

# COMMUNITY WELFARE

Implementation of local initiatives

2018-1-IT02-KA201-O48387

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## **COMMUNITY LAB: IMPLEMENTATION OF THE COMMUNITY WELFARE PROJECT**

**Country Report: Goce Delcev (school) and SPPMD (NGO) –  
N. Macedonia**

## Responsible partners: Goce Delcev (school) and SPPMD (NGO) – N. Macedonia

### Local partners

*Please describe the collaborations activated at local level*

Regarding the implementation of the Community Lab we have jointly decided to start organizing three different initiatives:

1. A Community cooperative
2. A time bank for a local welfare project
3. A mutual aid group

It was challenging to work face to face at the beginning because of the pandemic situation but our teachers and youth workers together made additional efforts to realize the planned initiatives.

We tried to adopt the new situation to the current needs of the community, so we managed to organize a complex set of virtual activities, hybrid (residential and on-line) activities and activities with physical presence (respecting all currently active health regulations).

For the community cooperative we launched a foodbank donation card which they could buy to give as a present to a loved one for Christmas. The gift cards did not cost a lot of money and when you bought one the money you pay was donated to the foodbank connected to the store they purchased it in. The card, which they kept, contained a message of thanks for helping local people in crisis. They also gave it to a loved one in a Christmas card or under the tree as a gift to let them know that a donation has been made on their behalf.

- For the local welfare project, based on the time bank principles, Tuition assistance and Gardening were offered
- Teachers from the school offered tuition assistance in different subjects, according to the subject they teach. Students and young volunteers on the other hand offered Gardening activities. Due to the pandemic, classes were held online and the activities connected to gardening were also limited.

It allowed the students struggling in different subjects to advance their knowledge without paying for a tutor, as well as the older members of the community to preserve their health and energy thanks to an additional help around the house. When the grandmother's extended family moves in and she no longer requires help from the student, she can spend the time credits she earns from teaching her English to save time, money, and energy by getting help with another task, like helping around the house from the students in actions such as cleaning, vacuuming, ironing and similar household

activities.

For the covid mutual aid group, a local community group was organised to support people through the coronavirus pandemic and beyond. It was made up of neighbours in a geographical area who come together in solidarity to voluntarily these community needs.

## Participants

*Please describe the involved participants for the selected target group:*

Students, teachers, school counsellors, youth workers, young volunteers, parents and other community members.

## Activities

*Please describe the activities implemented (including photos), and the methodologies used*

- Step 1: PICK A LOCAL GROUP THAT NEEDS FOOD
- Step 2: DECIDE HOW DO YOU WANT TO COLLECT FOOD
- Step 3: ASSESS VOLUNTEER NEEDS
- Step 4: FIND A DROP-OFF LOCATION
- Step 5: RECRUIT AND MANAGE VOLUNTEERS
- Step 6: GET THE WORD OUT
- Step 7: FINAL PREP ARRANGEMENTS
- Step 8: EVENT DAY WHERE DONATIONS WILL BE RAISED FROM BUSINESSES AND NONPROFIT ORGANIZATIONS
- Community members will help each other out,
- Students will get help with any subject curriculum they do not understand or any extra curriculum activity that they have an interest to practice
- Supporting older people, providing gardening and other household activities
- Providing services for people with disabilities
- Strengthening the community in a way that every member feels involved and not isolated from the group, developing a sense of belonging

- 'Phone tree' which encourages and supports older people to communicate with each other by phone, or receive a check-in phone call from a helper( dedicated phone line for residents to request help; phone rotated between people, five days a week). Weekly 'coffee and chat' Zoom calls
- Bike deliveries: volunteers picking up shopping for neighbors on bikes lent by a bike shop.
- Lockdown bingo, karaoke: as part of the response to the pandemic, neighbors organize bingo from balconies, windows and gardens street by street. Following posters and social media posts, bingo books are delivered to all, the amplified caller is relayed by people at the end of each street and prizes are won! Lots of smiles and distanced socializing as people emerge from their flats and breathe again, after many anxious weeks
- The karaoke, with people picking songs by writing them up on the posters in advance or via social media.
- Cooked food provision, food parcels and cooking ingredient storage & distribution.
- Shopping for each other, neighbors helping each other out, especially for those most at risk, coordinated by street coordinators.
- Culturally-appropriate food. During a pandemic it is important to understand the significance of continuing to get the food we like and are used to eating, such as halal food. Local mutual aid groups are able to respond to requests for halal and culturally appropriate food which isn't generally available from the statutory sector, and are able to get food to people on the day they realise they need it and in the right amounts.

