



ACTrain
Accessible web-based and interactive video-
supported skills transfer

Final Report

Public Part

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Executive Summary

The targeted audiences of this Final Report are policy making institutions (governments, ministries etc.), organisations for the re-integration of people with special needs, education and training institutions, primary and secondary schools using pottery and ICT within the frameworks of their regular school programmes, schools for children with special needs, ICT developing organisations and companies, potters, organisations, associations, and institutes for the re-integration of the deaf and hard of hearing, blind and partially-sighted, and other associations and organisations working in the field of pottery, culture, and cultural heritage. The report is also aimed at those European citizens wanting to be innovative, creative, and learn through ICT for everyone.

The partnership ACTrain developed an innovative ICT-based training in ceramic design, accessible for everyone in Europe regardless of their socio-economic background, specially adapted for deaf and hard of hearing, blind and partially-sighted beneficiaries in 5 different languages and 4 different sign languages. The pilot training was carried out with more than 6 previously planned pilot groups of persons with special needs providing them with opportunities to learn through ICT, by respecting their individual needs, and including them equally in ALL-INCLUSIVE and ICT-based training. Besides raising their competences in learning ceramic design through ICT, the partnership launched the anti-discrimination project 'Project Promotion Campaign' at local, regional, national, and European levels. Following the long-term objective of the project - to establish a firm foundation for the acceptance of innovative ICT methods and tools for the education and training of people with special needs - the partnership prepared recommendations in respect to the most beneficial future orientation.

The consortium was based on the recognised expertise and competences required to successfully achieve all the aims of the project. The experts came from relevant universities, schools for people with special needs, education, training, employment, and social inclusion institutions having experience in the management of European projects, education, training, inclusion, and employment of people with special needs, as well as in the production of ceramic products, vocational rehabilitation, and ICT development.

'ALL-INCLUSIVE-APPROACH' ensured accessibility to knowledge for everyone respecting the needs of people with and without special needs. Each step of the development was taken in close cooperation with the target groups. The planned pedagogical methods and tools included 50 lessons with all the necessary adaptations for the blind and partially-sighted, deaf and hard of hearing, such as photographs, videos about pottery, videos using sign language, audio descriptions, and audio guidance.

Major products and results during the 3 years of the project included: 5 partnership meetings, Curriculum and training content descriptions for 50 lessons with all adaptations integrated within Proteus (<http://proteus.see-hear-touch.com>), more than 6 originally-planned pilot training groups and more than 100 participants, Project Promotion Campaign with a European-wide network, intense dissemination activities to EPR and EASPD, several articles in the media, e-newsletters, video on-line presentations, web-page (www.see-hear-touch.com), Final International Conference and Evaluation Recommendations.

In order to ensure sustainability of the results and follow-up on the findings of the project, as well as the future policy orientation of the EU, the partnership will in the future focus on technical improvements to Proteus, upgrading the innovation with CMS (Central Management System) for teachers and trainers, making the training available in other European languages, transfer the innovation to other professional sectors besides ceramic design, as well as work on activities for integrating ICT-based training into mainstream education and training systems at the local, regional, national, and European levels.

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1. Project Objectives

- 5 partner meetings,
- Curriculum and training content descriptions for 50 lessons with all adaptations integrated within Proteus (<http://proteus.see-hear-touch.com>),
- more than 6 pre-planned pilot training groups in partners' countries with more than 100 people with special needs learning ceramic design through ICT,
- Project Promotion Campaign with a European-wide network, intense dissemination activities to EPR and EASPD, several articles in the media, e-newsletters, video on-line presentations, web-page (www.see-hear-touch.com), Final International Video-Conference, and
- Evaluation recommendations.

Involvement and benefits for the target groups and other partners

Contributors with knowledge and years of experience in the education, training, employment and social inclusion of deaf and hard of hearing, blind and partially-sighted people were directly involved in the project. They took active parts in the development of 50 lessons and their adaptations to the needs of the target groups. Each lesson was developed by all these parties as the same priority 'to raise the competence levels of people with special needs'. The target groups learned about pottery in traditional class situations as well as by using ICT, despite being blind or having other disabilities.

Deaf, hard of hearing, blind and partially-sighted people, together with other groups having special needs, as well as people throughout Europe who decided to learn about pottery through ICT and produce it, were directly and equally involved in the training.

