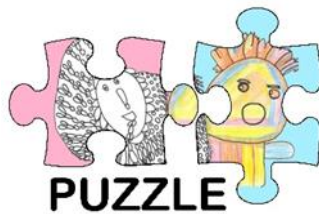


ERASMUS+

KA2 - COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES
STRATEGIC PARTNERSHIPS FOR ADULT EDUCATION

Puzzle. Developing easy to read formats for people with intellectual disabilities

Grant Agreement: 2015-1-EL01-KA204-014123



Intellectual Output IO5

Informative documents in "easy to read" format and teaching and learning materials on the issues of human rights using the "easy to read" method for persons with intellectual disabilities

FINAL VERSION

DATE: 30/06/2017



Co-funded by the
Erasmus+ Programme
of the European Union



Intellectual Output:	Informative documents in "easy to read" format and teaching and learning materials on the issues of human rights using the "easy to read" method for persons with intellectual disabilities (IO5)
Authors:	Lina Trebienė (JDC) and Andy Minnion (RIX/UEL) e-mails: dienos.centras@hotmail.com and A.T.Minnion@uel.ac.uk
Contributors:	FORTH, Smialek, MTM
Status, Version No.	Final
Submission date:	30/06/2017
Start Date of the Agreement:	1 September 2015
Duration of the Specific Agreement	24 Months
Project coordinator:	Kathy Kikis-Papadakis, FORTH/IACM katerina@iacm.forth.gr
Financing:	With the support of the Erasmus+ programme of the European Union

This project has been co-funded from the Erasmus+ programme of the European Union.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Introduction

This document presents a variety of Easy to Read and Easy to Understand learning materials about the rights of people with intellectual disabilities and how these rights can be understood and advanced to enable young people to live independently in their communities to the best of their abilities.

The learning materials were made by Puzzle Project partner organizations that specialize in the training and support of adults with intellectual disabilities. The materials feature a range of different media formats and were produced by working actively in collaboration with learners with intellectual disabilities.

The Puzzle Project team have developed and applied this inclusive ‘co-production’ approach as a solution to the information challenges that learners faced around understanding their human rights. Through evaluative research in the partner countries, the Puzzle Project identified barriers to people with ID understanding, accessing and achieving their human rights. The research also evidenced some effective working solutions to these challenges that involved greater active participation of people with ID in the development of information materials. These solutions used simple media and drama production activities to engage learners in a range of different roles, using workshop approaches that focused on individual learners’ personal goals and how they can be practically achieved. The emphasis of this ‘co-production’ approach is that it encourages the learner’s self-advocacy both in the *process* of making easy to understand material and the *content* of the information produced.

The project partners have made informative easy to understand tools that address a range of themes and challenges faced by people with ID as they pursue independent living. These include materials to help people to organize their own trip; to represent themselves and initiate communication with other people and to ask for help when necessary; to understand and to control their own money; to go to the cinema; to use public transport; to understand their equal rights to get married and start a family; to spend their free time productively and pleasurably; to take care of their health and to find help in case of illness and visit the doctor; to use city services to buy and use tickets, to find the best means of transport to where they want to go etc. etc. These materials range from showing how to make a pancake, to steering on how to register their vote in an election! In personal and practical ways these resources help people with ID to achieve their own understanding of the principles represented in the UN-Convention on the Rights of Persons with Disabilities and how these rights relate to their own lives and their aspirations.



The Puzzle partners hope that these examples will help other professionals working with learners with intellectual disabilities to use our tools to raise their awareness and independence. Importantly we also want teachers, trainers and supporters to *create their own resources* by working inclusively in partnership with their own learners. We have therefore made efforts to ensure that our resources are genuinely *interactive* for others working with learners with ID. To achieve this we provide instructional ‘Session Plans’ that describe the step-by-step working approaches applied to create the materials. We also summarize here the Puzzle Project research findings and rationale that we have developed in response to our findings that informs our teaching and production methods. The Puzzle team has coined the term ‘Easy to Understand’ to capture the Project’s methodology. This term describes working approaches that extend accessible information design beyond making text content ‘Easy to Read’ and adding pictures, to applying today’s digital media production tools that are available to make informative content even more ‘Easy to Understand’. The Puzzle approach explores how to work with computers and mobile devices to create audio, video and interactive digital media content. In the process we involve people with ID more actively as producers, technicians, actors etc. and we produce materials with them that are genuinely ‘Easy to Understand’, even for individuals who cannot read.

The Puzzle Project proposes a methodology – a way of working actively with people with intellectual disabilities to produce materials that are easy to understand for themselves and their peers. These materials chart the range of different approaches that have been applied in workshops, undertaken in adult training and education settings and out in the wider community to work in participatory ways and in a collaborative partnership with learners and self-advocates who have intellectual disabilities. In this way the Puzzle Project applies the key principle that has been promoted by self-advocates and the disability rights movement across the world in recent decades; that disabled people should always be actively involved at the centre of any activity designed to improve their lives. In accessible information production, as in all aspects of our work disabled people demand that we should do ‘Nothing about us, without us’. We hope that these materials will inspire and support you to adopt this approach to making *your* human rights information for people with ID ‘Easy to Understand’.



Content:

- New Learning Model for people with Intellectual Disabilities (ID),
- New Easy to Read information approaches for people with ID
- Informative documents: advisory content, session plans, self-learning materials, etc.