## Results

*Feedback of trainers/facilitators: Feedback of participants: Impact on participants: Impact on local communities:*

- The purpose of a cooperative is to realize the economic, cultural and social needs of the organization's members and its surrounding community. Cooperatives often have a strong commitment to their community and a focus on strengthening the community they exist in or serve.
- Time banking is a highly effective community development tool, empowering individuals and groups to bring about change, take control of their own lives, and galvanise their neighbourhoods.
- covid mutual aid group is a local community group organising to support people through the corona virus pandemic and beyond. It's made up of neighbours in a geographical area who come together in solidarity to voluntarily these community needs:
- a) support each other, b) figure out each other needs and develop strategies to meet them, c) meet vital community needs where this can be provided better by local people, d) look out where needed for those most in need, and those marginalised by the system, and e) build community in a bottom-up way that most services and organisations can't do by their nature.



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## **COMMUNITY LAB: IMPLEMENTATION OF THE COMMUNITY WELFARE PROJECT**

**Country Report: ROMANIA**



**Responsible partner: ATFCT**

## Local partners

*Please describe the collaborations activated at local level*

For the implementation of the Community Lab, ATFCT has cooperated with several education institutions, which offered access to teachers and trainers, parents and pupils, social operators and volunteers:

- "David Voniga" Highschool in Giroc;
- "Grigore Moisil" Highschool in Timișoara;
- "Tibiscus" University in Timișoara.

Due to the context of Covid-19 pandemic, the project activities were partially developed online, while a few others were organized face to face.

Our objectives for the Community Lab were focused on:

- creating a network for **teachers**, through which they could offer and receive support for dealing with problems that have a negative impact on the educational process in general (one of the main topics of interest expressed by the teachers was how to reduce/ eliminate bullying situations in schools), but also for dealing with difficulties generated by the Covid-19 protection measures and the necessity of implementing online teaching and e-learning;
- involving **parents and community members** in the non-formal educational processes initiated within the school frameworks, thus offering the pupils the opportunity to extend their knowledge and their abilities and to diversify the learning contexts and their growth potential, and also offering the teachers the opportunity to enlarge their portfolio of methods, means and techniques;
- activating peer learning and helping behaviours within groups of **pupils** and stress the values of cooperation and community as opposed to individualism and competition, in order to promote a more supportive and socially connected environment of development and growth.

In order to achieve these objectives, we selected three networking initiatives, one for each objective and main target group:

- mutual aid groups;
- family time banks;
- street education.

## Participants

*Please describe the involved participants for the selected target group:  
Student, teachers, social operators, parents*

As described previously, each objective and each community networking practice was set for a main target group, as follows:

- for the mutual aid group initiative, there were involved 14 teachers (ranging from kindergarten level to high-school level) and 11 professionals working in formal or non-formal education (counselors, psychologists, trainers etc.)
- for the family time banks, there were involved 7 parents and 6 community volunteers;
- for the street education initiative, there were involved 24 pupils.

## Activities

*Please describe the activities implemented (including photos), and the methodologies used*

As a result of the training needs analysis, we have identified the following development objectives for the main target groups:

- teachers, professionals:
  - enhance knowledge concerning the bullying and cyber-bullying phenomena in schools;
  - extend portfolio of methods and techniques for approaching bullying situations in schools;
  - explore ways to organize online teaching and e-learning sessions;
  - create a pool of materials, resources, apps which can be used within the e-learning process;
  - strengthen the cooperation among teachers for the benefit of the pupils and for the development of school organizations;
- parents, family members, community members:
  - promote the cooperation between parents and teachers for the benefit of the pupils;
  - strengthen the emotional and social connections between the pupils and their parents/ family members/ members of the community;
  - facilitate the role modelling of the adults for the youngsters in their community;
- pupils:
  - diversify learning contexts for pupils and increase opportunities to absorb information on various topics;

- complement the theoretical education of the pupils offered in schools with more practical learning environments, thus ensuring an enlargement of the teachers' portfolio of methods, means and techniques;
- strengthen the social commitment of the youngsters to the community they live in, through the models of the adults;
- initiate pupils in peer learning;
- shape the social attitude of the pupils towards the values of cooperation, community, togetherness, mutual help (as opposed to individualism and competition).

As such, in order to meet these objectives, we have chosen to work with the teachers on initiating a mutual aid group, within which they could:

- share knowledge, ideas, techniques, materials etc. on bullying and cyber-bullying in schools (we also shared materials and organized discussions with regard to this topic);
- share and exchange ideas, materials, resources, apps etc. on how to efficiently organize the online teaching and e-learning sessions;
- ask and offer support to one another as an open community, despite the geographical distance between them.