In order to promote the project, the partnership induced different kinds of organisations to take part in the project. When creating and implementing the project's promotion campaign and dissemination plan, the partners cooperated closely with all the target groups by trying to understand their real needs, to fight against discrimination, as well as to promote their social and professional inclusion.

A long-term objective of this project was and still is to establish a firm foundation for the acceptance of innovative ICT methods and tools as a sustainable element of education and training for people with special needs. Pottery was chosen as an example of the possible applications.

In order to ensure the most beneficial and equal inclusion of the target groups within the mainstream ICT-based education and training in the future, the experts will focus on:

- technical improvements to Proteus by providing equal access to everyone regardless of their disabilities, as it enables many different adaptations,
- upgrading the innovation with CMS (Central Management System) for teachers and trainers in order to enable them to develop attractive and accessible education and training according to the needs of the participants,
- availability for training in other European languages including CMS,
- transfer of the innovation to other professional sectors besides ceramic design,
- inclusion of ICT-based training within mainstream education and training systems at local, regional, national, and European levels.

2. Project Approach

The partners decided to undertake this project for several reasons:

- Deaf, hard of hearing, blind and partially-sighted people do not have equal access to education and training, including ICT-based, and these applications are often user-unfriendly;
- Existing teaching methods, materials, and approaches are often disconnected from technological changes, and ICT tools are insufficiently available within education and training systems;
- ICT-based education and training is inaccessible for many European citizens who have a modest socio-economic background.

The development of innovative ICT-based training in ceramic design, accessible for everyone, specially adapted for the blind, partially-sighted, deaf and hard of hearing in 5 different languages and 4 different sign languages, required an innovative 'ALL-INCLUSIVE-APPROACH' that had not been used before because the target groups of the project had very different needs regarding the approaches chosen.

Apart from the direct beneficiaries already listed above, the teachers, trainers, and mentors working with them, as well as people without any visual and hearing impairment were also target groups of the project, as the partnership wanted to make knowledge and learning through ICT accessible for everyone.

The first important message the partners would like to convey is the statement that if discrimination is to be avoided, the development of ICT-based training schemes should respect all groups of beneficiaries and, if necessary, should find ways of adapting corresponding training paths.

The next important component to take into account is the level of knowledge transmitted through those education and training processes intended for people with special needs, often set-up by excluding contents that are considered as either unnecessary or inaccessible for people who cannot see or hear. The project intends to adapt any kind of knowledge to the needs of the target groups in order to make it accessible. In fact, although the project cannot make a blind person see or a deaf person hear, it can contribute to better social and economic integration of the aimed population through improving and raising their skills and competence levels.

At the beginning of the development the experts focused on the following issues:

- Who are the target groups of the training?
- What are the needs of the target groups?
- How can we make the ICT-based training accessible for everyone if normally education and training is developed separately for all the target groups having quite different special needs such as blind and deaf participants?
- How do the target groups learn?
- What kind of training do we want to develop? What level of knowledge should the 50 lessons include, and why?
- How can the training be exploited within and beyond the lifetime of the project? Do we aim at basic training or do we want to develop a training that can be used on different levels?
- Where is the pilot training going to take place?
- How are we going to evaluate the quality of the development and the training?

In order to ensure the most beneficial implementation of the project, close cooperation had to take place between all the experts and target groups of the project during all the stages of the project.

Being aware of the importance of the above listed questions, the experts decided to overview the existing training in ceramic design in all those countries already providing it, in order to provide ICT-based learning opportunities for everyone interested in learning ceramic design through ICT.

Usability

Since clay is a very useful material and can be used in many different situations, the ICT-based training in ceramic design was developed in such a way that it could be used at home, at work, at school, in the process of vocational rehabilitation or as a work therapy, in a complete pottery course or by only a few lessons. It could be used for only learning one general course or to specialise in such as a potter's wheel as the most demanding part of the training.

Following the long-term possibilities for exploitation of the training by enabling everyone to learn, the partnership decided to include the following training modules:

1. The meaning of clay;
2. Preparation for working with clay;
3. Environmental and Health protection - making sure everything is safe and healthy;
4. Ceramic design - modelling ceramic products;
 - 4.1. Planning and choosing a product;
 - 4.2. Modelling from a whole piece of clay - modelling a cup;
 - 4.3. Modelling using hand-rolled lengths of clay;
 - 4.4. Modelling using plaster moulds;
 - 4.5. Modelling using rolled-out clay slabs;
 - 4.6. Modelling using liquid clay and moulds;
 - 4.7. Creating using a potter's wheel;
5. Drying and firing ceramic products;
6. Glazing ceramic products;
7. Marketing

The proposed training was clearly practical-oriented, since it was important to practise as much as possible.

