



Education and Culture DG

Lifelong Learning Programme

*Focus on experience gained from specific method I apply
working with people with special needs*



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INTRODUCTION

This book gained new accumulated experience, knowledge, participation in international Grundtvig project “With more eyes we can see better”. The project goal - to improve teachers', social workers' professional competence, to acquire new knowledge and skills how to work creatively with disabled people.

Each country presented their own review of the situation of disabled persons, which shows the situation of people with special needs in different countries. Situation of disabled people in Lithuania, Cyprus, Italy and Greece are different, so it is interesting and useful to learn what social benefits and services are available to disabled people in other countries

During the project the study was carried out to determine the social workers and teachers' attitudes in working with people with special needs. The study involved 140 institutions providing social services and adult education centers workers who work with people who have special needs from Italy, Greece, Cyprus and Lithuania. The results showed that most respondents are satisfied with their work and believe that they are able to realize themselves in this area. It is also clear that in order to work creatively social workers would like to learn about new ways of working, sharing experiences with colleagues in other countries but they are not ready for creating new methods. Thus becomes important - how to work creatively? A lot can be learned from the experience of others colleagues, just in everyday work social workers and teachers don't tend to create their own methods.

Only by sharing experiences it is possible to find something new, to diversify working methods, thus to improve the social and educational services for disabled people.

1. REVIEW OF OPPORTUNITIES FOR PEOPLE WITH DISABILITIES IN LITHUANIA, GREECE AND CYPRUS, ITALY

In the context of the experience of other countries can be found both similarities and differences, knowing that will be better understanding of social work methods, content of social workers and teachers working with special needs and specificities of work opportunities.

Situation of disabled people in Lithuania, Cyprus, Italy and Greece are different, so it is interesting to learn what social benefits and services are available to disabled people in other countries.

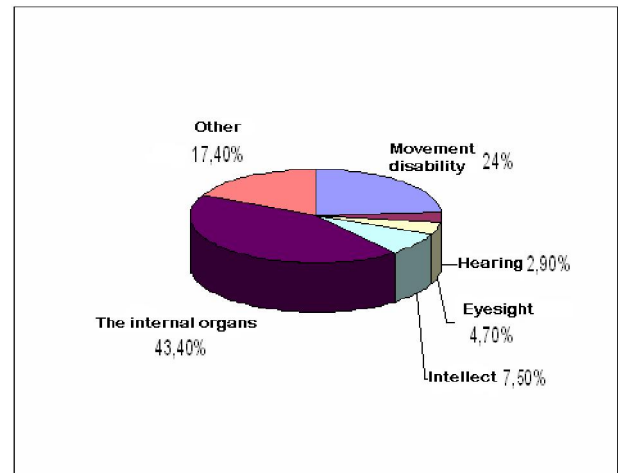
1.1 OPPORTUNITIES OF DISABLED PEOPLE IN LITHUANIA

According to the ministry data there are about 7% individuals who get pensions or payments for lost capacity for work:

- The highest portion of the disabled is comprised of people with the 30–40% capacity for work level or disability group 2 (62%);
- People with the most severe disability, i.e. with the 0–25% capacity for work level or disability group 1 comprise 13% of the total number of the disabled .
- Disabled people with the 45–55% capacity for work level or disability group 3. They comprised 19% of the total number of the disabled;
- Disabled children under 18 - 6%.

Number of the disabled in Lithuania:

- Total: 258848
- Movement disability 24 %
- Hearing 2,9 %
- Eyesight 4,7 %
- Intellect 7,5 %
- The internal organs 43,4 %
- Other 17,4 %



State support for the disabled

- Incapacity pension. All the disabled get incapacity pensions. The incapacity pension depends on lost capacity for work level. People with the 60-70% capacity for work level get about 189 euros. People with the 45-55% capacity for work level get about 94 euros.
- State pension. Disabled children (under 18). Individuals recognized as fully or partially incapable for work below the age of 24. Individuals recognized as fully or partially incapable for work over the age of 24. Parents, guardians and caretakers who, at least for 15 years, cared at home for the disabled persons with a special need for constant nursing or care (assistance). State pension is 100-209 euros.
- Social services:
 - Accommodation applicability. Accommodation is applied to individual with movement and self-service functions disorders: applicability of sanitary unit and living rooms,

various lifts, door widening, doorsill removal, insulin set, applicability of outside steps and rail, wheelchair pull mechanisms. Compensations for accommodation applicability:

1. People with severe movement and self-service functions disorders – 80% from State budget funds and 20% from municipality budget funds.
2. People with average movement and self-service disorders – 50% from State budget funds and 50% from municipality budget funds.
3. Exploitation of lifts: 80% from State budget funds and 20% from municipality budget funds.

➤ Environment applicability. In Lithuania health security institutions (clinics, pharmacies, hospitals), education institutions (schools, universities and other), post are applied to the needs of the disabled. New buildings and renewed social objects (shops, entertainment centers, banks, social institutions) have strict construction requirements corresponding to EU standards.

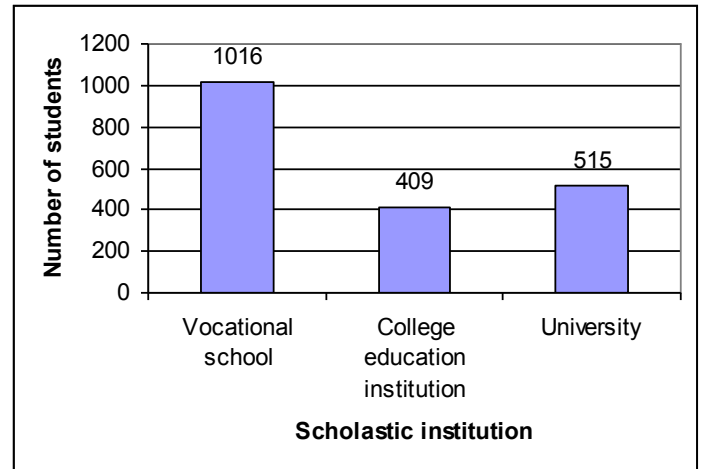
- Compensation for medical help means and medicine;
- Compensation for medical rehabilitation and sanatorium treatment;
- Compensation for accommodation and environment applicability;
- Compensations for utility;
- Transport privileges. Disabled individual once over 6 years gets 1206 euros to buy a car or to apply it technically;
- Transport privileges for all the disabled who need constant nursing or care (assistance). Public transport privileges with an 80% discount as well as for one accompanying person for people recognized as incapable for work (0–25%) and with an 50% discount for people recognized as partially capable for work (30–40%).
- Financial support to buy a car or its applicability;
- Vocational rehabilitation. In Lithuania 10 institutions implement social and medical rehabilitation. The disabled can recreate work skills and gain new vocational knowledge that help to adapt and participate in labor market. Vocational rehabilitation consists of:
 - Vocational knowledge evaluation;
 - Vocational consultation and orientation;
 - Vocational skills recreation or development of new ones;
 - Help with employment.

There are 6 vocational schools in Lithuania where individuals with mental disability can gain these specialties: Environmental worker, chisel (builder), footwear mender, light clothes tailor, woodworker, weaver of switches, cook, hotel worker, florist helper, ceramic articles maker, knitter with hand knitting machine, neat leather articles maker. Training term 3 years.

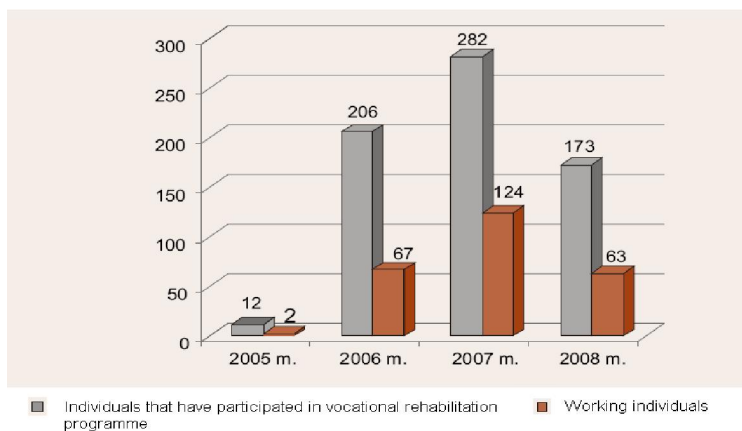
- Financial help means for disabled students:
 - Satisfy special needs – 52 euros every month;
 - Students from State high schools (partially funded or unfunded places) – 334 euros for every semester.

Education of disabled children

Children from the age of 3 are educated in kindergartens. Children with noticeable disability are educated in special groups. From the age of 7 they are educated in special educable and leveling classes in comprehensive schools. Children with noticeable disability are educated in special schools and special education centers. The education of the disabled lasts to the age of 21.



Employment



Government provides grants and various compensations for social corporations that give the disabled a job. Grants and compensations will be given for disabled working pensioners. Dynamics of number in 2005-2008 of individuals that had participated in vocational rehabilitation programme and have got a job after it.

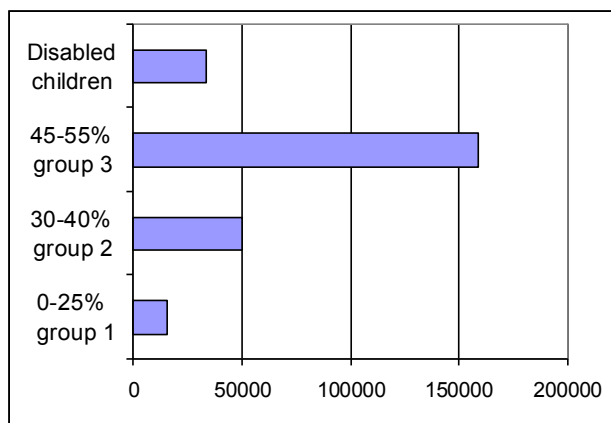
Social undertaking

The aim of social undertakings is to give individuals a job who have lost vocational and general capacity for work, economically inactive, enable to compete in labor market. State supports employers financially for giving individuals a job. Grants:

- Create and apply new work places;
- Applicability of work and free time environment of the disabled, industrial and relaxation rooms;
- Compensation of transport expenses;
- Compensation additional administrative expenses;
- Compensation assistant (gesture language translator) expenses;
- Trainings.

Social undertakings do not have profit tax.

Number of the disabled according to capacity for work level



Institutions providing social services

Care institutions for children:

- Care home;
- Care home for children and youth with disability, families;
- Baby home;
- Special education centers;
- Children day center (children from social risk families).

Care institutions for adults:

- Old people care home;
- Care institutions for the disabled;
- Day centre for people with disability;
- Family support centre;
- Psychological and social rehabilitation centre (community).

Distribution of social services

General social services:

Information and consultation;

- Mediation and representation;
- Organization of nutrition;
- Providence with necessary clothes and footwear;
- Organization of transport;
- Cultural services;
- Organization of personal hygiene and care services;
- Other general social services.

Special social services:

- Social supervision (help at home, temporary sleep, living in independent flat);
- Social care (day social care, short-term social care, long-term social care).

Social workers

Individual having social worker specialty can work as a social worker. Average salary of a social worker is 260-870 euros. In Lithuania social workers have a heavy caseload because not enough institutions have created social worker positions.

Social work law base

- LR disabled social integration law;
- LR social services law;
- LR state pensions law;
- LR transport privileges law;
- LR special education law;
- LR activity support law;
- LR equal opportunities law;
- LR State support to buy or rent accommodation;
- United Nations the disabled rights convention is ratified in Lithuania (2010, May 27).
Lithuania acknowledged and took responsibility to save and protect the rights of the disabled. Lithuania also committed to take necessary law certificates concerning the implementation of the rights of the disabled foreseen in Convention. In addition to this, Lithuania committed to eliminate everything concerning the discrimination of the disabled.

1.2. OVERVIEW OF THE DISABLED PERSONS SITUATION IN GREECE

The Disabled people are people who are in need of help (disabilities). According to research the number of people with disabilities is 37 million people which represent 10% of the population. In Greece the number of people with disabilities, is estimated to be around one million, according to the World Health Organization and the official institutions of the state. A significant proportion of this population (35%) lives in Athens and 50% of them are concentrated in hospitality centres for people with disabilities.

The majority of people with disabilities are people with mental deprivation. For the most part, based on the data, they reside in large urban cities and specifically in Special Schools (kindergarten, primary) pre-training centres, laboratories, Departments of Social Benefits, Welfare Agencies, health care services, hospitals and so on. The people with disabilities are an important category of people who often suffer social exclusion, are stigmatized and neglected and receive unequal treatment in their social environment, because there is prejudice against them. To address these problems, the European Union and other countries have already taken important legislative measures in order to protect people with disabilities. The social protection of disabled people is included in the international framework to safeguard social rights, which began with the Universal Declaration on the Rights of Man and supplemented by a series of declarations and international conventions such as the European Convention on Protection of Human Rights and Fundamental Freedoms, the Bill of Rights of People with Disabilities UN, the UN Standard Rules on the Equalization of Opportunities for People with disabilities, with culminate the enactment of the Charter of Fundamental Rights of the European Union, with which European Union recognizes and respects the rights of people with disabilities to benefit from measures that would ensure their independence, social and occupational integration and participation in community life.

Greece, following the great cultural and humanistic heritage and acting in the further development and consolidation of the philosophy of the welfare state has taken important legislative steps to exercise social care for people with disabilities. Particularly, the Greek Constitution introduces a human-and social perception of law and the state, guaranteed by the Article 4 of the principle of equality before the law, which is the cornerstone of the regulatory framework for the special needs and addresses them by the State while Article 21 based social rule of law and social policy of the state and makes explicit reference to disability and protect the Constitution, as well as Article 22 founds the right of disabled people the work. With these provisions, the Constitution of our country gets in line with the most progressive constitutions in other countries, the social model

of disability is adopted and therefore the Greek state orders the improvement of the country's legislation for people with special needs.

Specifically, the Greek legislation contains detailed provisions on the employment for people with disabilities by which it responds to modern needs and requirements for the employment of such people and ensure that they have conditions of transparency and objectivity in the system of compulsory recruitment of people with disabilities in jobs, by establishing objective criteria for placement according to the percentage of the disability. In this context of social protection, there are many laws and regulations that remove the blockades, obstacles and difficulties in social integration for people with disabilities and provide a range of facilities and other benefits related to the following areas:

- The Education of People with Disabilities is free from in the public schools, while the form of these schools is determined by the nature and extent of the special educational that those people need.
- In work and employment, which aims at equal participation in the society, production, consumption and removal of all forms of exclusion and marginalization of people with disabilities.
- Health, Welfare and Social Insurance, which aims at ensuring a minimum level of social protection of disabled people by providing free medical care and establishing financial aid as well as the establishment and operation of institutions of social support and reintegration, which offer to people emotional support, safety and a decent living, medical observation and rehabilitation.
- Transport and Communications, which ensure accessibility for people with disabilities in a social environment.

RECOGNITION AND PROTECTION OF FUNDAMENTAL RIGHTS for the Disabled (By the UN)

The United Nations (UN) has recognized the fundamental rights of the disabled in two decisions / statements of the General Assembly:

- a) 2856/20-12-71 which relates specifically to the rights of mentally retarded children and
- b) 3447/9-12-75, which generally refers to the rights of disabled people.

Here are some excerpts from declaration, which, in our opinion, are particularly important for disabled and characterize the spirit and purposes of the declaration:

- Disabled people have the same political rights as other people.

- Disabled people are entitled to medical, psychological and functional treatment.
- Disabled people are entitled to economic and social security and a decent standard of living.
- Disabled people are entitled that their special needs are taken into account at all levels of economic and social planning.
- Disabled people have the right to live with their families or with foster parents and take part in all social, creative or recreational activities.
- No disabled person will not be subject, in his residence, a different treatment, other than that required by the state. If the stay of a disabled person in a specialized establishment is indispensable, the environment and living conditions therein shall be as close as possible to those of regular life of his peers.