The mutual aid group has been founded with the occasion of a face to face workshop on community networking for the benefit of the pupils, in which the participant teachers have been trained on networking methods and techniques which they can use to mobilize the parents of the pupils in their classrooms to get involved in the educational process. Consecutive to that workshop, the activity of the group has been organized mainly online, with ATFCT facilitating the initial exchanges between

teachers, in order to establish efficient mutual aid relations. The mutual aid group can also be accessed through Whatsapp.



A separate mutual group



aid has

been organized for professionals working in education – either formal or non-formal – and dealing with special needs or vulnerable categories which are in need of a more special of support (counsellors, psychologists, trainers This group is more focused on specific therapy assisting techniques and its activity has been exclusively organized online.

type etc.). and

The expected impact of the mutual aid groups will be visible on the directly targeted group, but also on other categories of people:

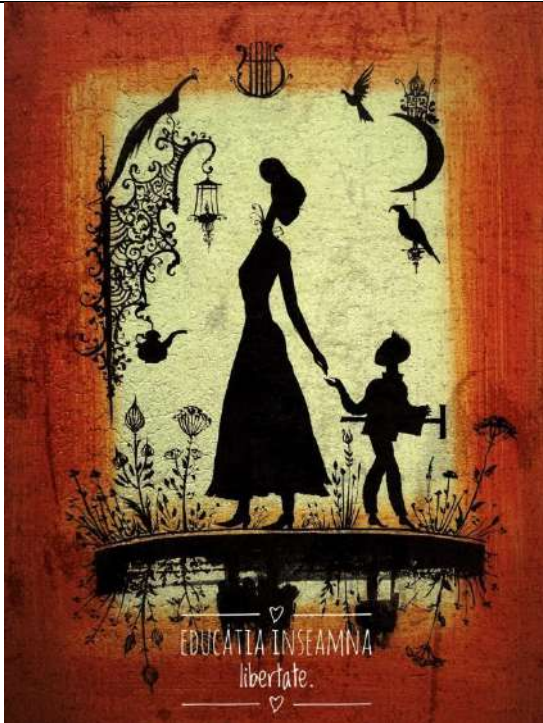
- the teachers/ professionals activating in education will have a higher knowledge level and will be more efficient in their work;
- as a result, they will act more self-confident and become better models for the pupils;
- good practices will travel faster and wider and problematic situations will be solved in a shorter time and/ or in a more definitive way;
- teachers/ professionals activating in education will have a higher sense of community and will be prone to offer support to peers in a greater measure;
- pupils will beneficiate from better delivered education sessions and will become more motivated to study;

- the community will be stimulated to get involved in the education of the youngsters.

On what concerns the parents, the family and community members, ATFCT focused on implementing a family time bank system in which, according to the time bank principles, these adults were asked to offer 60 minutes of their time for the education of pupils: they had to elaborate and moderate 60 minutes activities for pupils, in relation to the specificity of their job or chosen profession or even related to a hobby they wanted to share things about. These activities were organized both face to face and online, according to the Covid-19 protection measures taken at the time (spring-summer 2021).



The family time bank initiative was combined with the street education initiative for pupils, which consisted in involving pupils in outdoor/ out of the school activities which offered them the possibility to learn new things about the world, about each other and about themselves and practice cooperation and helping behaviours. In this way, both sets of objectives were achieved.



The expected impact of the family time banks and street education will be visible on the directly targeted group, but also on other categories of people:

- parents and teachers will work together for the benefit of the pupils and will offer more mutual support;
- emotional connections between parents and pupils will deepen and family relationships will be significantly improved;
- pupils will learn more, better and in a more pleasant way;
- pupils will be more motivated to study and to help each other;
- teachers will be able to steer the educational process in such a way as to combine the theoretical facts learnt in school and the practical knowledge acquired within the street education sessions;
- the whole community will be gradually more oriented toward cooperation and mutual support.

## Results

### *Feedback of trainers/facilitators:*

The trainers were content with the fact that the participants were eager for knowledge and motivated to put in practice what they have learnt.

### *Feedback of participants:*

Teachers were thankful for the support offered by ATFCT to facilitate networking. Family and community members declared they were highly satisfied after working with the pupils and felt challenged and animated to continue giving their time to educating the pupils. Pupils were happy with the diversity of the activities and stated they “have made better friends” among their peers.

### *Impact on participants:*

All participants – from teachers to professionals, from parents to pupils – felt more self-content, more community integrated and more motivated to act after the activities.