Easy to read and easy to understand information is fundamentally important in assuring people with ID have the right to be equal and included. Every person who has difficulty reading and understanding written information feels socially excluded or discriminated against. Today's Information Technologies, prompts us to reflect on the urgent need for innovation in the field of Easy to Read methods and resources. Multimedia instruments could provide valuable tools to help people with ID to read and to understand the information that they need to live their lives to their fullest potential.

Challenges:

- Shortage of professional educators who specialise in the Easy to Read methods educational approaches that target people with ID.
- Absence of a comprehensive pedagogic and educational approach to disabilities through human rights.
- Low quality and inconsistency of some Easy to Read methods.
- General shortage of Easy to Read and Easy to Understand resources targeting disabled people.
- Insufficient involvement of this vulnerable social group in the human rights activities and learning.
- Scarce use of ITC technologies into the Easy to Read (EtR) and Easy to Understand (EtU) field.

The **overall objectives** of the Puzzle Informative Documents Output (IO6) is to:

- Improve the active participation and the social integration of people with Intellectual Disabilities.
- Improve the quality of the written text offered to the target group - people with ID.
- Increase the quantity of information material in Easy to Read and Easy to Understand formats.
- Increase the active involvement of people with ID in the production and provision of information about their rights.

The **specific objectives** of the Puzzle Informative Documents Output (IO6) are to:



- Increase the level of cooperation between the partners involved in the production and provision of information for the ID community, aiming at creating a European Easy to Read and Easy to Understand Network.
- Train educators (special needs teachers, social workers) to a higher level of competence and knowledge of the Easy to Read and Easy to Understand approach, and its application to people of with different ability levels.
- Provide an appropriate site for educators to compare and disseminate good practise about Easy to Read and Easy to Understand.
- Strengthen the innovation and initiative of educators in this field.
- Enable people with ID to produce informative documents for themselves and for their friends with ID and build their self-confidence as information producers.
- Compare, share and disseminate the most innovative EtR and EtU techniques developed at European level to highlight good practise and develop common methodologies.
- Initiate and promote new techniques and innovative instruments for educators and supporters that can help their information work with people with ID.

Beneficiaries:

- Educators involved in the training and support of people with ID.
- People with ID.
- Families of people with ID.

Questions and Answers about Project Puzzle's Informative Documents (IO6)

What do we mean by 'Informative Documents'?

Typically, when we think of information, we think of leaflets, posters, newspapers and teaching resources – maybe including Websites and videos. On this project, we interpret 'Informative Documents' as widely as possible and work with the full range of multimedia tools to create informative resources that are in various formats.

How many important documents on the issues of human rights are adapted to the needs of people with ID?

Our research on Project Puzzle has evidenced a serious shortage of information about human rights that has been adapted to suit people with ID, especially to the needs of people who cannot read or find it difficult to understand spoken words. Easy to Read material that is produced remains primarily text based, so it is not suitable for people who cannot read.

How can professionals help people with ID to access easy to read and easy to understand information on the issues of human rights?

Our approach on Project Puzzle has been to explore how, by working with multimedia tools, we can create easy to understand materials in new simple and creative ways. As we create materials using a multimedia production approach we have found that there are many easy and effective ways to actively involve people with ID in the process.

Project Puzzle partners have applied a wide range of multimedia approaches to create information resources **WITH people with ID** as well as **FOR the people with ID**. This has enabled us to start to address the shortage of accessible information about human rights in our communities. It has also highlighted new ways in which to actively include and involve people with ID in addressing the need for more accessible information in formats that people of all abilities can understand, even if they cannot read.



This ‘multimedia advocacy’ approach to tackling the shortage of Easy to Read information uses photos, video and audio clips, drama production, craft skills and participatory workshop methods to make information that is not just ‘Easy to Read – it is easy to create, easy to look at, to watch and to listen to. Information presented in multimedia formats is easy to interpret and understand in whatever way suits the individual’s communication preferences and personal accessibility needs.

The Project Puzzle team feel that the multimedia approach can take ‘Easy to Read’ work to another level.



From ‘Easy to Read’ to ‘Easy to Understand’

We call this new way of working ‘**Easy to Understand**’ and the purpose of this Output (IO6) is to make innovative educational tools that can help other professionals across Europe to take up and develop these new ways of working.

The Easy to Understand approach:

- Engages people with ID as participants and as active information producers through activities that they enjoy
- Helps people with disabilities themselves become supporters for other disabled people as content producers, as instructors and as role models
- Enables people with ID to understand what we mean by ‘Human Rights’ and why they are important for their own lives
- Creates information in multiple media formats to suit the many different ways in which people are able to understand information
- Includes the best practise in Easy to Read approaches and adds new tools and methods to widen its reach and effectiveness.

The aim of the UN Convention on the Rights of Persons with Disabilities is that everyone should have equal access. We believe that the Easy to Understand approach can help us to realise this goal for people of all abilities. These Easy to Understand methods can enable everyone to access information that makes sense to them and understand their human rights entitlement and so access the life opportunities and support they need to live independently as much as they can and to lead the lives that they want to lead.

The Puzzle ‘Easy to Understand’ approach is a New Learning Model for people with ID.



