count me in²

Methodology Handbook

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Preface

"I wrote this when the sky was still serene.
When blossoming boughs beautified the earth.
When mankind laboured like the humble ants,
When spirit soared, and hands were hard at work,
The thoughtful mind alive, the heart in hopes,
When peace could dry her tired brow at last,
Presenting that most glorious reward,
The happiness of man, her noble aim.
All nature celebrated, everything
Benign or beautiful, came out to feast."

Prologue by Mihály Vörösmarty
Translated by Peter Zollmann

I would like to begin my recommendation of this publication, with the first lines of the poem *Prologue* by the great Hungarian poet Mihály Vörösmarty. I think that it shows what it takes to make people satisfied, namely hard work and human effort. The experience, that hard work will eventually produce the deserved fruits, is important for everyone and we cannot leave people with disabilities behind.

This is exactly what the partnership *Count me in Too!* (CMI2) is about: The aim is to develop a simple and freely downloadable application-creation tool for anyone involved in the training of people with disabilities. This application should help employees with learning and intellectual disabilities to work independently. Through its simple, task-oriented and customizable design it should have tremendous impact! The CMI2 partnership is of the opinion that no one should be excluded from education or employment and thus, the products of the project represent an essential tool for all European Union countries.
I have personally known the Hungarian member organization of the CMI2 partnership for a long time. The Symbiosis Foundation in Miskolc in Northern Hungary has been working as a non-profit organization for people with learning disabilities and autism since 1999, where they provide day care, residential care, special transportation, employment, leisure and therapeutic activities for young people.

With their initiative and my personal support, involving state, ecclesiastical and civil partners we established The Equal Opportunities and Rehabilitation Employment Council in Miskolc on May 11, 2015. Since its foundation, it has been successfully supporting employment programs for people with disabilities. To my great pleasure their work is expanding as good practice: Recently professional forums in Győr and Budapest have been held so that similar initiatives can be created in other cities.

I am very pleased and excited to present this publication to you. It not only includes descriptions of the educational methodologies proposed by the app-creation tool with associated eLearning modules and training curriculum created by the partners of the project, but also reports on the results of the project.

One of the main messages of the project and the publication itself, next to the practical use of the developed products, is that the everyday distribution of different forms of tools of information is essential. Applications that differ in their form of transfer of communication from the mainstream have to be more prominent to include disabled people.

I hope that this publication will have practical benefits and will spread the message, that the everyday life of disabled people can be made easier through modern technology

Let your hands fight, your heart hope and our world will celebrate.

Ádám Kósa

Member of the European Parliament

(Also, First Deaf Member of the European Parliament using sign language to communicate)

Introduction

Elderberry AB, Sweden
Author: David Powell

Count me In Too! takes its starting point with the need to include people who are more specifically disadvantaged because of certain physical, social and individual learning disabilities. The present-day labour market in Europe calls for constant updating of knowledge and professional skills and the European Union states that lifelong learning is essential for everyone. It is therefore of great relevance to study and discuss the efforts made in improving the vocational education and training for people with special needs, such as people with autism, ADHD, Asperger's syndrome and learning disabilities.

CMI2 has developed several innovative products with the aim of integrating people with special needs into the workforce and aiding trainers of special needs in this task. An ultra-simple App creation tool enables managers, supervisors, mentors and job coaches to create simple 'task based Apps' that will empower workers and trainees with learning disabilities to work more independently.

Tasks such as: Ready to go to work - Simulation of Job Interview; Public Transport, Handicrafts - Making Paper Puppets, Professional skills - How to Work the Cash Register; Paper Bag; Book Binding; How to Make a Chicken Bacon Sandwich, Social competences - How to Greet Visitors/Customers, Everyday skills - How to Use a Washing Machine; Muscle Relaxation; Time for BreakfApp are covered.

Each App is complimented by a quest-based eLearning aimed at helping trainers use the App or create their own (http://www.cmi2elearning.eu). By combining the newly designed App creation tool and eLearning with the already established VETPRO training courses (http://www.eucourses.eu/en/courses-available/count-me-in) the usability and accessibility of the Apps in many more EU countries will be increased.

Training Methodology

Elderberry AB, Sweden

Author: David Powell

This pedagogical framework for CMI2 is based upon the development of training programs for people with special needs at each partner institution and the established Count Me In training course for trainers of persons with special needs (http://www.eucourses.eu/en/courses-available/count-me-in). The framework is closely related to the possibility of offering ECVET (EU Vocational Education Training) credit to the professional training and a training curriculum is provided via the CMI2 website.