### *Impact on local communities:*

Teachers and other professionals activating in the education field will continue to exchange good practices in regard to the education process, thus any difficulty met in practice may be solved in a more efficient manner not just in one school. The heterogeneity of the mutual aid groups will ensure the dissemination of the knowledge and materials throughout a large number of institutions and will reach a significant amount of people.

Parents, family members and community members will share their experiences with others and the family time bank may be extended.

Pupils will be more motivated to study and to offer support to one another, thus contributing in time to a more diversity accepting and cooperating society.



## COMMUNITY LAB: IMPLEMENTATION OF THE COMMUNITY WELFARE PROJECT

Country Report: Italy



**Responsible partner: Sinergia s.c.s.**

## Local partners

*Please describe the collaborations activated at local level*

For the implementation of the Community Lab we decided to start with 2 different initiatives:

1. A Community of practice
2. A time bank for a local welfare project

Considering all the issue related to the pandemic Covid-19 it has been very difficult to work with schools with face to face activities; for this reason we tried to activate partnerships for those school staff (mainly teachers) available for (additional) virtual activities, in a school year that has seen many time the interruption of regular activities and the at distance school plan.

For the community of practice, considering that in other national projects, we noticed that the emerging issues related to pandemic and implementation of elearning were more concentrated in primary schools (due to the lack of initial preparation of teachers and school to elearning activities and tools, and due to the social and economic issues of many families in dealing with ICT tools and internet connection for e-learning), also considering the effects of social isolation especially in the small children, where the relational aspect is one of the most crucial element in the learning process, we activated collaborations with teachers of primary schools from IC Scardigno-Savio Molfetta, 27 C.D. Duca d'Aosta Bari, 1 C.D. N. Fornelli Bitonto, 1C.D. don Bosco Triggiano).

For the local welfare project, based on the time bank principles, considering all the limitations imposed by the prevention measures we made an agreement with an alternative education organization, that is a church with annexed a catholic pre-primary and primary school.

So, we signed a protocol of cooperation with Parrocchia Stella Maris – Bari Palese.

We also activated partnerships with local NGOs active in the educational field, and that represents crucial actors of the local education community, like:

- Cooperativa sociale Stola e Grembiule
- Consorzio Social Lab s.c.s.
- Ulixes s.c.s.
- Ops s.c.
- Fondazione SS Medici s.c.s.

## Participants

*Please describe the involved participants for the selected target group:  
Student, teachers, social operators, parents*

Sinergia involved in the local activities the following participants:

For the community of practice:

- teachers and educators: 5
- social workers: 5

For the time bank:

- ▶ children: more than n. 80 directly involved in the project activities
- ▶ parents: 6 involved in the management of project activities
- ▶ families: more than n. 40 participating in dissemination activities
- ▶ volunteers: n. 5 involved in the management of project activities
- ▶ teachers: 2 involved in the management of project activities
- ▶ youth: 10 involved in the peer education activities

## Activities

*Please describe the activities implemented (including photos), and the methodologies used*

### **Community of practice:**

Form the analysis of good practices Sinergia focused on the analysis of the current situation of school education in the local community:

- The local education and training system is focused on traditional teaching and training methodologies; it is losing attractiveness and efficacy, it doesn't speak the same language of its students
- The local education and training system is not always ready to give proper answers to specific challenges of the target groups of specific conditions of implementation (as happened in Italy for the e-learning activities in some schools due to Covid-19 pandemic)
- The focus of the teachers and trainers is to share knowledge, more than to support students in developing skills; that means that students not always are protagonists and motivated in learning.

- Students lose motivation; the more vulnerable – that don't have additional support or other educational activities other than the mandatory - can't have good performance, remain inactive, they do not express themselves at their best, and/or they leave the studies.

We experienced that it is not so common the networking among teachers, apart from some cases of teachers' associations.

The question is if the competition is more relevant than the cooperation.

Our plan is to create a community of practice of Practitioners of Non Formal Education, that can:

- share ideas, problems, suggestions to support the development of education and training system to be more attractive, effecting and motivating for the students, mixing different strategies and approaches
- Be updated with news, different tools and suggestions with specific topics/target groups
- Develop innovative solutions for non-formal education.

At the moment, we are implementing a non-formalized community, involving teachers and other educators interested and available for the introduction in their regular education activities innovative practices, also testing some outputs and results of transnational projects.

We have organized:

- Training sessions
- Surveys on specific education topics and tools
- Online events
- Personal contacts on specific topics

We have supported teachers in implementing non formal education activities within their students, also during the summer project in one local school (in Triggiano).