Pedagogical methods and educational strategy

During the development process the partnership enjoined their knowledge, skills, competences, and experiences for:

- Clay and ceramic design,
- Needs of the target groups and accessibility,
- ICT adaptations and technical solutions.

A wide-range of possible methods, tools, and materials were taken into account:

- Methods: Theoretical (using teaching materials etc.), Empirical (using clay etc.), Discussion (during the training), Observations, Demonstration, Description, Frontal, Individual work, Group work.
- Tools: Computer, Internet connection, ICT application Proteus as the main educational tool, IT (video, audio, photo), Tools for ceramic design (worksurface, spades, vessels, mops, sponges, wheels etc.), clay, colours, other materials.
- Educational material: Teaching materials (curriculum with printed out lessons).

Each participant was able to take-in as much knowledge as they wanted according to their individual impairments, needs, interest, and abilities.

Training options were chosen according to the specific needs and interests of participants as well as options regarding locations and time schedules. As the more appropriate learning option for the chosen target groups, we defined the option of “**in situ ICT based training with a mentor**” even though the training could be conducted in as many creative ways as one can imagine with lessons that can be adapted to even the most disadvantaged groups of learners.

Participants were chosen through a series of activities that focused on the potential participants themselves, their parents, and the institutions they were integrated within.

Trainers and mentors were chosen according to their competences, and/or by knowing ceramics, and/or by knowing the specific needs of the target groups. They were experts in their own fields, usually working closely with the target groups, guiding them through special programmes.

Evaluation strategy

The main output of the project is a complete and free ICT-based training program in ceramic design Proteus (<http://proteus.see-hear-touch.com>), accessible for everyone, including people with special needs, specially adapted for deaf and hard of hearing, blind and partially-sighted.

The evaluation strategy was conducted by experts (project partners), mentors, and trainers prior to full-scale implementation, overseen by an external evaluator in order to ensure high-quality development.

The evaluation in general provided answer to the following questions:

- Have the planned deliverables been achieved by the partner and at the projected level?
- How have the partnership meetings been designed and organised?
- How has the pilot trainings been designed and organised?
- Were all the partners involved equally?
- How was the main product of the project (ICT based training in ceramic design) accessible?
- Was it applicable?
- Was it designed in such a way that it corresponds to the needs of the target groups?
- What were the qualities of the outputs like?
- What were possible ways of exploiting the new knowledge and competencies?

The methodology for evaluation of the ACTrain project thus divided into 3 parts:

- Evaluation of **usability** regarding the ICT-based training;
- Evaluation of **achievement** – achievement of set deliverables, performance of the project, and performance of the partners;
- **Recommendations**.

The evaluation was a result of the evaluator’s direct observations, individual interviews with participants by using checklists and/or open questionnaires (semi structured questionnaires) to collect feedback from partners, mentors, and trainees, and quantitative survey of the performance regarding the planned deliverables.

The five main groups of stakeholders within the evaluation process were the evaluator, project partners, associated partners/subcontractors, trainees, and mentors.

The evaluation strategy was therefore based on three essential criteria:

- **Accessibility** to the knowledge that was not developed for only one single target group but for all, including target groups with entirely opposite needs;
- **Applicability** of the ICT (Proteus application) for each target group;
- **Quality** of single elements integrated and combined within the framework of the ICT-based training and their on-line accessibility.

Dissemination and exploitation strategy – sustainability of the project results

The project ACTrain is closely connected with the following fields:

- pottery,
- development of ICT within the education and training of people with special needs,
- education and training in general and for people with special needs,
- creative approaches towards education and training,
- art and cultural heritage.

The target audiences for dissemination and exploitation were policy making institutions (governments, ministries etc.), organisations for the re-integration of people with special needs, education and training institutions, primary and secondary schools using pottery and ICT within the frameworks of their regular school programmes, schools for children with special needs, ICT-developing organisations and companies, potters, organisations, associations, and institutes for the re-integration of the deaf and hard of hearing, blind and partially-sighted, and other associations and organisations working in the fields of pottery, culture and cultural heritage, and all European citizens wanting to be innovative, creative, and learn through ICT for everyone.

