

INCLUSIVE WORKING SESSIONS

2020-1-RO01-KA204-080306

SUSTAINABLE SERVICE IN DS



Sustainable

Service in DS

GLOBAL REPORT



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SUSTAINABLE SERVICE IN DS CO-CREATION SESSIONS (SDG+SL)



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1. INTRODUCTION

“**SUSTAINABLE-SERVICE-IN-DS**” is launched with the main objective of increasing the competences of PDS and their Supports regarding the implementation of the SDG through Service-Learning, while increasing their social inclusion.

According to the report “Realization of the sustainable development goals by, for and with persons with disabilities” (UN, 2018), “persons with disabilities are not yet sufficiently included in the implementation of the SDG where sustainable development for all can only be attained if persons with disabilities are equally included as both agents and beneficiaries”. The success of the 2030 Agenda requires a participatory and inclusive approach in which all stakeholders, including persons with disabilities, are engaged.

The philosophy of this project is to work for the 2030 Agenda for Sustainable Development, applying a holistic approach where the integration factor is inclusion for all in all, by delivering concrete actions that bring tangible progress in the areas of the Sustainable Development Goals (SDGs) aiming to EDUCATION FOR SDGs with outcomes in knowledge, skills, attitudes and values necessary to address sustainable development challenges.

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2. GENERAL OBJECTIVES

The main objective of this **Co-creation Global Report** it is to show how the cocreation sessions were put down in each country and which were the results for each partner.

In the **Inclusive Working Sessions** have participated people with Down Syndrome and other End Users for involving them in the final specification of the Training Program to be developed in the next stages of the project, will analyse the collected information and with it we will develop the definitive Training Scheme.

For the implementation of the project, the participation and contributions of the people involved and who will be an active part of it is of vital importance. Therefore, all the countries have been working with the same methodological frame and now we can show the results of this first actions

All of this, previous to the design of the methodological guide.



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3. PARTNERS

The Consortium partners participants in the inclusive working sessions have been:

ALDO CET – Romania



ASOCIATA DOWN PLUS - Romania



HURT – Croatia



IED – Greece



ASINDOWN – Spain



FENACERCI – Portugal



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4. STRUCTURE OF SESSIONS

All the partners have had a structure to follow and we have used the same documents and templates to collect the information.

In general, 2 co-creation sessions with the target groups have been developed in Spain, Romania and Croatia. Greece has conducted a single online session and Portugal has converted each session (of two) into "5 mini-sessions of 3 hours each" on the first cocreation session (along one week) aimed at most people with intellectual disabilities and support people. These sessions were destined to work on the main concepts of the project within the learning rhythm of each individual with intellectual disabilities who are present. The second cocreation session previewed 3 days of work (along another week) with people with intellectual disabilities, frontline staff, stakeholders and families.

The sessions have been inclusive, participatory, dynamic and depending on the country, the mode of delivery has been online or face-to-face. We have shared the results in a common online meeting and we have found similarities and differences between countries.

Face to face sessions: ALDO-CET, ASOCIATIA DOWN PLUS

Online sessions: FENACERCI, HURT, IED, ASINDOWN

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The sessions had an average **duration of 2.5 hours** per country. The two Working Session organized on each country with PDS other ID and other End Users (Professionals working with PDS, Relatives and other Supports, like Community Members, and experts in the fields of Service Learning and Sustainable Development Goals) with the next foreseen methodology;

4.1. INCLUSIVE WORKING SESSION 1: Sustainable Service in DS – SDG

Inclusive Working Sessions about the involvement of PwDS in the implementation of SDG:

- Partners following the methodology and tools developed in O1-A1 have introduced to attendants the potential of SDG to have a positive real impact in Society and in Communities in general and in the Disability Sector in particular.
- Along the presentation of contents about sustainability and SDG, the attendants have discussed and agreed about key competences to develop, the key factors for getting successful transference of knowledge, skills and behaviours, relevance for inclusion and learning processes, potential for promoting mutual support among potential participants, potential for increasing community participation, and barriers and drivers for its implementation.



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- Partners and attendants have agreed on a schematic specification for including appropriately SDG in I.O.2 SUSTAINABLE SERVICE-DS LEARNING ACTIVITIES, I.O.3 TRAINING MATERIALS and I.O.4 SUSTAINABLE-SERVICE e-Training Tool.

4.2. INCLUSIVE WORKING SESSION 2: Sustainable Service in DS – SLM

Inclusive Working Sessions about the participation of PwDS in Service Learning:

- Partners have introduced to the attendants the potential of Service-Learning for improving inclusion and participation of PwDS;
- Partners have introduced to attendees the potential of SDG Service-Learning Projects to have a real positive impact in Society in general, and in communities in particular while inclusion and participation of PDS in increased
- Partners and attendants have discussed about the application for PwDS of SDG Service-Learning Projects in their communities, drivers and barriers they find for its implementation and the key factors for getting a successful transference of knowledge and tools;

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- Partners and attendants have agreed on a schematic specification for including appropriately Service-Learning Methodology in IO.2 SUSTAINABLE SERVICE-DS TRAINING ACTIVITIES, I.O.3 Training Materials and I.O.4 SUSTAINABLE-SERVICE e-Training Tool.

In the sessions, users with disabilities and experts in both specialties have participated as protagonists to present their knowledge and opinions, being more productive, dynamic, but above all experiential. At the end, satisfaction questionnaires were distributed, with a very positive general opinion. All of them thought that they were very interesting sessions and an innovative project, but above all very useful and exemplary to carry out in the entity and in the nearby community, with the possibility of replicating it in other centers, companies and countries.

