



Inclusive Training for Disability Care Worker – Educational Assistant

Phase report 4
01.10.2005 – 31.01.2006

Pilot run

Graz, January 2006



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Project partner



Summary Phase 4 – pilot run

01.10.2005 – 31.01.2006

1. planed aims and results of this phase

- 1.1. The existing project results have been methodically tested, examined and assessed in practice regarding effectiveness and efficiency in operation.
- 1.2. The empirical experiences give information concerning effectiveness of the designed products. The results serve as a argumentation and action guide for the introduction of improvements such as product revision, product enlargement and/or product reduction.

2. planed measures

- 2.1. Implementation organisation: the partner establishments planned for the trial of the product (training institutions, organisations / societies for the disabled) were activated in phase 3 – the implementation planning is complete. The concrete realisation follows in phase 4. The trial of the product will take place in establishments of the following partners: Life Aid (Lebenshilfe) Graz and the surrounding area – Voitsberg (AT), Caritas Training Centre for Caring Professions (AT) and Special School Dac Szanse (PL). DEIS (IR), Project AURA (ES) and the Municipality of Colferro (IT) will work with partner institutions not included in the project. (Decisions regarding this in phase 3).
- 2.2. Trial in the educational sector: the trial will be implemented in selected subjects in the educational sector. For this purpose inclusive class units will be formed and installed as project groups in schools. The developed support systems and aids as well as IT and eLearning will be included in the teaching structure or tested separately as required, and they will be examined for usability and degree of purpose fulfilment.
- 2.3. Trial in the field of work: Disabled people are to work on an hourly basis in care teams of partner organisations / societies for practical trial purposes. The focal point of the observations are primarily field of action constellations and correlations (types of establishment with their effect on the subject's field of action as well as the communication and the sequence of interactions, how disability is handled, acceptance, ability to compensate disabilities)
- 2.4. Co-operation in the partnership: Especially in this phase, the project partners will be working extremely closely linked (a special challenge for the performance of the partner EASPD who is to guarantee a perfect, professionally correct and a quick transmission of information and data). The acquired know-how of each partner as well as the background abundance of methods must be made absolutely clear to all partners before phase 4 begins. The project results attained so far must now flow together optimally.

3. activities

All activities during this phase focused on the trial of the concept at school and in the field of work. These trials took place in Austria, Poland and Spain between October 2005 and end of January 2006. The 4 partners from these countries had to accompany the participants, their teachers and colleagues at the work placements and the regular pupils at school. They also organized some feedback workshops and made an evaluation according to the standards of the external evaluator. At the end of the pilot run a big celebration took place where the participants got a certification about the contents they had learned in the pilot run. This celebration was also an important opportunity to inform different opinion leaders and politicians about the project and the aim of implementing this concept into the regular national school systems. Additionally many other dissemination activities took place. The Italian partner continued the development of the system of support and the Irish and Spanish partners developed the ICT course.

3.1. partner meeting

At the end of this phase the last “regular” partner meeting took place in Rome (26th to 29th January 2006). The aim of this meeting was to inform all partners about the pilot run and the first results, to continue the work on the systems of support and to give a clear structure and information about the tasks of the last period of the project. Besides the satisfaction about the good results of the pilot run some difficult discussions raised during this meeting – much time was spent for basic topics of the IBB project and so preceding issues had to be discussed once again. The situation was caused by project partners that participated in a project meeting for the first time but had not been familiarized with the project by the national colleagues. Also the clearing of the content of the e-learning tool and decisions about the next steps were a rather difficult process. Additionally there were some troubles concerning the technical infrastructure at the meeting venue. Despite these facts it was a fruitful meeting.

3.2. pilot run

Austria

Der Probedurchgang (3. November – 21. Dezember 2005) wurde in der 1. Klasse Vollzeitform der LHB Graz (22 Studierende) durchgeführt.