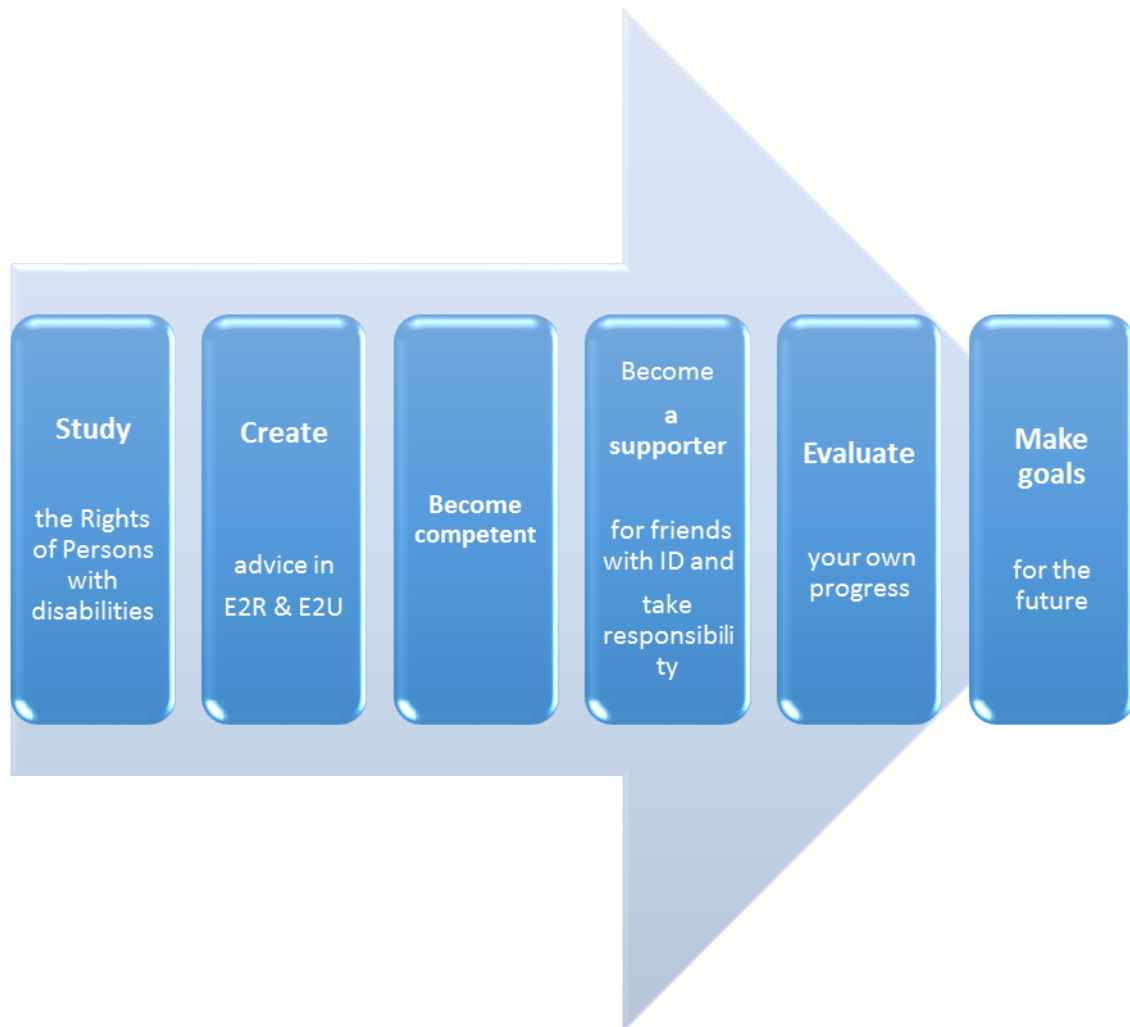


What makes PUZZLE's Easy to Understand method a unique approach?

- People with ID **study** the UN-Convention on the Rights of Persons with disabilities and with the help of IT **create** step-by-step easy to access and understand advice that helps them to understand their rights;
- People with ID **become familiar** with the 'United Nations Rights of Persons with Disabilities';
- People with ID **build up a set of self-created tools** for themselves and their peers with step-by-step, Easy to Read (EtR) and Easy to Understand (EtU) advice;
- People with ID **become effective supporters and advocates** for their ID friends and take on responsibility - the best way to strength personal knowledge and build confidence on a subject is by teaching others;
- People with ID enjoy learning from each other – this has a psychological effect, **motivating** people with ID to learn;
- People with ID **evaluate their own progress** and make goals for the future, taking greater control of their own lives.

The 'Easy to Understand' Method

Schematically, the **Learning Steps** of the Easy to Understand approach can be described as follows:



See **Annex 1** (page 24).

The objective of this Output (IO6) is to ensure that information is made in such a way that all the products can be **transferred and multiplied**.

It is very important for people with ID to access information on how they can implement their own **wishes, realise their rights** and **solve problems** and overcome barriers in different situations to progress towards their personal goals. Most people with ID have difficulty reading text and understanding written information. So, it is very important to make different tools and products to help people with ID make sense of information about their Human Rights and entitlements in other various 'Easy to Understand' ways.

Project Puzzle's research highlighted that fact that 'Human Rights' are an abstract concept that many people with ID find difficult to understand. We have found one way to overcome this difficulty is to start with the wishes, dreams and goals that individuals have for their own lives.