5. SPECIFIC OBJECTIVES

- Collect information and points of view of all representatives on the project, in order to improve the social inclusion of our users.
- Identify the knowledge about the SDGs of the students' object of the project, to focus the methodological guide.
- Be able to associate those needs with the SDGs explained.
- Reflect on the intervention needs for the improvement of the closest community.



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- Identify the main possible advantages and disadvantages of the Projects.
- Collect contributions and improvement proposals for the implementation of the project.

6. PARTICIPANTS IN THE SESSIONS

The participants in the sessions have been very diverse: Taking into account the 6 member countries, the following is presented below:

- Participation data per country

	ALDO CET	ASDP	FENACERCI	HURT	IED	ASINDOWN
USERS DS - ID	8 - 9	16 - 16	15 - 15	8 - 8	50	8 - 8
RELATIVES	9 - 9	16 - 16		7 - 7	50	2 - 3
INTELLECTUAL PROFESSIONALS	3 - 3	4 - 4	7 - 7	9 - 9	79	5 - 5
COMPANY REPRESENTATIVE	5 - 5					6 - 9
THIRD SECTOR	1					1



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SORT OF SESSION	2 FACE TO FACE	2 FACE TO FACE	1 week (5 days) / 1 week (5 days) ONLINE	2 ONLINE	1 ONLINE	2 ONLINE
TIME	3h – 3h	1'5 – 1'5	15h(week) – 15h(week)	1h – 1'5h	2h	2h – 2'5h

- Total participation data. Impact of the co-creation sessions

	Total SDG	Total SL
USERS DS - ID	105	106
RELATIVES	84	85
INTELLECTUAL PROFESSIONALS	107	107
COMPANY REPRESENTATIVE	12	15
THIRD SECTOR	1	1
TOTAL	324 People	326 People

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- Median participation data in general (extracted by calculating the arithmetical median)

	Total median between
USERS DS	12
RELATIVES	16
INTELLECTUAL PROFESSIONALS	10'5
COMPANY REPRESENTATIVE	7'5
THIRD SECTOR	1
TIME	2h

7. SPECIFIC CONCLUSIONS

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We have analysed the collected information in order to develop the definitive Training Scheme.

Next, we are going to expose the main conclusions collected by each partner, after both sessions.

7.1_ CO-CREATION SESSION SDG

Q1_ What is the potential of Sustainable Development Goals to have a real positive impact in Society in general, and in your communities in particular?

Spain: SDG are trendy and there are experts willing to participate.

Romania: They were reflecting specially to challenges in poverty, hunger, health and wellbeing, education, environment, sustainable cities and peace.

SDG are a practical tool to operate abstract contents.

Croatia: SDGs can be used to enable people with DS and ID to exercise the same rights as everyone else.

Greece: SDG can help us to make real the inclusion of Down syndrome people.

Portugal: The SDGs are a mission for all people regardless of their differences, races, creeds or capacities.

Q2_ What are the main barriers to PDS to understand and be real actors of the SDG? And the main drivers and key factors?



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SPAIN:

Main Barriers:

1. The ABSTRACT of the content on the SDGs for users with DS and ID (family opinion).
2. The HUGE AMOUNT OF WORK involved in achieving the project.

Main Drivers:

1. Motivation and willingness to work shown by ALL STAKEHOLDERS participating in the project.
2. The enthusiasm with which our users face the unknown.
3. The great welcome we have received from professionals-experts from outside Asindown who want to participate and join us in the adventure.

ROMANIA:

ALDO-CET:

Main Barriers:

1. Lack of a long-term strategy for the protection of people with Down syndrome focused on the current needs with human and environmental impact in mind.
2. Lack of a unified national strategy for participation of people with Down syndrome from functional perspective not only in structured facilities.
3. The national development process considers people with Down syndrome as beneficiaries.



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4. Lack of understanding the abilities of people with Down syndrome.
5. Lack of long-life learning opportunities in people with Down syndrome and intellectual disabilities.
6. Lack of understanding how to implement sustainable development in different fields.
7. Lack of professional facilitators.
8. Lack of knowledges about Down syndrome among the structures specialized in sustainable development.
9. Difficulties in involving stakeholders in sustainable development to actively interact with people with Down syndrome and to consider them equal partners.
10. The human right to social security is not yet a reality for people with Down syndrome.

Main Drivers:

1. People with Down syndrome are able and can be empowered.
2. By increasing the visibility of people with Down syndrome they can be taken into account.
3. Involving people with Down syndrome in certain sustainable actions is a real and positive example that could make policymakers reflecting on how the society could be more flexible confronting the challenges that people with Down syndrome have to daily manage.
4. Developing partnerships with state entities specialized in sustainable development. In our area we are developing

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cooperation with an educational one and one for environmental protection.

5. Access to basic services is not only a fundamental human right, but also a step to sustainable development.
6. NGOs specialized in social protection provide a safety net for people with Down syndrome.
7. Cities can become inclusive.

Asociata Down Plus Bucuresti:

Main Barriers:

1. Very difficult abstract concepts (Specific Group – PDS)
2. Lack of adapted materials in order to understand the concepts (Specific Group – PDS)
3. Lack of experience in this type of projects (Specific Group – PDS)
4. Lack of understanding the long-term benefits of the implementation (Specific Group – PDS)
5. Lack of understanding the importance of their participation (Specific Group – PDS)

Main Drivers:

1. Excitement from learning by doing (Specific Group – PDS)
2. The possibility to be creative and chose what they want to change (Specific Group – PDS)
3. New experiences and improvement of the self-esteem (Specific Group – PDS)
4. Being an active part of the community (Specific Group – PDS)



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5. Being part of a movement in which they can create a better world (Specific Group – PDS).

CROATIA:

Main Barriers:

1. COVID
2. IT & parents who do not allow access to Internet top their family members
3. computers
4. parents of individuals who could be better aware of the individual capabilities.