4 TeilnehmerInnen, die im Rahmen des **IBB** eingeladen worden waren und das Aufnahmeverfahren durchlaufen hatten, kamen für diesen Zeitraum als „**SeminarteilnehmerInnen**“ in den Klassenverband dazu.

Das **Lehrerkollegium** war durch eine Einführungsveranstaltung und vorbereitende Arbeiten und Gespräche gut auf diese Zeit vorbereitet worden. Die Gesamtleitung für das Projekt lag in den Händen des IBB-Teams. Die Vorbereitung der Klasse geschah durch die Klassenleitung und das IBB-Team. Ein Kollege wurde für diese Zeit in das IBB Team kooptiert. Er war Ansprechperson **Bezugslehrer** für die Menschen mit Lernschwierigkeiten und übernahm auch die Praxisbegleitung und Supervision für diese Personengruppe.

Die ersten beiden Wochen waren alle Teilnehmenden zusammen in der Schule und es gab gemeinsamen Unterricht. Es war für die Menschen mit Lernschwierigkeiten verpflichtend, 4 Stunden pro Tag am Unterricht teilzunehmen. Aus diesem Grunde gab es **Basis-** und **Vertiefungseinheiten**. Didaktisch versuchten wir eine möglichst große Vielfalt anzubieten (fächerübergreifend, Teamteaching, Workshops, Problem based Learning...).

Weiters gab es **Soziale Gruppenarbeit** als mögliche Unterstützung im Prozess des gemeinsamen Lernens und Arbeitens.

Supervision diente zur Vorbereitung, Reflexion und Nachbereitung des Praktikums, aber auch als Hilfe bei auftretenden Problemen oder Unsicherheiten. **Supervision** wurde nicht integrativ geführt, um den Gästen die Gelegenheit geben zu können, intensiv an ihren Themen, die während des Praktikums aufgetreten waren, zu arbeiten und dafür genug Raum garantiert sein sollte.

Das **Praktikum** dauerte 4 Wochen. Es gab währenddessen 2 mal 4 Stunden Supervision in der Schule und **Praxisbesuche** mit Einzelgespräch und **Einzelbegleitung** und **Gespräch** mit der **Mentorin** an der Praxisstelle. Über das Praktikum musste auch ein Bericht verfasst werden.

Nach dem Praktikum gab es noch eine Woche Unterricht, der mit einem großen **Abschlussfest** am 21. Dezember endete. An dieser Feier nahmen alle, die in das Projekt eingebunden waren, teil. Ebenso waren Politiker aus Stadt und Land sowie aus dem zuständigen Ministerium zugegen.

Der gesamte Probedurchgang wurde **evaluiert**. Zu Beginn wurden die vier SeminarteilnehmerInnen, zwei Studierende der LHB1 und zwei Lehrkräfte interviewt. Derselbe Personenkreis wurde auch am Ende des Probedurchgangs befragt. Die gesamten Beteiligten (Lehrkräfte, Studierende und SeminarteilnehmerInnen) füllten am Ende auch noch einen Fragebogen aus. Die Ergebnisse sind bereits vollständig ausgewertet und werden im Anschluss an diese Ausführungen anschaulich dargestellt.

Besonders beeindruckend war die Veröffentlichung der Ergebnisse im Februar, bei der möglichst viele Beteiligte anwesend waren. Auch alle vier SeminarteilnehmerInnen waren zugegen. Es wurde eine Fokusgruppe (Mittelkreis mit jeweils zwei ausgelosten RepräsentantInnen jeder Gruppe) gebildet, wo die einzelnen Ergebnisse aus der Evaluierung noch einmal hinterfragt, überprüft oder neu bewertet werden konnten. Erstaunlich war wie lebendig und engagiert alle Beteiligten sich noch einmal die Thematik hinein begaben. Mit dieser Veranstaltung war ein guter Schlusspunkt für den Probedurchgang gesetzt worden.