The Workshop for Vocational Education and Training is a separate special education school and is in secondary education. With the establishment of the Training Workshop and Training the vacuum which existed in the special education for over 14 years is covered.

Students attending the Training Workshop and Training aged 14-22 years and the duration of studies is 5-8 years depending on the needs of students. In Workshop Special Vocational Education and Training programs are tailored to the needs of the students, making best use of their potentials to achieve social integration and vocational training. The main purpose is the independent living through specific programs of hygiene, cleaning, cooking.

Courses offered for guidance:

- Language
- Mathematics
- Computer science
- Physical education
- Aesthetics
- Music
- Social and occupational therapy.
- Floriculture
- Gardening
- Crop production, etc.

Nowadays, people with disabilities and special educational needs should have equal opportunities for full participation and contribution to the society, independent living, economic self-sufficiency and autonomy, with full vesting of their rights to education and social and professional integration, according Law 3699/2008. Technical Vocational Workshops Special Education located in several cities of Greece is an independent school established to educate and train people with special needs who live in our country.

The application of appropriate teaching methodology, students' participation in cultural and other activities and the continuing support from specialists (psychologists, social workers, speech therapists, sociologists) seeks to improve the skills and abilities and their social access to work places.

Schools operating in the following areas in their respective specialities, for instance:

- Mechanical to the specialty of refrigeration facilities and air conditioning
- Electrical with specialization in Plant Building & Industrial Sites
- Applied Arts with the specialization of the restorers of art & Recovery
- Finance & Administration with specialization in financial services workers
- Health and Welfare with assistant nurses, pharmacists and laboratories



Agricultural program in special education TEE



Gardening program

It is a sad fact that people with disabilities usually face an obstacle to education, vocational preparation and professional life which come both from the lack or inadequacy of institutions and services to address the specific needs, and by the attitudes of society towards them. Because of

these obstacles they often feel less adequate than others, instant or otherwise, while facing the prospect of stronger long-term unemployment or part-time employment or even to work without interest. The result is the difficulty or the impossibility of integrating these people into the productive process and the difficulty to operate as independent members of the community. So we can not talk about integration without first achieving a successful transition (vocational rehabilitation) of people with disabilities in the labour market.

Workplace ergonomic changes for people with disabilities

(Decision 446/95 of the Ministry of Labour)

Following the above decision of the Ministry of Labour and Social Insurance, Employment Service participate in costs for the employer to ergonomic workplace adaptations of a person with disabilities at 90% of the total cost but not exceeding the amount of 586,94 € to be made strictly necessary arrangements to facilitate the employment of disabled people and make it more comfortable, safer and more productive

Grants for employers for jobs for the people with disabilities

(Decision 33734/95 of the Ministry of Labour)

In accordance with the above decision statements, private businesses, Local Government and Utilities, Cooperatives, Professional Associations and unions recruit and employ disabled people with the procedures of Law from 1648 to 1686, as amended, sponsored by the Employment Service with amounts ranging from 8,80 € to 14,67 € per day for the first two years of employment.

Policies for Social Inclusion of People with Disabilities

The policies for people with disabilities are diverse and varied. For the presentation of the measures was indicative an inventory of the activities of ministries and in cooperation with the Confederation of People with Disabilities established the following principle, which shows the actions taken at all levels of social life (employment policies, for allowance policies, policies on education etc.). The structure of the first part is determined by targeting the National Action Plan on Social Inclusion. Specifically in the context of Policy measures on employment we have the following actions for the social integration of People with Disabilities:

1. Actions for People with Disabilities to be engaged in business. The strategy is to promote activities for networking and cooperation at local, regional and central level, institutions and structures, information, support and monitor the entrepreneurship of people with disabilities and provide comprehensive support for Businesses creation.

2. It is going to operate 101 new structures in Employment Promotion Centres to serve the vulnerable groups and individuals in the process of entering the labour market.

Benefits for Disabled People Allowances for people with disabilities are:

- Severe mental deficiency : 332 € / month
- mental retardation: 230 € / month
- Autism 230 € / month
- Cerebral Palsy: 440 € / month
- Paraplegia - quadriplegia: 528 € / month
- Severe Disability: 220 € / month
- deaf people: 244 € / month

The Social Care of Social Insurance Institution (IKA-ETAM) for Disabled People and People with Disabilities.

The concern of the IKA-ETAM for the disabled / insured, it covers many areas and is an ongoing effort to care, which contributes to the alleviation of human suffering, difficulties to adjust to new situations that cause anxiety and concern in the family, but also is the response to a modern insurance institution to the demands and sensibilities of today. The areas covered by this effort are:

- Disability pension
- Levels of disability
- Allowance for severely disabled
- Allowance paraplegia
- Therapeutic Tourism Program

**Consideration of people with special needs (SEN) from the Primary Health Committees
Disability of IKA-ETAM:**

The social responsibility of the IKA-ETAM is extended with great sensitivity to the children of members who have disabilities and special abilities. This care covers many areas:

- Studying insurance for children with special needs in special schools, institutions with the administration of IKA-ETAM Nursing-specific subsistence. Some special schools expand special-education tuition child over 18 (years old) where it is considered special

prevocational education. IKA-ETAM with the decision of the Board has repealed the age limit of attendance to the children with special needs and covers their care.

- Administration of therapy for indirectly insured people with disabilities (physical therapy, speech therapy, occupational therapy, etc.)
- IKA –ETAM has many social services for many categories such as: chronically ill, mentally ill etc., provide information and have consultative character.
- Child-psychiatric Health Centres function In Athens, Thessaloniki and Patra which provide diagnosis, prevention and treatment in mental health for children and adolescents insured treatment of mental disorders, care, and treatment and specialized in psycho- therapeutic work in individual and family level.
- It also provides diagnostic work based on psychometric tests and projections (tests), and providing all forms of special treatment (special education, occupational therapy, speech therapy) in children of insured people with psychological and mental problems.
- Also IKA-ETAM covers the care of children which are insured with grievous bodily and mental disabilities in special public and private institutions.

Who are the beneficiaries?

Beneficiaries of the cost of nursing are people with disabilities, children of members who are insured in IKA-ETAM and also those children who become pensioners because of death. Competent health institutions which present the above facts are:

- Child-psychiatric Health Centre of IKA-ETAM,
- Child-psychiatric Health Clinic of IKA-ETAM
- Responsible for other cases are the local health committees incapacity of the Unit Health IKA-ETAM the area of the insured

Contracted with IKA-ETAM SPECIAL SCHOOLS & INSTITUTES-ASYLUM

A. For children with problems of adaptation:

ATHENS

1. Protection Foundation For „Maladgusted Childen Theotokos"
2. Special Center Paidagogikis "Stoupatheio"
3. Foundation For Maladgusted Children “Sikiaridio”
4. Foundation For The Child "Papamakaristos"

5. Agency Training Children ,Maladgusted "Opeap"
6. Special Education Workshop "Margarita"
7. Estia Special Education Profession
8. Claritable Society Of Parents and Guardians Association of Friends of Handicapped
"The Workshop"

THESSALONIKI

1. Psychological Centre North. Greece
2. Centre of special pedagogic PS.K.V.E.
3. Therapeutic unit of Thessaloniki "HOPE"
4. Special education center of Thessaloniki (CRL)
5. Social Care Unit Ag.Panteleimon
6. Department of professional training ELEPAP (Tekan)

KAVALA

1. Hospital for Chronic Diseases Eleftheroupoli Kavala Section Special Care For People
With Disabilities

VOLOS

1. Foundation For Special Children "Aspres Butterflies"

PATRA

1. Therapeutic Pedagogical Center Patron "Responsibility"

CRETE-CHANIA

1. Center Of Vocational Education & Social Integration Handicapped
2. National Foundation For ,Maladgusted Children

CRETE-HERAKLION

1. Special Children Center Charities "The Zoodochos Source"
2. Special Children Center "Saint Spyridon"

CRETE-RETHYMNO

1. Daily Care Unit Education & Vocational Training "Love"

CRETE-LASITHI

1. Hospital For Chronic Diseases Lasithi Special Vocational Training Workshop Handicapped

DRAMA

1. Hospital for Chronic Diseases Drama- Vocational Department Training For People With Disabilities

TRIKALA

1. Home Special Education Occupational Therapy

LARISSA

1. Rehabilitation Center For People With Special Needs,Thessaly "The Excellence" (Aristeus)

SERRES

1. Kaamea Serres

XANTHI

1. Psychological Centre North Greece Xanthi

KATERINI

1. Childcare Katerinis

MESSOLOGI

1. Laboratory Of Special Education & Vocational Rehabilitation"

ZAKYNTHOS

1. Hospital Chronic Current Events Zakynthoy Vocational Training Workshop

CHIOS

1. Charity Parents and Guardians Association of People with Disabilities - Centre Apotherapeias & Rehabilitation

IMATHIA

1. Association Goneon & Handicapped Guardians Imathia Prefecture "Children Of Spring"

B. For children with grievous bodily or mental handicap (Asylum)

1. Kepep Ag.Dimitrios Thessalonica
2. Kepep Karditsas (Pikpa)

3. Kepep Sidirokastro (Pikpa)
4. Galini Disabled Children "Ark Love" Patra
5. National Foundation For Handicapped Apokatastaseos Attica (Eiaa)
6. Hospital For Chronic Diseases Child Komotini
7. Hospital For Chronic Diseases Child Athena «Skaramangas»
8. Kepep Lechena – Amaliada
9. Kepep Crete
10. Hospital For Chronic Diseases Child Rhodes
11. Kaap Voula (Pikpa)

C. For Spastic Children

1. Athens (Elepap)
2. Thessaloniki (Elepap)
3. Hania (Elepap)
4. Ioannina (Elepap)
5. Agrinioy (Elepap)
6. Volos (Elepap)
7. Rehabilitation Centre For Spastic Children "Caspian-Chatzipatereio Athena
8. Protection Society (Aps) Athens
9. North Greece Society Thessalonica

D. For Deaf And Hard Of Hearing Children

1. National Deaf Athens
2. National Deaf Thessaloniki
3. National Foundation For Protection Deaf Volos
4. National Institute Of Deaf Patron Protection
5. National Foundation For Protection Deaf Serres
6. National Foundation For Protection Deaf Kissamos
7. Foundation. Welfare & Education Deaf Greece (Ipekve) Athena Starogiannis

8. Unit For Logotherapeias Hard Of Hearing Children Society Parents And Friends Of Hard Of Hearing Children Thessaloniki

E. For Blind Children

1. Keat Kallitheas (Athens)
2. Foundation For Blind Of Northern Greece - School For The Blind "The Sun" (Thessaloniki)

Learning Centres, Social Support and Training People with Disabilities (called as **KEKYKAMEA**). The Centres for Education, Social Support and Training for People with Disabilities focus their services on education, social support, and training people with disabilities. Working under the Ministry of Health and serving all the population with disabilities. The **KEKYKAMEA** will:

- a. Early diagnosis, treatment and counselling support and needs of people with disabilities and their families.
- b. Providing services and programs to develop social support for disabled people and the complete and equal integration at different levels of daily life (employment, independent living, sports, etc.).
- c. The pre-vocational training for people with disabilities, the functional recovery and support for integration in society.
- d. The sound information and information for people with disabilities and their families on issues relating to disability.
- e. Reliable information and education.
- f. The reference of people with disabilities to specialized services in local or regional level.
- g. To develop methods and techniques to help solve issues disabilities.
- h. The research for development policies and programs on issues related of disabilities.



The staff of KEKYKAMEA are for example psychologists, doctors specialized in child psychiatry, special education educators, Psychiatrists, speech therapists, nurses, physiotherapists, occupational therapists, social workers, visiting health specialists in the professional orientation, etc. In some

KEKYKAMEA operate young hostel for people with disabilities

What is DIAGNOSIS and SUPPORT CENTRES

In all county offices have been established by the law 2817/2000, Diagnosis and Support Centres for people with special educational needs. People with special educational needs are people who have difficulty in responding to the educational needs at school. More specifically:

Pupils with special educational needs

- Students who have mobility problems (difficulty in movement)
- Students who have problems with their eyes, their ears (hard to see in the table, listen to the teacher Mr. T.I)
- Students with learning difficulties (A few find it hard to learn to read, write, do arithmetic maths and so on.
- Students who have emotional problems (children who do not feel good and find it hard to concentrate, read, write etc.)
- Students who have difficulties in their social life (hard to make friends, play with their peers, etc)

Directorate of Social Welfare

Responsibilities of the Directorate of Social Welfare is the protection and assistance to families and children, protection of the elderly, the disabled and economically weak, the licensing of institutions, corporations and charitable and non-status, supervision, registration is voluntary and associations at national and country record, permitting the practise of professions in the field of social welfare

TAX EXEMPTIONS AND DISCOUNTS

A. Real estate

The tax law provides certain tax exemptions and discounts for the disabled of all categories under certain conditions. Specifically, the disabled who are unmarried and have disabilities, at least 67%, mental retardation or physical disability, are exempt from transfer tax to buy a house or apartment or land subject to the conditions provided by law. The exemption shall be for the full amount of the market value of the property.

B. Deductions from taxable income

People who are disabled over 67 % from mental deficiency or physical disabilities are entitled to deduct 2758,62 € from taxable income.

C. Discounts on inheritances and bequests

If the heir has a disability at least 67% of mental deficiency or physical disability, the value of the portion of the inheritance is not taxable and deductible amount ranging from up to 3815,51 € 5869,40 € depending on the category to which it belongs.

D. Housing Benefits

The beneficiary who protects 4 children and over and the beneficiary who protects three children and either their own or a protected their child have a disability 67% or more, and who either themselves and a dependent member of a percentage disability 67% or more protected or two members have a percentage disability of 67% or more are entitled to direct housing assistance providing insurance and meeting other requirements of this regulation, one of the following forms of housing:

- Surrender of housing if it is available by the Workers' Housing Organization
- Granting the right home, if there isn't available home. In this case, the recipient finds the house, and the Workers' Housing Organization buy it for them Workers' Housing Organization and the grant.
- Interest-free loan to build a house on private land.
- Interest-free loan in order to buy a house.

The people who have severe disability - paraplegics regardless of their marital status, found the right of housing assistance if they apply relevant application.

The Activity centres for people with disabilities are in many cities of Greece and began operating in 2003.

Aims of the program:

- a) activities for children / adolescents with disabilities
- b) social integration
- c) support their families to address social exclusion and to avoid institutional care and use
- d) Improve the quality of life for the children / adolescents with disabilities and their families.

The rights of the disabled often violated by the state from society, from all of us. People with disabilities confront with dozens of problems. on a daily basis. From the sunrise, daily needs, school, work, on the way in entertainment, in all this , which for the other people is obvious.

The problems of people with disabilities who they faced are chronic and are directly related to their daily living.

Studies have shown that the approximately 200000 children in Greece need special education and training, only 14000 go to public or private special school or special classes. The rest of them 160 000, remain “trapped” in their homes without any right to education. Several times parents are those who fear the stigma and so they become racists by themselves.

To study in University for the people with disabilities is probably only a theoretical issue as they can not attend their classes. Universities are inaccessible to students with disabilities because neither the appropriate infrastructure (ramps) there have, nor the appropriate supervisory tools and appropriate staff (interpreters for deaf students, Braille books for the blind).

But in recent years, the Greek society began to accept people with disabilities and make them part of the total.

a) The **National Confederation of People with Disabilities** is the institution of social movement in of the disability the country. Founded in 1989 by organizations of people with disabilities and their families to defend matters of common interest for all types of disabilities and provide an independent and powerful body representing people with disabilities and their families in the Greek state and society. Today, the National Confederation of People with Disabilities held official position of the social partners on issues relating directly or indirectly to people with disabilities and strives to promote policies that contribute to their participation in social, economic, political and cultural life of the country.

b) The **Panhellenic Federation of Parents of People with Disabilities** was founded in 1982.