The training course material includes training methodologies for special needs through the cultural sector to be found in a "Good Practice Publication" created in the "Count Me In" project, which highlights associated pedagogies throughout Europe (http.//www.count-me-in.eu).

The content for the Apps is supported closely with on-line eLearning material (http://www.cmi2elearning.eu). The material is "quest-based" and explains how to use the App and/or create your own App by following a standard flow where the trainer answers the following questions:

Introduction (What is this about?)
Task (What do you want the learners to do and why?)
Process (How do you want them to do it?)
Evaluation (How will they be evaluated?)
Conclusion (How did they do?)

The eLearning OER platform in all partner languages presents the possibility to add several more Apps and associated eLearning. The adapted training module developed within CMI2 - fits into a competences matrix built according to the EQF as a set of learning outcomes – in terms of knowledge, skills and competences/attitudes – that the trainees are expected to achieve by going through the CMI2 training. The framework is synchronised with ESQ in order to implement the EU framework at national level. Most EU countries have synchronised their national framework with EU directives; this should be standard.

Pedagogical and educational Key Competences for persons with special needs

BEST, Austria

Author: Isabel Nunes

The role special needs schools are playing in today's western societies is rapidly changing, as are our expectations for and with them. The total number of special needs schools is decreasing as time progresses and special needs professional are increasingly being integrated into the "regular" classroom. In 2009, in order to further practices of inclusion and integration, UNESCO issued policy guidelines on inclusiveness in education. The guidelines encouraged schools to become inclusive and to develop ways and means of teaching which turn differences and difficulties into assets so that all may benefit. So, inclusive schools are now actively working to better people's attitudes towards diversity and serve as a strong basis for a just, non-discriminatory society.

Many advances have been made in the training of special needs teachers regarding teaching and learning in recent times. The role and importance of special needs teachers and trainers is now recognised and is becoming increasingly broad. The increased availability of educational technology, both in quantity and quality, as well as online resources mean that both teaching staffs and learners with learning disabilities or special needs have an incredible amount of learning and teaching materials at their disposal. Consequently, teachers need to increase their competences to evaluate, choose and deploy proper educational materials from an ever-widening range of sources.

Nowadays, teaching staff for special needs need to have the competence to constantly innovate, adapt and evolve. This includes having critical, evidence-based attitudes both inside and outside of the classroom, as well as being able to speak with students professionally, knowing how and what to inquire and properly responding to the outcomes. ETUCE describes qualified teachers as being "equipped with the ability to integrate knowledge", "handle complexity", and "adapt to the needs of individual learners as well as groups". Teacher competences are built on "a concept of teaching as practice, in which theory, practice and the ability to reflect critically on one's own and others' practice illuminate each other, rather than on a concept of teaching as the acquisition of technical skills" (ETUCE, 2008).

Since teaching children or adults cannot be considered as a singular task or set of tasks, but it also involves having values and/or making assumptions about the very nature of education, learning and society, the concept of teacher competences might resonate quite differently in various contexts and settings. Arguably, the range and complexity of competences needed in the 21st century for teaching special needs persons or groups is so high that any one individual is unlikely to have all of those at once, let alone have all of them developed to the same, hopefully, high degree. Therefore, besides focusing on educational technology, it is also vital to focus attention on those competences from a team perspective.

The teachers are developing their skills and are evolving in order to cover a broad range of qualifications and competences in order to meet with people with special needs and help them evolve from being mere passive receivers of information and knowledge into independent organisers of their own knowledge, at their own level, thereby turning themselves into even more active members of society.

The App Generator can be a tremendous help in raising teachers' pedagogical and educational key competences needed in assisting special needs persons to change their way of thinking (creativity, critical thinking, decision-making, problem-solving, learning), enhance their social skills (communication, collaboration), give them tools for working (including information and communications technologies), give them skills around daily life and career and teach them about personal and social responsibility for success in working environments.

App Generator
eLearning Studios, UK
Author: Matthew Smith & Jacob Hicks

The Count Me In Too App generator is an ultra-simple App-creation tool that will enable vocational training professionals, managers, supervisors, mentors and job coaches to create simple task-based training Apps that will empower workers and trainees with learning disabilities to work more independently.

Who it's for: vocational training professionals, managers, supervisors, mentors and job coaches.