Wichtige Erkenntnisse aus dem Probedurchgang

Die Aufnahme in die Klasse:

Die Aufnahme in der Klasse wurde durch **4 Stunden Soziale Gruppenarbeit** unterstützt und eine Grundbasis für die gemeinsame Arbeitszeit konnte dadurch geschaffen werden. In dieser Phase sollten die Studierenden miteinander in Kontakt kommen, ein erstes Kennenlernen sollte gewährleistet sein, sowie Ängste und Befürchtungen ausgesprochen werden. In diesen Einheiten geschah bereits eine kreative Annäherung an das Über-Thema Helfen und Kommunikation

Formen des Unterrichts

Der Unterricht war inklusiv.

Studierende und „Gäste“ waren in dieser Zeit wirklich eine Lerneinheit. Es war deutlich zu bemerken, wie die Menschen mit Lernschwierigkeiten zusehends offener, selbstbewusster und fröhlicher wurden. Dies deutet darauf hin, dass sie durch ihre neue Rolle „SeminarteilnehmerInnen“ in einer inklusiven Ausbildung aus ihrer Rolle „behindert sein“ mehr oder weniger aussteigen konnten.

Die SeminarteilnehmerInnen freuten sich auf den Umgang mit neuen KollegInnen im Klassenverband, auf ein **eigenverantwortliches und angenehmes Lernklima**, aber genauso auch auf die damit verbundenen **Herausforderungen**. Dabei war ihnen besonders das „Austesten der eigenen Grenzen“, wie auch die „Gelegenheit eigene Kompetenzen zu zeigen“ wichtig.

Daraus ergibt sich für uns, dass in einer inklusiven Unterrichtsform es besonders wichtig ist, **differenzierte Eigen- und Fremdwahrnehmung** zu fördern. Rückmeldungen gezielt einzusetzen, um so ein sich „Einordnen“ zu ermöglichen. Aus diesen Erwartungen der SeminarteilnehmerInnen geht deutlich hervor wie wichtig eine gute Form der **Leistungsbeurteilung** ist. Darüber wird im Gesamtkonzept noch ausführlich nachzudenken sein und es müssen ganz bestimmte Leistungskriterien und Ziele für die Menschen mit Lernschwierigkeiten entwickelt werden.

Das **Teamteaching** und der **Bezugslehrer** stellten sich als sehr wichtige Faktoren für alle Beteiligten heraus. **Teamteaching** ist vor allem für die Lehrkräfte eine Entlastung. Andererseits war es den Studierenden der LHB1 und auch den SeminarteilnehmerInnen sehr wichtig den „Alltag“ in der Ausbildung möglichst genau kennenzulernen. Also auch Frontalunterricht zu erleben.

Der **Bezugslehrer** war für die SeminarteilnehmerInnen in den Phasen des Unterrichts und ganz besonders in der Praktikumszeit eine wesentliche Stütze für das Gelingen und gab die Zuversicht auch in schwierigen Situationen nicht allein gelassen zu sein.

Den Lehrenden war es wichtig, möglichst viele verschiedene Unterrichtsmethoden (Teamteaching, Workshops in Kleingruppen, Lehrausgänge, freies Arbeiten in Kleingruppen, selbstständiges Arbeiten in Kleingruppen an einem konkreten Thema mit anschließender Präsentation...) auszuprobieren und zu überprüfen, welche besonders geeignet sind und wo es Schwierigkeiten gibt. Wichtig war auch allen Lehrenden einen möglichst abwechslungsreichen Unterricht zu gestalten. Die Zugänge zu den Inhalten sollten mit allen Sinnen möglich sein. Durch Teamteaching waren Inhalte mit kreativen Ausdrucksformen kombiniert, z.B. Methodik und Musik, Pflege und Bewegung, Religion und kreativer Ausdruck.

Alle Teilnehmenden, Lehrende, Studierende und SeminarteilnehmerInnen waren hoch motiviert, engagiert und offen für alles was auf sie zu kam.