Member of the Federation are 230 clubs who defend and assert the rights of 200000 children who are suffering from mental deficiency, autism, Psychosomatic, Kinetic and Multiple Disabilities.

1.3. WORKING WITH PEOPLE WITH SPECIAL NEEDS IN CYPRUS

It is often said by people who mean well that working with children with special needs “requires the patience of a saint.” Not true. What it does require is human compassion — something more of us have than we seem ready to acknowledge.

Elevating the status of someone who works with a child with special needs to that of a saint is a not-so-suitable way of saying that the work is so challenging that it requires extra human effort. At the same time, it establishes the justification for not even considering such work. After all, if one is only human, let the saints among us help the physically disabled, lead the blind, comfort the emotionally disturbed, and tend the sick. It’s the “I’m no saint” defense.

Establishment of special Schools In Cyprus

- 1929 School for the blind
- 1943 Foundation for underage offenders
- 1945 School for the deaf
- 1959 Red Cross recovering center
- 1962 First special class for mentally retarded children
- 1965 Special schools for *Children* with Mental Handicaps

St Lazaros special School for the disable

- ▶ The institution hosts people with light and moderate mental retardation, people with autism and cerebral palsy, and people with DOWN syndrome.
- ▶ Individuals are from Larnaca, they are individuals adults 18 and over years old.
- ▶ In this institution, there are 2 social workers per shift out of the 7 trainers. There are 3 programs dialy covering the needs of the 45 people in the institution.
- ▶ The social workers divide them into 7 groups accordingly. The social worker explains that it programs are not for these children to learn, but to know how to control their emotions and the most basic to have something with which to work.
- Now in regards to socialization for the individuals with disabilities, the Foundation organizes excursions, at least once a week , museums, theatres, zoos etc.
- Once a year 40 individuals travel, and the cost is covered by individuals or the foundation and or from European programmes

Christos Steliou Joannou Foundation

The Christos Stelios Joannou Foundation, the most generous expression of humanitarianism and social solidarity of all times in Cyprus, is a donation of the Stelios and Elli Joannou couple, in memory of their son Christos. The Foundation operates in Nicosia, the capital of Cyprus, from October 1983 with expenses of the Government. Despite the fact that in 1983 it came into operation as a Social and Vocational Rehabilitation Centre, today it has been expanded to a multidimensional organisation for the provision of services, and a model centre offering high standard specialised programmes and services to around 170 adults, with moderate and mild mental handicap from all over Cyprus.

Apart from the personal fulfilment, vocational rehabilitation and social integration, which form its main objectives and have improved significantly the position of the person with a mental handicap in the Cypriot society, the Foundation has been a leader in the introduction of pioneer institutions and beliefs, which have upgraded substantially the standard of services to these people in Cyprus.

The Special Olympics and the Very Special Arts programmes, the Portage system for early intervention, the exchanges with other countries, the enlightenment of society, the support and guidance of parents, the invitation of foreign experts, the further education of the personnel, the promotion of legislation, the safeguarding of the rights, and the improvement of the quality of life of the people with a mental handicap, the residence in small units integrated into society are only some of the achievements.

Activities

With a broader perception of its role and mission, the Foundation does not limit its contribution to the confines of its programmes and services.

- In order to fulfill as many as possible of the interests of its students and offer opportunities for a better quality of life, the Foundation organises a wide variety of events and activities including outing, tours, camping, journeys abroad, foreign exchanges, music, dance, drama, painting, sports and entertainment.
- It also organises staff training programmes not only for its own staff but for those who work at other schools and institutions in Cyprus, various kinds of events for parents and families and a wide variety of enlightenment activities aimed at the widest possible public information, in order to rid society of ignorance and discrimination and to acceptance of people with mental handicap.

Services & Programmes

The objectives of the Foundation for personal fulfillment, social and vocational integration and a better quality of life are materialised through the programmes offered by the four basic Departments of the Foundation.

- 1. The Admission-Education Department
- 2. The Employment-Rehabilitation Department
- 3. The Accommodation-Catering Department
- 4. The Therapeutic Programmes Department

The Admission-Education Department

- Entry candidates apply to the Foundation through the Welfare Department, local schools or their families. The assessment process begins in a meeting between the family, the candidate and the Foundation's Social Worker who prepares a report on the personal history of the candidate and family situation. At the same time the candidate is tested by the Foundation's psychologist who makes a diagnosis of his mental state and various problems and handicaps, and then prepares a report. Meanwhile, the Nurse refers the candidate for various laboratory tests, X-rays and other medical tests.
- All the specialists' reports are then presented to the Psychopedagogical Committee, whose members include representatives of the Welfare Department and Ministry of Health, and which comes to a decision. The Committee reaches its decision based on the Foundation's entry criteria. Despite the fact that the decision is taken by a multidisciplinary group, each case is examined individually and all the personal specifics, problems and needs of each individual and their family are taken into account.
- After a decision is made, each candidate is enrolled in an Admission Group. Their attendance of the Group may last from a few weeks to a year depending upon their situation, previous education and progress. The aims of the Admission Group are the socialisation of the candidate within the Foundation, the further assessment of their abilities and the planning of their education.
- Study within the Admission Group is followed by study within the Education Group. This may last from one to four years, again depending on the situation, previous education and progress of the student. The Education Group provides a complete programme of Special Training which begins with simple, basic lessons like Personal Care, Social Reading and Social Arithmetic, and goes on to Cookery, Sex Education and Computers, ending with Physical Education, Music, Art etc.

Study in the Admission-Education Department concludes with the enrollment of students into the Prevocational Education Group. Here, over and above theoretical and practical vocational training, students are given the chance to visit all the Workshops and to have hands-on experience of all occupations for which the Foundation offers training. This helps students make the right choice for the branch of vocational training that they will follow.

The Employment-Rehabilitation Department

- The Employment-Rehabilitation Department is responsible for the provision of vocational training and occupation in the various Workshops of the Foundation as well as for the vocational rehabilitation of the inmates of the Foundation in the free market with the use of personal group (enclaves) or supported rehabilitation programmes.
- The Foundation has a total of seven Workshops where students are trained and work. One of them is a large Production Workshop which was built by the Association of Friends of the Foundation for the productive occupation of individuals who cannot or are not yet ready to be employed in the open market.

The basic professional sectors offered by the Foundation are: sewing, weaving, embroidery, basketry, carpentry, repetitional work, assembly, packaging, agriculture and laundry.



Those who work in the Workshops have the chance, whenever necessary, to attend supplementary education programmes to maintain and complement their knowledge. They also take part in all therapeutic, social, sporting, entertainment and other activities offered by the Foundation as part of its effort for the complete, and multi-faceted development of the skills and personality of each individual.

The Employment-Rehabilitation Department is responsible for observing those who have already found their way to employment in the open market. Hotels, confectionaries, laundries, warehouses, petrol stations, building sites, furniture factories and other industries are some of the sectors in which former students of the Foundation are successfully employed.

There are regular visits and every assistance is offered to employees and employers. Without ruling out the possibility of individuals returning to the Foundation for re-training everything possible is done to maintain what has been made possible through so much effort: An equal place in society.

The Accommodation-Catering Department

The Accommodation-Catering Department is responsible for the operation of the Residence Halls of the Foundation and the provision of training for the preparation of the residents for more independent forms of living, within the society. The Accommodation-Catering Department is also responsible for the nutrition of the inmates of the Foundation and offers balanced and healthy diets adapted to the dietary needs of all inmates of the Foundation without exception.

Forty five out of one hundred and seventy students are residents of the Foundation. Accommodation in the Residence Halls is not an end in itself, but in a way of allowing those whose homes are too far away, who have no family, or those whose family has problems to attend the Foundation. To maintain family ties and avoid institutionalisation, residents return home for weekends, public holidays and vacations. Life in the four Residence Halls of the Accommodation-Catering Department is modelled on the family unit. Even though each resident has a single room, they take active part in the life and activities of "their home" in which the Residence Hall Officers are the "parents" and the residents are the "children".

- The Residence Halls are more than just a place to stay. They also provide training. Through the daily care their personal hygiene, their room and house, shopping and cooking, outings and various other leisure activities, residents are prepared to the greatest possible extent for their independence. Independent living is the main aim of the training programme at the Residence Halls and is a prerequisite for the transfer of residents to other more self-reliant kinds of accommodation, such as the Integrated Group-Homes built by the Association of Friends of the Foundation at Latsia village.

The Therapeutic Programmes Department

The Therapeutic Programmes Department. Within the framework of its multi-scientific approach, the Foundation offers a great variety of therapeutic and other programmes. Apart from the necessary Medical and Dental care, Physiotherapy, Speech therapy, Hydrotherapy, Psychotherapy etc., these programmes go even beyond and reach treatment through Music, Movement, Dance, Riding, Art and other activities which gradually, expel their therapeutic character and become a way of a better quality of life. These programmes are completed with the various events and activities, offered within the framework of the effort of the Foundation to fulfil all the needs of its inmates.

Philosophy Principles

The philosophy upon which the Foundation is based is to approach people with mental handicap as individuals with needs, feelings, rights, abilities and interests, as well as responsibilities.

- Every person is confronted as a unique entity with their own idiosyncrasies and individuality. The principles of individualisation and normalisation comprise the very essence of the Foundation and ensure that "levelling" and "institutionalisation" are avoided. The aim is to develop the full potential of each individual and to provide opportunities for a qualitatively better life within society.
- A unique particularity of the Foundation is the effort to satisfy all the needs of each person with a mental handicap, with high standard of services, which never however cease to be human.
- This is achieved with the multi-disciplinary approach, in which specialists of various expertise, as members of the multi-scientific group, but each one from his own post, try to help every person independently to overcome his problems, satisfy his needs and develop his capabilities.



Inmates

- 170 adults with moderate and mild mental handicap from all over Cyprus attend on a daily basis the Joannou Foundation.
- Other 40 people approximately, former students of the Foundation, who work in the free market, benefit from the support and follow up services of the rehabilitation group.
- Most of these people are 18-40 years old, with moderate mental handicap the majority of whom are men (57%). Around 40 of them, who cannot travel daily to and from their home, reside from Monday to Friday in the Residence Halls of the Foundation, whereas 15 others reside in small housing units integrated into society.



- A relatively large number of the people that study at the Foundation presents chromosomal disorders, with Down Syndrome being more often, and (29%) other syndromes, like the Prader-Willi, Fragile X, and being more rare, while other in smaller numbers, in addition to their mental deficiency, they present

problems like autistic behaviour, epileptic seizures, physical handicaps, speech, disorders etc.

- Due to the various problems they present, but also generally to the state of their health, 34% of the inmates of the Foundation are on a medication on a permanent basis.
- In general, all people studying at the Foundation, are people who take care of themselves, do not face serious behaviour problems, and are in a position, with the suitable education, to acquire knowledge and skills which will allow them to become financially useful and be integrated without problems into their immediate and wider social environment.
- In addition to the services provided by the Foundation, the competent services of the state, offer socio-economic support which includes a monthly Public Allowance.

Premises



The premises of the Foundation cover an area of 26 acres and are situated on a hill when entering Nicosia, at the beginning of the highway to Limassol/Larnaca, where is the main entrance of the Foundation. The Foundation consists of the following 5 main buildings.

- 1) Administration and Teaching Classes
- 2) Workshops and Production Workshop

3) Kitchen and Dining Hall - Main Hall

4) Residence Halls

5) Therapy centre Gym - Library - swimming pool

All buildings of the Foundation without exception are free of architectural obstacles and accessible to people with wheelchairs. Their design and erection were made in a way which renders them functional and easy to use and create safe and human living conditions. All buildings are linked with covered corridors, are not traversed by roads and are surrounded by gardens, courts, parking places and other smaller subsidiary buildings, the more important of which is the snow-white chapel of St. Christopher which dominates the surrounding area.

1.4. DISABLED PERSONS IN ITALY

According to the statistical surveys carried out by ISTAT, the Italian National Statistic Institute, in Italy there are about 2 million 824 thousand disabled persons, 960 thousand of whom are men and 1 million 864 thousand are women. The number of disabled persons (6 or more years old) living at home is about 2 million 615 thousand equal to 4, 85 % of the entire population. 33% of them (894 thousand persons, 3,4% of the population) are men, the remaining 67% (1 million 721 thousand, 6,2% of the population) are women. Disability concerns for the most part persons over 60: the results of the surveys show that 17% of over sixty-year-old persons (2 million 57 thousand individuals) and 37,7% of persons aged 75 or more are disabled. The disabled persons aged less than 60 are 620 thousand, and specifically 188 thousand are younger than 14. On the basis of a survey on health conditions, it is possible to identify 4 kinds of disability:

- individual restriction (being laid up in bed, on a wheel chair or at home); - functional disability (difficulty to get dresses, to get washed, to bathe, to eat), - movement disability (difficulty to walk, to climb the stairs, to bend, to seat down), - sensory disability (difficulty to hear, to see, to speak).

Communication difficulties, such as the inability to see, to hear or to speak, involve about two disabilities simultaneously among functional disabilities, i.e. movement disabilities and sensory disabilities.

Education

Italy is one of the few countries in which the majority of the disabled persons are integrated into normal schools and the level of education is increasing continuously. Anyway a considerable percentage of disabled persons – even young – still remains without any educational qualification. This is the situation of about 15% of the disabled persons in age bracket 15-44, while for non disabled persons in the same group of age, this percentage is non-existent.

Work

Despite the legislative innovations regarding the working inclusion and despite many initiatives carried out also thanks to European projects and financing, up to now in Italy the employment levels of disabled persons are still rather low. As a matter of fact, the employment rate amongst disabled persons is equal to 21%, less than half of that registered amongst non disabled persons. It should be considered, however, that amongst the disabled people in working age, about 27% is totally unable to work. Disabled women are considerably disadvantaged as compared to men: their employment rate is 11% while men's rate is 29%. Such disadvantage exists also amongst non-disabled persons, but the difference between men and women is not so high.

Family

28% of disabled persons live alone, as compared to 8% of non disabled persons; the number of old people is prevailing, most of all widows. The average age of disabled persons living alone is 76 for men and 80 for women, while the condition of disability among youngsters implies their permanence in their original family. As a matter of fact, family is the basic reference pivot for a young disabled person.

Social participation

A significant challenge in an evolved society and in an adequate welfare system is to create the cultural and environmental conditions for people with disabilities to reach full social participation. This concept is very complex and involves numerous aspects linked to training, work integration, mobility, the chance of interpersonal relationships and a satisfying participation in social life.

The family seems to maintain a significant role both for people with disabilities and for those without disabilities. In fact, the percentage of people very satisfied with their family relationships are 29.5 percent and 34.2 percent respectively.

Satisfaction diminishes for both groups in the context of relationships with friends (respectively 13.3 percent compared to 24.5 percent of those very satisfied) and leisure possibilities (respectively 11.0 percent as against 14.1 percent very satisfied).

With regard to the type of leisure activity preferred, studies carried out have indicated that 19.4 percent of people with disabilities under 44 went to the cinema, theatre or some sort of performance in the 12 months prior to the interview (33.2 percent of those without disabilities) and 23.8 percent read books compared to 45.2 percent of those without disabilities. Approximately 43.0 percent of people with disabilities between 18 and 44 listen to the radio almost every day and 92.1 percent watch television almost every day, (respectively 66.4 percent and 94.5 percent for those without disabilities). The percentage of people who follow Italian politics is 43.4 compared to 65.8 for those without disabilities.

2. WORK METHODS AND THEIR USE IN THE WORK WITH PEOPLE WHO HAVE SPECIAL NEEDS

Social workers and teachers who work with people with special needs must have sufficient knowledge and experience, constantly improve and look for new techniques, ideas, to work creatively. It must be persons who work this job from the vocation, are able to love our clients and want to help them develop their skills, promote self-sufficiency. Any social worker or teacher is a good expert in their field, have their own working methods, which apply in practice. But everyone good professional wants to improve, learn new ways and methods, to share experiences with colleagues.