Main Drivers:

1. support person
2. friends
3. collaborative learning
4. social worker of the individual to connect him with similar clients.

GREECE:

Main Barriers:

1. Persons with ID or DS appear more as beneficiaries than active actors.
2. Intellectual disability or down syndrom usually mean no participation in social activities.
3. Lack of leadership entities that work with this target group for the promotion of SDGs.



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4. The lack of effective politics able to include people with intellectual disabilities.
5. Existing tools are not easy to use.

Main Drivers:

1. Accessible information about sustainable development issues.
2. Active participation in local communities about sustainable development issues.
3. Awareness of what these people need and what they think about sustainability.
4. Awareness of the sustainability updates.
5. Being active part of a global changing movement in order to create a better world.

PORTUGAL:

BARRIERS to the implementation of SDG

1. lack of knowledge that they have regarding the set of goals
2. The difficulty they sometimes have in conceptualizing each of the 17 goals
3. development of autonomous and self-determined behaviors
4. There are still barriers that condition their action and that result from society and communities themselves, that often do not recognize the competencies of these people to

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develop and participate in actions in the community and society;

5. includes the need to work with the families of these people to make them understand that they can and should exercise their right to active participation. Families are often an obstacle to their child's participation in activities with which they are unfamiliar and feel safe about.

DRIVERS

1. The recognition of the importance of preserving the environment and to act in a way that contributes to this preservation
2. The recognition that they can actively participate in the implementation of the SDGs as long as they are properly supported by their organizations
3. The recognition that they have skills associated with talents that can and should be put at the service of all (society in general and communities in particular)

Q3_Main potential of SDG to improve the inclusion and participation of PDS:

Spain: SDG are very visual, common to everybody and let people to set out concrete actions (good practices) that users can implement in an inclusive way with other stakeholders.



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Romania: SDG can become a tool in the inclusion of people with disabilities. PwDS can become the ones who think and apply different strategies in order to achieve the goals.

Croatia: SDG will let information sharing and to make accessible materials for Down Syndrome people in Croatia

Greece: SDG address the problems affecting the local communities and through them there is the potential of global mobilization that offer a voluntary and free participation and of course, an equal treatment of all people.

Portugal: SDG reinforces the importance of diversity and the need for society to value the role we all can play and develop and also increase communities' opportunity to tap under-utilized volunteer base and Extends community organization's ability to address unmet needs.

Q4_ Needs of your community in the field of SDG?

Spain: It has not been possible to identify specific needs of the community in the field of SDG, but we have detected that what our users are able to recognise most easily are ENVIRONMENTAL AND SOCIAL needs.

Romania: community is not aware about sustainable development and there is a need of a formal mechanism to include civil society in the implementation of SDGs. Civil society participation is almost inexistent and its consultation is superficial.



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There are lots of needs to be consider by the SDG view: poverty, social protection, accessibility, health coverage, environment protection, selective garbage collection, pollution, bad roads and sidewalks, lack of public transportation, quality and adapted education, inclusion and equality and also partnerships in order to attain the goals.

Croatia: the most important right now is good health and wellbeing in COVID times but also, it is necessary to focus in quality education, gender equality, decent work, industry & innovations especially in rural areas, reduced inequalities and sustainable cities

Greece: there is a lack of knowledge and experiences to integrate global sustainable developments into local level. There are not incentives for local community with the aim of accomplishment and implementation of the SDG.

There are not any local state policy for the development of healthy and sustainable initiatives that respond in European and global conditions. Not any cooperative culture in the context of the inclusion of persons with Down syndrome and lack of tools and infrastructures.

Portugal:

Environmental actions such as: cleaning of woods, rivers, gardens, beaches;

Construction of infrastructures on recycled materials (pallets) such as bird houses, garden benches and tables;

Support for elderly people;



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Civic actions for the promotion of accessibility conditions (universal design)

Construction of combustors and awareness actions for their use: benefits and means;

Q5_ Are PDS able to have a real positive impact in Society in general, and in their communities in particular? Opinion about it.

All countries think: OF COURSE!

PwDS have multiple talents and abilities and if they are trained correctly in different areas, they can achieve impressive results. They only need adapted material.

Q6_ Are stakeholders prepared to manage with that deal? Opinion about it.

Spain: Stakeholders are highly motivated with the realisation of the project. Families are perhaps the group with the least knowledge about the SDGs. The users are being trained on these issues and professionals of intellectual disabilities attending the project also know and know about the SDGs and the 2030 agenda.

Romania: There are some stakeholders trained in sustainable development, mostly in educational and environmental challenges; and willing to learn about how to work with people with Down



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syndrome. They have expertise in certain domains but not in a national/global approach from the perspectives of all 17 SDGs.

However, the political-administrative sector, the business environment and civil society do not approach SDGs as integrated actions and major actions generated at local, regional and national level.

But the conclusion it's that they are prepared because as well as PwDS, they are going to learn by doing.

Croatia: stakeholders has accepted the invitation to explore future newly developed training materials and participate in future validation sessions

Greece: Supports of PwDS, organizations working for them, and other stakeholders lack of knowledge, tools, experiences, and cooperative culture to manage that deal. First, they need to gain Integrated knowledge about the meaning, the importance, and the ways of development and implementation of sustainable goals. Additionally, they should research and understand the substantial problems and needs of people with intellectual disabilities. Finding the real needs of them, their work may be easier and more effective. They will manage to cooperative, to change opinions and knowledge and to communicate with these people. As if some of stakeholders know enough about Sustainable Development Goals, they do not usually know how to manage them though persons with down syndrome. Furthermore, there is not satisfying state policy for the development of healthy and sustainable initiatives that respond in this action.