We can then ask questions about the individual's wish or goal, to help grasp the idea of personal rights:

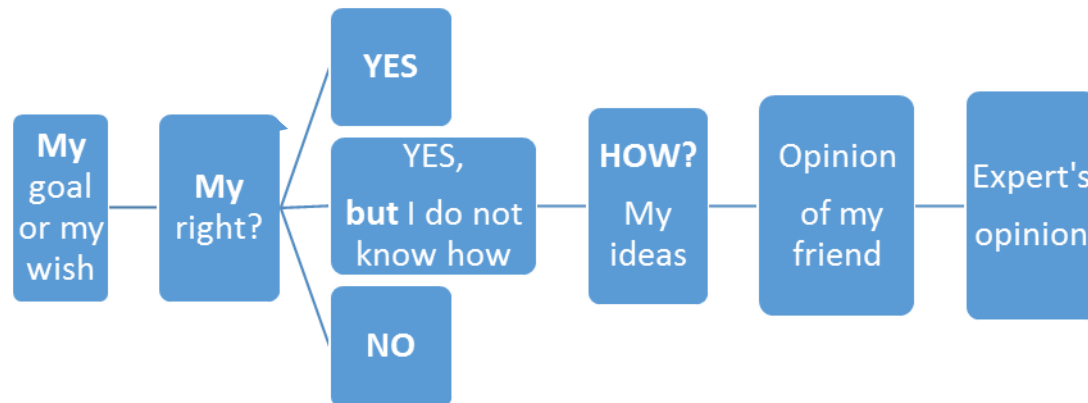
- Am I allowed to try and achieve this wish, dream or goal? **Is it my right?**
- If the answer is 'Yes' then I need to think about how I can make this happen, ask my friends and get advice from a qualified supporter, advisor or expert.
- If the answer is 'No' then I need to understand why not? For example, is it too dangerous for me, too expensive or forbidden by law?

In this way I make the personal connection with the idea of my rights and I start to work on achieving my rights and personal goals.



The Easy to Understand method for studying my rights

Here is a model workflow structure that applies this approach to develop an individual understanding of their rights by making the connection between the individual's wishes and their rights and structuring their quest for information and guidance from friends and advisors:



This method might be used for example to explore an individual's wish to meet new friends.

By undergoing the workflow the individual will find out that it is their right to make relationships

They will reflect on their own ideas about the actions they might take to achieve their goal and identify what obstacles there are to achieving this right.

They will consult one or more of their friends and peers and hear about how they have met new friends, what challenges they have faced and what has helped them to succeed.

They will approach a supporter or 'expert' for advice and share their own ideas and that of their friends.

They will come up with a plan informed by what they have learned.

This helps to achieve the first Easy to Understand Learning Step; studying the rights of people with ID.

The next step is to create Easy to Understand material that captures and shares both the information that they have found out about their rights and the practical strategy that they are to take to make new friends. This will help to reinforce what they have learned and provide them with a plan and support tools to meet friends, keep friends, develop respectful relationships with peers and behave appropriately

By creating the Easy to Understand materials the individual engages actively with the learning about their rights and practical ways to make them real. By sharing what they have learned with others, the individual will:

- Gain important self-confidence
- Learn about their rights, why they matter and how they can be realised with support
- Develop ICT and multimedia skills and how to use them to self advocate
- Create an exemplary success story about themselves
- Teach their friends and peers with ID
- Learn how to independently find things out, listen and learn with their peers and seek advice from experts

This is an example of a product showing this method in action:
<https://www.youtube.com/watch?v=yz-LIVCRWao&feature=youtu.be>

The individual then follows the remaining EtU Learning Steps as he or she; **becomes competent** on their rights and how to achieve them, **supports friends and peers and takes responsibility**, by making their plan of action, sharing their experience and what they have learn; **evaluates their progress** as they pursue their goal and wins confidence to **make plans for their future**.

This can become an on-going process, a cycle of planning, gaining knowledge, capturing and sharing learning and then planning further. The outcome for the individual is effective self-advocacy, greater independence and equality – as they realise their human rights.

The creation of Easy to Read and Easy to Understand information by the individual learner as they proceed on this cycle and repeat it for other goals thus benefits the wider population of peers with ID, alongside the individual.

We hope such a tool and working method can help people with ID to find their own solutions for their goals and have their dreams, wishes and rights respected and realised more. It can provide a good example for other disabled people, their families and the staff working with them.



We hope that the informative documents that are produced using Project Puzzle's Easy to Understand (EtU) approach will be shared through the Puzzle Project online platform for use by: teachers, family members, carers and practitioners working with people with learning disabilities (UK)/ intellectual and developmental disabilities (USA), autism spectrum conditions, and/or mental health problems.

We intend to share these approaches, provide support materials and invite others to apply them in their own organisations. Project Puzzle has a transnational focus. Puzzle Informative documents are grounded on the main principles of the United Nations Convention on the Rights of Persons with Disabilities. The methods will help professionals to get the ideas about the factors which may support, or conversely impede, social inclusion.



Practical examples

Example 1: “I would like to have a boyfriend!”