Social workers and teachers have access to their colleagues in other countries, learn how they work with disabled people, share their experiences and encourage each other to work more creatively by participating in an international project. The study was carried out of this purpose.

The aim and objectives

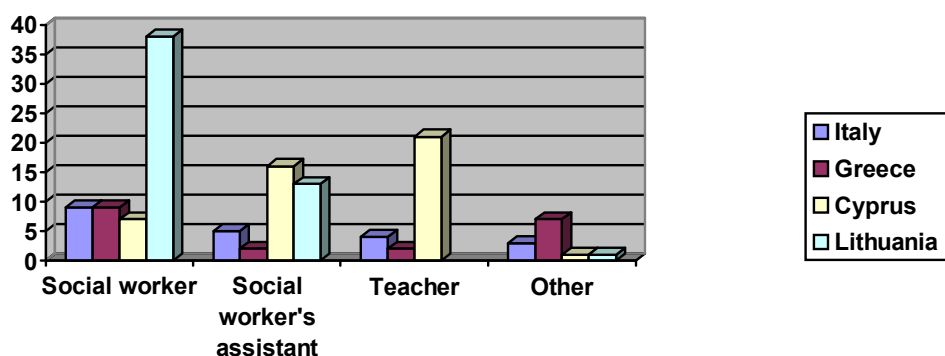
- Figure out how social workers and teachers describes their job in Italy, Cyprus, Greece and Lithuania.
- To analyze the changes to the methods applied to deal with disabilities.
- To find out and compare with what problems social workers are facing in different countries.

Research methodology

- A quantitative study was conducted. A questionnaire consisted of 25 questions, and an anonymous questionnaire was completed.
- The study involved 140 institutions providing social services and adult education centers workers who work with people who have special needs from Italy, Greece, Cyprus and Lithuania.
- The research was conducted in 2010 June - December.

I. Details of the respondents

The study involved 140 respondents, among them: 21 from Rome (Italy), 45 from Larnaka (Cyprus) 20 of Karditsa (Greece) and 54 from Siauliai (Lithuania). The Picture shows the distribution of respondents within its staff participated in the study.



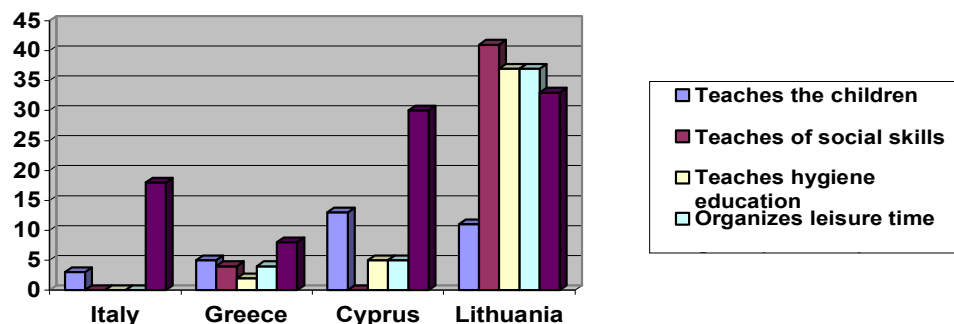
From these data we can suggest that respondents from Lithuania and Italy accounted for the majority of social workers and their assistants, from Cyprus attended more teachers, and from Greece - social workers and teachers.

The age of the majority respondents (76 per cent) is up to 40 years, even 44 per cent all of the participating employees are under 30 years of age. The majority of respondents (67 per cent) have a university degree. It can be assumed that well-educated young people who work with disabled people want to gain more experience and work creatively.

The study was important to find out what is work experience of workers. The results showed that half of respondents (50 per cent) has significant work experience, they are working more than 5 years and 50 per cent of respondents – up to 5 years. Even 24 per cent of all respondents have more than 10 years work experience.

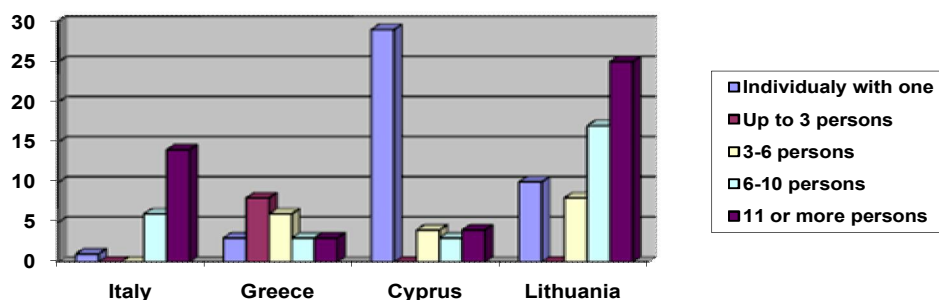
II. Employees of working

The study results show that the majority of respondents (84 per cent) are working with disabled adults, persons with mental disabilities, hearing and vision disorders. See the picture how the respondents were divided according to type of work.



The studie's data shows that more respondents from Italy working with disabled people organize their employment, theatrical performance. Greek respondents teach clients fewer social skills and hygiene, but more work in teaching children to organize their leisure time and employment. Respondents living in Cyprus are teachers, so it is clear that more attention they are given to children and young people with training and employment organization. Lithuania respondents were social workers, and therefore their main activities are the education of social skills and hygiene, employment and organization of client's leisure.

The study was supposed to determine what is the size of disabled people group, that workers employed in Italy, Greece, Cyprus and Lithuania. The results show that in Italy and Lithuania, the employee is working with larger groups of clients than in Cyprus and Greece, where more people work individually or with a group of up to three people. This is shown in the picture.

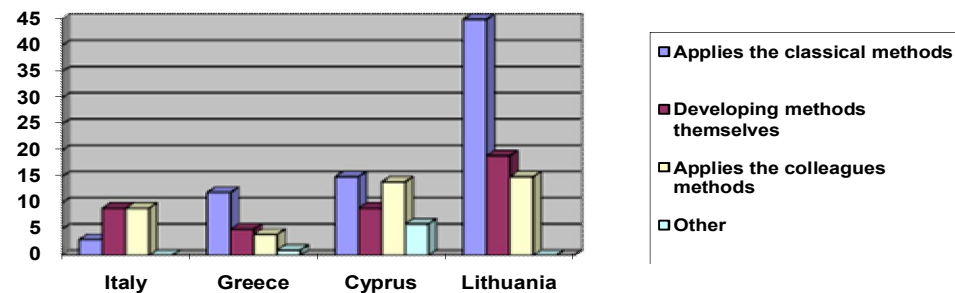


The smaller group of clients is, the easier is to work and the worker can achieve better results. It should be noted that not all the particular persons with mental disabilities can and pay to work in the group. It is very important for them to feel safe, they are highly influenced by the

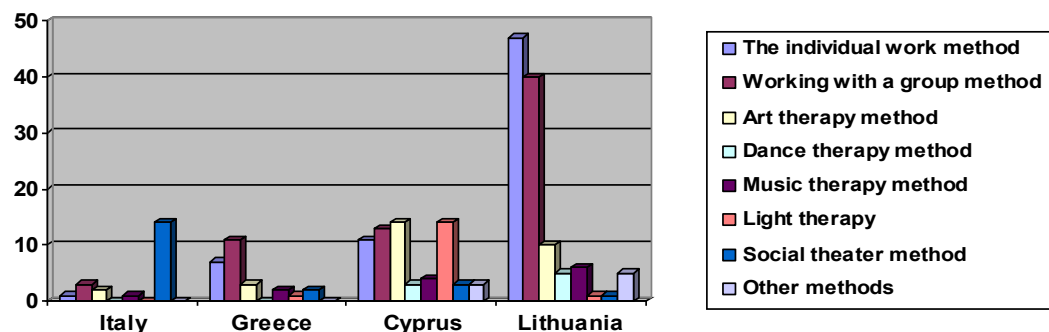
environment, it is so hard them to concentrate and all of this may cause aggression. The social worker must have enough knowledge and experience to manage the situation and to provide quality services.

III. Methods of working with people with special needs

We wanted to find out with this study what the working methods are used by social workers and teachers in their work. The study data showed that in most countries the majority of workers are applying classical methods of work. These methods are learnt acquisition of profession, they are clear, well-learned and reliable. The Italians are more daring and creative, they don't afraid to develop their own methods and share experiences with colleagues. They are less focused on the classical approaches to creative work, looking for new ways of working. This is what we see in the picture.



The studie's respondents were asked to list what methods they apply in their work. The results showed that methods of the classic individual work and work with a group are used most often, except Italian respondents.

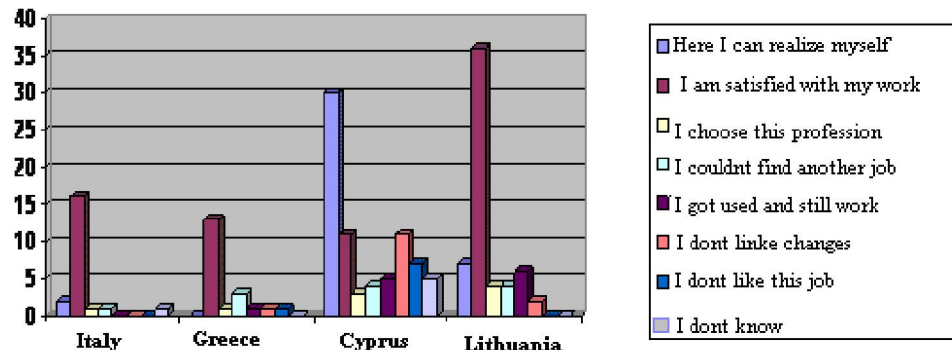


It can be assumed that other methods are used less often because their use requires additional specific knowledge, acquired through various training sessions. It is equally important to the methods for applying the measures, facilities, etc.

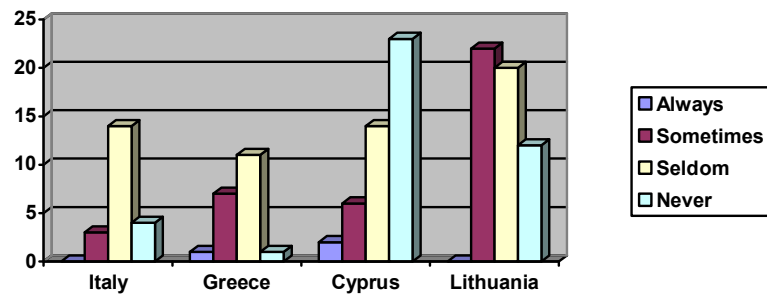
The study wanted to determine whether the respondents have their own favorite method, or like to develop techniques for themselves whether to share their approach to a brief description. 32 per cent of respondents indicated that they have not their favorite method, none of the surveyed workers describe their method. However, the question of whether they like create their own methods answered positively by 65 per cent (91) of the respondents. 90 per cent (126) of respondents indicated that they would like to know the methods applied by their counterparts in other countries.

IV. Job satisfaction and key issues

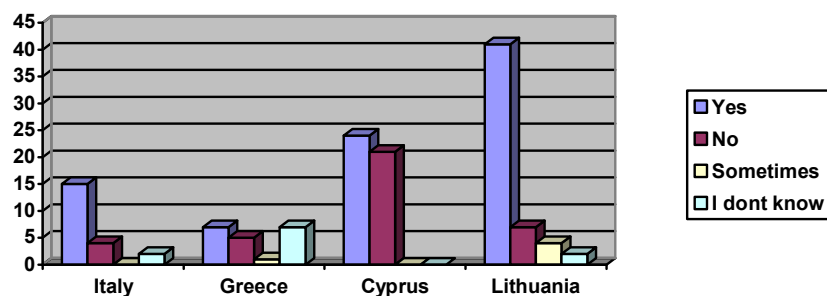
It is important to determine whether employees are satisfied with their work, how they describe it and what are the problems faced in daily practice. The study wanted to find out why workers chose this job. Only slightly more than half of respondents (54 per cent) are satisfied with their work. Even 28 percent respondents indicated that they are able to realize themselves at this work, then they enjoy work and feel satisfaction at what they do.



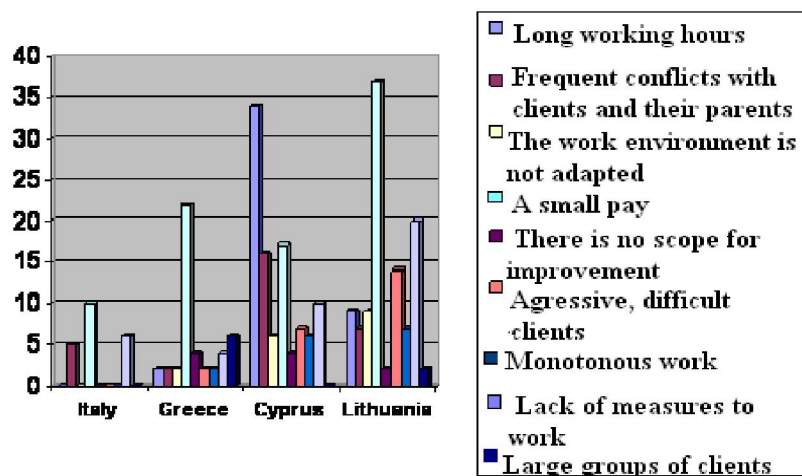
From this part of respondents who are not very satisfied with their work even 26 per cent states that have not found another job, do not like changes, they have become accustomed and for this reason they work. Respondents did not consider that their work is always boring and monotonous, but 97 respondents (69 per cent) think that sometimes it is.



The results showed that more than half (62 per cent) of respondents believe that their work is hard, 26 per cent think that it is serious.

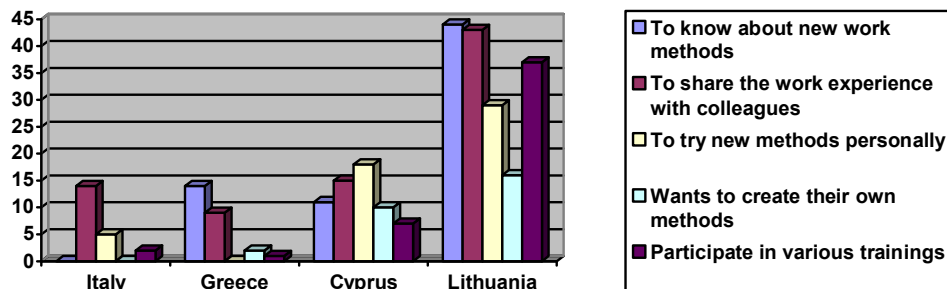


Course of their work social workers and teachers are faced with problems and difficulties. The study showed that most respondents in all countries were dissatisfied with consideration of their work, 86 (61 per cent.) respondents believe that their work is too little pay. Cypriot respondents (76 per cent) refer to very long hours, often need to work overtime. All countries respondents said that the frequent conflicts with clients or their parents, and lack of means to work, too small financing of the institutions.



The study showed that employees are well equipped to do their job, have enough knowledge and are willing to improve it continually, it can be assumed that they are good in their fields. 38 per cent indicated that they have enough knowledge and even 52 per cent of respondents would like to learn more.

Respondents involved in the study would prefer to be more creative, to learn new methods of work from their colleagues. 49 per cent of respondents would like to learn new ways of working, but most of them would not want to create methods. It can be assumed that they do not have the necessary knowledge to do so or simply do not trust their abilities, as much as, so 58 per cent of respondents would like to see how it make their colleagues and learn from them, test their proposed new methods to themselves (37 per cent).



81 per cent (113) of respondents indicated that they would like that would be spent methodological tool about various methods of working with people with special needs, used to colleagues in other countries.

CONCLUSIONS

- Most respondents are satisfied with their work, and believe that are able to realize themselves in this area.
- Social workers and teachers feel that their work is hard and monotonous.
- The respondents consider that there is the lack of measures to work for a small financing of institutions and their work should be better paid.
- In their everyday work most respondents use the classical methods of work.
- To work creatively social workers would like to learn about new ways of working, sharing experiences with colleagues in other countries but they are not ready for creating new methods.
- Respondents would like to see released methodical tool about social work methods used in different countries.

