfortable to open up. For me personally, the most touching part of it was when Arthur trusted me enough to do the blindfolded exercise, in which you had to walk near the hotel for 10 minutes. And after, when Victoria shared the story of her friends to the group I started to understand what it meant for them to try the exercise, to put themselves in that situation. They are so brave and young, it is amazing.

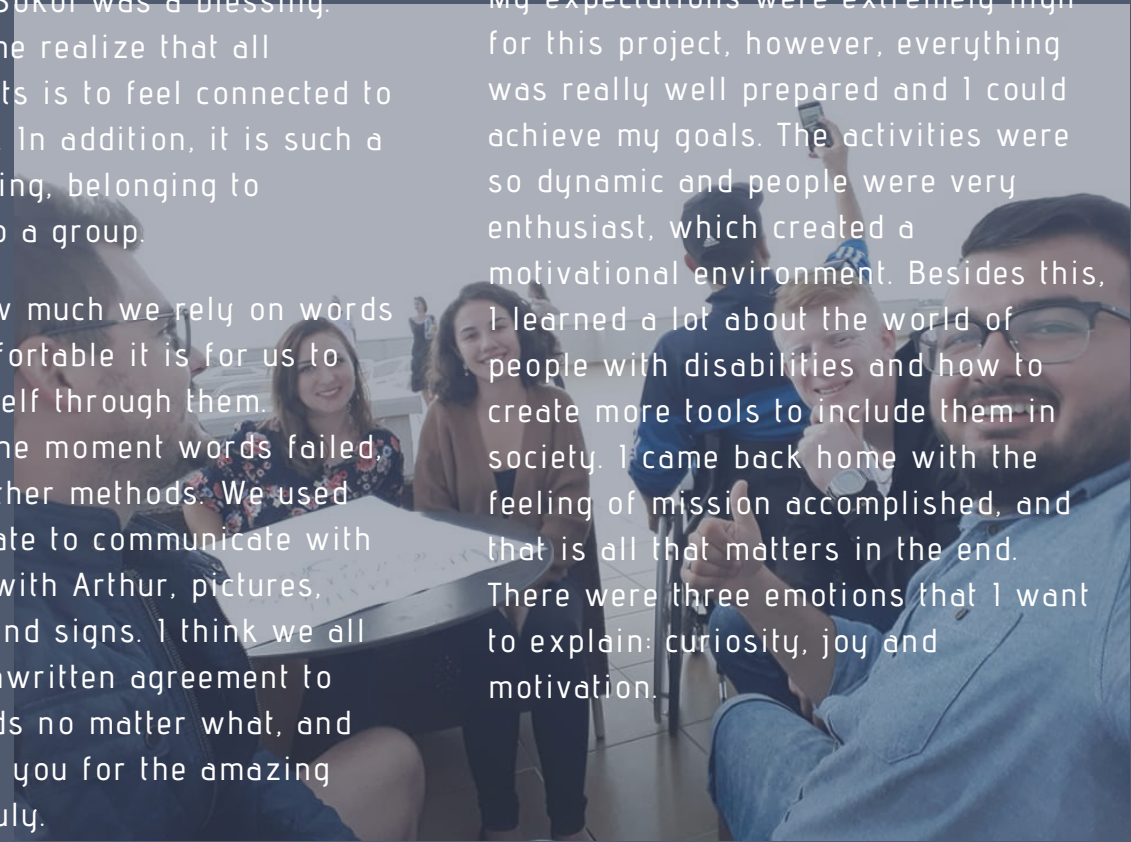
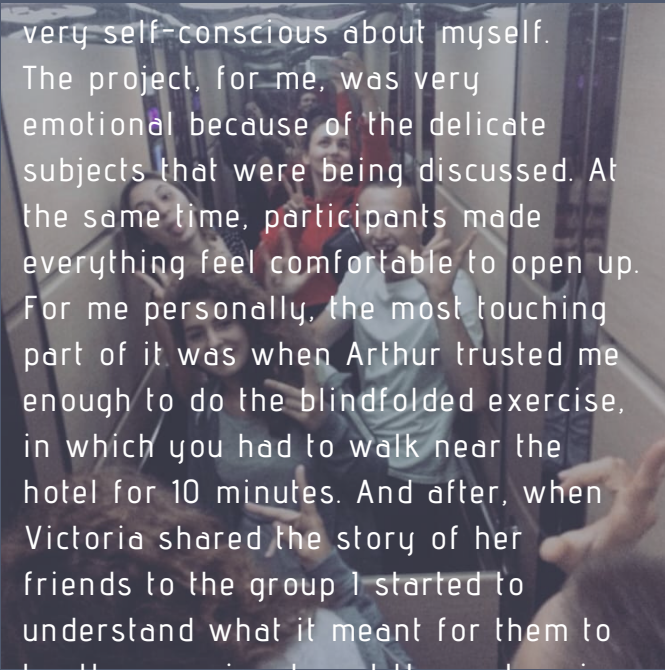
I learned the best way to make a difference is being there and talking to people with disabilities. Of course, infrastructure and money play a huge part, but what each as individuals can do is to go volunteer and connect to these people. Because in the end, it may turn out that we are the lucky ones for having them in our lives.