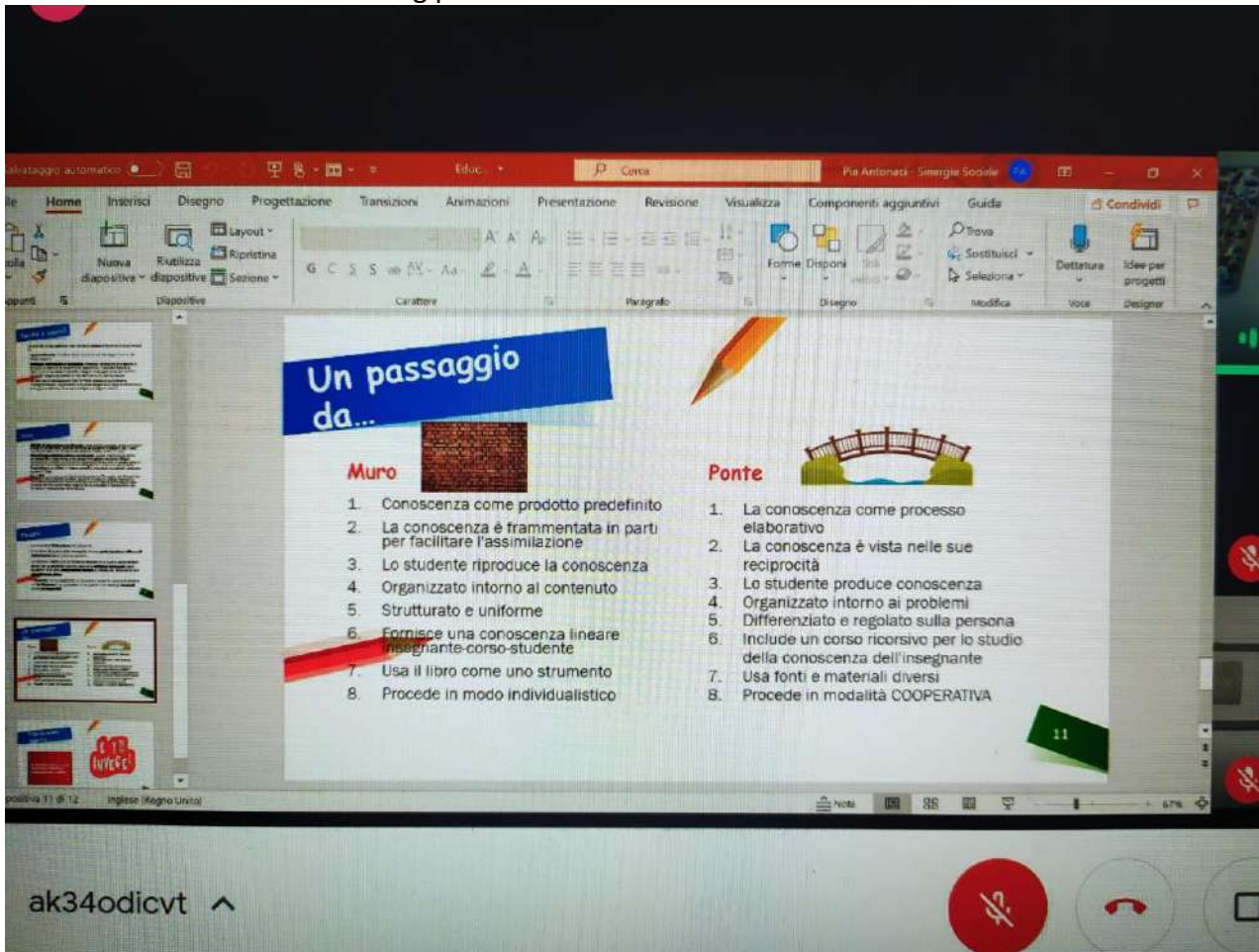
In order to develop the effectiveness of this community, involving other third sector organizations and new schools, we built an official project for a Education Community (the project "GenerAzioni - Azioni di Generatività di Comunità" coordinated by Sinergia has been presented to a Call managed by Impresa Social Con I bambini, "Bando Comunità Educanti", and we're waiting for the results).

Expected impacts of the initiative are:

- **Increased self confidence, participation and sense of belonging**
- **Motivation for training and professional updating**
- **Members** can share ideas and collect suggestions to be updated and ready for different challenges (capacity building: interact in order to improve their professional practice; organize continuous training activities for emerging training needs)
- **Members** can develop share initiatives for final beneficiaries (students) or for the education and training system continuous training (teachers and trainers)
- **Teachers and trainers of formal education** can transfer, implement strategies and tools known through events and dissemination activities. (The result of this interaction is the creation, sharing and dissemination of knowledge)

➤ **improving the effectiveness of education and training**

- **Students** can be more motivated in dealing with education and training, having a more active role in the learning process



**Time bank**

The idea of the implementation of a time bank project as result of the activation of the local education community was related to the need, after the social isolation and restrictions imposed by the pandemic, to rebuild the community relationships, especially referring to children and families.