3. USE PRACTICES OF WORK METHODS FOR WORKING WITH PEOPLE WITH SPECIAL NEEDS

Social workers and teachers ought to have not only theoretical knowledge but also practical skills and experience in working with people with special needs. This work's success depends on how smart and creative employees are upgraded qualification as he is looking for new work forms, methods and is interested in other colleagues experience and capabilities of their application in practice.

Various countries social workers and teachers who work with special needs have different experiences, values and attitudes of disabled people, who are affected by traditions and cultural differences between countries and social policy. However, in spite of all the many things we can learn from each other, to find out the different working methods of the colleagues in other countries, to reflect them experience and knowledge.

3.1. PRESENTATION OF “ARTESTUDIO” CREATIVE ACTIVITY IN ITALY. SOCIAL THEATER METHOD IN WORKING WITH DISABLED PEOPLE

ArteStudio is a cultural association using "Social Theatre" as an educational, artistic and pedagogical instrument for working with young people risking social deviance, detainees, minorities, people with mental disease, migrants, refugees, victims of torture. ArteStudio has been working in the cultural and social field for nearly 30 years collaborating with numerous institutions such as the Municipality of Rome and Milan, the Universities of Rome "La Sapienza" and "Roma Tre", the University of Viterbo, the Italian Ministry of Culture, the Italian Ministry of Justice. Together with the theatre activity, ArteStudio is committed to research and study activities, exhibitions, publications and special social rehabilitation projects (numerous performances put on with the collaboration of the detention centres of Rome (Regina. Coeli and Rebibbia), Velletri and Civitavecchia. In 1997-1998 (September/January), ArteStudio planned and organized an exhibition titled "Roma Splendidissima e Magnifica" for the Municipality of Rome. During the event numerous theatre performances took place. In September 1998, ArteStudio supervised the opening of the new Museum Doha Pamphili for the Municipality of Rome organizing an exhibition project aiming to link together art and theater. For the "Culture Week 1999", ArteStudio, together with the Ministry of Culture, carried out "Ad'Arte", a programme of exhibitions in museums of Rome and Lazio. In 1999, under the European Union URBAN Programme, ArteStudio led DISPLAY Project, an action of cultural recovery of urban decay areas. In collaboration with the Municipality of Milan, ArteStudio carried out a workshop on Hokusai within the exhibition about the Japanese artist organized in September 1999 in Milan (Palazzo Reale), For the "Regione Lazio", ArteStudio organized various editions of the project DALL' ABBAZIA AL CASTELLO, workshops and exhibitions about the Italian theatre between Middle age and Baroque, and the project IL TEATRO DEI FARNESE about Italian theatre of the Renaissance. On the occasion of the 2000 Jubilee, ArteStudio, with the sponsorship of the "Presidenza del Consiglio", the "Ministero dei Beni Culturali", the "Soprintendenza ai Beni Storici e Artistici di Roma", the University of Rome "La Sapienza", the Vatican, the Municipality of Rome, the "Regione Lazio", presented the event-exhibition ANNO 1300 IL PRIMO GIUBILEO BONIFACIO VIII E IL SUO TEMPO (April/July 2000, Palazzo Venezia).

In 2004, ArteStudio together with the Municipality of Rome - Assessorato alle Periferie, carried out the project UNA STANZA NELLA TORRE, an action of recovery and retraining of urban decay suburbs. In 2004 ArteStudio together with CIR (Italian Committee for Refugees) carried on a project of acting experience with refugees and victims of torture. ArteStudio worked with the Health Department of the Municipality of Rome and Viterbo, carrying on theater projects for people with mental disease and collaborated with the Detention Center of Rome staging ELETTRA PER UN GIORNO. Moreover, with the sponsorship of the "Provincia di Roma", it has carried on the project IL CANE PEZZATO, the first multiethnic theatre company in Rome.

ArteStudio, together with other six associations, has carried on the project PORT ROYAL: workshops, stages, meetings and exhibitions in collaboration with the Universities of Rome "Roma Tre" and "La Sapienza", the Department of Mental Health ASL RMB, the Municipality and the District of Rome. The artistic director of ArteStudio is Riccardo Vannuccini Delia Pietra.

RICCARDO VANNUCCINI DELLA PIETRA

Riccardo V. Delia Pietra is the artistic director of ArteStudio, author, actor, expert of theatre issues. Graduated in "History of Theatre" with Ferruccio Marotti, studied Composition with Domenico Guaccero. In 1978, he made his theatre debut at the "Avant-garde Festival" of Rome in the presence of famous Italian actors such as CARMELO BENE and LEO DE BERARDINIS.

He collaborated with various journals and worked with the famous authors Luca Ronconi and Peter Stein. Together with Stein he supervised the staging of the ORESTEIA in Ostia Antica. With Luca Ronconi he carried on in 1982 a workshop in Spoleto, he staged IGNORABIMUS by Holz in Prato and LE MERCHANT DE VENISE by Shakespeare in Paris. In 1986, in collaboration with the University of Viterbo, he carried out a studying and staging project on BRECHT ending with the staging of EDOARDO II. In 1999, he collaborated with the University of Rome working on a study of LA CORTIGIANA and of the European Theatre in the Renaissance. For the ELISEO Theatre, he realized SPAZIO SCENICO dedicated to Szondi (1987), presented the exhibition PASOLINI UNA VITA FUTURA and staged AGAMENNONE by Eschilo (1988). He staged HAMLET and DOTTOR JEKILL AND MR. HYDE (1994) and carried on numerous events such as ROMA SPLENDIDISSIMA E MAGNIFICA, a big exposition about the history of Theatre from the ancient times up to the present. In 2002 he won the NATIONAL PIERO CIAMPI PRIZE and in 2004 the RECANATI PRIZE. He realized numerous performances on the

occasion of cultural and artistic exhibitions such as LA GRANDE ONDA (1999) for the exhibition on Hokusai in Milan, NERONE (1999) for the opening of the Domus Aurea in Rome.

Riccardo V. Delia Pietra has been carrying out performances with subjects risking social exclusion (ROMEO X GIULIETTA A TOR BELLA MONACA) and has been working with some Detention Centers. Among the performances entirely staged by detainees there are: LE TROIANE by Euripide (1995); GLI DEI ALLA SPIAGGIA (1996), CARMEN (2001), CARMINE CROCCO, STORIA DI UN BRIGANTE DEL SUD (2002 and 2003), CORRENTI, a performance with more than 80 detainees acting (2004), ANTILLE (2005) and 16 DONNE SULLA PORTA (2006). Riccardo V. Delia Pietra organized a project aiming to analyze the new ways of cultural communication influenced by urbanization in Rome. In 2003 and 2004 he collaborated with CIR (Italian Committee for Refugees) staging various performances with refugees and victims of torture such as a new version of the ORESTEIA by ESCHIOLO, THE ROUND and ULYSSES. In 2004 he planned and organized a 1 week workshop titled IL TEATRO INCAPACE on the topics related to the Social Theater. He staged the performance titled ETABETA with the Childhood

Neuropsychiatry Division of Viterbo and carried on a workshop for young people with mental disease in the Mental Health Department of S. Giovanni Hospital in Rome. The result of this project was staged at the Auditorium of Rome during a psychiatric congress. At the University of "Roma Tre", he carried on various theatre workshops and performances: LA DUCHESSA D'AMALFI by Webster (2005), IL MASSACRO DI PARIGI by Marlowe and HAMLET by Shakespeare (2006). In 2005, he carried on together with the Municipality of Rome and the Rebibbia Detention Centre, the project ELETTRA PER UN GIORNO producing a video and a play titled PENTESILEA (2006). He is the director of IL CANE PEZZATO, the first multiethnic theatre company in Rome. He realized a theater workshop in Hebron, Occupied Palestinian Territories (2006) and in Libano (2007, 2008). He is the director of PORT ROYAL, CANE PEZZATO, TEATRO VULNERABILE (2009).

Theatre and the twenty first century

Theatre can be a means of becoming aware of problems concerning globalisation and changes within communities which are local and global at the same time.



Theatre can be an ethical accompaniment to social and cultural initiatives which aim to improve international relations through the creative experience of theatre which has always represented for mankind the need

and the opportunity to highlight, in a system of understanding, the occurrences of existence.

Theatre is intended in this case as a cultural gesture which, on the one hand, can lead directly to the staging of common individual creative events. On the other hand, it can accompany structural and supra-structural initiatives of an architectonic, medical, food, energy, educational or other nature. From the era of rites up to the Greeks, and again in the twentieth century, the theatre has always been a way of interrogating and understanding the present. This necessary liminal passage provides a protected sphere where new awareness and new existential requirements can be both distanced and brought closer.

Theatre in fact by its very nature accepts the imperfect, the attempt, the variation. Theatre plays directly between what is said and what is left unsaid, between the exact and the inexact, between tradition and renewal without any danger of error, rather, linking the two opposites in a continuous tension (attention) as in a perilous adventure, Ulysses' *planktai petra*.

The theatre can accompany the applications of science, communications, technology and technical fields in general in a community. Theatre can mean cooperation in a theatrical manner in relation to the other in the space-time framework of the actor-spectator, and accompany the value of reception activities.

In common action, with regard to linear mechanistic relations, the theatre can favour a holistic relationship useful in affirming the concept and practices of correct reception.

Theatrical action thus emerges as a summarising element of the great need for profound dialogue and cooperation between peoples.

Much more simply the theatre establishes, by means of the recreational and educational experience of the stage, a trustful and generous relationship between the public and the actors and vice versa.



Theatrical action can therefore mark a protected sphere in which the individual and the community can establish themselves – in a space-time framework defined by the fiction – to participate – physically or emotionally – in an action of awareness.

How, when and why are the actions of relationship created? What do we intend to create with the action of relationship? Where does man identify this need from? Man is born depending on others. This is his vital characteristic. Already during pregnancy the physical and mental wellbeing of the child is influenced by the mental state of the mother. In this time of globalisation, where the phenomenon of immigration is one of the most relevant and challenging characteristics, we need to understand that we all depend on each other. Our good health – mental, economic, psychological –

depends on the good health of others, for example the exploitation of resources in every country must nowadays take account of the resources in others. Not only must we help others, another *other* with respect to ourselves, but educate ourselves towards a sense of universal responsibility since the action of reception regards not only those who receive it but above all those who offer it.

FOR A PRESENT-DAY THEATRE



After a long professional experience in the field of art and performance started in 1978 at the festival nazionale dell' avanguardia in Formello, since 1994 we have been working with several penal institutions, with communities for mental disabled people and with victims of torture. The distinguishing feature of our work is that we do not aim to

make up a theatre professional company with those we are working with, able to carry out a performance on the outside, even if the closing event – the professionally realized performance – is the “most manifest result”. Our way of working is guided by the great experience of Social Theatre, where the main action is the preparation of the event and not just the performance. Theatre is therefore an important and effective instrument of communication and knowledge. It represents an innovative tool in the hands of the other, of the Excluded, in charge of looking for new models of relationship among people.

The text of the play is considered a tale to be reworked and interpreted by the actors and acted in the local language.

In Social Theatre, theatre represents a meeting place where the preparation of the performance becomes a process of regeneration, fostering a new system of understanding among those involved, promoting a modern sense of collective identity in the context of diversity.



As in Social Theatre the main narration is self representation, the actor does not fake the professional one but tells his/her own subjectivity according to the expressive possibilities of the staging. The extraordinary capability of theatrical action to stage life experiences can be used as a powerful means to build an innovative sense of identity, both personal and collective. For these reasons, we strongly believe that theatrical action can represent an effective instrument for any kind of situation. In any field of intervention, from human rights' protection to sanitary, scientific or technologic assistance, theater can help make clearer the profound meaning of the cooperation, facilitating the welcoming and the understanding of the changing among recipients. Theater, intended as theatrical action, can help clarify life experiences, by linking together past, present and future, helping people to rebuild their own identity in the context of plurality and diversity. It is therefore necessary to expand the borders of the stage beyond the limits of theater intended as the mere staging, triggering the process of contamination between art and reality, representation and real life where Social Theater takes root.

Our work is always agreed upon with and followed by the social workers of the centers involved. Anyway, it is important to understand that Social Theatre runs the same risks as whatever activity, or artistic activity, furthermore being carried out in a place of suffering. In other words, the Social Theatre doesn't necessarily have a positive value. It depends on the different experiences made and on the people involved.

In our opinion, Social Theatre should not show anything, including mental disease. On the contrary it should not limit the language and should not give any contribution to a new kind of expression.

Social Theatre must be first of all theatre; it must blend all persons involved – actors, directors, social workers, patients etc – with total awareness and running the risk of it.

In this sense we are not Social Theatre professionals, we are artists who sometimes work with people having different difficulties, with the intention to carry out together an artistic work, being confident of the success of it but taking on all risks of a possible defeat and entrusting to other people – the doctors, for example – any judgment on the usefulness of the work done.

WORKSHOP METHOD:

These are just a few guidelines on how our workshops are organized

1. Introduction

Theme, methods and usefulness of the theatrical and artistic action in the civil and social action.

2. Warm-up

Simple exercises in order to become familiar with the communication tools: the body and the voice

- a) Powers of concentration
- b) Awareness of the potential of your own body and voice

1) BODY WARM-UP

IMAGE / THE STRANGER

This technique requires the presence of the operator. The operator moves around and makes some theatrical actions, sometimes varying the rhythm of his movements. The people facing him have to try to copy him (is not necessary to copy him exactly) as if they were in front of a mirror.

- This technique spurs the attention towards the movement of the other, allowing a personal reaction to such movement. In particular the ability to perceive the rhythm of one's own movement is stimulated and it helps to perceive the physical tensions which activate in the very moment in which the effort is made to "design with the body" the movement of the other.

2) THE VOICE / THE VOICE "OTHER"

- a) The first step of this work foresees the learning of diaphragm breathing: this allows to reduce psycho-physical tensions and would assure a correct use of vocal potential.
- b) Starting from the diaphragm breathing, the ability to produce some sounds with the voice would be stimulated.

3) MOVEMENT EXERCISES

The operator suggests a series of actions asking that they repeat them by one of the following modes:

- a) lightness
- b) heaviness
- c) slowness
- d) speed

3. the knowledge of the space / Actor

Introduction

To know, to distinguish and to understand the space where we are as Actors in a relation space/time and based on a simple and quick code able to refer to a typical form already acquired.

Problem: to speak in a space=nothing and therefore "in the emptiness" without weight and form.

Solution: to divide the space/time in horizontal and vertical geometric lines which must IMPRISON the place (space + persons) in a single line.

Example: to drive a car as a driver on a road; to go for the first time into an apartment of unknown persons; etc.

4. the understanding of the group/ Actors - Spectators

Introduction

To understand the composition of the group

To understand therefore the quality and quantity of the group

Problem: to speak in a space=nothing and therefore “in the emptiness” without weight and form.

Solution: to divide the unknown group into recognizable characters living in a space which are known.

Example: space/road with a fast driver, a slow bus, an angry driver, an un-experienced girl.

5. Working-out and running of the story.

Lector and actor / “as if”

To pass from the MAN OR WOMAN OF LETTERS - “the one who’s reading”, to the ACTOR - the one who’s interpreting something he/she has endorsed. The ACTOR and the artificial truth. (Guarino Veronese and Vittorino da Feltre, Barthes, Benjamin, De Martino, Vico, Cordemoy)

Problem: from lector to actor: the artistic expression before and after the Renaissance Modern Man

Solution: to take possession of the subject and to share it based on the principle “as if”.

Example: to tell the others how you spend the day “as if” it were the adventure of a movie or theatre or comics character.

3.2. SPECIAL VOCATIONAL EDUCATION AND TRAINING IN GREECE. HOME HELP PROGRAM

The Workshop for Vocational Education and Training

The Workshop for Vocational Education and Training is an independent school for special secondary education. With the establishment of the Training Workshop, the gap which existed in special education for over 14 years is covered. Students who attend the Workshop for Vocational Education and Training are aged 14 to 22 years and the duration of their studies is 5 to 8 years depending on the needs of the student.