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Portugal: Stakeholders are more prepared to deal with SDG than people with intellectual disabilities. This change is only possible with the work and helps of NGOs that play an important role in empowering these people to adjust their skills to the needs of society in general and, in particular, to the aspects related to sustainable development goals

Q7_Discussion after the introduction of the proposal of Training Methodology to be developed in Service Learning in DS.

Agreement with the approach, contents, distribution, target groups...

SPAIN:

After the proposal the Service Learning methodology, it is consider being appropriate for the project goals and all the different stakeholders involved are willing to participate.

SDG are a perfect content to be work through this methodology because it will be easy to show a positive impact through an action that it has been done by the SL methodology.

About the distribution of the contents, we consider that the community necessities will be different in each country so, each country will work with one, two or three SDG.

What it is clear for us it's that the number of target groups it will depend of the stakeholders number interested in the project. Every participant group will have their goals to achieve that, will not be possible if the other groups does not get theirs.

ROMANIA:



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On the one hand, the participants did not formulate any opinion related to the Service Learning Methodology but, and on the other, regular people and experts in SDG and SL do not know the profile of people with Down syndrome. They consider them as beneficiaries and cannot imagine that a person with Down syndrome can do as an active actor.

So, we must consider:

- The approach must be inclusive but underlying the main characteristics and typology of people with Down syndrome (routine, slow motion, speech difficulties, repetitive activities....) and behavioural guidelines for stakeholders (be patience, given enough time for reaction, slow down your talk, not addressing several questions in the same time or same question coming from more than one person;
- Content must be in easy language with visual support, both with exercises on paper and practical exercises based on reflection and dialogue; and videos.
- Training materials could cover each one of the 17 SDGs but the training itself (validation) should be done in maximum 3-4 SDGs connected to ensuring the quality of inclusive and equitable education and promoting lifelong learning opportunities for all.
- Each partner would be free to choose the SDGs to be experimented according to the will of own target group, but care should be taken so that 2 partners do not validate the same SDG.



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What they could see in the cocreation session was that stakeholders are willing to get involved but people with Down Syndrome needed a theoretical introduction adapted by using different stories and after that, a practical strategy to make them real.

CROATIA:

We are going to need to work through a **collaborative learning** (the group learns together, and in learning they use various sources of information and shape them into a new whole.)

Features:

- circular seating and communication schedule (at the beginning and at the end)
- in the central part, various forms of communication and work on the topic
- emphasis on emotional and moral competencies, and not just on the intellectual
- the process is valued more than the result
- the result is always better regardless of age and subject of study
- video materials
- auditory materials
- combined target group (pwd + relatives + professionals)

GREECE:

Our next step will be developed the final project's training scheme that will include:

- Learning objectives, according to training needs and expectations.



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- Target Groups: roles and competences to be developed for improving social inclusion and participation through Sustainable Development Goals and Service-Learning.
- Methodological approach to be developed in further stages of the project. (Identification of Service-Learning Activities and Training Materials to be developed, and technical specifications in terms of accessibility and usability for the project platform).

PORTUGAL: Learning service methodology has a great potential to be applied to this population as it respects the learning rhythms, tastes and talents of each person associated with the needs arising from the global emergency situation that the 17 Sustainable Development Goals seek to address.

However, it is important to adapt this methodology to this population, that is, to create and adjust pedagogical instruments and resources for its application and validation in the context of NGOs making sure that the projects should integrate the Individual Inclusion Plans and that they should be developed by people with disabilities supported by their respective support staff members.

Q8_Duration of the training course. Your opinion

In general, all countries consider that a training course for persons with down syndrome should not last long time. But ALDO-CET from Romania make a propose:

- 2 sessions of 2 hours each – for people with Down syndrome and their supports/families;
- 1 session of 2 hours for facilitators/volunteers;



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- 1 inclusive seminar including both targets from above in order to commonly debate the implementation SDGs and the role of key actors in this process.

Also Hurt, from Croatia comment that we should combine theoretical and practical sessions (30% / 70%).

Greece add that if trainers are intellectual professionals, they can manage to achieve their goals in the permissible learning time.

And Portugal comment that the evaluation of the level of understanding of the concepts should also be a concern, as well as the evaluation of the impacts obtained in the medium to long term with regard to improving the quality of life of people with disabilities

Q9_ What do you think are going to be the minimum competences to have for trainees to be able to understand and be done with the different Sustainable Development Goals?

In general, all the countries opinion that motivation and willingness to learn are going to be the main competences they should have to be able to understand and be done with the different Sustainable Development Goals.

Maybe, it depending of the action to be develop through the SL methodology they will need to learn a specific action to do, example (we work through the SL methodology the reforestation of a garden area of our community. The users will need to learn how to remove weeds, plant a plant or flowers, water them...)



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ALDO-CET from Romania considers that competences related to promoting self-decision and the afferent transversal skills should be taken into account. During the project life there is not enough time to develop competences and skills. Therefore, the already existing ones would be enhanced and developed:

Ability to make choices and make proposals:

- being brave
- self-esteem in expressing own ideas
- propose activities for the group
- listen to the others
- do not interrupt the others
- do not talk a lot
- choose the activities he/she prefers
- make useful suggestions
- accept suggestions or ideas of others
- adhere to the choices of others (just answer yes or no)
- vote on the proposals independently
- seek and propose new activities

Ability to understand the meaning of SDGs

- willing to be informed
- willing to learn
- willing to do tasks
- collaborate with the team
- good organizer
- well organized
- make a difference between poverty and dirty



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- make a difference between hunger and responsible production
- make connections between different SDGs

Communication:

- express one's needs, desires and thought
- express creative ideas
- express them both to known people and to strangers
- ask for information to reach what you want
- ask for information to ask for help in case of trouble
- make appropriate comments
- take care of others
- trustworthy

Orientation:

- punctuality
- able to follow directions
- identify landmarks
- recognize bus, taxi and underground stops
- ask for information and follow simple and complex instructions

Street behaviour:

- know and respect the pedestrian signals (traffic lights, pedestrian crossing)
- pay attention to incoming vehicles
- have an attitude to prevent hazards
- orientate oneself along one's usual path

Use of services and transports:

- develop orientation skills in space (routes/maps) and time (timetable)



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- develop skills to the use of the specify transport
Portugal thinks it is very important that people with intellectual disabilities have skills related to self-advocacy that allows them to develop all those skills mentioned by ALDO-CET.