The original idea to apply it in a school was not possible due to the internal regulation of schools in terms of prevention; so, we decided to involve an associate partner that is a church with catholic school and to facilitate a programme that could involve all the actors of the organization but involving also participants from the local community.

We created a management group that was responsible for the implementation of official procedures for:

- Involvement of volunteers (who were parents, teachers, educators and volunteers, youth)
- Final beneficiaries (children and families)

In the time bank we implemented:

- Workshops inspired by creative atelier already implemented during the Link Lab action
- Sports activities
- Food education activities and cooking classes
- Dissemination and recreative initiatives.

There were set up practical arrangements (spaces for the activities, reservation procedures, form for beneficiaries' registration ...), ensuring also the Initial dissemination, the weekly calendar (for a duration of 5 weeks), and a continuous monitoring.





## Results

### **Community of practice**

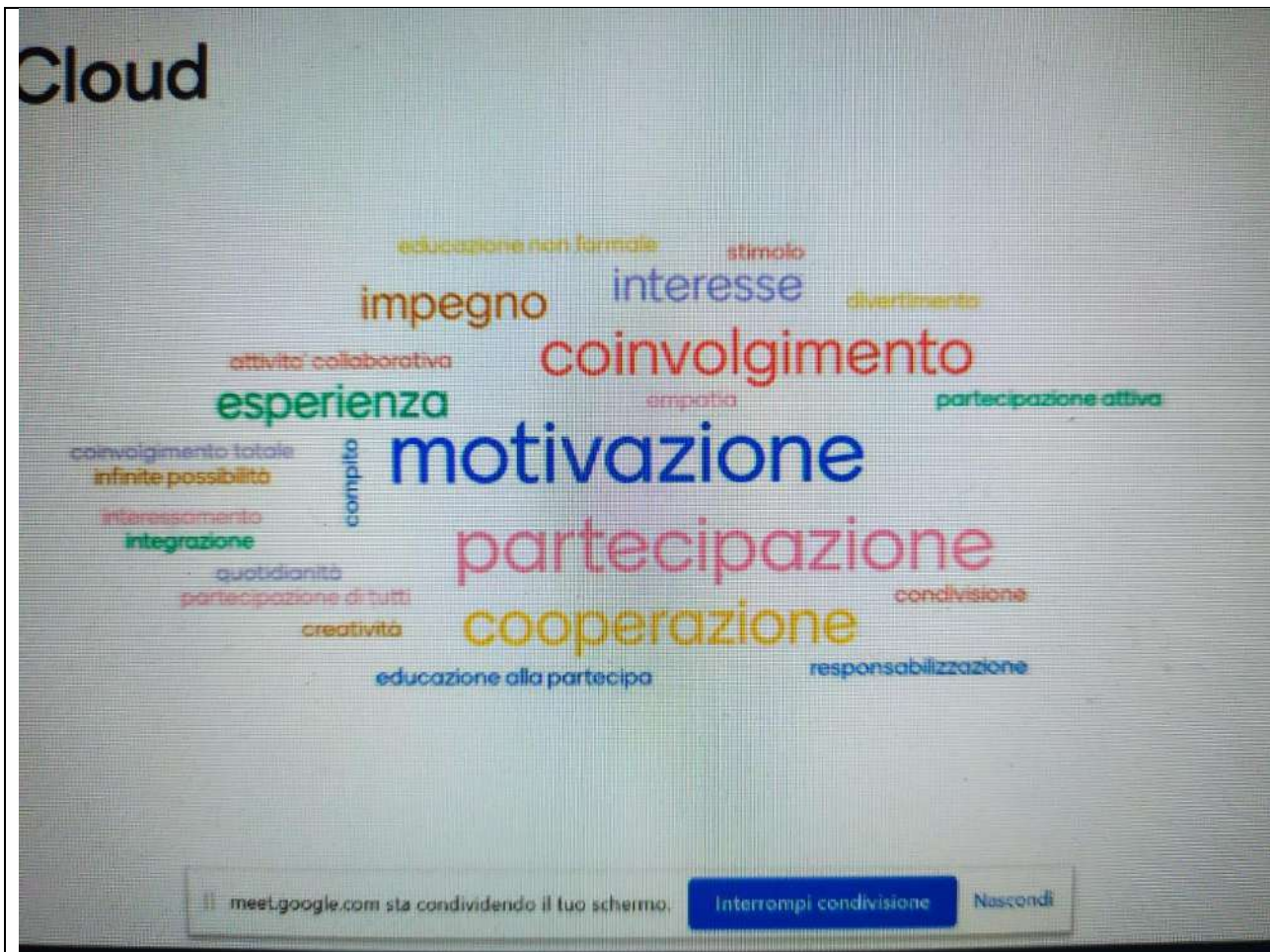
#### *Feedback of trainers/facilitators:*