My student is 25 years old. She would like to have a boyfriend, but her mother is against any her daughter’s relations with the boys. How I can help her? (Social worker at JDC)

Let’s make the personalized step by step problem-solving plan according the PUZZLE structure:



This is the example of the product:

<https://www.youtube.com/watch?v=61n8Hrtkk6Y&feature=youtu.be>

Example 2 “I want to spend my own money!”

My student is 29 years old, but he does not know how old he is. He does not know which country he lives in. He cannot tie his shoes, brush his teeth, count higher than five. Sometimes he remembers his last name, but sometimes not. But for sure he knows– he wants ice-cream when his friends are running to the shop to buy the ice-cream in sunny summer day. He can clearly express his wish to buy ice-cream. He is getting disability benefits.

The government pays relatively good money for severely disabled people in Lithuania. But his mother controls all his money. His Mother is sure her son does not need an ice-cream on a sunny summer day.

Does my student has the right to control his money or to get small pocket money? Not today – his mother never responds to the notes that informs her that her son will go on a trip and would like to have some pocket money for his needs. She is becoming angry and blaming the staff. The Mother is not ready to discuss any questions related to money. She knows how to use money and feels that her son does not need any money.

*What is the possible solution? **We must try a new model.** The disabled person himself needs to change his family’s approach to his disability by proving that he has right to be equal. (Social worker at JDC)*

Working with families on the human rights of people with ID



The Project Puzzle research identified that sometimes families presented barriers to the human rights of their adult sons or daughters with ID, often by being over protective and treating them as children. We are going to share the tools that have been prepared by people with ID with their families. We hope this resource will provoke dialogue between families and disabled people who rarely manage to express their needs or wishes. We hope these easy to read and easy to understand tools will help to change the family situation of people with ID concerning their rights.

So, the second target group of this Output (IO6) is the families of people with ID. **What makes Puzzle a special project** is that our methods encourage people with ID to take control and determine their own lives – so the disabled person himself or herself can change their family's approach to disability by proving that he or she has the skills and the right to be equal.

We hope Puzzle's Informative Documents will become widely used tool to help **prevent discrimination** based on disability. 'Discrimination on the basis of disability' means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation."
(Convention on the Rights of Persons with Disabilities, Article 2)

We hope Puzzle's Informative Documents will become widely used tools to make the information **accessible** to a person with ID. Article 9 of the Convention on the Rights of Persons with Disabilities focuses on accessibility. In the words of the convention, accessibility is defined as follows: "...to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas."

We hope Puzzle's Informative Documents are **simple and flexible to use** for person with ID. Article 2 of the Convention on the Rights of Persons with Disabilities introduces **Universal Design**, meaning "the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. 'Universal design' shall not exclude assistive devices for particular groups of persons with disabilities where this is needed."

For people without disabilities, technology makes things easier. For people with disabilities technology makes things possible (IBM training manual 1991).

Recording the progress of participants

It is important to document **the progress** of a person with ID as they apply the Puzzle Learning Steps. The tips below show how to start the reflection. Use these prompts and support the individual to finish each unfinished sentence:



- Now I understand



- Now I can help my friend with



- I need to find out more about



The most important skill for the staff to develop is patient listening – to pay special attention and not to exclude anyone because of the level of their disability. The Puzzle course in use of ICT and multimedia guides supporters on ways to use multimedia to help develop a person-centred approach and facilitate the individual’s self-advocacy and self-determination. By using today’s new media tools and applying the Multimedia Advocacy approach staff can develop their own support skills and the confidence and capabilities of the people they support.

Conclusion

It is not easy for people with ID to understand the concept of human rights. The Easy to Understand approach, with its combination of work on leadership and self-advocacy, with the use of the full range of media tools, is a new inclusive and participatory model of how to provide the easy to understand information required for people with ID.

The tools are easy to use. The Puzzle Informative Documents Output's methods motivate and teach people with ID to make their own informative tools.

We have found it a very useful experience as Puzzle project partners making EtR and EtU tools together with people with ID. They were **learning by doing** and together, we find out several new points:

- Multimedia tools are very attractive for people with ID and they are very motivated to use them for self-advocacy and for learning.
- It is important to involve people with ID in their own problems solving process (using peer education methods) and have the possibility to strengthen their active participation in social life, presenting the best possible solutions and acquiring the necessary competencies on their rights.
- It is important to make a quality assessment of each product what you are making for people with ID. The best evaluators are the people with ID who are the intended audience for the materials that are being made. When you are testing the products with people with ID you can see right away what you should improve or change. The best way is not to make the products **for** people with ID, but to make them **with** people with ID.
- It is important to individualise EtR and EtU materials for each person. Even when you know a person very well you often do not know what difficulties he/she could meet with information. This is why it is useful to make products in different formats, with different content, different levels of complexity or simplicity, different lengths, different styles. Hopefully in this way the individual will find their own preferred format and understand the information provided.
- It is important to choose the actual topics for person with ID. The best way is to let people with ID choose their learning topic and to divide the main topic into the small steps. Person Centred Planning and Multimedia Advocacy teaches us that it is important to motivate people with ID to share their own stories and achieve independence step by step (I organise money and warm clothes, I go to the bus station, I buy my bus ticket here etc.). It is important to



show what it is like when people exercise their rights by sharing success stories and encouraging people to be role models for their peers. In this way people with ID make the connection between the very abstract idea of rights and their own lives.