Q11_What do you think are going to be the competences and the ability of trainers to translate to the trainees the main ideas of the 2030 agenda and the Sustainable Developments Goals?

In general, we can consider the next general competences:

- motivation and self-esteem
- Individuation, psychological differentiation: It implies accepting the participant's uniqueness as an individual, considering him/her an active participant in learning, capable of thinking in an independent and different way from the other participants.
- respect to the rhythm of each trainee; the learning needs of each one;
- ability to lean on peers to explain some of the content to be taught,
- patient
- friendly
- optimist
- Social abilities;
- Ability to make choices and proposals;
- Communication abilities;
- Orientation abilities;
- Abilities to deal with street behaviour.



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- Self-advocacy
- Self esteem
- Critical thinking
- Empathy
- Decision making

But they must know about:

- SDG
- adaptation of content
- be able to create a feeling of belonging
- be able to create curiosity in the users. Curiosity means learning

Q12_Pilot Actions; Train the trainer, practices and application of the project in the real environment. Make a proposal.

SPAIN:

We consider that we should:

- Look for close and not too complex objectives to work on.
- To make the first actions quite concrete so that the results of the good practice can be clearly seen.
- We have an expert in SDG and SL who will accompany us in the implementation of the activities.

ROMANIA:

Add that participants should be invited to reflect on making connections between SDGs: (example)



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Elena is very poor. She lives in a village. - SDG 1
She has no food in the house and is very hungry. - SDG 2
That's why she feels bad. She wants to feel good, that is, to be healthy. - SDG 3.
And from previous practical experiences that can be included in the field of SDG and SL, PDS are open to trying new things.

CROATIA:

Participants stated that video & audio materials are best for learning, maybe to think about voice over on PPT. Materials should have accessibility in wording, letters etc. Specific visual effects for people with seeing disabilities (people who talk would not be in black clothes)

GREECE:

Make an appoint about different learning strategies we could use in our process of teaching:

Role playing

Video modelling

Graduated guidance

Simultaneous prompting

Chaining

Progressive time delay

Prompting

Examples/good practices

Graphic and colourful representations

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Gamification

PORTUGAL:

Need to hear from the experience of the others partners on the inclusive sessions, time and reflexion to make a proposal.

Availability and competences of trainees for using the e-Training Platform.

IT competencies - or support who can help them with IT
Even our users' competences have increased after the last year due to Covid 19 situation.

7.2_ CO-CREATION SESSION SERVICE LEARNING

Q1_ What are potential of Service-Learning Projects to have a real positive impact in Society in general and in your communities in particular?

SPAIN:

SOCIETY IN GENERAL

The purpose of "offering a service" direct to society, to transform and improve it. Ideally, start in close environments and get to know each other and then expand the range of action. But with small actions, an entire society, a world, can be transformed.



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OUR NEARBY COMMUNITY

SL is a type of education in which students learn while doing a service to the community. Apart from the acquisition of knowledge, in service-learning the student identifies in his immediate environment with a situation to which he is committed to improving, developing a solidarity project that brings knowledge, skills, attitudes and values into play. Formative learning is joined by another fundamental element: social commitment.

ROMANIA:

ALDO-CET:

SOCIETY

During the session our participants expressed that SL projects always have a positive impact in society. However, the effects are not always long lasting or keeping.

YOUR NEARBY COMMUNITY

SL projects are applied mainly by the educational systems and during certain period of time – one week named “school differently” involving people with intellectual disabilities and other vulnerable groups.

In Craiova, companies apply from time-to-time greening actions in community – cleaning green spaces or planting trees involving their employees.



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In Bailesti, only specialized companies are doing these kinds of actions and always against payment.

Asociata Down Plus Bucuresti:

SOCIETY

The potential of Service-Learning Projects in the society is very big. First of all, they promote equality, inclusion, effectiveness and sustainability for many domains that need changes and improvements. Moreover, they represent a way in which people with disabilities can learn from a practical perspective how to operate with really abstract concepts. Service Learning Projects represent the possibility for PDS to become active members of the society and also promoters of change. This brings improvements for the future of the society in various domains and also gives an example of how anyone can be factor of change.

YOUR NEARBY COMMUNITY

The Service-Learning Projects bring a new and fresh method in which PDS can take abstract and theoretical concepts and use them in real life. They can become part of something bigger than them, they can contribute to the improvement of the world and in the same time they can learn new and useful things by being trained correctly.

CROATIA:

SOCIETY



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- People with disabilities (PwD) can be occupied with meaningful occupations as usually they have been deprived of their basic rights
- this will ensure better health & QoL
- inclusive and applicable training program which can be used in the future

YOUR NEARBY COMMUNITY

- easier development of future project
- raising awareness of capabilities of PwD
- motivating resource for future life

GREECE:

SOCIETY- YOUR NEARBY COMMUNITY

The potential of service-learning projects, which have a real positive impact in society and in our community, is specified in four interdependent stages: preparation, action, reflection and demonstration. Preparation involves identifying and investigating a need, and devising a plan of action. Action is the direct result of preparation. Reflection enables students to consider how the acquired experience, knowledge and skills relate to their own lives and their communities. Demonstration requires students to exhibit their expertise through presentations or class lessons, that draw on the preparation, action and reflection stages of their experiences. Adherence to these four basic elements, the linking of service and



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learning goals enables students of all ages and ability levels to participate successfully in service-learning activities.