What you can create: task based Apps to walk the worker or trainee step-by-step through a series of instructions. Each step can include a video, image, text and audio. In addition to these each step can include up to 4 checkboxes to help the worker or trainee keep track of what they have completed. The Appearance of the App can be customised to change the colours as well as the font style.

What skills you need to use the generator: the App creation tool does not require advanced technical skills and has been designed to be as simple to use as possible. There is a handy tutorial inside the generator to introduce you to the features and guide you through creating your first App.

How to get started: you can register for free through the following link:

https://www.cmi2.eu/en-gb/accounts/register/

Apps generated by the partners based upon the partners own practice
CMI2 has started the ball rolling with eight partner specific Apps that will support trainees with learning disabilities to work their way through a specific task. These have been tested and used by each partner organisation.

Using the Apps in Practice

How to make Paper Puppets and How to Bind a Book

TEATR GRODZKI, Poland
Author: Magdalena Brzezińska

The Grodzki Theatre (TEATR GRODZKI) created the Apps and associated eLearning: **How to make Paper Puppets** and **How to Bind a Book**. The Theatre was established in 1999 and is a non-profit organization located in southern Poland that provides a range of artistic and educational programs to combat social exclusion for people with disability. The general program contains, amongst other things, art workshops, drama, puppetry, storytelling, computer animation, as well as fine arts. The training programs concentrate on drama education and social economy. Apart from socially excluded groups, the beneficiaries of the CMI2 training material will be: instructors, teachers, therapists, artists, volunteers and employees of NGOs, who will be able to use the material in their professional practice.

The first App **How to Make Paper Puppets** was created in response to the fact that making paper puppets is a part of drama and puppetry workshops for groups of people with learning difficulties and others threatened with social exclusion. In this case, an instructor can use the App while teaching such workshops. The already created App and the App generator will have been integrated into vocational training during training sessions, since making a paper figure can empower the users by equipping them with advantageous motor skills, self-assurance or problem-solving techniques, etc., thus promoting their autonomy and increasing their chances for employment.
The instructional video (on YouTube) and the App have been integrated into the work of Grodzki Theatre and are already established as good practices, e.g. within the framework of EU projects. The Apps have been used in Theatre and Digital Storytelling for Teaching and Training Development (http://artescommunity.eu/storytelling/) or MEDART - Methods of Education for Disadvantaged Adults Rooted in Theatre (http://www.divadlobezdomova.sk/divadlobezdomova/MEDART.html).

The Apps were tested by twelve special education teachers from Rethymno, Crete, who participated in a theatre workshop in Krakow, Poland, - organized within the Erasmus+ KA1 project. The participants were encouraged to use the puppet-making materials in their programs for disabled students and expressed their interest in so doing. It is envisaged that they will embrace the available, simple and easy-to-follow App when creating similar programs showing the multiplicity of the material.

Grodzki Theatre has also used the App during the intercultural meeting of students of two educational institutions for adults, organized by the ZIARNO Ecological and Cultural Association, where educators from Poland, Denmark, Belgium, Nepal, Canada, Greenland, Ghana, Israel and Eritrea and Costa Rica participated. For the majority of people who were introduced to puppetry as an educational or therapeutic tool, it was a completely new method of work. Almost everyone pointed to the significant potential of such activities, especially when used for combating and overcoming shyness, phobias or communication barriers, acquiring group work skills, expressing oneself, or developing motor skills. The participants also noticed the value of skills acquired by persons with various disabilities and

learning difficulties in the context of their employment: paper puppets and other paper artefacts, they said, can be made while working with children, and also for sale. Here, the participants stressed the simplicity of the technique and the low cost of materials and how the training the App can help to facilitate the process.

The original target group for the App is 18+ trainees with various learning disabilities, but it can be adopted to suit the needs of any age group, including children and senior citizens. As a consequence of using it, the trainees learn how to make a paper puppet (which can be used as a theatrical prop, a toy, an adornment, etc.), and how to do it in a skilled manner, with limited assistance. They will be able to use the App and practice the newly acquired skill, making their own artefacts or giving workshops in kindergartens, schools, etc. Using the App helps increase their IT skills and their self-confidence, leading to greater independence.

