

# ETTAD

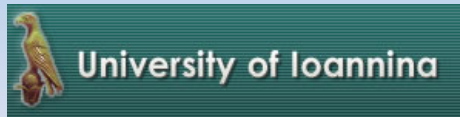
134653-LLP-1-2007-UK-GRUNDTVIG-GMP

## **Enabling Teachers and Trainers to Improve Accessibility of Adult Education**

[www.ettad.eu](http://www.ettad.eu)



# Project Partners



[www.ettad.eu](http://www.ettad.eu)



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[www.ettad.eu](http://www.ettad.eu)



Education and Culture  
Lifelong Learning Programme  
GRUNDTVIG



# Project's key aims

- To enable teachers and trainers in adult education to meet the needs of their disabled students
- To help providers of adult education to open up opportunities for the participation of disabled people in adult education
- To conduct a programme of research into the needs of people with disabilities in each partner country to identify core learning activities that are representative of adult education.
- To develop an online package (building on the SCIPS and Qatrain projects) that is adapted to meet the needs of participants in adult education.

## Project aims (cont.)

- To develop national websites with versions of this revised online resource, each fully translated and adapted to be culturally appropriate.
- To develop a toolkit of resources concerned with supporting disabled students that is suitable for use in adult education - translated and adapted to create individual toolkits for each partner country.
- To produce national promotional guides for users in each partner country.
- To ensure that the outcomes of the project are maintained after the formal end of the project and that they continue to provide support for adult education after the funding period.

# Results

- A report synthesising and presenting the operation and outcomes of the research programme from all partner countries
- A comprehensive, online searchable resource in the UK, Bulgaria, Greece and Romania
- A promotional resource in Turkey
- A version of the ETTAD toolkit in participating countries
- A Promotional Guide
- A project website

# Key Strengths of the Partnership

Policies concerning disabled people's rights exist at European level

Generally favourable policies and social attitudes in each country

Growing demand for information on disability in partner countries

Good resources available from first QATRAIN partnership

Good contacts with VET and Adult Education providers/policy makers

Balanced partnership with experience in delivering high quality EU funded programmes

# Key Obstacles Faced

Limited number of disabled students in partner countries' VET/Adult Education providers

Rift among NGOs in some countries

( e.g. Department for the Blind not communicating with Department for Hearing Impaired)

Limited relevant experience of staff (at all levels) in partner countries' VET/Adult Education providers

Misunderstanding about scale of adjustments to provision required to enable disabled learners to engage effectively

Prevailing medical model of disability in some countries

# Context

“In my school, there is a room for people with disabilities because we are not geared to meet their needs”

“I teach NVQs which are assessment based, practical courses which makes integration of disabled people of all ages easy as everyone works at the same pace with peer support when necessary”

“People with [learning disabilities] are in a different category regarding inclusive education - teachers need more training”

# Context

There are few students with disabilities who are actively involved in VET and AE as they don't complete primary and secondary education. In addition, the teachers don't generally have the skills to create an inclusive environment.

There is a strong demand for online courses and practical resources for people with disabilities

High pressure on NGOs to deliver whether they have the resource or not!

Rift among NGOs despite the fact that they are supporting the same group of people – personal and political reasons.

# Web resource

The screenshot shows the ETTAD website in a Windows Internet Explorer browser window. The address bar displays <http://uk.ettad.eu/browse-resource>. The page features the ETTAD logo and the text "134653-LLP-1-2007-UK-GRUNDTVIG-GM". A search bar is located in the top right corner with the text "Search Site" and a "Search" button. Below the search bar is a checkbox labeled "only in current section". The main content area is titled "Browse resource" and contains the following text: "Click here for guidance on universal common courtesies [Disability Etiquette](#)" and "Click here for information about [Disability Legislation in the UK](#)". A disclaimer states: "Please note that these web pages give general guidance only and should not be treated as a complete and authoritative statement of the law." Below this is a search form with two dropdown menus: "Browse by learning category and/or disability", "Learning category" (with a "Select..." dropdown), and "Disability" (with a "Select..." dropdown). A "Search" button is located below the dropdowns. To the right of the main content area is a vertical sidebar with flags of the European Union, United Kingdom, Bulgaria, Greece, Romania, and Turkey. The browser's status bar at the bottom shows "Internet" and "100%".