- Sometimes you must break some of the basic EtR rules to make the material EtU, this depends on a person's ability and needs. Our Puzzle Informative Documents are not perfect, but they show new ways of working that we are finding effective and enjoyable to use. Not all of our example products comply with the fundamental EtR rules and standards and it is possible to see our learning progress if you compare the first products we are sharing with the last.
- **This is a work in progress and we want you to join us!**

All PUZZLE project partners hope that our experience and examples of good practice will inspire people with ID and professionals working with people with ID in other countries and organizations to make their own EtR and EtU products.



Table of Content of IO5 Outputs

Through **Annex 2** (page 25) you can select the link associated with the Informative document you wish to view. This will take you to the ‘Informative Documents’ section of the ‘Examples of Human Rights materials’ page, then select the desired document.

Credits

Layout and design: Jaunuoliu dienos centras

Photos: Aistė Pagirienė

Internet: <http://www.puzzle-project.eu/index.php/en/>

Facebook:

JDC

<https://www.facebook.com/Jaunuoli%C5%B3-Dienos-Centras-323700284494685/?fref=ts>

ŚMIAŁEK <https://pl-pl.facebook.com/pg/Stowarzyszenie-Na-Rzecz-M%C5%82odzie%C5%BCy-Sprawnej-Inaczej-%C5%9Amia%C5%82ek-240179599498615/about/>

Instagram:

<https://www.instagram.com/explore/locations/1016645075/jaunuoliu-dienos-centras/>

YouTube channel:

<https://www.youtube.com/channel/UCvWItBGckubZrO4psyYoNMg>

Annex 1.

The 'Easy to Understand' Method

Schematically, the **Learning Steps** of the Easy to Understand approach can be described as follows:



Study the Rights of
Persons with disabilities



Create
advice in
EtR & EtU



Become **competent**




Become a **supporter** for
friends with ID and
take responsibility



Evaluate your own progress
and
make goals for the future

Annex 2.

Table of Content of Informative Materials

No.	Title of Informative Document	Target group	Name of the Organization that produced the Info Document	Format (EtR text, video, sound and etc.)	Available (online, leaflet, book, article)	Description	Language	Link
 GREECE								
1	Travel Guide (<i>session plan in wiki form</i>)	People with ID	FORTH	Wiki	Online	A travel guide on a visit to the Hill of Crosses in Lithuania. UN CRPD Article 20 Personal Mobility (<i>session plan in wiki form</i>).	EN	https://www.rixwiki.org/rix/home/puzzle4-wiki/
2	Traffic Education	People with ID	K.E.E.P.E.A Horizontes	Power point	Online	Person-centered Project «Traffic Education» UN CRPD Article 20 Personal Mobility.	EN	Link EN
3	Τα δικαιώματά μου	People with ID	FORTH	Wiki	Online	A guide on the right to have a home, live independently with whom you want and get the support you need. UN CRPD Article 19 Independent living and being a part of the community.	GR	https://www.rixwiki.org/puzzle-wikis/home/puzzle1-wiki/
4	Μετακινούμαι (MMM)	People with ID	FORTH	Wiki	Online	A guide to help PWID how to use the public transport system in Athens UN CRPD Article 20 Personal Mobility <u>and</u> the related Session plan.	GR	https://www.rixwiki.org/puzzle-wikis/home/puzzle5-wiki/
4a	<i>Session plan</i> Μετακινούμαι (MMM)	Teachers, trainers, supporters	FORTH	Word document	Online		GR	Link GR
5	Ψηφίζω	People with ID	FORTH	Wiki	Online	A guide about the right to vote and how to vote for PWID	GR	https://www.rixwiki.org/puzzle-



						in Greece UN CRPD Article 29 Being involved in politics and the related Session plan.		wikis/home/puzzle6-wiki/
5a	Session plan Ψηφίζω	Teachers, trainers, supporters	FORTH	Word document	Online		GR	Link GR
6	Αθλητισμός και ελεύθερος χρόνος	People with ID	FORTH	Power point	Online	A power point presentation about different leisure activities. UN CRPD Article 30 Participation in cultural life, recreation, leisure and sport.	GR	Link GR
7	Όλοι είναι ίσοι (Άρθρο 5)	People with ID	FORTH	EtR text	Online Article	UN CRPD Article 5 Equality and non-discrimination.	GR	Link GR
8	Ελευθερία και ασφάλεια (Άρθρο 14)	People with ID	FORTH	EtR text	Online Article	UN CRPD Article 14 Liberty and Security of the person - Being free and safe.	GR	Link GR
9	Ελευθερία και μετακίνηση (Άρθρο 18)	People with ID	FORTH	EtR text	Online Article	UN CRPD Article 18 Personal Mobility.	GR	Link GR
10	Σπίτι και οικογένεια (Άρθρο 23)	People with ID	FORTH	EtR text	Online Article	UN CRPD Article 23 Respect for the home and family.	GR	Link GR
11	Εργασία (Άρθρο 27)	People with ID	FORTH	EtR text	Online Article	UN CRPD Article 27 Work.	GR	Link GR
12	Όλοι είμαστε Πεζοί	People with ID	K.E.E.P.E.A Horizontes / FORTH	EtR text	Online Article	UN CRPD Article 20 Personal Mobility.	GR	Link GR