The How to Bind a Book App originated in response to the needs expressed by the Printing and Bookbinding Works, i.e. the occupational workshop that activates persons with various disabilities, which was created by the Bielsko Artistic Association Grodzki Theatre in 2004. The Works, focused on activation and social rehabilitation of workers, offer a wide range of printing and bookbinding services for various institutions and for the general public.
The Printing and Bookbinding Works, which employ 40 people with various disabilities and learning difficulties and 16 staff members, aim to make a profit, to be productive, and to help their employees in social rehabilitation. Making and binding books is one of the major tasks performed in the Works. Since this is also the task with which each employee of the Works begins their vocational activation, it is frequently taught, which justifies the creation of the App.

The original target group for the App is the 18+ employees of the Bookbinding and Printing Works, and the App is to help them make and bind a book in a skilled manner, with only limited assistance. When employees of the occupational workshop learn this craft and acquire niche skills, at the same time, their fine motor skills get improved and their autonomy increases. Hence, their self-confidence, independence and self-esteem grow.
The App also allows employees and trainees to repeat production processes and instructions over and again, which is often a time-consuming task. For example, in an interview with Ms. Beata Moskała, the Product Manager of the Bookbinding and Printing Works, a CMI2 project member learned that the App can also greatly facilitate the tasks of an instructor in the Works. If a beneficiary has a smartphone with internet access, and they are using the App, the instructor can focus on providing greater assistance to the remaining 14 or 15 employees of the Works (depending on the shift), which means that the more employees use the App, the more efficient the instructor's job is.
With the help of the App, beneficiaries can even make and bind a book outside of the professional setting if they have appropriate materials, as certain substitutes (e.g. chipboard and acrylic sheets for a press, or a punch tool and a hammer for a paper driller, or a knife for a squaring shear) make it feasible.

Symbiosis Foundation, Hungary
Author: Monika Szakacs

Symbiosis is an NGO located in North-Hungary and founded in 1999. Its mission is to improve the quality of life of people with disabilities, special regard to people with intellectual disabilities and autism. First activities of the foundation were parents' club and puppet therapy but after a while it   started permanent services like residential care or day care support. As well as providing social care, the foundation also employs people with special needs and now 70% of staff are from this group. In order to achieve success in employment it is essential to train, teach and mentor the target group and provide special personal assistance. The Paper Bag App is linked to institutional employment activity whilst the Public Transport App is related to skills development, so as to make a person with special needs ready for open labour market employment.

Making a **Paper Bag** is an activity of so called souvenir workshop, where people make three types of paper bags of different sizes and patterns. The App itself shows how to make the largest bag suitable for wine bottles. The story of paper bags goes back in time to 2012, when a special art program began in Symbiosis: autistic clients took part in real art program supervised by a contemporary artist (https://www.youtube.com/watch?v=mJz2u8BNpG8). The art program, besides its therapeutic results, had other effects on the individual, on clients as a community and on the organization as well. A few drawings were selected for commercial purpose and became a basis for silk scarfs or wine labels. Symbiosis combines art with the handicraft workshop and makes souvenir paper bags with people with disabilities. The target groups for the App are the 18+ employees of the handicraft workshop, the supervisors and occupational therapists. When employees of the occupational workshop learn this craft, they are able to calculate production, prepare a high-quality design product and work precisely. The activities develop motoric and timing skills as well and have positive effect on their personality and IT skills. It is also very important that if something is changed in the production (e.g. new design, new tools) it can be easily modified in the e-learning tool and in the App. It has high importance when working with autistic clients.
The handicraft workshop employs 15 young people with intellectual disabilities and autism. They work on a regular basis as part-time employees (4-6 working hours). Employees have two supervisors and one occupational therapist who support their daily work and personal development. A Paper Bag is a product that can be sold quite easily. As it provides job, Symbiosis - decided to make a training material including a movie in 2015. The CMI2 project is an excellent opportunity to make the training available in smart tools which is much more effective and personalized than written printed materials.

The Public Transport App is a good example of how an App can be personalised with the App Generator. This App was created for Laszlo, a 45-year old client of Symbiosis Foundation who lives in one of the Symbiosis' residential homes and works in a restaurant in town. When we talk about employment we need to find the proper workplace for the individual and we have to prepare and train our clients so as to reach long-term employment.

Symbiosis Foundation provides supported living service for people with intellectual disability. It is a very important issue that residents can work out of a social service provider and they have a job in the open labour market. In most cases people with disabilities use special transport services instead of public transport to get to the workplace. This is expensive and time consuming and it does not help personal development and social inclusion. Some people cannot use public transport without help which is why a visual App can help a lot and travelling independently can become reality.

