

DisABILITIES

Training Course

To 15 From 25 June 2014

BEDEILLE - France

BOOKLET



Association SOLAFRIKA
www.solafrika.com

With the support of :



Erasmus+

STATEMENT OF INTENT

DisABILITIES

The purpose of this TC was to make the participants aware of the difficulties but also the possibilities to involve young disabled people in their actions. The discovery of different professions linked with the handicap should also open their job possibilities. Finally, the participation of disabled people in the group allowed the participants to be more familiar with their specific needs.

The aim of this project was to inform, transfer some know-how and give tools to the participants and their organizations to lead actions including disabled people.

To do so, we tried to create discussions and debates about disabilities but also cooperation between people from different cultures and needs.

Participative methods were used during all the TC. The participants had to be active and involved in every workshop. By this way, they learned knowledge and know-how pass on during the TC.

THE ACTIVITIES

The mains activities were:

- Theatre of the Oppressed (special kind of theatre that involves the audience and talks about society problems).
- Handisport
- Visit of different organizations specialized in blind people and paralysed.
- Intervention of an occupational therapist who explained her job and presented us some practical situations.
- Visit of a work center for people with cognitives disabilities.

SHARING POINTS OF VIEW AND TRANSFERING KNOW-HOW

At the end of the project, we went to a school nearby to show the scene of the theatre of the oppressed.

This way, the participants could show and explain all the learning and activities done during the TC. This part was very important to us because it put in to practice the work of the participants, and also allowed the transmission of the knowledge to the children.

This moment was an intense cultural exchange between the children and the Europeans. It was also a way to increase the participants self confidence.

THE BOOKLET

The booklet that you have in your hand was entirely written and built (except for the page settings) by the participants of this TC.

One or two supervisor(s) was chosen for each activities, and was responsible for the writing and the pictures of the technical booklet.

This booklet was send to each participant, for them to use as a tool to reproduce and improve the knowledge acquired in the development of their projects in the youth field.



THEATER OF THE OPRESSED

CARACTERISTICS :

The Theater of the Oppressed is a social and participative kind of theater.

The actors play a scene including a domination situation. With the help of the «joker», the audience has to change the situation until everyone agrees the end of the scene ; in this theater, we look for the perfect solution to solve the problem, altogether.

The aim of theatre of the oppressed is to create discussion spaces in public spaces, to help people to be involved in the world, and to solve communautory problems.

In this TC, we used this theater to make children think about the situation of disabled people in our society.



During the TC, we had many different workshops and activities! In my opinion, one of the best was Julie's (WE LOVE YOU!): Theatre of oppressed.

We started with games and exercises, where she made us dance, act like animals, create a machine and so on...

During this afternoon, our group got so much closer, so it was a good time to start think about scene, what we can perform in primary school.

We had 4 scenes: Situation in a bus, where two disabled people couldn't get help. Situation in school, where students didn't respect person who was in wheelchair. Situation where people discriminated disabled person in a party. Situation, where blind person needs help with guiding.



It was such a pleasure to see how smart those kids were in school. They pointed out ideas and details, what we couldn't even think before we went on the stage. I was convinced again: kids are the best teachers in the world! Thank you Julie, it was incredible!



MY WORK AS AN OCCUPATIONAL THERAPIST...

The program was divided into two parts.

In the morning we had a presentation about disabilities in general. We learnt about kinds of disabilities that an OT could work with. It concerned a wide range of physical, mental and other problems.

Despite it was rather a theoretical part, Britta also showed us many interesting things from her work. We got much practical information about how to behave in contact with disabled people. We could also discover diverse adapted aids to enable a better communication of deaf blinds and other people with communication problems. She shared with us experience from her job to make us aware of life with disabilities.



In the afternoon we had a taste of what it is like to be disabled. We divided ourselves into small groups to try three different activities.

First we tried to make a picture using glue and small pieces of material. The artist had to wear a big rubber glove which made the task even harder. The others had to explain what he/she should do without using words.

In the second activity there was a blind person trying to make a picture using a plastic mosaic and small pins. Again, first we had to smash kind of a pressing machine to make our hands numb.

During the third activity we had to pick up glass beads from the water wearing socks on our hands and blindfolds. There was always an assisting person who guided us and gave us support during the activity so we could try the work of an OT also in a practical way.

We could put ourselves in the shoes of a disabled person and often it was really hard to perform the task. It was also not easy to guide the person and make her/him understand what she/he should do. It takes a lot of patience, empathy and ability to mediate a message.



HANDISPORTS

HandiGames: The abbreviation comes from the term Games for Handicapped.
We normally do not stick to the term : we prefer challenged, and there really was a challenge!

Challenge for the lazy to overcome their laziness and challenge for the valids to experience the handicap again.

We all could experience adventurous moments !

There was sense of unity because of supportive French team and valids experiencing a partial disability.