*Teachers showed interest and participation in the presentation of practices and tools new for them.*

*However, the pandemic issues and effects on schools has caused a negative impact also on teachers, tired of the e-learning mode in which most of them are not experts and where they do not know and / or do not use practical aids to make the lessons motivating and engaging even at a distance.*

#### *Feedback of participants:*

*Teachers acquired new knowledges and skills to innovate the education activities at school, to improve also the e-learning lessons, and to alternate classic lessons with different practices.*



*Impact on participants:*

*Teachers improved their effectiveness in teaching, in different working settings, and explored the potential of a community with experts that can offer a guide in some situations*

*Impact on local communities:*

*Teachers and trainers of formal education can transfer, implement strategies and tools known through events and dissemination activities. (The result of this interaction is the creation, sharing and dissemination of knowledge).*

*Students can be more motivated in dealing with education and training, having a more active role in the learning process*

**Time bank:**

*an important part of the school population, parents, too, became involved actively contributing; older students helped youngsters and children in the community, contributing to community activities and initiatives;*

*Timebanking worked for the wider local community – with individuals, community groups and the school as a whole reaping the rewards;*

*It was an opportunity to act preventing community disintegration and disaffected youth, helping young people to resist the lure of passive “here and now consumption” by experiencing the tangible benefits of freely giving and receiving skills within expanding social networks; It connected young people and families to the places where they live and helped them to form relationships with older people and people from different backgrounds in a new form of ‘extended family’, where everyone has a part to play and everyone is valued equally for their contributions.*





## **COMMUNITY LAB: IMPLEMENTATION OF THE COMMUNITY WELFARE PROJECT**

**Country Report: TURKEY**

**Responsible partner: ATFCT**

## Local partners

*Please describe the collaborations activated at local level*

We created our team that planned, implemented and evaluated the activities carried out with our target groups by taking into consideration their relation with our project. This team involved psychologists, social workers and project assistants who are currently employed Ankara Aile ve Sosyal Hizmetler İl Müdürlüğü's Child Services and EU & Foreign Relations & Projects Departments.

Our team members have experience and competency in the field.

We also formed collaborations with the managers, care staff, sociologists, and psychologists, social workers who work at Children Support Center (ÇODEM). We presented Linkommunity project to the personnel and managers of these affiliated institutions of our provincial directorate. Then we shared our plans for the future activities and they worked with us systematically by defining study groups and preparing the places for activities.

## Participants

*Please describe the involved participants for the selected target group:*

*Student, teachers, social operators, parents*

Activities were carried out with:

1. Children staying at Ayaş Children Support Center (ÇODEM) and Atatürk Children Support Center (ÇODEM) (10-17 age group)

As Ankara Aile ve Sosyal Hizmetler İl Müdürlüğü we have affiliated institutions and we manage the functioning of these institutions. Children Support Centers, Children's Homes, Children's Houses Site are among these affiliated institutions. Children who do not have parents, whose parents are not competent to care for their children and children who were forced to become delinquent live in these institutions under state protection.

## Activities

*Please describe the activities implemented (including photos), and the methodologies used*

### **Draw and Guess Activity**

With the draw and guess activity, it was aimed that children were able to develop their sensory and visual perceptions, while at the same time, their understanding of working with the group and their communication skills increased.

Purposes of the application are as follows:

- To create visual and sensory perception skills in the participants by providing the sensory development of the participants,
- To greatly contribute to the comprehension and cognitive skills of the participants,
- Developing participants' visuals in terms of bookmarking and understanding,
- To ensure that the participants are successful in generalizing, matching, distinguishing, imitating the model, drawing, cutting paper and writing,
- To provide the participants with the opportunity to take an active role in the decisions and results by being involved in the discussions, To develop the creativity, imagination and verbal and nonverbal expression skills of the participants, Developing participants' ability to initiate and maintain relationships, To increase the participants' ability to express themselves and empathize, To teach participants to use their muscles effectively, to develop fine motor skills and eye-hand coordination.