LITHUANIA

1	Trip Adviser	People with ID	JDC	Power Point	Online	This is the tool to help people with ID to organize their own trip. According the Convention on the Rights of Persons with Disabilities (CRPD) Article 20. Getting about <u>and</u> the related Session plan.	EN	Link EN
1a	<i>Session Plan</i> Trip Adviser	Teachers, trainers, supporters	JDC	Word document	Online		EN	Link EN
2	Self Advocacy	People with ID	JDC	Video	Online/ mini book	This is the tool to help people with ID to represent themselves, to start the communication with other people and to ask for help if it is necessary. According the CRPD Article 8. Giving people information about disability <u>and</u> the related Session plan.	EN	https://www.youtube.com/watch?v=zM66wzXtGus
2a	<i>Session Plan</i> Self Advocacy	Teachers, trainers, supporters	JDC	Word document	Online		EN	Link EN
3	Do you want to have good shoes	People with ID	JDC	Power Point	Online	This is a tool to help people with ID to understand that they can have money, control their own money and can buy what they want or need. Article 12. Being treated equally by the law <u>and</u> the related Session plan.	EN	Link EN
3a	<i>Session Plan</i> I buy what I need	Teachers, trainers, supporters	JDC	Word document	Online		EN	Link EN
4	International Trip adviser	People with ID	JDC	Power Point	Online	This is the tool to help people with ID to organize their own trip. According the CRPD Article 20. Getting about <u>and</u> the related Session plan.	EN	Link EN
4a	<i>Session Plan</i> Let's travel	Teachers, trainers, supporters	JDC	Word document	Online		EN & LT	Link EN





5	My leisure time	People with ID	JDC	Video	Online	This is the tool to help people with ID to go to the cinema. According the CRPD Article 30. Sport and leisure and the related Session plan.	EN	Link EN
5a	<i>Session Plan</i> My leisure time	Teachers, trainers, supporters	JDC	Word document	Online		EN & LT	Link EN
6	How to control my own money?	People with ID	JDC	Video	Online	This is a tool to help people with ID to understand that they can have money, control their own money and can buy what they want or need. Article 12. Being treated equally by the law and the related Session plan.	EN	https://www.youtube.com/watch?v=yz-LjVCRWao&feature=youtu.be 
6a	<i>Session Plan</i> How to control my own money	Teachers, trainers, supporters	JDC	Word document	Online		EN	Link EN
7	Can I have a date?	People with ID	JDC	Video	Online	This is a tool to help people with ID to understand that disabled people have equal rights to personal relationships. Article 23. Respect for the home and the family.	EN	https://www.youtube.com/watch?v=61n8Hrtkk6Y&feature=youtu.be 
8	Right to have a family	People with ID	JDC	Video	Online	This is a tool to help people with ID to understand that disabled people have equal rights to get married and start a family as long as both of the couple want to. Article 23. Respect for the home and the family.	EN	Link EN
9	How to have a good time	People with ID	JDC	PowerPoint Slide Show	Online	This is the tool to help people with ID to go to the cinema. According the CRPD Article 30. Sport and leisure.	EN	Link EN
10	Kelionės Patarėjas	People with ID	JDC	Power Point	Online	This is the tool to help people with ID to organize their own trip. According the CRPD Article 20. Getting about and the related Session plan.	LT	Link LT
10a	<i>Session Plan</i> Kelionės	Teachers, trainers,	JDC	Word document	Online		EN	Link LT



	Patarējas	supporters						
11	Saves Atstovavimas	People with ID	JDC	Video	Online/ mini book	This is the tool to help people with ID to represent themselves, to start the communication with other people and to ask for help if it is necessary. According the CRPD Article 8. Giving people information about disability and the related Session plan.	LT	https://www.youtube.com/watch?v=912J9NteviM 
11a	<i>Session Plan</i> Saves Atstovavimas	Teachers, trainers, supporters	JDC	Word document	Online		LT	Link LT
12	Pinigų tvarkymo patarējas	People with ID	JDC	Video	Online	This is a tool to help people with ID to understand that they can have money, control their own money and can buy what they want or need. Article 12. Being treated equally by the law and the related Session plan.	LT	https://www.youtube.com/watch?v=R650RQmbcbY 
12a	<i>Session Plan</i> Pinigų tvarkymo patarējas	Teachers, trainers, supporters	JDC	Word document	Online		LT	Link LT
13	Aš Žinau	People with ID	JDC	Power Point	Online	This is a self-learning tool to help people with ID to understand the UN CRPD. Article 12. Being treated equally by the law and the related Session plan.	LT	link LT
13a	<i>Session Plan</i> Aš Žinau	Teachers, trainers, supporters	JDC	Word document	Online		EN	Link LT
14	Einame batų	People with ID	JDC	Video	Online	This is a tool to help people with ID to understand that they can have money, control their own money and can buy what they want or need. Article 12. Being treated equally by the law.	LT	https://www.youtube.com/watch?v=R650RQmbcbY&feature=youtu.be 
15	Mano laisvalaikis	People with ID	JDC	Video	Online		LT	Link LT
15a	<i>Session Plan</i> Mano	Teachers, trainers,	JDC	Word document	Online	LT	Link LT	