The Department of Special Education and Vocational Training programs are tailored to the needs of the students, using their skills to achieve social integration and vocational training.

The aim is to live independently and be able to ensure specific hygiene, cleaning, cooking, sewing by themselves.

The lessons learned as:

- Language
- Mathematics
- Information
- Fitness
- Cosmetic treatment
- Music
- Social and occupational therapy.
- Floriculture
- Gardening
- Crop production etc.

In particular, EEEEEK aims to build up customized curriculum and connect it to the operational use of tools and materials, the practical skills of the individual laboratories, behaviour at work, access to employment and labour standards. The first case refers to developing independent living skills of individuals in relation to the self-service with an emphasis on management of shopping at supermarkets, clothes and footwear shop as well as, personal and household cleaning. The second case refers to the development of gardening skills with emphasis on cleaning a garden, digging in the ground and management of time and quantity of water in irrigation. The third case refers to skills and development of services it emphasizes on the management, classification and binding of documents and books.

The effort of teachers is of great importance in planning programmes to distinguish the areas targeted and pre-vocational readiness skills development and understanding of the visualization of their contents, daring experiential exercise book adjustments to the student with learning activities preparedness guidelines laboratory

On the pedagogical support of pre-vocational readiness in individual laboratory guidelines we will observe disciplinary, interdisciplinary, flexible teaching objectives that can be supported in conjunction with learning activities and readiness to motivate at them and achieve the best use of students' potentials.

Develop pre-vocational readiness skills, gardening-with help

Long-term learning objective: The student is able to take care of a garden.
Medium-term objectives: To open pits to plant, to water, to transplant, to sow, to lubricate, to prune, to mow grass, to know the garden work, to use gardening tools, to plant to perform work, to protection plants from various work hazards, carry out gardening work at a reasonable time and in a logical order, to be consistent, cooperative, organize the time in connection with its work.

Short term goal: to clean the garden to dig in and flatten the ground.
Work environment: Voluntary work in practicing external courses, in gardens and parks of the Municipal Authority.

The experiential changes in gardening skills focused on the care of plants in small and large pots and the operational use of tools.

The EEEEEK works to prepare students with a view to their graduates to work in sheltered workshops or even as assistants or technicians in the open labour market or the public sector.

The support of all these programs is implemented by:

- Psychotherapy
- Psychomotor
- Speech Therapy
- Occupational Therapy
- Music Therapy and
- Theatre Education

These programs are applied individually or in groups depending on the case of the individual target. Treatments are based on the experience of service in Special Education in cases of people with mental retardation.

Psychomotor

The psychomotor performance is an expression through the body to develop self-consciousness and body image which is a fundamental factor in the overall development of the child (emotionally and mentally). The term "psychomotor" denotes the module of mental and motor processes, or otherwise the close relationship between motor - the mental body and spiritual. It is a general theory of motion, which sets out the methodological principles that are capable of synthesizing the basis for a comprehensive understanding of treatment. The "psychomotor" refers

to: a) study of the functions and disorders of mobility in relation to mental life, and b) the treatment or re-education practice or remedial action which aims at the prevention and correction of developmental delay and acquired disorders psychomotor functions. It is about a very wide field, which as study the development and regulation of psychomotor functions and methods of retraining (or corrective action).

The psychomotor is not an independent science, but the data, theories, and means are used and other disciplines as well as biology, psychology, physical education, linguistics, etc.. As a therapeutic method (psychomotor therapy) aims to develop the capability of the individuals to express themselves. The approach of the object of psychomotor requires a radically new understanding of the body as "psychosomatic structures" are treated in the grid position of the body in the realm of the imaginary, the symbolic importance of the body, communication or 'body language'

It aims at a basic training needed for every child that is designed to ensure the operational development, taking into account the child's potential and help the emotional world to expand and balance, the intermingling with the human environment.

The psychomotor therapy covers all the learning procedure of young child. Aimed at all children individually or collectively. It begins and proceeds very special graduations and every station is necessary. The stations of psychomotor are:

- 1) Self-awareness
- 2) Getting the body in space
- 3) Balance
- 4) Support
- 5) Orientation of the body in space
- 6) Control of breathing.

The Occupational Therapy

The Occupational Therapy attempts to help child express himself through crafts and generally creation. It records the responses for the development of the child's psyche.

The general purpose of occupational therapy are:

- To develop each child - a person's own initiative, to be released from possible suspensions and practice kinetics and mental abilities to finish the job with a sense of satisfaction and mental well-being.
- To express freely and effortlessly feelings about the world around him
- To develop imagination, observation, inventiveness and experiment
- To develop patience and attention, in class and later at work.
- To learn to handle and act on various materials, giving them new properties.
- To be exercised-aesthetic combining material and colour.
- To work as a member of group to socialize and understand the value of companionship.

The Objectives of Occupational Therapy are:

- 1) The development of basic skills
- 2) The knowledge of objects and materials for occupational therapy
- 3) The knowledge and use of various tools
- 4) The construction of simple objects
- 5) Learning different techniques
- 6) To draw attention to safety and protection from accidents

Music therapy

Music therapy is the use of music by music therapists and trained scientists, as a remedy to restore, maintain and improve the intellectual, physical and mental health. Music therapy is a bridge between art music and science of psychology and applies to people of all ages with physical, psychological or mental problems.

Education and Technology

The use of computers in the context of programs EEEK is an important learning tool. For all people with learning disabilities the use of computers and multimedia is an achievement.. It has been shown that the PC, with incentives given to the child, which push to the duplication of activities, makes a kind of therapeutic exercise as children have more concentration in both time and intensity, while enhancing the cognitive, emotional and social behaviour.

Children with disabilities may be helpful in working with PC In particular, software "open type" enable teachers to adapt the interactive environment to the learning characteristics of each child. People with physical disabilities, congenital or acquired, often find great difficulty in making any moves. To move their hands, to catch a book and turn pages, hold a pencil and to control their movements to write. For some, even to keep constant the head or eyes is difficult. It is possible, however, to make adjustments to machine tools and accessories, new technology, so that achievements can be useful for these people. Because many naturally thin people can not use a keyboard, for example, special devices attached to the head or leg, and with the help of a specific component can hit the keys. In other cases, users simply look at the screen that displays successively - a pace adapted to the possibilities of each, give the appropriate signal or command to a simple switch. The teacher prepares exercises with specific vocabulary, after consultation with the details of the progress of each student files on the PC, inserts the software teaching materials designed to work, create fields with information, puts the children that can not write words to work with images in pictorial keyboard combined with a program to "guess" the words you want to the user to write, etc. The images used for learning of spoken or written vocabulary can be entered on the computer from photographs captured or collected by the pupils themselves. Images and texts are becoming posters in the classroom along with other materials. Programming languages such as Logo, built for experimental applications, is a successful example of "open source", which has proven very useful for disabled people. For more minor shortcomings, keyboards are not affected by the mishandling of the user (long key press, trembling hands, unintentional pressing buttons while many others). There is also an engineer and software, which performs many automated functions to minimize the complexity of the required movements. People finally tired muscle weakness due to write at school or in exams, they can take their laptop so it will not differ from their able-bodied peers.

Research on preschool children with learning difficulties showed improvement activities on PC. Children learn the basic rules Logo quantitative relationships, problem-solving strategies and develop logical thinking and social interactions. Also, children learn arithmetic and perform geometric

constructions. Having accomplished all this, the children play games with mazes, featuring animals with very simple puzzles with images, symbols, just fun and simple arithmetic operations or combination of musical phrases.

Techniques

Most Centres for People with Disabilities, either publicly or privately run similar training programs with qualified staff and close laboratory and workshops for ceramics, painting, confectionery, jewellery, etc. where people with disabilities are trained and socialized. Some techniques used are as follows:

Working in groups. Whether as a method or technique it is a difficult but not impossible task for the teacher, depending on many factors. It is necessary to develop social skills. Under conditions when working in groups, develop communicative relationships are expressed and the most hesitant, thus improving their performance, lacking the competitive trend, since the goal is common. Given the opportunity to undertake specific roles to utilize each team member a special talent. Develop a sense of fairness, shared responsibility, acceptance of others, interdependence. Also, the work of the team is more efficient and enable mutual adjustments.

The technique of brainstorming (Brainstorming). The ensures broad participation, harnesses the creativity and experiences of children, develop free expression, critical thinking and cooperation of all. It can be applied at any stage of a project. It is ideal for the choice of subject and the division of a media (eg mention uses of water, say professions related to water, etc. It records all ideas and then it is possible using the same technique be grouped into broad categories of issues or media).

The case study. it Involves the design and analysis of an actual or as close to reality example (e.g. a topical event or issue created or tends to create environmental impacts. The aim is to explore alternatives to address or avoid impacts).

The concept map. Is a schematic image of framework / tags with basic 'key concepts' related to the issue being examined. These basic concepts are connected by lines or arcs. More links (lines or arcs) are written words or phrases which express the relationship between the affiliates 'key concepts'. The open-concept mapping, students (individually or in groups) involved in the effort to recognize concepts and exploring their relationships. In this case, there may be different versions of mapping each student or group. In closed mapping, given the complex relationships and invited students to put the "key concepts" and connecting words / phrases in the appropriate places. In this case, the final

version of the charter concept is the same for everyone, with slight variations on connecting words / phrases which are not changed mentally over the map.

The simulation games, role-playing, debate. The students dramatize a real or fictional situation, playing different roles. Depending on the role everyone arguing for the status quo. For example, in a meeting of citizens, stakeholders and council, the debate on the "fate" of a large air space of the municipality. The mayor wants to build the municipal building shopping center, some people want it to become a park, others propose to sell it to interested individuals and with the money to renovate and expand the City Hall, some like to stay etc . The representative of each view is trying to justify his selection.

The narrative. It can serve as a tool for creating an appropriate learning environment and as a means for passing appropriate messages, perceptions, knowledge, values, behaviours can be organized several activities related to the narrative, where what is sought at a time. For example, call the school and modern folk narrators, narration free from the children and the teacher (dreams, movies, books contents, incidents of everyday life, etc.) narrative stories, or even designing a Project (e.g. . recorded narratives from elderly compared with old photographs)

Most Centers Employment of People with Disabilities students engaged in productive work and most of the revenue paid to them. Even though the programme exists it is enriched with socialization activities aimed at maintaining and further developing the life skills learned in the program of vocational training. It combines exercise in working with growing autonomy, taking care of the specific needs of adults with mental retardation.

The training is part of an educational process that aims to integrate the person in a community. The objective of all educational activities is to lead the student to the greatest possible autonomy. To prepare him so that he could take care of himself, to travel alone, be able to work in jobs that suit him, to know his rights and obligations. And if the problems are big, the program will help. Then should have less support from the family in the future. It would prepare him to live and work in dignity in a protected environment. The main areas of activity in life skills are:

Yourself: an exercise in personal hygiene and getting dressed

Household Cooking: exercise in preparation of simple foods and beverages, knowledge of food, cleaning, serving, using kitchen appliances.

Traffic Education: performance in orientation, the use of public transport, buying from shops, paying bills, using of services (mail, bank)

Maintenance of school knowledge: maintaining knowledge in reading, writing and numeracy activities which are integrated organically to the rest of the program (buying and selling operating a booth during breaks, using the internal mail edition student magazine, etc.)

Social subjects: basic concepts and develop social skills in areas such as traffic hazards in the home, body hygiene, sex education, etc.

Training of communication skills: developing skills in communication and social interaction through small groups and meetings and active involvement of students in the operation of the Laboratory

Outside entertainment: events such as excursions, trips, visits to theatres and cinemas, and dinners, all tailored to age needs of our students, giving the opportunity to practice social skills.

Theatre Project: a systematic development of imagination and mimetic skills.

Workout: exercise sports games and sports, athletics.

Social Work service

Also, in all structures there is a Social Work service which is provided by the expert (Social Worker) to one or more persons to address the difficulties encountered in the context of individual or collective life. Methods of Social Work are to be applied three (3):

Social Work with People: The main objective is to make available to the customer all the possible solutions to this issue stating that employs him.

Social Work with Groups: applies to a group of people who are more than two, to maintain contact with each other, and have recognized at least one common feature and are seeking at least one common goal.

Social Work with Community: The objectives may be general and specific. Usually related information to all community members about existing social services, their usage rights for the process of accessing them, etc.

Generally in all structures, to have a greater productivity in laboratories, the method of group work is a form of collaborative learning in order to develop knowledge of learners, basic skills (e.g. communication skills, collaboration skills, critical thinking skills) and behaviour. The ability to participate effectively in the work of a group regarded as a desirable employability skill and should be

considered as part of the educational experience of each individual. Many people enjoy the teamwork interactions with other students, work together to solve problems and exchange ideas. Having people with special needs in a workgroup, can enhance a sense of comradeship and teamwork, where everyone works together to find solutions for their needs. Here are some Facilitation Strategies. These should include an assessment of:

- Natural environment, arranging the room so that all students can see each other
- Discuss with students the various skills involved in successful teamwork
- The staff should provide support to encourage the development of managerial skills in group
- People with disabilities should be able to organize people who support them during the working group. The team should be sensitive and supportive of these requirements
- Encourage all learners to organize their work plans, schedules and deadlines as part of their evaluation
- Encourage students to report any problems to avoid any early failures of the target group
- Establish clear procedures for reporting to groups and individuals to be aware when they can not solve a problem by themselves
- Do not allow groups to make choices for their members, where necessary, assign you to groups of students
- Communication of clear instructions to state the expectations of the education of the participants in teamwork
- Ensure that they understand their responsibilities as a team, both with the team and for themselves
- Confirmation that all team members are unsure of their role in group
- Either assign specific roles or let students choose
- Changing the team members periodically
- Consider whether there is bias with sensitivity, strong and fast
- Change the nature of the arrangements needed for the working group
- Presentations: give good guidance to students and give them clear rules and criteria to be evaluated, e.g. presentations, poster presentations, PowerPoint, special assessments

- Upon completion, ask students how they solved any problems
- Ask students to evaluate what they learned from working in a team
- Ask students to identify any transferable skills they have developed as a result of teamwork.
- Ask students to identify new subject specific knowledge gained through work in a team

Finally, it should be noted that education is not only a learning but also a psychological process that is why trainers should fulfil the role of the educator - psychologist, and be good advisors and good animators. Consultative is the approach of the trainer which provides psychological help and support to students or parents of students to meet their needs .No psychoanalysis is necessary but a psychological help to them .. The advisory and consultancy skills seek to strengthen the mental health of people with disabilities, reduce stress, address the problem realistically, gain confidence, develop positive attitudes towards other people which will strengthen the perception of personal value.

In counselling we can distinguish three forms of communication:

- non-reflective counselling,
- transitional counselling,
- reflecting the Advisory.

The reflective counselling refers to a symmetrical vertical communication. The transitional advisory follows the model of the mediator that is, requesting advice assumes some accountability through the consultative process, so that he can act as an adviser himself from himself.

Unlike the reflective counselling involves a more symmetrical structure parallel communication in which both the consultant and by consulting the can change roles depending on the situation. Usually, teachers use the ignorance most often non-reflective process.

The teacher because of daily contact with the student and frequent contact with his family can develop a meaningful relationship with them, gain their trust, support them psychologically and provide invaluable assistance. A basic condition for this is: a) have knowledge and skills of counselling, b) it should be based on some principles of cooperation with parents.