People with special needs have to get all help and information, including special trainings and tools so that they can travel alone. It is important for the whole society as well: they are not invisible or hidden citizens and also it is an environmentally conscious way of travelling. The App was designed for a bus transport for a certain individual but we can transform it any time according to the needs of the client. The App develops communications and time management skills, orientation and self-confidence.

Where can a social service provider use CMI2 products besides training?
Personal development plan
Daily routine
Basic life skill training
Individual task management
Group work

Why the App Generator?
No need for special software and/or training to create a process description
You can add personal content (photo, sound)
You can easily refresh your Apps within a few seconds
You can save up time and money
Easy to use even for people with intellectual disabilities

GAIA Museum Outsider Art, Denmark

Author: Anna Noe Bovin

GAIA created the Apps and associated eLearning: **How to Make a Chicken Bacon Sandwich and How to Work the Cash Register**. GAIA Museum Outsider Art is located in Randers, Denmark. It was founded in 2002 as a museum for outsider art with an international art collection. In 2012 the art school, GAIA Academy, was established as a sister organisation to GAIA Museum.

GAIA Museum is a unique museum in Denmark. The museum exhibits art created by people who live outside the realms of social normality and create their art outside the mainstream and established art world. GAIA Museum is also a cultural enterprise staffed by professionals and people with special needs. At present, there are 50 people with various degrees of disabilities employed in the museum's shop, cafe, creative workshop, framing workshop and in the day-to-day running of the gallery, working side by side with a professional staff of pedagogues, art teachers and skilled personnel.

GAIA Museum has a broad international network which includes Europe and beyond. The museum initiated and co-founded The European Outsider Art Association and runs the secretary of the organisation. Apart from the European projects, such as "COUNT ME IN TOO", GAIA Museum is currently participating in the European Capital of Culture and a new Nordic cooperation with art schools and art festivals in Finland, Sweden and Iceland.

As part of an educational program for young people with learning disabilities in Denmark, GAIA Museum has a 3-year long education in visual arts at the Art School GAIA Academy. The education is meant to give the students an opportunity to learn about various artistic disciplines and explore new ways of expressing themselves. GAIA Academy is also a studio for adult outsider artists and works as a daily activity centre. At present, there are 20 people with various degrees of disabilities working with art at GAIA Academy.

The first App, **How to make a Chicken Bacon Sandwich**, was created to help develop the mathematical skills and awareness of GAIAs employees with special needs. At the same time, the App supports the memory and work flow in GAIAs kitchen. The kitchen makes 150-200 pieces of Danish "Smørrebrød" and a number of sandwiches every day to an external customer and they make a hot dish and fresh salad bar to serve at the museums café, Café GAIA Papaya. The potential of the App is thus very promising. You can for instance develop whole menus to assign to the App users. Also, there are great possibilities to make different cleaning tasks and quality control systems in the App generator, to further employ the project in the daily routine in running a professional café. Here the check box option is a very smart function.

Originally, before the first Count Me In project was created, GAIA Museum had a series of pictures on the wall in the kitchen, describing different work processes to the employees with special needs. This picture series formed a big part of the inspiration for the current COUNT ME IN TOO -project's way of addressing the development of VET and social inclusion.

The second App, **How to work the Cash Register**, is also directly linked to the everyday work at GAIA Museum. There are several positions in the house where you need to work the cash register: Café GAIA Papaya, GAIA Shop and GAIA VIA, which is a canteen at VIA University College in Randers serving food to pedagogues, nurses and relaxation therapists at a daily basis. The cash register App is, like the sandwich App, focused on developing and supporting the mathematical skills of the employee.

However, there is of course a much broader range of implicit learning in both Apps - how to interact with the customer being just one of them.
The two Apps are very different. In the sandwich App, still pictures are used to describe the sequence of the work process along with very precise measurement and ingredients. In the cash register App, video clips combined with very short texts presented in checkboxes are used. The cash register can be a very discerning work task, because there are numerous buttons and functions and it can be confusing. The video takes it down to earth and offers an easy step-by-step instruction. You can use it as an overview to get to know all work processes or you can pick just the clip you need for remembering a specific function, e.g. how to use a mobile phone to pay.

The value of social inclusion is evident at GAIA Museum. For over 14 years, the organisation has developed vocational education and training for people with disabilities in the framework of a cultural institution. By using a cultural institution as a frame, the museum not only promotes the rights of particular groups to be involved in and have access to artistic and cultural activities, it also enhances their opportunities to work in areas interacting with the general public. The App generator tool is very easy to use and a fun way of learning new tasks and enhancing or supporting existing work skills.