It was and is the goal of the partnership to reach as many potential users of the product as possible during and after the contractual lifetime of the project. In order to increase the sustainability of Proteus, the training is going to be available on-line free of charge for everyone.

In order to achieve this, the Project promotion Campaign and Dissemination plan was part of the project. The partnership established a European wide network including all relevant institutions and potential users of the ICT-based training in ceramic design that carried out intensive dissemination activities to EPR and EASPD, several articles in the media were presented, e-newsletters were sent out, video on-line presentation was made, a web-page (www.see-hear-touch.com) was one of the main dissemination tools.

The highlight of the dissemination strategy was the Final International Conference 'Education and Training for all – Innovation not discrimination' where the findings of the project were presented and the most beneficial future orientation for the sustainability of the innovation was defined at the concluding Round Table.

In respect to the long-term objective of the project the follow-up proposal ACTrain for ALL has already been presented to the Belgium National Agency in January 2013 within the framework of the LDV Transfer of Innovation Programme. The proposal was submitted in very close cooperation with the EASPD (European Association of Service Providers for Persons with Disabilities) representing more than 10,000 members and that has recognised the importance of the ACTrain project's results in the field of learning through ICT for everyone.

3. Project Outcomes & Results

ACTrain was a 3-year project (January 2010 - December 2012) defined as 5 work packages:

3.1. Project management

Each partner was in charge of one work package. In order to ensure monitoring of the project and its implementation, a Project Management Group was established that included one expert from each partner's organisation whose responsibility it was to ensure that the planned results were achieved on time and to budget, as contracted.

3.2. Development of Innovative ICT-based training

This work package was essential for the producing all the scheduled modules and lessons, which were available in 5 different languages (English, German, Italian, Greek and Slovenian) and 4 sign languages (Austrian, Italian, Greek and Slovenian) at:

- www.see-hear-touch.com - web site of the project or
- <http://proteus.see-hear-touch.com> - innovative ICT-based training.

The partners developed 50 lessons in ceramic design adapted to individual needs. The teaching materials were developed by experts in close cooperation with the target groups, so as to adapt it to their specific needs:

- lessons were structured according to the clarity principle with clear beginnings and endings;
- hard to understand words were explained and described if necessary;
- synonyms were avoided as far as possible to enable for a better understanding of the course.

Specific adaptations were developed:

For all participants with at least some access to the visual channel:

- instructional videos and photos are available that related to pottery;
- explanatory written texts are available;

For the blind and partially-sighted beneficiaries:

- lessons are downloadable so that the blind can read them using their already existing screen readers such as Jaws, Proteus, Amebis, Virgo, Apollo, Zoomtext, Braille Display or Braille Line;
- all the 50 lessons are available as audio descriptions, as a way of providing access to education and training for the blind and partially-sighted;
- the Proteus Application orally guides the blind and partially-sighted throughout the whole training in the form of audio navigation, so that they do not need additional ICT tools;

For the deaf and hard of hearing beneficiaries:

- sign-language videos are available for all the 50 lessons so as to translate written and audio texts;
- new signs were developed in sign-language.

Proteus – the name of the Computer Application (software) chosen for the aimed training course

The name of this application - Proteus - comes from the Latin term *Proteus Anguinus*, which designates a blind and deaf amphibian endemic to the subterranean waters of those caves within the Dinaric karst regions of Southern Europe. It lives in the waters that flow underground through this extensive limestone region, including the waters of the Soča River's basin near Trieste in Italy, through to southern Slovenia, south-western Croatia, and Herzegovina. This olm is the only species of its genus Proteus, the only European species of

the family Proteidae, and the only European exclusively cave-dwelling chordate. It is also occasionally called the "human fish" - because of its pink skin and small arms and legs, it also looks rather like a small human (*taken from Wikipedia and other websites*). The Logo of the project includes the elements that indicate eyes and ears because the application aims at deaf and hard of hearing, blind and partially-sighted users.