The best resolution I had for myself from the project was that we need to live our lives. In the end, so many of the participants cried because they felt lucky to be so healthy. However, people with disabilities manage to live their lives, in some ways better and more fulfilled than people without disabilities do. So feel like our responsibility to them, is not to be sad, and look down at them but to live our lives at the fullest. I think this is the best way to honour them. In addition, to participate and volunteer more in activities that truly make them feel included. Meeting Viktoria, Arthur, Doljana, and Sokol was a blessing. They helped me realize that all everyone wants is to feel connected to other humans. In addition, it is such a universal feeling, belonging to someone or to a group.

I realized how much we rely on words and how comfortable it is for us to express our self through them. However, in the moment words failed, we came to other methods. We used google translate to communicate with Viktoria and with Arthur, pictures, google map, and signs. I think we all came to an unwritten agreement to become friends no matter what, and we did. Thank you for the amazing experience truly.

During the project, I grew close to Arthur and Victoria. We started hanging out and communicating through games. We were on the beach, and I drew a circle around Victoria. We played a game when we were children. You cannot exist the circle and the rest of us must get the person that stands in the circle out. It was amazing because all though we were all shy at first we started to communicate without words. We were back to being kids, having fun with friends and nothing else mattered.

I felt happy and thankful for all week! My expectations were extremely high for this project, however, everything was really well prepared and I could achieve my goals. The activities were so dynamic and people were very enthusiast, which created a motivational environment. Besides this, I learned a lot about the world of people with disabilities and how to create more tools to include them in society. I came back home with the feeling of mission accomplished, and that is all that matters in the end. There were three emotions that I want to explain: curiosity, joy and motivation.



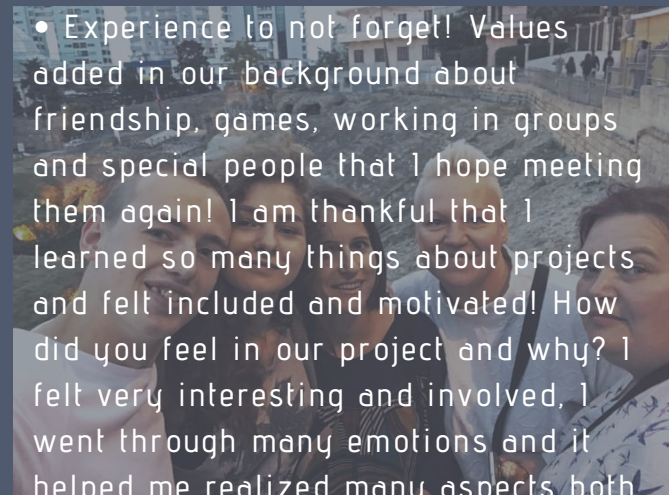
I felt so much curiosity in learning more about this theme, in understanding how people with disabilities overcome the obstacles and how I can have an important role in helping them. One example was when I saw how a blind person could use their phone just like me! This week was about joy. I felt joy in every dynamic, even in the powerful ones. When we did the experience of being blind and go around it was intense, but with an amazing environment. At least, I received a lot of motivation. Motivation to better understand how this question works in Portugal and what needs to be done. The big surprise for me was the way that activities were prepared, I really enjoyed every single moment! In my opinion, it was a terrific surprise!

! They helped us a lot in order to understand their routine. The point that we should improve is to have an interpreter 24 hours a day, to make de communication easier. We learned so much from each other! It is always an amazing experience when you have the opportunity to get in touch with people from other countries and understand them and their cultures. Furthermore, with all the dynamics, I can realize how it looks to be a person with a disability, and in the end, that is what makes all the difference.

-The project "The Voice of Invisibles" was a great emotional experience for me. I had the chance to be part of an amazing group of people with so much energy and positive for their lives, despite the difficulties they may face every day. I feel much more motivated now because I had the chance to see things and situations from another point of view.

Sharing my one experience within the group during the project was another positive aspect. I had the chance to show people how I see things. I cannot express how others felt but anyway I think it was a good experience for them too. I cannot mention any specific surprise that happened during the project but somehow we were surprised by each other experiences we have in our lives

I think everyone now has a better vision of the difficulties that people face every day and mostly we were surprised by how they adapt themselves to live normally. Learning from each other was the main point of the project. Through group work, we learned from others the way that they do things and we teach them how we do things. Learning from each other experience and sharing each other knowledge is a very useful method of learning.



• Experience to not forget! Values added in our background about friendship, games, working in groups and special people that I hope meeting them again! I am thankful that I learned so many things about projects and felt included and motivated! How did you feel in our project and why? I felt very interesting and involved, I went through many emotions and it helped me realized many aspects both about the people around me and about me. It was my first contact with this topic, I found it very interesting, and challenging, I learned a lot from it. Emotions brought by Victoria's stories etc. Stories of Victoria's story was so touching that it made me cry.

I can hardly think of what these people go through every day, but after all, they are just like us and it is our duty to see them as equals and to do our best to help them. Surprises in the project Oh I had many surprises, but the most special one was Victoria's performance in the last day of the project. It was very emotional. How did you reacted when you saw , Artur, Viktoria, Sokol, Doljana in this project I didn't react in any special way, I was glad to have the opportunity to interact with them and to see how it is to adapt myself to their needs and preferences.

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DEAR PARTICIPANTS,

THANK YOU ALL FOR SO NICE TIME WE SPENT TOGETHER! YOU ARE SUCH A GOOD TEAM, CAN'T WAIT TO SEE YOU AGAIN!

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Our  
passion  
for inclusion

**Inclusion isn't always  
about but rather  
an extension of your  
lifestyle.**