GAIA Museum has been in contact with a very broad range of organisations and companies in relation to this project, and the way the Apps and the App generator have been received is very promising not only for working with groups with special needs, but also for a variety of learning and supporting systems.

Training for everyday living

Elderberry AB
Author: David Powell

These two Apps grew out of a study visit that was made during the training course with special needs teachers in Randers in Denmark. Elderberry visited several organisations where people with learning difficulties were being prepared to live on their own terms and by their own means. This is of course a trend throughout Europe where it is recognised that many people who formerly would have become "institutionalised" in care homes can be independent if prepared and supported properly. Some people with special needs find it beneficial when learning a task to repeat it over and again.

Being able to do things on your own is self-empowering and the key to independent living. To give someone the tools to build skills and confidence is what most trainers really love about their jobs.

Elderberry therefore decided to try to create two Apps that would support people training for independent living and working with such seemingly simple tasks as washing your own clothes and making your own breakfast, hence WashAPP and Time for BreakfAPP. An eLearning has also been created, meant to compliment the training App. The eLearning is important as the range of clothes and the types of washing machines available is endless, as are the types of breakfast. This means that trainers need to be able to create personalised and specific training Apps for the people they are working with. The material shows how to build a training App for helping someone with special needs to wash his/her clothes in a washing machine. *You start with an App that already has a few ready-made frames, and adapt it to your special needs. To build an App is easy – and fun*!

Washing instructions on clothes follow trading standard regulations and are common all over Europe. Therefore, trainees can use standard frames, already in the App. Washing machines, on the other hand, have no standard way of setting the temperature, length of program etc. Like people with special needs they are all unique. The App generator allows trainers to create a personalised App to give the best possible support when training someone preparing for independent living to wash their own clothes.

Making breakfast is something everyone probably does without thinking twice, or, indeed, at all. You have done it a million times before, and – hey, it's too early to think! But if you do next time, you will realise there are a lot of things going on. The kettle is simmering, the bread is in the toaster, the hob is heating up and you are whisking eggs for your omelette. In total, there are four parallel processes taking place – and that is a lot. For many people with special needs, that amount of activity has to be broken down to single, discrete steps. And this is what trainers will do by creating a personalised BreakfApp.

By creating and testing the two Apps and writing the eLearning Elderberry realised that had begun to define a methodology. Trainers need to on an individualised level and this process can be used for many areas of everyday living:

1. Analyse the training needs and suitability of your trainee for independent living
2. Learn the basic instructions found on all items of clothing specifying the recommended washing temperatures and programs needed / similar with items of food etc
3. Identify the specific settings of the trainees own washing machine/oven/stove etc
4. Learn to create an individualised training App for training the trainees to wash their own clothes/make their own breakfast

To be able to do things on your own is self-empowering as well as the key to independent living. In the eLearning, trainers will learn how to create personalised and specific training Apps for the people they are working with. It is meant to compliment the training BreakfApp and **WashApp.** The trainers are supplying their learners with the tools to build skills and confidence.

How the App generator can be used for training of young people from disadvantaged groups with learning difficulties
BEST, Austria
Author: Isabel Nunes

Not a day goes by that there is not an article about digitalisation in education and the advancement of educational technology. Especially, Apps are becoming more and more common in education. They offer the flexibility of viewing the learning content from mobile devices and are designed to be made available to learners within their work-flow. Apps can address a wide range of learning needs, preferences, interests and abilities. They require minimum educators' assistance, have multiple options to explore and can be embedded into daily learning and/or work-based routine. Apps encourage learners to be interactive and to find answers to problems.

According to the Division for Early Childhood of the Council for Exceptional Children (DEC), Apps have the potential to help young people with disabilities participate more easily in education programmes as well as obtain access to natural environment. DEC also states that the use of technology in education may improve student's quality of life (Stremmel, 2005). Apps can not only be used to improve instruction, they may also provide to assess personal development (Mulligan, 2003). Making Apps accessible to the learners on their devices encourages them to use it in the work-based environment, job and/or in training settings. Furthermore, it costs less to establish and maintain providers that educate young people via Apps than to set up more complex learning systems specialised in different needs of learners.