PORTUGAL:

SOCIETY/ YOUR NEARBY COMMUNITY

Community partners can gain access to crucial information, supported by the professional approach of rehabilitation professionals, regarding the competences of people with intellectual disabilities, thus facilitating the processes of social inclusion and participation. The fact that the service-learning methodology allows adjusting the interests, capacities and competences of each individual to the learning process makes it a powerful tool for inclusion, encouraging the community to adopt socially responsible behaviours that benefit everyone.

The implementation of service-learning projects promotes the development of broader community networks allowing social organizations to strengthen their relationship with communities and vice versa, which facilitates the process of social inclusion of disadvantaged groups, promoting their participation, active citizenship and the adoption of more responsible civic behaviour by all social agents. The implementation of service-learning projects encourages organisations to challenge themselves and promote new learning methods geared towards people with intellectual disabilities with clear benefits for the organisation, clients and communities.

Also promotes the visibility of the work developed by these organisations for the population with intellectual disabilities and bring them closer to the existing needs in real community contexts.



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The implementation of service-learning reinforces the importance of diversity and the need for society to value the role we all can play and develop, thus promoting more responsible, inclusive, sustainable and happy societies. The wealth and value of each society lies in its capacity to bring out the best in each of its members, regardless of our differences and limitations.

Q2_What are the main barriers that stakeholders find for implementing the Service Learning Methodology? And the main drivers and key factors?

SPAIN:

Main Barriers:

1. Abstract contents
2. Unrealistic expectations
3. Involving more than one agent sometimes costs
4. Understand that it is an external need and not your own. Empathy
5. Lack of technology, material and human resources
6. Make a bad diagnosis

Main Drivers:

1. Develop critical thinking skills
2. Training Problem solving, decision making
3. Work on empathy
4. Collaboration and communication
5. Build positive relationships with community members
6. Learn by doing and serving



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ROMANIA:

ALDO-CET:

Main Barriers:

1. Lack of civic education and responsibility.
2. Lack of volunteerism in community.
3. Preconceptions – association of people who are carrying out greening actions in the public places with people socially assisted.
4. Lack of solidarity.
5. Parents' resistance to change.
6. Lack of awareness and knowledge about service learning.
7. Indifference, ignorance

Main Drivers:

1. People with Down syndrome are having too much empty time and not being engaged in worthwhile activities. Service learning offers them the opportunity to be responsible, caring, participating members of society. Rather than prolonging their dependence on family/caregivers, undermining their self-esteem and crippling their capacity to care, schools (high and higher education) with service-learning components can empower them to succeed.
2. Experiential education – learning by doing, serving and reflecting on the experience.

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3. People with Down syndrome can work together with their teachers/facilitators and community members in planning educational strategies for their own learning.
4. It is a tool for lifelong learning reform for all.
5. Opportunities to integrate educational and social activities.

Asociata Down Plus Bucuresti:

Main Barriers:

1. The difficulty of PDS to understand the abstract concepts (specific group)
2. Stereotype that PDS have no abilities (general)
3. Social and cultural barriers (general)
4. Not enough knowledge on the subjects of SDG and Service-Learning (general)
5. Not enough experience in the implementation of inclusive SDG Service-Learning Projects (general)

Main Drivers:

1. Multiple international sources of information relating the SDG Service-Learning Projects (general)
2. The possibility to learn by doing (specific group)
3. The possibility to reduce inequality by implementing such projects (specific group)
4. The possibility to gain experience and become active actors of the community (specific group)

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5. The possibility to participate in their own community and to apply their own ideas (specific group).

CROATIA:

Main Barriers:

1. COVID
2. IT & parents who do not allow access to Internet to their family members
3. computers
4. parents of individuals who could be better aware of the individual capabilities

Main Drivers:

1. support person
2. friends
3. collaborative learning
4. social worker of the individual to connect him with similar clients.

GREECE:

Main Barriers:

1. Difficult learning content
2. Weakness of face-to-face learning activities (COVID-19)
3. Well-worked preparation
4. Available time

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5. The inclusion of Service Learning on sustainable development issues.

Main Drivers:

1. support person
2. friends
3. collaborative learning
4. social worker of the individual to connect him with similar clients

PORTUGAL:

Main Barriers:

1. Include making time to integrate service-learning, considering ethical dilemmas and risks associated with projects, finding projects that are appropriate for people with intellectual disabilities population or “teaching” modality (such as online, and providing appropriate skills development for those persons).
2. It includes the ability of communities to perceive that people with intellectual disabilities have skills that can put at service of all with clear benefits for other stakeholders and, in this way, to provide opportunities for social and community inclusion and to strengthen partnership networks with organisations that supports and work with this population.
3. Includes the need to work with the families of these people to make them understand that they can and should exercise their right to active participation. Families are often an obstacle to their children's participation in activities with which they are unfamiliar and feel safe about.



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4. Includes the need to sensitise organisations to the need to include new methodologies for learning and working with people with intellectual disabilities, making them aware of the importance of including these people in the communities where they live. We know that many organisations promote networking with communities but there are many that still have clear difficulties in opening their doors to the community and end up promoting services that are often more segregating than inclusive.

5. Includes the need to rethink the type of funding for support this type of work with this type of population, as this type of learning implies that the ratio of technicians/client should be reviewed, raising questions regarding human resources and the capacity of organisations to bear the additional costs of hiring more support staff members.