The "Home Help" program

The **"Home Help"** program is one of the most important social programs funded by the state and the European Social Fund and aims to provide an organized and systematic care for the elderly and the disabled. The program aims to provide primary care (counselling and psychological support, nursing care and family assistance) to individuals in their personal space, which need assistance in their

daily lives by ensuring their dignity and well-being. The "Home Help" program targets the poor, the elderly, the uninsured, the disabled and lonely people or the abandoned. General Secretariat for Research and Technology Directorate Technology operational programme for research and technology Measure 2.3: Technology Transfer and Innovation Special Action Technologies Development Support People with Special Needs

a. Purpose and objectives of the Special Action

This action is the transfer and the development of innovation in the area of Assistive Technology for people with Disabilities. This invitation aims at creating and supporting a framework with a special Greek interest in the application areas of Information Technology and Telecommunications for People with Disabilities, to promote the principles of "Design for All» (Design for all) and "Single Access »(Universal Accessibility) and increase the competitiveness of national industry in the context of the emerging" Information Society

b. Technological Special Areas of Activity

Access to information: access to the web (world wide web). Alternative interaction techniques and supporting tools. Support quality information, usability and anthropocentric design.

Access to the environment: assisted mobility. Move, transport, check of the surrounding area.

Interpersonal communication: communication speech and language technologies for the disabled. Interpersonal communication systems. Contact with non-natural languages.

Support to the work environment: Office Automation for the disabled. Long distance work for the disabled people.

The “**autonomous Living condition**” is a modern policy for disabled people, which is widespread in most European countries. In Greece it is still in its infant stage. It is worth mentioning that many people with disabilities remain isolated at home without the opportunity to participate in various educational and other programs.

Structures able to bear the burden of living services are identified as follows:

Direct Payments or "Direct Payments"

These are programs that flourish in local government in European countries and aim at people with disabilities by providing individual service packages by depositing money directly into bank

accounts so that the disabled can "buy" services that they choose from the provider they choose in a free market for services / goods.



Autonomous home living

Home Help or Help at Home

These multidisciplinary teams rating health care professionals (sociologists, social workers, cleaning crews, etc.) undertaken to support the beneficiaries of services in the area where they live. The issue of accessibility for disabled people is very important in order to integrate those people into society. The situation in Greece, particularly in Athens, has improved significantly after the Olympic Games:

The majority of special agencies for Handicapped tourists know that the Acropolis, the Archaeological Museum, the Metro and the airport can be reached. The European Union has already begun the process of creating the European Accessibility Label, which will be given to destinations and facilities to meet the relevant requirements under certain rules and standards. Destinations and facilities that will bring the European Accessibility Label will have a significant competitive advantage over others.

Creating Accessible Destinations and Facilities based on the 'Accessibility Plan'. This plan includes the necessary actions in order to make the environment accessible. The compilation and execution control based on the accessibility of the area to identify the current situation and the planning and programming with an economically viable manner and time possible. It also includes a management mechanism, able to adapt to constant changes in planning or changes to facilities and services to make up our country a tourist destination for disabled people too. The active involvement of the citizens in the whole course is very important to ensure the success of this plan.

3.3. EXPERIENCE OF TEACHERS FROM LARNACA IN CYPRUS ADULT LEARNING CENTERS

The Adult Education Centres of the Ministry of Education and Culture organize one of the most important and popular programmes of general adult education in Cyprus. Their aims and objectives are to keep pace with various developmental policies on adult education and the wider objectives of the Ministry of Education and Culture on lifelong learning.

In the Larnaca-Famagusta district, where I have the responsibility of organizing and managing this programme, four hundred and fifty (450) groups will be organized for the school year 2009-2010. These groups will consist of approximately six thousand (6000) members attending fifty five (55) various interdisciplinary subjects taught by around one hundred and eighty (180) educators. Classes will be offered in twenty four (24) ninety (90) minutes' sessions and will cover the period between November 2009 and May 2010. The premises and labs of public primary, secondary and secondary technical education are used for the purposes of the Adult Education Centres occasionally in morning hours, while the majority of classes are offered in the afternoon or evening hours.

The most popular subjects are:

- Greek language for foreigners living and working in Cyprus
- English and Russian languages as well as other foreign languages
- » Information and Communication Technologies
- Painting, arts and crafts, pottery and woodcrafting
- Cypriot, Greek and Latin-American dancing lessons
- Cooking and pastry making

The tuition fees for each individual subject is only €50 for courses of general interest and €60 for Information and Communication Technologies for the whole period of classes. This is a symbolic sum, as the tuition fees cover approximately only 20% of the total cost of the programme. The rest 80% of the cost is covered by the Ministry of Education and Culture as a social measure of providing access to lifelong learning opportunities to all citizens of the Republic of Cyprus aged 15 and above.

One quarter (1/4) of the total number of the six thousand (6000) members of the Adult Education Centres, attend the classes free of charge. These members belong to the following categories:

- Adults over 65 years of age
- Greek-Cypriots wishing to learn the Turkish language
- Turkish-Cypriots wishing to learn the Greek language
- Adult political refugees, asylum seekers and repatriated Cypriots as well as their children wishing to learn the Greek language
- Adults in daily care homes, elderly homes, the state prison as well as other institutions for mentally sick and handicapped people

Evidently, the various interdisciplinary subjects offered by the Adult Education Centres as well as the big number of adults attending them show that the institution is widely spread and favoured by adult learners in Cyprus, satisfying both their needs and interests in terms of personal, professional and social development.

3.4. PRESENTATION OF THE ACTIVITIES IN DAY SOCIAL CARE CENTRE “GODA”

Siauliai city municipality day social care centre “Goda” - the day social care institution, attended by the persons with mental disabilities. The centre was founded in 1991, on the initiative of families with disabled children. At the same time, the Centre can go to 60 clients. In the centre are available daily, weekly and short-term social care and socio-cultural services. Centre's clients have access to the special transportation service.



The main aim - to develop self-sufficiency of visitors, facilitate their self-expression, creativity and initiative, to create a safe and comfortable environment for improving their quality of life and in social integration.

The institution has eight groups (from six to ten people), which allows the human self-sufficiency skills and disability level of difficulty. Labor, social and domestic, sanitary skills are educated. Looking for new ideas and developing, applying new methodological tools workers encourage youth creativity and independence in daily group activities. Events, festivals, tours are organizing in the centre, thus enabling the understanding of the surrounding environment and communicate with others, to present their daily performance. Organizing our work and more effectively result, are applied team, individual and group work methods. Individual work-method is oriented to each young person as an individual, across the spectrum of challenges it faces in its independence and promoting self-confidence and dealing with his issues. When a change is in client behavior, deteriorating health, or have other questions related to the client's environment - called a team meeting. The team consists of a group of social workers, the client's parents or guardians and the client, if he is capable. During the meeting are discussed, solved the urgent and pressing issues. Using a group approach trying to create a productive learning, employment, communication and collaboration environment in groups. This approach focuses on working group activities which take place according to clients' level of skills: some felts, other embroiders, knits or folds of the paper and so on.

Centre activities: art studio, theater and dance studio, music studio, "Color Music" orchestra, sports and fitness room, wood work and ceramics workshops, computer class.

Art Studio - a place where clients can realise and materialise all their fantasies, thoughts and ideas. With the help of creativity motivating atmosphere and variety of art means the clients' self realisation need is being fostered and nourished. The possibility to express feelings and verbalise them is very important to the disabled person. It enables to understand the environment better and find a private space in it. Our client's paintings are exhibited in the centre, galleries, events. The exhibitions are organized. Together with the learners we are actively participating in international art symposiums, workshops.



Theatre studio activity comprises the co-ordination of movement and dance elements while creating plays. Music studio - it's a good opportunity for the client to enter into the artistic life of centre – to the beautiful, colorful and fun world of music, there is enough space for self-expression, understanding and creative identities. We participate in various competitions, events and festivals. In 1998 created a national Lithuania "Color Music Orchestra", there play group of persons from centre "Goda". In this orchestra play musicians with disabilities from the Netherlands, Latvia, Lithuania, Poland, Hungary, Belgium and England.



Centre has gym and fitness room for physical education and physical health improvement. In the gym a coach guides individual and group curative exercises. In the body-builder hall you can exercise with various trainers. Physical activity helps strengthen muscles, improve balance and movement coordination, corrects

posture enhances health. Youths gladly go to a swimming-pool in the school near the centre. There they learn to swim. In the center are keep going fitness and sporting events.

Ceramics Studio - a studio where clients try to know about the history of ceramic, its' technology and various techniques. All goods are hand made and therefore unique. In the ceramic studio the imagination is being trained, clients' creative powers are being revealed, also self-confidence and desire to create is being motivated. Young people exhibit their piece of work in exhibitions, participates in various fairs and festivals.



From 2010 in the centre is active the client's council, whose main goal is to organize events and the centre's newspaper. Members of the Council shall meet, elect responsible individuals, consulted. Once a month the center release newspaper covering all the news.

There is an independent living flat near the Centre. Contemporary social care is provided to mentally disabled youths. They have no parents, no other home, unable to produce food, dispose of the money. Living in independent living flat, they learn the social and daily living skills, and preparing to live independently. Clients can live in the flat not longer than 4 years, and then is decided is he able to live independently, or maybe care will continue requiring assistance. Some of the young people accommodated in residential care, others receive an apartment and goes to live independently. Young people came out to live self-sufficiently good handling at home, they need only minimal assistance of a social worker.

Centre "Goda" actively communicate and collaborate with other centers, institutions, organizations disabilities in joint events, festivals, sharing experience with colleagues. Every year, held an open day for parents of children with disabilities, our friends, prospective clients and the public. Since 2007, the centre "Goda" is recognized as a methodological centre for social work, and therefore has the right to organize seminars and training for other Lithuanian institutions and social workers. For several years, Centre actively participates in international Grundtvig learning partnership projects, Nordplus Adult Mobility program. Center maintains close contacts with foreign partners from the Netherlands, Germany, Hungary, Cyprus, Sweden, Italy, Greece and others. It aims to expand cross-

cultural understanding, to learn more about other countries' experience in working with mentally impaired persons.

3.4.1. WORKING WITH PAPER IN ART STUDIO

Art Studio activities can be divided into four parts. These include:

- Working with paper
- Work on paper

That is traditional art techniques and the nature of work and measures such as that required painting, drawing, graphics and so on.

- Working without paper

There are works through a variety of materials: wood, wool, plaster, fabric, yarn, sand, natural materials, plants, plastic, wire, wax, glass, linoleum, ceramic tiles and others creating of decorative objects, sculptures, clothing and scenery for performances.

- Working with a computer, camera, video camera.

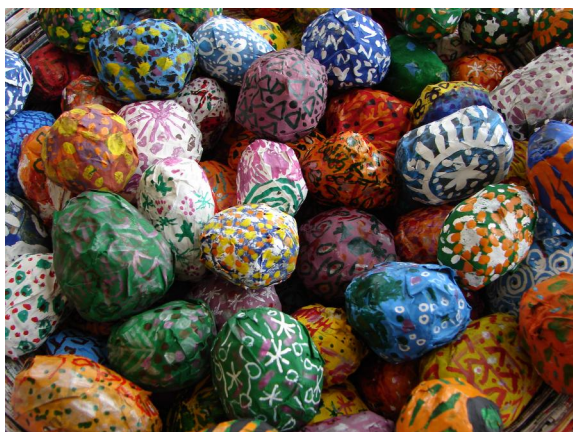
A favorite are portrait photo sessions, photos, newspapers reports from trips, plasticine animations short videos and others.



The most popular and most clients' favorite work of art studio - working with the paper. Paper - the most important creative tool, a basic element of creation. Much attention is paid to the concept of providing a disabled stock, and its properties, introducing the paper - making process and its components. It is true today to draw attention to the repeated use of paper, contributing to clients' environmental attitude formation.

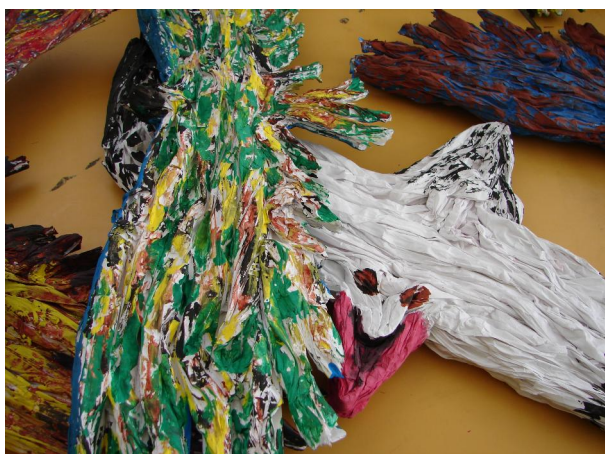
Who will be exposed to art studio, usually prefer and offers ideas for their own clients. Each client is encouraged to engage in the creative process, not only in art studio, but also in everyday environments. Eg.: clients found that their homes accumulate a lot of newspapers, magazines and all kinds of promotional leaflets and publications. Is it possible to use the paper in arts studio work? Of course, you can. Creatively working social worker must be able to deploy this idea at their work with clients. Considering the fact that a disabled person wants to be a very important and useful, given its mission to collect newspapers and advertising flyers and bring to the art studio, take it to the great joy and enthusiasm. Already in the collection of newspaper and leaflets advertising their feelings and thoughts to the future design of creative work or process. This is a great way to tie the work in art studio with daily life and then the art itself is no longer a tedious lesson but the creative and reality process. Crush, tear, cut - often very specific steps to master the

persons with intellectual disabilities, so it is appropriate to the skills used in practice. A person with severe disabilities find themselves making the same things as other people around - he may and is pleased. This encourages new ways of learning by observing and copying others, of clients with easier disabilities.



Crumpling of paper - it is like an intuitive first step which requires a little knowledge, but it is a great way to express emotions and reduce stress. Crumpled paper can be used as an object this covers the content of the material from which the object is formed by volume. Subsequently, the objects can be glued with paper, colored, etc. The simplest object - Easter egg.

Crumpling soiled paper glue stick to tactile details of the extraction of various structures. The work can diversify crumpling combination of different thickness and texture of paper. The picture provides a collection of birds.



Paper ripping – is the most commonly used technique to carry out mass or weight of paper and paperboard production. Torn pieces of paper or newspaper are soaking until become soft, in the presence of adhesive, and well mixed (mixing) with an electric blender; the resulting mass is formed from paper. During this process, carried out in elementary, simple steps you can make being every human. In particular, this activity is suitable for clients with severe disabilities, who like

to hang with a spoon, mix, high pressure and so on. Paper pulp turn into a creative process is simple or work with an electric mixer teach the person new skills.



Paper cutting - using for practical objects creation. It is important to teach clients to cut a straight line. For these activities are used color promotional flyers and magazines, which are affordable prints to the disabled person, which he likes to flip through, examine the pictures and then cut. You can teach clients to use the paper cutter. Cutting to pienes, folding and gluing strips, you can get a specific form of relying result of chance. For example to make the dish, which is no longer necessary to color. Products that can be used at home, it can be lacquered.



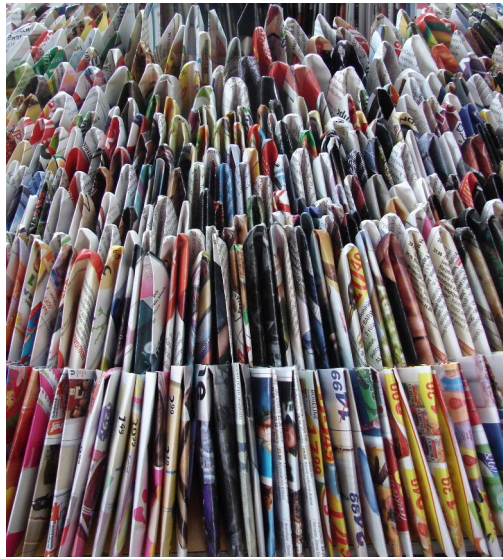
Large-scale development sites. Educating clients creativity can be taught to perform other manipulations with paper. By turning on a stick or rod advertising sheets, may be formed of varying length and width of the columns. From made of paper tubes should create the form they jointing, knotting, gluing or fixing with furniture gun. Larger object can be used to create multiple

different bases or wooden frame or format for the extraction of construction. All of these actions make a person feel omnipotent creator, raise self-esteem and self-expression needs.