Grenzen im Probedurchgang

Da die Menschen mit Lernschwierigkeiten nur „Gäste“ im Klassenverband waren, verhielten sich die Studierenden auch wie „Gastgeber“. Gewisse im Lauf der Zeit auftretende Schwierigkeiten wurden nicht thematisiert, da das Wissen um die begrenzte Zeit es nicht notwendig machte (Zitat aus der Evaluierung): „Dass gewisse Konflikte nicht ansprechbar waren, weil wir uns zuwenig kennenlernen konnten in der Zeit, und weil in diesem, Rahmen keine Austauschmöglichkeiten Platz hatten (zeitlich dicht gedrängt, unterbrochen durch Praktikum, Aufsplitterung in Kleingruppen, Trennung bei Supervision).“

Differenzierungen

Ein weitere wichtige Erkenntnis ist der Umgang mit Differenzierungen in einem inklusiven Ausbildungsmodell. Ein Beispiel dafür möchte ich geben. Ursprünglich war es geplant, dass es Basis und Vertiefungseinheiten gibt. Es stellte sich aber ganz rasch heraus, dass die Gäste an möglichst allem teilnehmen wollten. Wir haben es zugelassen, um auch eine Erfahrung darüber zu bekommen, ob unsere Ursprungsannahme der Teilung vielleicht doch nicht richtig ist. Nach dem Probedurchgang hat es sich aber herausgestellt, dass diese Struktur sehr wichtig und

zu berücksichtigen ist. Die Studierenden erlebten, dass es für die Gäste doch Grenzen gab, das Lerntempo eher auf diese angepasst wurde und ihre Bedürfnisse zu kurz kamen. Aus der Evaluation: „War oft wenig Zeit für die Ausarbeitung, weil die SeminarteilnehmerInnen mehr Zeit zum Lesen brauchten, die Lerngeschwindigkeiten waren schon sehr unterschiedlich...“. Individuelle Differenzierungen bekommen in einer inklusiven Unterrichtsform eine hohe Bedeutung. Hier werden elektronische Hilfsmittel auch ihre Wichtigkeit bekommen. Die Differenzierung nach Lernfähigkeit bedeutet einerseits die Beachtung möglicher begrenzter Aufnahmefähigkeit von den Menschen mit Lernschwierigkeiten, die Unterstützungsangebote brauchen, während die anderen Studierenden vertiefende Phasen benötigen. Zu wenig Differenzierung kann zu einer Überforderung beider Gruppen führen.

Daraus lässt sich ableiten, dass Basis und Vertiefungseinheiten eine gute Möglichkeit der Differenzierung sind, sodass beide Gruppen ihre persönlichen Bedürfnisse erfüllt bekommen, Die Menschen mit Lernschwierigkeiten kommen nicht in die Überforderung und die Studierenden, die den gesamten Inhalt lernen müssen, kommen nicht in die Unterforderung.

Praktikum

Am Schwierigsten gestaltete sich das Praktikum. Es stellte sich heraus, dass die Auswahl und Begleitung durch MentorInnen am Praktikumsplatz sehr sorgfältig und zeitaufwendig vorbereitet werden muss. Dies war im Probedurchgang noch nicht zufriedenstellend möglich. Da das Praktikum in den drei Wochen während der Theoriezeit vorbereitet werden musste, blieb keine Zeit, um die MentorInnen gut mit ihrer Aufgabe vertraut zu machen. Gerade das Praktikum fordert die Praktikumsstellen heraus, da nun Menschen mit Lernschwierigkeiten nicht mehr die Betreuten/Begleiteten sind, sondern zukünftige KollegInnen sein würden. Wir als LehrerInnen hatten ein Jahr Zeit uns auf diesen Probedurchgang einzustellen. Für die MentorInnen in den Praxisstellen war dies nicht möglich. Sie wurden mit der Gesamtthematik eigentlich erst in der direkten Begleitung während des Praktikums konfrontiert.

Daraus ergibt sich, dass zur Realisierung des Konzeptes die gesamte Praxisbegleitung in der Schule und vor Ort selbst noch eines besonderen Konzeptes bedarf, welches mit den Praxisstellen zusammen erarbeitet werden wird müssen.