3.3. Pilot training

As planned the partners organised 6 training and some additional groups in order to carry out pilot training at the following centres:

1. OZARA d.o.o. Service and Disability Company, Maribor, Slovenia,
2. School for the Deaf in Ljubljana, Slovenia,
3. Inter-municipal Association for the Blind and Partially-Sighted, Maribor, Slovenia,
4. HRDC, Patras, Greece,
5. Istituto dei Sordi di Torino, Torino, Italy,
6. University Rehabilitation Institute Republic of Slovenia, Ljubljana, Slovenia,
- 7a. RACIO d.o.o. in cooperation with the Association for the Deaf, Celje, Slovenia
- 7b. RACIO d.o.o. in cooperation with the Association for the Deaf, Velenje, Slovenia
- 7c. RACIO d.o.o. as one of the vocational rehabilitation providers for deaf and hard of hearing people, and
- 7d. RACIO d.o.o. in cooperation with the Association for the Deaf, Krško Slovenia.

As a result of the dissemination activities of the partnership, several other groups recognised their interest and decided to participate in the pilot training. The ICT-based training in ceramic design is accessible in 5 European languages and 4 European sign languages at <http://proteus.see-hear-touch.com>, and everyone is invited to take an active part in training in the future.

3.4. Project Promotion Campaign and Dissemination plan

The partners developed a common dissemination plan. The following results were achieved within this work-package:

- Networking and the establishment of a European-wide network;
- Dissemination to the EPR (European Platform for Rehabilitation) and additionally EASPD (European Association of Service Providers for Persons with Disabilities);
- Video on-line Presentations in all 5 languages and 4 sign languages;
- Web-page in 5 partner languages www.see-hear-touch.com as the main source of information about the project;
- The Final International Conference "Education and Training for ALL – Innovation not discrimination";
- Intensive dissemination through articles, news in the media, mailings, meetings, conferences, seminars, round tables, and other events at local, regional, national, and European levels.

3.5. Evaluation plan

According to the evaluation plan, three major results could be derived from this work package managed by an external evaluator:

- Evaluation strategy,
- Evaluation instruments, and
- Evaluation recommendations.

Evaluation recommendations include reports on:

- Evaluation of achievements regarding work done by partners and the products of the project,
- Evaluation of Curriculum and Proteus, and
- Evaluation of Pilot training.

4. Partnerships

The partnership consisted of 3 companies, 1 university, 1 institute, 1 foundation and 1 non-governmental organisation. The partners not only came from different European countries but also from different types of structures, thus bringing years of experience and knowledge in the fields of education, training, social inclusion and employment of people with special needs, who were directly connected with implementing the project's activities.

All the partners had also developed strong networks at local, regional, national, and European levels, which were consequently improved and enlarged within the framework of the ACTrain project.

Added-value of the multi-country partnership and working together within a European partnership

- Implementation of innovative approaches, practices in learning through ICT for everyone, exchange of knowledge, and the transfer of best-practices examples from different countries, as well as their experiences;
- Common development of innovative ICT-based training in ceramic design specially adapted for the target groups;
- Exploitation of the same ICT tool with the same ICT-based training programme Proteus in different languages and different national practices;
- Inclusion of the most disadvantaged groups of learners providing them with equal participation in learning through ICT for everyone in different European countries.

Benefits for groups outside the consortium

The partnership ACTrain launched a Project Promotion Campaign:

- The already existing networks of all the partners were strongly upgraded by more than 500 contacts.
- All relevant institutions within the network at local, regional, national, and European levels were part of the intensified dissemination activities of all partners.
- In order to intensify dissemination activities European Platform for Rehabilitation and EASPD (European Association of Service Providers for Persons with Disabilities) representing more than 10,000 social service provider organisations across Europe and across disability were included in the dissemination plan, which resulted in a new project proposal within the framework of the LDV Transfer of Innovation programme in January 2013 with EASPD recognising the importance of ACTrain's results and taking the role of coordinator;
- Several articles and e-newsletters were sent throughout all networks of partners inviting everyone to participate;
- On-line videos showing pilot training were developed and used for promotional and dissemination purposes;
- Web-site (www.see-hear-touch.com) was developed and used as one of the main tools for dissemination;
- At the end of the project the final international conference was organised with more than 100 relevant stakeholder and partners outside the project providing very important conclusions at the round table discussion.

Moreover, it should be stressed that learning pottery through ICT was interesting to more than 6 previously planned pilot training groups, which resulted in new pilot groups, new network members all following the same goal: improvement of life qualities of people with special needs by the development of the first and unique example of an ALL-INCLUSIVE-ICT and accessible pilot training for everyone, thus responding to the needs of the target groups and enabling them to participate equally in education and training that will open-up endless opportunities for future generations.