Main Drivers:

1. Increase people with intellectual disabilities desire for community involvement and allow them to actively construct knowledge and develop their problem-solving skills:
2. Increase people with intellectual disabilities with reflexive and critical skills, promoting self-advocate behaviours, autonomy and social responsibility;
3. Participation in service-learning projects succeeds in escalating “Learners” civic values”. They become inspired to empower others, and become increasingly attentive and concerned with others’ needs and perspectives.



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4. Increase Non-profit Organisations new challenges on implementation of innovative methodologies to people with intellectual disabilities, reinforcing their role in society and increasing the establishment of community partnerships in order to promote social inclusion;
5. Increase communities' opportunity to tap under-utilized volunteer base and Extends community organization's ability to address unmet needs.

Q3.1_ Main potential of Service-Learning Methodology for improving the society or your nearby community? Are the community prepare to deal with this?

SPAIN:

It is "a solidarity service destined to attend to real and felt needs of a community, actively led by students from planning to evaluation, and intentionally articulated with the learning contents (curricular or training contents), reflection, and development of competences for the citizenship, work and research".

Service-learning is an innovative methodology in which, by modifying reality, an attempt is made to improve student learning. It is based on competence-based education, learning by projects or problems, cooperative and collaborative learning, promoting entrepreneurship, multiple intelligences, positive coexistence, gamification, etc. In addition, the promotion of the autonomy of the students prevails.



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The SL has become an innovative tool among those seeking a renewal and a new approach to the current educational system.

ROMANIA:

ALDO-CET:

Service learning provides a framework to integrate educational and social reform recommendations. Could be a starting point for community to reflect on instructional strategies and established joint effort for applying sustainability for all.

It is an opportunity to raise awareness about the potential of people with Down syndrome while meeting community needs. Community members could start thinking in terms of “we should” instead of “pity”.

People are not prepared to deal with it. General population consider people with Down syndrome or intellectual disabilities as social beneficiaries not able to be active actors in any field.

Asociata Down Plus Bucuresti:

The Service-Learning Methodology adapted for PDS can become a real example for the entire community. If PDS can break barriers, can give ideas and can implement the actions in order to change the world, anyone can do it. Also, the community can gain new experiences and information, can become part of the change and can give and implement their own ideas.

CROATIA:

- content needs of the community



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- community will perceive PwD as contributing members of the community

GREECE:

Service-learning is a teaching method, which combines social services and educational teaching. It focuses on reflective thinking and civic responsibilities. Service-learning methodologies aim to motivate students, provide valuable services to rest of society, build connections between educational foundations with their communities and give people real reasons for reflection. There are some basic elements/potentials to an effective Service-Learning Methodology. Students are engaged in meaningful and practical services, that address real-life needs in the community. Through such worthwhile services, students can gain valuable knowledge and skills, that assists them both to learn new things and offer to society. The service and learning goals are of equal importance. Furthermore, there is a significant component of reciprocity between those serving and those receiving the service. In particular, those receiving the services control them, where the needs of the community define what the service tasks will be.

PORTUGAL:

The implementation of service-learning reinforces the importance of diversity and the need for society to value the role we all can play and develop, thus promoting more responsible, inclusive, sustainable and happy societies. The wealth and value of each society lies in its capacity to bring out the best in each of its members, regardless of

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our differences and limitations; increase communities’ opportunity to tap under-utilized volunteer base and Extends community organization’s ability to address unmet needs. It encourages social responsibility institutions such as City halls to develop means to promote the social inclusion and participation of people with intellectual disabilities adjusting community needs to the interests and abilities of this target group.

Q3.2_ And for improving the inclusion and participation of PwDS

SPAIN:

People with ID are part of the citizenry, which means that they have a social responsibility, based on their participation in the environment. Social entities must be agents of change, aimed at improving the quality of life of their users and influencing their environment to improve and sensitize it.

Therefore, of the SL, we are interested in learning and service opportunities, and of course not interested in the combination of the two concepts. In many cases, training and learning are found translated into orientations towards improving social skills, communication skills, offering support for independent living, or job training.

On the other hand, the service, understood as action, is not visible. We are interested in highlighting the service, since as we said at the beginning, the private nature of the actions of people with ID makes

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their inclusion and participation in the community difficult. The SL offers action opportunities aimed at participation and personal and social improvement. In addition, it facilitates the acquisition of a new social role and self-determination, of the people being they who have control of the actions and those responsible for making decisions.

ROMANIA:

ALDO-CET:

People with Down syndrome in our group are willing and able to learn about new projects.

However, as there is no social system to facilitate adult participation in community life, they are in the complete responsibility of their parents, and therefore they always depend on the availability of their parents, who decide for them in most of the cases.

Our association works for empowering people with Down syndrome and transforming them in “doers”. But never applied Service Learning Methodology. Therefore, our people never took part in this kind of projects.

We see it as an opportunity to take on more responsibility for adults own learning. Becoming actively engaged in the needs of the community and bringing back content for their “classroom learning”, both people with Down syndrome and their parents realize the necessity of learning and establishing patterns for lifelong learning. This can prepare them with decision-making skills to face social dilemmas in a future and to analyse the implications of knowledge



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on such issues as education, participation, dignity of life, and individual rights.

We can even think to the responsibility for teaching them how to make ethical decisions:

- moral reasoning: learning to think about experiences - “why” something happened and “why” a person acts in certain ways,
- ethical decision: making the “should” part of making decisions.

Probably, both of them can be taught with a well-designed service learning program.

Asociata Down Plus Bucuresti:

Represents a start for PwDS in the adapted Service-Learning Methodology. By including PDS in those type of methodologies, we demonstrate that PDS can realise everything if they are trained correctly before. Moreover, we demonstrate that their participation in the community or society it's very important and useful. They can become real resources who can provide ideas, energy, time and action for change.