	laisvalaikis	supporters						
16	Dantu valymas	People with ID	JDC	Power Point	Online	This is the tool to help people with ID to take care of their health. According the CRPD Article 25. Health and Article 26 Services to help you recover <u>and</u> the related Session plan.	LT	Link LT
16a	Session plan Dantu valymas	Teachers, trainers, supporters	JDC	Word document	Online		LT & EN	Link LT
17	Kelionė ten ir atgal	People with ID	JDC	Power Point	Online	This is the tool to help people with ID to use public transport According the CRPD Article 3. The basic ideas and Article 20 Personal Mobility <u>and</u> the related Session plan.	LT	Link LT
17a	Session Plan Kelionė ten ir atgal	Teachers, trainers, supporters	JDC	Word document	Online		LT	Link LT
18	Atstovavimas sau	People with ID	JDC	Video	Online/mini book	This is the tool to help people with ID to represent themselves, to start the communication with other people and to ask for help if it is necessary. According the CRPD Article 8. Giving people information about disability <u>and</u> the related Session plan.	LT	https://www.youtube.com/watch?v=hg6pzH41DnU 
18a	Session plan Atstovavimas sau	Teachers, trainers, supporters	JDC	Word document	Online		LT	Link LT
19	Teisė sukurti šeimą	People with ID	JDC	Video	Online	This is a tool to help people with ID to understand that disabled people have equal rights to get married and start a family as long as both of the couple want to. Article 23. Respect for the home and the family.	LT	Link LT
20	Ar aš galiu eiti į pasimatymą?	People with ID	JDC	Video	Online	This is a tool to help people with ID to understand that disabled people have equal rights to personal relationships. Article 23. Respect for the home and the family.	LT	https://www.youtube.com/watch?v=x_R9h07vh1k 
21	Laisvalaikis	People with ID	JDC	PowerPoint Slide Show	Online	This is the tool to help people with ID to go to the cinema. According the CRPD Article 30. Sport and leisure <u>and</u>	LT	Link LT
21a	Session Plan	Teachers,	JDC	Word	Online		LT	Link LT



	Laisvalaikis	trainers, supporters		document		the related Session plan.		
22	Mano teisės	People with ID	JDC	Wiki	Online	This is the tool to help people with ID to understand the UN CRPD. Article 12. Being treated equally by the law and the related Session plan.	LT	https://www.rixwiki.org/rix/home/puzzle2-wiki/
22a	Session Plan Mano teisės	Teachers, trainers, supporters	JDC	Word document	Online		LT & EN	Link LT



POLAND

1	Trip Adviser	People with ID	ŚMIAŁEK	Power Point	Online	Presentation about trip to the Hill of Crosses. Presentation shows to people with ID that they spend free time as they want and they can go on trips that are interesting for them. UN CRPD Article 30 Participation in cultural life, recreation, leisure and sport.	EN	Link EN
2	My rights	People with ID	ŚMIAŁEK	Power Point /PDF	Online	Document describing basic human rights of people with ID.	EN	Link EN
3	Wizyta u lekarza	People with ID	ŚMIAŁEK	Power Point /PDF	Online	Document describing how to use medical care, to show to people with disabilities how to find help in case of illness or a need to visit the doctor. This shows which documents are needed and how to organise the visit. UN CRPD Article 25 Health and the related Session plan.	PL	Link PL
3a	Session plan Wizyta u lekarza	Teachers, trainers, supporters	ŚMIAŁEK	PDF	Online		EN	Link PL
4	Jak stworzyć e-mail	People with ID	ŚMIAŁEK	Power Point /PDF	Online	Document describing how to spend free time by people with ID with examples of what it is possible to do - and where. UN CRPD Article 30 Participation in cultural life, recreation, leisure and sport.	PL	Link PL



5	Jak tworzymy projekty?	People with ID/ Teachers	ŚMIAŁEK	Power Point /PDF	Online	Document describing how to create a document in easy to read format.	PL	Link PL
6	Założenie karty komunikacyjnej PEKA	People with ID	ŚMIAŁEK	Power Point /PDF	Online	A short guide describing how to create metropolitan card <u>and</u> the related Session plan.	PL	Link PL
6a	<i>Session plan</i> Założenie karty PEKA	Teachers, trainers, supporters	ŚMIAŁEK	PDF	Online		EN	Link PL
7	Jak zrobić naleśniki?	People with ID	ŚMIAŁEK	Power Point /PDF	Online	Guide and presentation showing to people with learning disabilities how to make a pancakes.	PL	Link PL
8	Kurs pierwszej pomocy	People with ID	ŚMIAŁEK	Power Point /PDF	Online	Document showing what to do in case of accident.	PL	Link PL
9	Idziemy na zakupy	People with ID	ŚMIAŁEK	Power Point /PDF	Online	A guide showing how to successfully make shopping for Your needs.	PL	Link PL
10	Obsługa zmywarki	People with ID	SMIALEK	Power Point /PDF	Online	A guide showing how to use a washing machine.	PL	Link PL
11	Prawa Człowieka	People with ID	SMIALEK	WIKI	Online	Online wiki website with information about basic human rights for people with learning disabilities.	PL	https://www.rixwiki.org/puzzle-wikis/home/puzzle3-wiki/
12	Komunikacja miejska	People with ID	ŚMIAŁEK	Power Point /PDF	Online	PDF and printable document showing how to use city communication services, how to buy and use tickets, how to find a correct bus/tram line to specific direction. UN CRPD Article 9 Accessibility.	PL	Link PL