★ Αρχική Σελίδα

★ Πηγή

★ Πρόγραμμα

★ Ανατροφοδότηση

★ Αναφορές

★ Έλεγχος

★ Οδηγός Αναπηρίας

## Ψάξτε τον Ιστοχώρο

Χτυπήστε εδώ για την καθοδήγηση σχετικά με την [Ετικέτα Αναπηρίας](#)

Χτυπήστε εδώ για πληροφορίες για [Νομοθεσία για την Αναπηρία](#)

Παρακαλώ σημειώστε ότι οι ιστοσελίδες δίνουν μόνο γενικές οδηγίες και δεν πρέπει να θεωρούνται ότι είναι νομικές διατάξεις

Αναζήτηση ανά κατηγορία μάθησης ή / και αναπηρία

Κατηγορία Μάθησης

Επέλεξε ...

Αναπηρία

Επέλεξε ...

Αναζήτηση

Αναζήτηση ανά κατηγορία μάθησης ή / και πρόκληση

# Feedback on web resource to date

- "The information provided started at a basic level, and is therefore helpful to those with limited awareness and/or knowledge, and increases in detail and complexity in a logical manner. Useful links to further information/ specialist sites."
- "I think as a tool this is a very useful resource. Also I like the way you have divided up the search categories. This makes it very user friendly from whatever angle you approach it."
- "I like that the site refers you to other disability sites - encourages users to read on."
- "The range and content of the advice is well presented, concise and useable in a practical situation."

## Testing and reviewing – additional implications/findings

- People who reviewed the website are being introduced to the social model of disability for the first time and are willing to adopt the teaching strategies into their practice.
- People were less likely to give honest feedback in a group and were more likely to ask questions in a one-to-one setting.
- Younger people were more receptive to the advice in the resource.
- Teachers with more experience were less willing to participate and were suspicious of the new methods suggested.
- Trainee teachers are still taught using the medical model of disability and there is a lack of information about the social model.

## Testing and reviewing – additional implications/findings

- Some partner countries do not recognise dyslexia and dyspraxia
- As a result of the new Disability Rights Movement, a variety of campaigning activities are taking place – big push to adopt the social model of disability and to amend language used
- Tendency to keep disabled people a family secret
- Users found that the site was accessible for people with disabilities and liked the fact the resource was free of charge as this is unusual

# Unanticipated benefits

- A Romanian partner reported that involvement in the project had helped him make his teaching significantly more inclusive.
- Partners, and those who engage with partners ( e.g. journalist in Bulgaria), are more conscious of the need to use appropriate language in relation to disability
- Turkey: friends have begun to disclose that they have family members who are disabled

## Impact on disabled people

- Enhanced access to education and training
- Greater participation in education and training
- Improved retention rates in education and training
- Improved motivation (and hence attainment) in education and training
- Higher wage levels through gaining higher qualifications
- Enhanced individual employability (ability to get work)
- Higher levels of participation in employment

# Impact on disabled people

- Lower levels of under-employment
- A wider pool of potential employees to draw from
- Reductions in crime and offending behaviour
- Increased confidence
- Increased well-being which contributes to health benefits for society
- Greater levels of social inclusion

## Examples of dissemination and valorisation

- Foundation H was invited by a national television station to take part in a programme to discuss the current situation of people with disabilities in Romania on 19th March 2008.
- BCD took part in a one and a half hour panel as part of a live programme for one of the major Turkish channels, TGRT News, on 15th February 2009.
- Minister recommended that the Turkish partner enter their Q2 web resource into a competition, Golden Spider: “It’s the most accessible website that has been seen in Turkey”.
- The UK resource will be included on the Government’s Department for Children, Schools and Families (DCSF) website for teachers.  
<http://inclusion.ngfl.gov.uk>
- The UK partners have been invited to contribute a chapter entitled, **Transnational cooperation in learning support for disabled learners** for the book ‘Education and Social Change’ due to be published in 2010.