For example, in Austria, production schools were founded by the public authorities as education programmes for young people under the age of 25 who have not completed compulsory successfully formal education, have dropped out of school or are not qualified to start a regular qualifying education. The experience of BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH in implementing production schools'

programmes targeting youngsters with special learning needs has shown that this specific target group can benefit from the use of Apps in learning process.

Part of the mission of the production schools is to strengthen the personal development of disadvantaged youngsters and improve their chances in the labour market and the education system by training them on soft and vocational skills. As production schools or vocational schools in general are built on training, coaching and knowledge workshops, the App generator is an added value tool to be used. Especially since the number of special needs schools is more and more decreasing and the use of technology in training and working environment increasing, the relevance of using Apps is high. Therefore, VET initiatives like production schools need to change their traditional didactic approaches as well as their forms of training young people from disadvantaged groups and/or with learning difficulties. In this context, the App generator can be specifically used to:

give young people the possibility to better develop basic life and work skills, including social skills, and therefore to be more prepared to enter the job market;
respond to individual needs by offering tailored solutions;
support the development of young adults into fully autonomous lifelong learners;
change attitudes towards diversity and form the basis for a just, non-discriminatory society;

Furthermore, the Apps can be used as practice sessions or reinforcement of formal training through videos, scenarios and examples.

Let us take a brief look at a concrete example from the production school at BEST: Learner A has difficulty maintaining attention, has limited receptive and expressive vocabulary and has fine hearing difficulties. Since colourful and interesting Apps may help Learner A to stay on tasks for longer periods of time as well as address his language hearing needs, the App generator makes sure that Learner A will get a handful of Apps that might work for him while he uses them. The App generator gives Learner A tools for working, daily life and career and teach him about personal and social responsibility for success in daily life and working environments.

Partner info

Teatr Grodzki (Lead Partner)

Teatr Grodzki established by artists, pedagogues, culture promoters and entrepreneurs has engaged in supporting children, teenagers, adults and the elderly from the socially excluded groups. Teatr Grodzki is the only non-profit organization in the region of southern Poland with such a complex and wide artistic and educational program to combat social exclusion.

www.teatrgrodzki.pl

e-Learning Studios

We provide the learning technology solutions our clients need for modern workplace learning - in whatever combination, and on whatever scale they, and their learners require. Our bespoke creations are founded in instructional design pedagogies, design theories, and an understanding of human-computer interactions. It is of utmost importance to us that learning technology is an aide, and not a barrier to the learners, and we are passionate about harnessing the best of technology for learning.

www.e-learningstudios.com

Elderberry AB

Elderberry AB undertakes curriculum development and strategic studies, authoring, testing, editing and publishing within school, youth, adult, teacher and VET education, often with socio-cultural and urban implications. The company is experienced with traditional methods for educational material as with eLearning and eCulture.

www.elderberry.nu

GAIA Museum Outsider Art

GAIA Museum is a museum for outsider art. As a cultural organisation GAIA Museum's primary objective is to provide cultural experiences, knowledge and education for the general public. The museum has 3 to 4 special exhibitions a year and a permanent collection that show the broadness of art by national and international artists with learning disabilities and mental health problems. GAIA is also secretariat of the European Outsider Art Association.

www.gaiamuseum.dk

BEST

BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH was founded in 1990 as an independent Austrian organisation for providing continuous training, vocational qualification and career services. Its main activities comprise the development of innovative training programmes for young (+16) individuals and adults, many of them disadvantaged

and with migration background, on continuous and vocational training, counselling & coaching and activation for job seekers and employees.

www.best.at
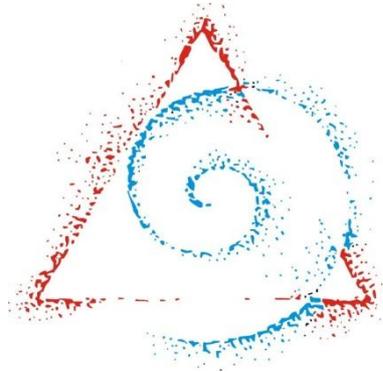
Symbiosis

Symbiosis Foundation is a non-profit service provider organization in the field of disability. It works for people with intellectual disabilities and autism. From 1999 it runs the following services: day-care support, living centres, special transport, employment, free-time activities, and therapies. Symbiosis Foundation operates in North-Hungary in four seats and gives jobs for almost 200 employees. Through different services the foundation has more than 300 clients in the whole country.

www.szimbiozis.net