

**«A SOCIETY FOR ALL»**



## **EDUCATIONAL DISABILITY AWARENESS PROGRAM**

**SKEP's proposal to the Hellenic Ministry of Education and Religious Affairs**

**Athens - December 2019**

## INTRODUCTORY NOTE

According to the World Health Organization more than 14% of the world's population lives with a disability.

One of the most difficult aspects of diversity, is not diversity itself, but the negative and indifferent stance taken by members of society, due to the lack of visibility and exclusion of people with disabilities from everyday life. Social exclusion violates the fundamental right of every person to live freely and without discrimination. Attitudes are like “the currents below the surface, deeper and stronger”. Ignorance, stereotypes and prejudices are deeply rooted beliefs that do not change in one day, nor by one person.

It requires considerable time, systematic awareness campaigns, awakening and interaction to **create an inclusive society** in order to safeguard the basic rights of vulnerable social groups.

At SKEP, we believe that **education is the answer to social insensitivity, apathy and indifference. It is the means for developing social consciousness**, thus leading to the elimination of prejudices and to the inclusion of socially vulnerable groups.





## FOSTERING AN INCLUSIVE SOCIETY

### OUR PROPOSAL

The establishment of an innovative Educational Program within the school curriculum, based on Empathy and the development of Social and Communication Skills of students, named:

**«A society for All»**

Disability Awareness Program

**Program Objective:** The program aims to awaken students and change their attitude towards diversity, while introducing them to the notion of social acceptance and equality. The ultimate goal is to coexist in a constantly changing and evolving society.

### BRIEF DESCRIPTION OF SKEP's PROPOSAL

- **Non Formal Education Program:** An open, informative dialogue between motivational speakers with disability, students and teachers
- Applies **primary & secondary education** mainstream students and their teachers
- Initially implemented in **18 proposed schools** within the Attica Area:
  - **9 Primary Education Schools: 4<sup>th</sup> Grade**
  - **9 Secondary Education Schools: Junior High School**
- **Total duration of 6 teaching hours** within the school curriculum:  
Flexible zone / (Primary education) Project (Secondary education)
- Implemented & coordinated by **motivational speakers (youth with physical and sensory disability)** in collaboration with **teachers**



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**The proposed program can be implemented in 2 different stages:**

- 1. Pilot stage:** pending assessment after the implementation in a full academic year
- 2. Official/institutional stage:** to be included in the school curriculum following the completion and evaluation of the Pilot Program

**Supporting the Program:** Formation of a coordinating team, which will continuously collaborate with the Ministry of Education and Religious Affairs, the Regional Directorates and the headmasters to inform, support and encourage teachers and students in order to provide feedback to the school community. At the same time, it will evaluate the educational program following its implementation on the first academic year.

### SKEP's Role

**The undertaking and implementation of the Pilot program  
in 18 schools in the Attica Area, during the school year 2020-2021.**

The State will not incur any cost.



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### DETAILED DESCRIPTION OF SKEP'S PROPOSAL (PILOT PROGRAM)

#### Methodology

- Non – formal Education
- Experiential Approach
- Open Dialogue
- Flexible Program
- Teamwork – project

#### Description per school month

##### 1) September (Concerns teachers who will participate in the program)

- Teachers Briefing by those responsible for implementing the program – youth with disability and SKEP coordinators.
- Presentation of the program, the tools and its goals
- Appointment of teacher - coordinator

##### 2) October (2 consecutive teaching hours)

#### A. 1<sup>st</sup> Teaching Hour

**Disability Awareness Introductory Program «A Society for All» by Motivational Speakers with disability:** Informing and raising awareness in students by the program's motivational speakers.

#### ➤ **Primary Education:**

Educational Program "Approaching Diversity"

In a simple and understandable way for students of a younger age group, emphasis is placed by the the motivational speakers on informing and describing the conditions and everyday life of people with disabilities in our country. It is essentially an introduction to the notion of diversity.



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The speaker with disability explains and describes his own reality about his disability and focuses on daily issues such as: routine, accessibility, obstacles he faces but also opportunities which arise

### ➤ **Secondary Education:**

Educational Program «*Disability as a challenge: Barriers & Solutions*»: This particular program is aimed at older students. In a personal, simple, direct yet lively way, interaction with people with disability offers students the opportunity to approach and realize the notions of diversity, social acceptance and equality, while improving their individual and social development.

### **B. 2<sup>nd</sup> Teaching Hour**

#### **Designing, selecting and applying a project on Diversity – Creation of working groups**

##### ➤ A collaborative approach aimed at bonding teachers and students

###### **α.** Students & teachers take action:

- Creation of small groups (3 or 4 students)
- Selection of a project about disability - diversity
- Collaboration with a teacher

###### **β.** Motivational Speakers with disability provide support "on demand".

Teachers, depending on their specialty, may propose topics such as: statistics, paralympic sports, infographics, global social issues, theatrical play focusing on diversity, literature on disability, interviews, videos, historical persons with disability, history & disability, singing in sign language.

For example such topics may include:

- Global disability or accessibility statistics
- Paralympic sports ex. wheelchair rugby
- Diversity games



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- Enrichment of the school library with books on diversity
- Book Reading Club
- Viewing of movies featuring disability ex. My left Foot, or documentaries on accessibility
- Dramatizing diversity-related projects
- Recording accessibility of your school, neighborhood and municipality
- School newspaper reportage
- Interviews
- Disability in history
- Disability in literature
- Songs in sign language
- Suggestions to the school or municipality on providing accessible solutions for the public
- Searching for online friends with disability

### 3) **November** (1 teaching hour)

Guiding and supporting students by the motivational speakers, on their selected projects

### 4) **February** (2 consecutive teaching hours)

- Each group will present their project (through video, power point presentation) – A discussion will follow – All groups of students, teachers and motivational speakers with disability are involved in the process.
- Feedback form with the following questions:  
What did you learn? - What difficulties did you face? - What are you going to do from now on?



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### 5) **March** (1 teaching hour):

- Closing Session – Review of the program by all student groups, teachers and motivational speakers with disability
- Analysis of the feedback form given on February and feedback through a school-wide presentation of findings
- Final Report presented to SKEP

### 6) **April: Concerns teachers who participated in the program**

- Presentation of feedback form to teachers:

What did you gain from the program? - What difficulties did you face? - What would you like to propose for the next school year?

### 7) **June: Concerns teachers who participated in the program**

- Report from SKEP
- Feedback analysis for teachers and students

### 8) **July: SKEP towards the Ministry of Education and Religious Affairs**

- Delivery of results