CROATIA:

- use the needs of the community for raising awareness of their capabilities

GREECE:

Service learning may be suitable to enhanced inclusion and participation of persons with intellectual disabilities, if the



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experience provides them with the opportunity to challenge the notions of disablement. Service learning has a powerful impact on persons with down syndrome' development by improving their self-esteem and confidence in their interpersonal skills. People, who participate in service-learning experiences, are likely to view themselves as more connected to their communities. Service learning is an effective educational approach, which may increase awareness of diversity and diminish formerly held stereotypes. Additionally, this kind of learning helps educational foundations, organizations or other stakeholders to develop empathy, attention and faithfulness to the people with intellectual disabilities. They understand the importance of inclusion and participation of all these people insocial activities and the barriers that must be overcome to accomplish this goal.

PORTUGAL:

See answers questions 1 and 2.

Q4_Needs of your community where the PwD could favour it

SPAIN:

Needs of the community:

Pollution, decent and inclusive employment, assistance and accompaniment for the elderly, poverty improvement for people with few resources, clothing and food, recycling, reforestation, ...

Needs of People with Disabilities:



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Visibility, awareness, normalization, inclusion, decent work, quality aging

ROMANIA:

ALDO-CET:

Needs of the community:

Our participants identified the following needs:

- Elderly single people need more attention and joy of life.
- Environment needs to be clean and with a lower rate of pollution.
- Garbage should be selectively collected.
- Interpersonal relationships should be more developed.
- More green spaces and flowers gardens should be arranged.

Needs of People with Disabilities:

- Learn to learn
- Learn to know
- Learn to do
- Learn to be
- Learn to cooperate with all

Associata Down Plus Bucuresti:

Needs of the community:

- climate change
- quality education
- partnerships in order to attain the goals



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- activities in order for our community to be healthy and have a good state of mind.

Needs of People with Disabilities:

- inclusion
- adapted education
- equality
- development of the abilities
- various activities

CROATIA:

Needs of the community:

- the need of preschool institutions to educate preschool children about sustainable goals according to their age
- the need to make the academic community aware of the ways in which people with PwD will be adequately supported
- society's need to see people with PwD as people who can contribute to sustainable economic growth
- development of community based meaningful co-occupations.

Needs of People with Disabilities:

- through education of the kindergarten population about what can Gardner/florist do, pwd show their capabilities



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- education of the student population about how to approach/support PWD, so future pwd student can have inclusive environment
- gardening skills used in community with the idea to produce the compost for the community.

GREECE:

Needs of the community:

- Equal treatment among all local citizens
- Knowledge of Service-Learning methodologies
- Awareness of persons with intellectual disabilities' needs
- Social, occupational, voluntary opportunities
- Expertise on intellectual disabilities issues
- Suitable facilities and foundations
- Financing
- Relevant legislature
- Enhancement of the communication and dialogue between local citizens and people with down syndrome-

Needs of People with Disabilities:

People with intellectual disabilities are among the most disadvantaged groups in our community, which have higher levels of needs than the general population. They usually experience access barriers in using many social services. Some of the needs of people with intellectual disabilities or syndrome down are following.

- Enhancement of self-motivation/confidence



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- Improvement of literacy and numeracy skills
- Access to appropriate skills training
- Knowledge of the area
- Allowed to go out alone or make their own plans
- Treated as normal and healthy citizens
- Availability and access to work placements
- Free/affordable/accessible transport options
- Boosting of community activities/facilities available to join in with
- Access and encouragement towards a healthy lifestyle
- Engagement with the community/ Encouragement from community to socialize
- Active members of community.

PORTUGAL:

Needs of the community:

- Environmental actions such as: cleaning of woods, rivers, gardens, beaches;
- Construction of infrastructures on recycled materials (pallets) such as bird houses, garden benches and tables;
- Support for elderly people;
- Civic actions for the promotion of accessibility conditions (universal design)

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- Construction of combustors and awareness actions for their use: benefits and means;

- among many others

Needs of People with Disabilities:

- Family acceptance and involvement. Recognition to the importance of the participation of people with intellectual disabilities in the learning experiences resulting from the implementation of such methodologies;

- Organizations' adoption of these types of methodologies oriented towards person-centred planning;

- Recognition by the support technicians of the importance of implementing this type of methodology and the added value for promoting their autonomy, reflexive capacity and problem solving;

- Supporting technicians' adherence to the implementation of this type of methodologies, which imply a more person-centred approach, respecting the learning rhythms of each one and the interests of each one.

- Recognition by organizations, society and community of the importance of their participation, reinforcing that this is a right that they should be able to exercise without social constraints.

- Recognition of all social and community actors that they are talented; They ARE CREATIVE; THEY CAN Do IT!

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8. MAIN CONCLUSIONS

After the co-creation sessions and the sharing of the results by the different countries, we have found similarities and differences to be taken into account for the rest of the Project. Thus, we can consider:

Main similarities as a barrier:

- Abstract contents

For everyone in general, DS users, Professionals, etc...

- Covid19

It is difficult to carry out this project technologically.

- Technological training needs for users/trainers/relatives

And in many cases the need for internet connection, computers, tablets that make the development of the project more complicated.

Main similarities as a driver:

- Motivation

Our users as well as our families and other stakeholders are very motivated to do things that contribute to the 2030 agenda.

- Service-learning as a tool for inclusion of people with DS

It is an opportunity for our users to be an active part of the community in which they live.

9. REFLECTIONS

- Need of adapted material to Easy Reading and visual support (there is not too much).

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- The Service Learning activities must be actions that are close to our users, to their environment and have a real meaning for them.
- It's important to highlight the transversal skills that our users will have to work on during the whole process of implementing the Project. (are they prepared?)
 - Critical thinking
 - Empathy
 - Decision making

We need to create a feeling of belonging not only at national level (each association in its own country) but also at international level.



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