One mind, one body ...torball makes senses sharpened.
This educates and gives people a sense of community like bees or ants have.



Archery – participant is given a bunch of arrows and a bow and they have to hit the target.
They do so under difficult conditions because the shooter is sitting on a wheel-chair of course.

Botcha, the handi-brother to Petanque. These two are French national sports. Especially beloved by relaxed people with enough patience. One can never know what...

HANDISPORTS

Blowgun – even disabled people could experience the hunt with typical weapon of jungle tribes.

One hand and Your breath should be enough to hit the bull's eye!

Concentration, strong lungs or just matter of luck?

We confess some arrows were never found again...



Even the afternoon pic-nic session was a bit of adventure:

You could hunt Your paté, roll the bread loaf, make a contest in eating eggs and if you didn't want to get sunburnt, you were probably catching the shades !

A signature of an handiplayer of this great day were : sunburnt back, they say What-what-what - everybody wants to understand every word – and they were always ready for action !

Second part of the play was Matres-Tolosane and an orientation walk.

There were many ways to go through the city but only one was the right one. Our team had Elise and we were very talkative, we got pictures with the glazier who knew a Czech word : Brno!

Small item should be exchanged for something from the glaziers shop.

They checked our orientation in the city – not only looking for a signboard but also something peculiar that did not fit in the town. Teams went searching through the town and the others played torball at the same time. Not a second was lost ! We had a great time !

MOBILE DEVICES LIKE COMPENSATION HELP FOR DISABLED PERSONS...

iPhone, iPad - both devices are prepared almost for everyone, who has some special need - it means its accessible.

Especially an iPad is much used in special education. Its a mobile device, you can take everywhere with you. Its very intuitive. You can use the device without having any knowledge about computers, - Its intuitive - that's why its used much in education, by mentally retarded, good for seniors. Value of the iOS devices is in it, that you can use it with specially designed applications. Ipad, iPhone can replace many different kinds of several special electronic aids for disabled, which are usually very expensive.

Accessibility of iOS ~ how it is prepared for disabled - categories, group of disability:

Settings/defaults/accessibility

- 1] visual impairment [magnification, contrast, talk] = you can handle with it even the device is not a tactile], voiceover - is a built in screen reader, even you are blind, you can use it with special gestures,
- 2] hearing [subtitles, connection of hearing machine],
- 3] education [allow only use one or several applications, you can show what buttons can touch and which not],
- 4] physical disability [voice control, control whit moving of head, using of external button].

How can help special applications - example:

If you have some special need, you can fill it with using of some special app by downloading form the App-store. Some applications are for free, some costs several Euros, the special applications can cost more.

Ipad like aid for visually impaired:

- reading books [audio, speech - mp3, or electronic books],
- voice recognition for using dictation of text or commands,
- navigation [can describe, what is around you],
- color recognition - will tell you, which color has your suits, socks etc,
- picture recognition - can read for you, what product you bought, you have in fridge,
- markers - you can print bar codes and stick it to things you need and use the device like recognizer.

...AND SO ON, SO ON...

E.S.A.T. VISIT

In the morning we visited a organization (Etablissement et Service d'Aide par le Travail de Mercenac) for people with cognitive disabilities. There are around 45 disabled people between the age 18-62. It's a supported living environment for them. They have three options to choose from – working in the plantation, working in the parks or other green areas or working in the kitchen. The organisation sells the services to outside. We had a chance to see the gardens and green houses of the workplace. Later on, we had lunch at the organisation's restaurant. They use their own gardens products for cooking. Food was really good and filling.

MOVING DEBATE

In the afternoon, we had a moving debate. There were three topics under discussion. First topic was about if there should be special institutions for the disabled people. In a conclusion everybody agreed that the institutions are necessary but a person should have a choice between a separated institution or an integrated one. Also the institutions need changes and developing. Second topic was about punishing the employers who doesn't employ disabled people. We agreed that the better option would be supporting the employers to hire people with disabilities and not to make it a negative thing and punish them. Thirdly we had a topic about who should pay for making the business public places (like restaurants and shops) accessible for the disabled people – the government or the owner of the place. Mostly everybody agreed that it should be the owner but for some exceptions (like businesses in old buildings who can't afford it themselves) there should be a supporting system for them from the government.

BLIND DINNER

In the evening, we had a blind dinner. Everybody had to blindfold themselves and the ones who were in the cooking team served us food. We had to guess what we were eating. After the dinner we had to wash our own dishes but at first we had to get to the sink. It wasn't very hard because during the whole training we got used to with the kitchen plan and where everything is. Who wanted could try to be blind after the dinner also. They did everything that they usually do – who wanted to go to the toilet, who wanted to get things in the house. Britta and Thomaš guided them and showed how to use the white cane. It was an interesting experience which showed us a little how it feels to be blind.

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