5. Plans for the Future

In order to understand our plans for the future it is first necessary to understand the main problems and needs that were concluded from the project ACTrain and the final ACTrain conference 'Education and training for all – Innovation not Discrimination':

- ICT-solutions do not respond to the needs of all participants;
- The existing (ICT-based) systems do not provide equal opportunities for all participants regardless of their impairments or socio-economic background, and thus do not provide ICT or learning environments that nurture mutual support in order to ensure the potential development of each participant;
- Adaptations of teaching materials and contents for people with special needs are insufficiently presented within the European Education and Training system;
- The existing teaching methods, materials, and approaches are not keeping pace with the technological changes, meaning that ICT has insufficient presence within European Education and Training systems;;
- The gap between education and employment is wide, thus preventing learners from acquiring the skills, knowledge, and competences necessary for facing the challenges of the labour market – e.g. digital competence as one of the key components;
- Learners with special needs are excluded from mainstream education and training since there are no ICT solutions that would enable learning through ICT for different kinds of people with quite opposite special needs, such as blind and deaf people, as well as people without impairments.

ICT offers endless opportunities if we want to adapt knowledge for people with special needs. It is the long-term objective of the project ACTrain to establish a firm foundation so that formally or informally innovative ICT is accepted as one of the key ICT tools for the education and training of people with special needs.

Our vision in the field of learning through ICT for everyone:

- to enable everyone to participate equally in education and training, regardless of their particular impairments;
- to make education and training open and accessible free of charge for everyone;
- to technically improve Proteus;
- to develop a high-quality CMS (Central Management System) for teachers and developers of education and training in order to provide them with opportunities to develop high-quality education and training within any sector one can imagine;
- to make education and training from this project available in most EU languages, thus providing opportunities for education and training in different countries;
- to transfer the innovation to other professional sectors besides ceramic design.
- to integrate ICT-based training into mainstream education and training systems at local, regional, national, and European levels, and
- to seek for ALL-INCLUSIVE-ICT solutions;

In order to face the above listed challenges the partnership has, in a close cooperation with EASPD (European Association of Service Providers for Persons with Disabilities), prepared a follow-up ACTrain for ALL the proposal that was under the coordination of EASPD, as submitted to the Belgium National Agency within the framework of the LDV Transfer of Innovation Programme at the beginning of 2013. In addition the proposals' partners have been looking for a regular system solutions and financial management for facing the challenges.

Proteus and the training are accessible for everyone at <http://proteus.see-hear-touch.com> and everyone is invited to participate free of charge.

6. Contribution to EU policies

The ACTrain project intends to contribute to several EU policies within the framework of the Lifelong Learning Programme:

** Improving the quality, attractiveness, and accessibility of opportunities for lifelong learning, as well as contributing to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic backgrounds.*

ICT-based training in ceramic design disseminated amongst different institutions and organisations interested in pottery, learning through ICT, and the education and training of people with special needs.

** Supporting the development of innovative ICT-based content, services, pedagogies, and practice for lifelong learning.*

The approach of the partnership was to develop an innovative ICT-based training that had never before been achieved as such a concept in the field of pottery and for target groups with such opposite needs.

Specific objectives of the Leonardo da Vinci programme:

** Supporting participants in training and further training activities for the acquisition and usage of knowledge, skills, and qualifications, in order to facilitate personal development, employability, and participation in the European labour market.*

Everyone in Europe regardless of his/her socio-economic background is invited to participate in the training, to gain knowledge about pottery, and by learning through ICT improve his/her hand skills, exchange knowledge at different levels, improve social networks, social inclusion and personal development, participate in the development of ICT methods for the education and training of people with special needs.

** Support improvements in quality and innovations of vocational education and training systems, institutions, and practices.*

The partnership ACTrain offers these possibilities for 4 target groups with opposite needs; blind, partially sighted, deaf and hard of hearing.

** The Priority: to raise the competence levels of people with special needs.*

More than 100 participants were involved in ICT-based training paths using the latest technology available. They learned about pottery with ICT methods. Thus, they improved their hand-skills and theoretical knowledge, as well as digital competences.

** Horizontal policies: making provisions for learners with special needs and in particular by helping to promote their integration into mainstream education and training, promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.*

Pilot training is, amongst other, also being carried out in schools and institutions as part of their regular school programme. Since the target audience for the promotion and dissemination activities are different kinds of organisations, the partnership will promote the integration of learners with special needs into mainstream education and training.