Complex lines cut. Cut winding and a broken line to create object silhouette is not simple. This activity encourages clients to use the entire life experience, which may help to predict the structural moments: how to cut, how to glue as needed to consolidate, to obtain a stable figure in the stand.

Complex folding. Triangular folding technique is used. In the paper collapsible triangular, variously making organize and received different forms of objects. Different shapes of triangles storing poking methods require the person to concentrate and memorise its logical sequence in order to reach poking again in the same way. Fairly difficult for client is to compose designed to form the overall composition and to come up with ways of fixing or gluing. Therefore, it is appropriate to share the work according to ability (one hinge, or placing, other pin, the third composer, etc.). Work must be collective, so it is important to agree to co-makers on the final form of the object or idea.



The weave of the paper. This is one of the newest ways of working with paper. Need to cut paper or newspaper. The resulting strips should be folded so as to get along “wand”. During this operation is used rule, which requires extremely high concentration and skill. In separate tubes, are accompanied by practical use items, then which can be used at home, they are stained with special paint or varnish.

3.4.2. MUSIC STUDIO. “COLOR MUSIC” METHOD

All Day social care centre “Goda” clients have various activities in center music studio. Music studio’s aim - to provide more opportunities for clients to experience a musical work, to meet the emotional and creative needs in day social care centre "Goda". In Music studio should be more professional musical instruments that everyone came to play with wanted and could choose the appropriate instrument itself. It is important that everyone feel safe, relaxed and could create the music freely, express emotions in music studio. We recommend offering for clients the widest possible range of music genres and color, that they will be interested. Work in music studio could be individual and with group of clients. Program is awarded according to client’s abilities and level of independence working individually or with groups. The opinion of the disabled is very important awarding these programs. Work in the music studio is different: going to music lessons in groups of clients, "Color of Music" orchestra rehearsals, additional music classes for the most musical persons.

Music lessons - a range of activities covering all musical activities, which use elements of music therapy. A variety of tonal percussion, rhythm, strings and keyboards, microphones are used. It is important that each could choose an instrument, what he wants to help him express a particular emotion or state, to provide an opportunity to hear the favorite sound. Certain frequency of sound produced by handicapped harmonizes the personality and skills needed to teach play with a musical instrument.



Advanced music lessons are appointed to the most musical clients who wish to obtain more information or further to develop musical skills. It is important to note skills of individual with

disabilities in time: one loves to sing, another to play a certain instrument. Usually such clients add a lot of effort to achieve good results. They are invited to play instrumental or girl's ensembles or the individual vocal lessons are carried. Currently, at instrumental ensemble are playing 10 clients. Rehearsals take place once a week for two hours. Seven young girls are singing in ensemble and classes are held once a week. Vocal classes with soloists are held two to four times a week and take about an hour.



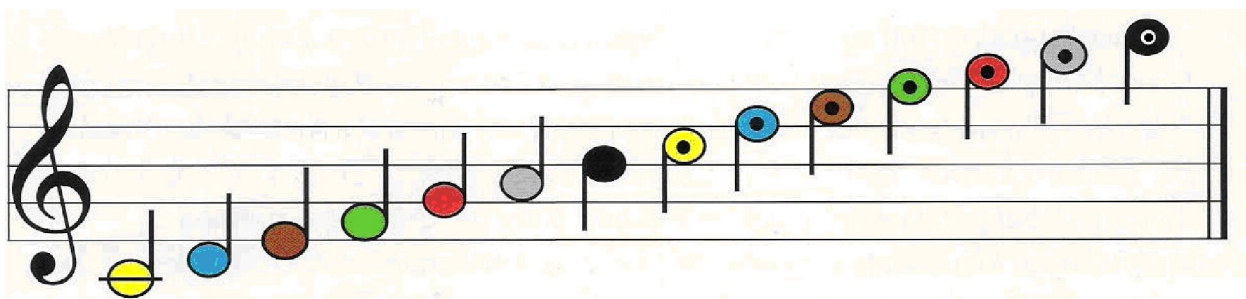
Musicians, capable of concentrating and willing to be members of the orchestra are playing in “Color Music” orchestra. Not every disabled person can play in the orchestra, because it requires significant effort to learning a musical note, a serious responsibility and resolve in attending rehearsals. Orchestra of young people has the opportunity to develop an ear for music, develop a sense of rhythm and musical memory, to gain experience in concerts.

Constantly rehearsing the skills are very useful for the disabled in daily life: the acquired accuracy, patience, responsibility, independent decision making, ability working as a team and take responsibility for each step as a disabled person develops a personality. Each musician individually is adapted to the musical party that are tried to write as simply as possible and they can understand. Now are playing 22 clients of the centre in “Color Music” orchestra. Two-hour rehearsals are held twice a week. Using the method of color music orchestra is playing different music.

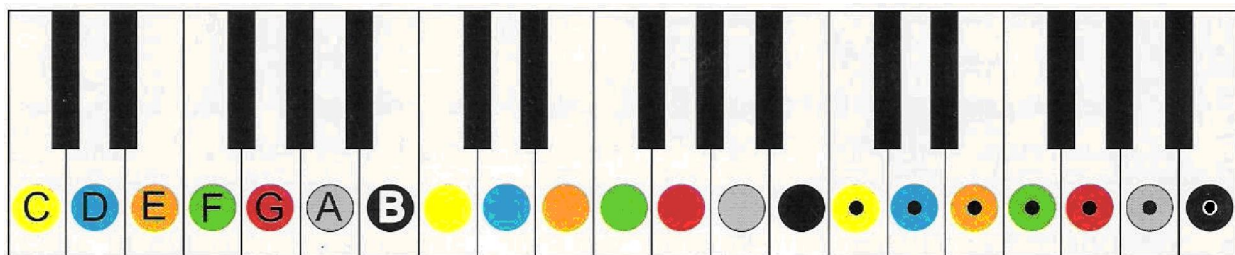
”Color Music” orchestra uses a method of color music. With this method the color is used to mark the usual available for notes. To make it easier to play, we color the notes. Working with disabled people is used this coloring sheet music system:

do - yellow
re - blue
mi - brown

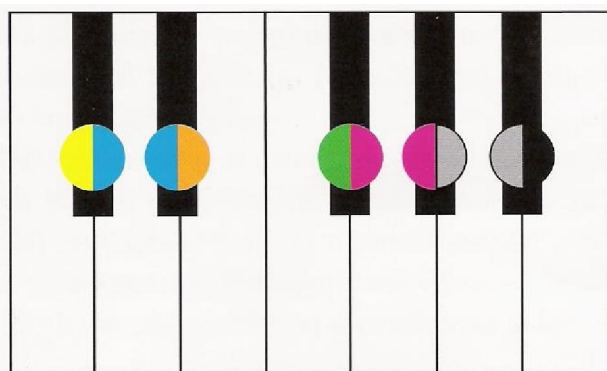
fa - green
sol - red
la - grey
si - black



To indicate the keys and tools with color is very convenient. You can designate the piano, accordion, melodic, synthesizer, organ keys. Instruments without keys: fife, kankles, guitar, glockenspiel, xylophone, may also be marked in the same way.



The keyboard has a lot of black keys, so they also need to be noted with the colors. It is raised (sharp) and truncated (flat) notes, which are identified by the following colors:



do sharp and re flat - yellow / blue

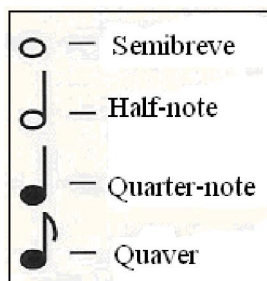
re sharp and mi flat - blue / green

fa sharp and sol flat - green / red

sol sharp and lia flat - red / gray

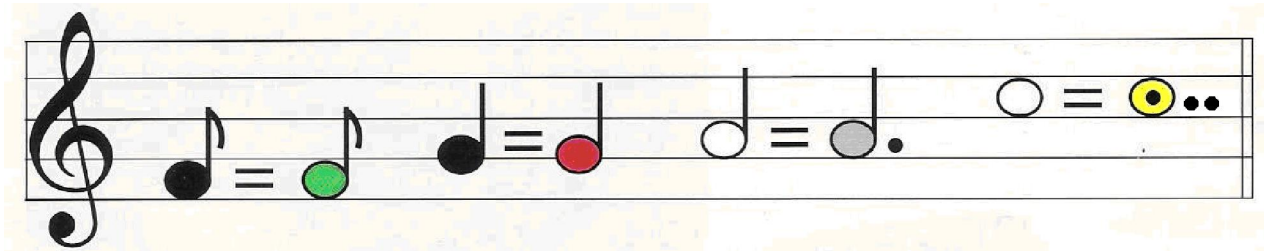
lia sharp and si flat - gray / black

Each note has its own length. People with disabilities easily facilitate the delivery of the hearing.



Writing scores are intended to dispense with a hint of key lengths with the most common color. Then is colored a quarterly or half note, there are some problems, because they visually look the same, so in a half note,

select the length. You can come up with other ways of writing that would be easier to understand people. One of the options available is as follows:



Score should be written in all the relevant musical symbols. Over the course of these (eg, repetition mark a pause, the League, minor, maggiore, stroke and other musical markings) musicians are intended to learn.

You can begin to play music then familiar with a hint of color. Color scores, color palette, bearing tool with colored notes. All looks so playful and seductive! This is an opportunity for disabled people to express themselves. Teaching the disabled to understand and apply the method of musical colors, the manager must have a lot of patience. In particular, people with disabilities is good for the colors in order to understand the essence of this training and separate notes. People with disabilities are able to learn quickly and play well having payments for the notes and lyrics.

If disabled people want to take part in musical life, it will depend on the choice of repertoire. It must be very diverse, funny, emotional, lyrical, etc. It is necessary to play classical pieces, because, as practice shows, the music is entrancing sound of all their consistency, clarity and precision. Every playing person has his favorite song.

Sometimes you have a long time to learn a new song, but it never establishes on the team. It is better to boldly refuse not liked for disabled musicians work, and not regret wasted time, because it is a creative process. The reasons for which do not want work, can be high: a complex melody, arrangement, text, rhythm and so on. The best advisers in the search process are always the same musicians. They very clearly express their wishes and desires, because they know what they want to play or sing.

Gifted musicians are certainly not all, but everyone can find their place in the orchestra. Even though only one note played in the right place, it is very important for the whole orchestra playing.

3.4.3. DEVELOPMENT OF CREATIVITY THROUGH VARIOUS TECHNIQUES OF CERAMIC

Centre “Goda” visitors have access to the pottery history, technology and different techniques in studio of ceramic. There are schooled imagination, disclosures creative power of client, intended to promote self-confidence and desire to create. Created crafts can be used at home or as a decoration of the interior fittings.



Ceramic measure - clay, especially for the benefit of small motility. Kneading, rolling, pinching, molding are trained hands. Of course, educating motility from childhood also develop language and thinking. Modeling itself develops sensory motility: eye and hand coordination is educated. Assisted to understand the objects, as objects, their forms, analyzing all the details develops imagination. These activities are useful to help clients manage their emotions. The studio's environment is a comfortable, safe, and it helps to create a positive climate, emotional comfort, self-service and self-expression.

Organizing activities ceramic studio clients work in groups or individually. The work is based on the principle of parallelism (the complexity of the sampling, recovery, etc). There are used the interpretation of visual, annotation, display methods. The diversity of approaches makes lessons more interesting, helps to absorb the technique of the product, provides certain knowledge.

Complexity of work is combined to the opportunities of customers. Therefore, commonly are used techniques of twine, mites and leaf formation rolling clay.

Rope technique - such a modeling approach, where the ropes are formed from clay and molded with each other. It is produced in all shapes and sizes of products.



With "Mites" modeling method you should have form a coin - like clay pancakes and bonded with them. First made beads to facilitate client. Compression of the "mites" and sticking to one another to form various shaped silhouettes products. This method is generally applicable to the manufacture of pot.



Clay crafts sheet formed by rubbing a sheet of clay already rolled making the desired product. This modeling method is suitable for clients with various disabilities. If anyone is

struggling to make a three-dimensional piece of work, it can simply carved or embossed patterns on rolled sheet and so to make a picture.



The products are decorated by providing them with relief: holes, hyphens, plants and animals motives, further details of EVRA, decorating with stamps. Young people will be happy to meet barbotine technique. Other colors of clay layer are undiluted on molded product and desired pattern motif is inscribed. At daily Centre ceramic studio mixed glazing techniques are applied.



In ceramic workshops especially is a great opportunity for visitors to close the way of self-expression, because it helps a silent and safe to express thoughts and emotions through works.

3.4.4. DEVELOPMENT OF PERFORMANCE STAGES IN THEATRE STUDIO



Theatre studio's aim is to study theatre attendance at day care centre to meet client's needs and to give expression to the theatrical expression of a way of originating ideas, expressing their emotions in motion. Our Theatre Studio has been around for 16 years. The first performance was well-known story, and now clients of a script for yourself. It is mostly miniatures, which are capable of here and now, a story to share roles and find a suitable place and role of more severe disabilities who are friends.

At theatre studio's course dances are very liked, so clients are happy to learn the dance step, patiently analyze the video materials of dance lessons and they are self-watching popular TV dance projects. They often bring themselves to the pursuit of the movements they liked, demonstrate, include to dance's composition. Line and groups dances allows clients to achieve quick results, because for some people is hard to remember the dance steps. During these dances, it is possible to see the dancing friend alongside, so it's easier dancing quite complex dance choreography. Each year, the studio creates a theatrical performance, a dance program and a Christmas play.



Creating Performance is a collective work where each member of the Theatre Studies is an active developer, involved in all stages of development performance.

Performance's stages:

1. *Searching ideas, performance conceptualization.* At that moment clients currently offer a variety of themes, stories about real or imaginary events. They tell us what they want to play and which parts could play. They often suggest using one or the other before played miniature or liked individual movements.
2. *Searching performance scenes, excerpts.* Each participant is asked what he would be willing and able to play. It thus future performance scenes manipulation of various objects played various musical instruments, singing or dancing.



3. *Visualization of ideas and form a view of all ideas* of visual perception. Clients demonstrate their invented situations playing them through other clients.
4. *Connectivity.* With a lot of information movements and compositions is the combination of parts. Trying to find a connection with what is possible and what relates to what fits. It is purified by a common idea of the play. Play's script is created with the formed idea, but the script often changes during the rehearsal and transformation of new ideas because are put forward for ways of expression.

5. *Performance's sound design.* In particular, the existing volume is exploited and it is a single cell or a dance musical based on singing. Other parts of the music are selected and assembled.

6. *Performance as an independent work of rehearsals.* At this stage the movement is organized in space. Search begins: the presence of the actors on stage, their input, output, and place the necessary facilities are arranged sequence. The play's actors are distributed roles and responsibilities, who, what and at what time take, move, be prepared for the scene outside.

7. *Searching performance's title.* These are held periodically, most of the performance development time. Clients are offering the names and they are all recorded. Subsequently, the time is devoted to discussing the proposed names. The play's name shall be elected by final vote in the light of what is most suitable for performing an emotion or idea.



8. *Creating decorations and clothing.* Some performances are limited to minimum, the decorations are objects and objects that are used to playing. In others, especially those that deliver in center hall, we produce a lot of scenery, and comprising an area where the audience sits. They are immersed in the process too. Participants meet clothes themselves at the play, they bring with them different clothes and show how they want to look at the performance. Participants may bring clothes from home or choose from the available theater-in closets. We transforming appropriate clothing and accessories in the art studio.

CONCLUSIONS

All people are different and each with a different experience. The project “With more eyes we can see better” provided the opportunity communicating with project partners to adopt the best practices and knowledge. Established trust between the project partners, inter-cultural awareness, increased social workers' and teachers' professional competence - one of the main results in the sharing of experiences.

Thank you to everyone who was open and shared their experiences with others. This publication is important and may be useful not only for working with disabilities, but also for students and anyone else who intends to work with people with special needs.

Good luck to everyone.