Stages of application are as follows:

1. Participants were given a brief introduction to communication and interpersonal communication.
2. Practitioners made a sample application to show the activity to the children before the game starts.
3. It was ensured that the participants clearly understand what they were asked to do in this activity.
  - 3.1. It was ensured that the participants were divided into two groups with equal numbers. The groups were asked to set a group name for themselves.
  - 3.2. The two groups were clearly differentiated, one drawing and the other predicting.
  - 3.3. One person from each team A and B came to the stage and the event started.
  - 3.4. The event was held in 3 stages. Transitions between stages were managed by practitioners.
    - In the 1st stage, the person who drew and guessed was not allowed to speak, and the person who guessed only acted with his/her perceptions. She reflected what she/he felt on paper.
    - In stage 2, the guesser was only allowed to ask “Yes/No” questions. A maximum of 3 “Yes/No” questions were asked.

- In the third stage, when it was observed that the person who guessed had a lot of difficulty in drawing, the person who drew can give a clue about the figure he drew.
4. After all group members drew and guessed, the groups changed places and the activity was restarted.
  5. For each correct drawing drawn by the guesser, 1 point was awarded. Finally, the scores obtained as a group were summed up and the 1st group was determined.



### Adventure Trail Activity

In the adventure trail activity, it was aimed to provide children with movement skills and to entertain them, as well as to create cooperation by including their families in this process. Here, children are divided into groups in equal numbers and each group is expected to complete the trail in turn, by keeping time on the trail prepared.



Purposes of the application are as follows:

- To increase the performance of the participants on the relevant subject,
- To provide participants with teamwork skills,
- To give participants hand-eye coordination, quick thinking skills,
- To increase the strategic decision-making skills of the participants,
- To encourage the formation of a previously impossible flow of thought,
- To develop the creativity of the participants, To increase problem solving skills in group work.



Stages of application are as follows:

1. Participants are divided into groups of five. In the created trail, the groups race in order by keeping time.
2. It is ensured that the participants clearly understand what they are asked to do in this activity.
3. 1st stage; The first child is blindfolded, and the parent gives verbal instructions to the child to pass under or near obstacles of desks and tables.
4. Stage 2; After the obstacles are passed, the eyes of the child whose eyes are closed open and the third child from the group completes the next tangram.
5. 3rd stage; After the tangram is completed, the fourth child creates a castle from the legos left on the table and places the castle at the designated end of the table.
6. Stage 4; The fifth child tries to score two goals by taking ping-pong balls from the box next to the table.
7. In the meantime, the participants can get support from the people they live with, such as psychologists and care staff. It is foreseen that the active participation of the said employees in the event will provide significant benefits.

8. The participants can be asked to comment on the application by looking at whether they are willing or not.
9. It is foreseen that it will be beneficial for the next applications for the practitioners to report their observations and experiences after the application.



## Results

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*Feedback of trainers/facilitators:*

- The trainers were motivated by the willingness of the participants to participate in the activities.
- They also had the opportunity to observe the participants in activities other than their natural environments.

*Feedback of participants:*

- It has been observed that children both have fun and learn in the activity. In addition, the children took an active role in the activity and stated many times that they had a lot of fun.

*Impact on participants:*

**Draw and Guess Activity**

- In this activity, participants both improved their sensory and visual perception skills and had the opportunity to have fun with the resulting pictures.
- In this activity, children were first divided into two groups, A and B. Group A consists of people who draw and group B consists of people who guess. After the first round was over, the groups that drew and guessed in the second round changed places. Thanks to this, all children both drew and guessed. This made the children happy to try both.

**Adventure Trail Activity**

- With this activity, participants both gain movement skills and entertain participants, as well as cooperation between them. During the activity, it was ensured that the general cultural knowledge they had was increased by the questions asked to the participant at each disability.
- It has been observed that every obstacle in the course has a tutorial. The participants kept their attention at the highest level while jumping from the obstacles, throwing the ball to the target from afar, doing the tangram and completing the lego. In this way, both physical and mental development is provided.
- Thinking that he would not know the answers to the questions, some participants hesitated to compete when it was their turn. However, while the group members were answering the questions, they promised to support their friends by saying that they would try to make their voices heard by shouting from afar. In this way, in-group solidarity increased and participants' self-confidence increased.

*Impact on local communities:*

- The participation of the caregivers in the activities strengthened the communication with the participants, and it was also ensured that they shared their ideas.

- The final stage of the implementation of good practices created an atmosphere where they were able to experience these activities, think together, work together and develop ideas and presentations together.
- They obtained new information on social and educational issues that they can adapt in their everyday life. Because the positive changes in the views, approaches and behaviours directly affect their social circles and the communities they live in.