Grundsätzlich lässt sich aber nach den bisherigen Erfahrungen im Probedurchgang feststellen, dass die Realisierung eines inklusiven Konzeptes greifbarer und realistischer für alle Beteiligten geworden ist.

Poland

The pilot study has been carried out in accordance with the project's guidelines during 4 November-10 December 2005. Social assistance and social work students from Collegium Studium Ekonomiczno-Administracyjne Inżynierii i Kształowania Środowiska (Economic and Administrative Collegium Studium of Engineering and Environment Modelling) have been invited to take part in the pilot study. It was preceded by three integrative meetings which purpose was to establish positive relations between assistants of the intellectual norm and assistants intellectually disabled. The guideline has been fully accomplished. Six moderately intellectually disabled pupils (one of which was forced to withdraw due to an injury) from the school "Dać Szansę" ("Give a Chance") and six students from the Collegium took part in the pilot study. In accordance with the project's principles, arranged were five pairs assistant-intellectually disabled person which underwent the whole pilot study programme together. One of the College students acted as an observer of the pilot study, the student also took notes on the spot.

Pilot study documentation:

- qualitative interviews with persons involved in the pilot study at the beginning and after its end
- social and professional competence sheet of disabled person's assistant
- in depth plan of the IBB pilot study practice realisation
- subject of pilot study, purposes of training
- content of pilot study
- schedule of classes on theory and practice
- theoretical information package in PowerPoint

Location of pilot study performance:

Theoretical part – Collegium lecture hall

Practical part – private Welfare Nursing Home ran by nuns at 11 Syreny street

– public Welfare Nursing Home "Chemik" at 10 Korotyńskiego street

Achievements:

- establishment of very good contacts between the students and displaced persons
- completion of the majority of the practical content and full completion of theoretical content
- during the pilot study the attitude of the parents changed from anxiety to enthusiasm, because of the opportunity to observe their already adult children acting as helpers, assistants or volunteers to elderly, not fully mobile or independent people
- acceptance of intellectually disabled persons as helpers by the residents of Welfare Nursing Homes
- where the course had taken place, a very pleasant atmosphere developed, as well as a suitable working environment for intellectually disabled persons
- acceptance of intellectually disabled persons by the regular employees of the Welfare Nursing Homes, from the director to the room carers
- straight encounter with intellectually disabled persons allowed people to make direct contact with them, in spite of not being familiar with their issues
- intellectually normal assistants' full understanding, acceptance, and will to come to one's aid towards their disabled partners
- deep involvement of both assistants of intellectual norm and those intellectually disabled

Encountered difficulties:

- rejection to carry out the course in previously chosen places
- initial residents' reluctance towards "strangers" in their area
- inability to perform previously planned subjects and contents of the course as a whole (we found a well established daily pattern and organisation in both places, what did not always allow to carry out the content of the pilot study)
- the performance of the pilot study content depended on the daily mental and physical state of the pupils, which meant that the charge's needs regarding the realization of the pilot study's content had to be selected in a most natural manner
- the employee of the course's particular location, whose attendance during the course eased initial contacts with the pupils, was not present at all times. It was due to the organisation of labour and the many responsibilities of the Home employees; this indicates that a person working at the course's location, available to the participants is essential
- the relatively short duration of the course should also be recognised as a difficulty

Conclusions:

- the selection of the social assistants, being at the same time partners to the intellectually disabled assistants (involvement, personality, important work experience, prior contacts with intellectually disabled persons) is substantial to the accomplishment of the pilot study and to future training
- the pilot study showed that an intellectually disabled person can easily act as a social assistant's helper
- when working out the programme content, one should include all sorts of factors and circumstances: the outline and daily schedule for each pupil individually, season of the year which influences the daily rhythm of the pupils, the mental and physical state of the pupil on a specific day, unknown, surprising situations e.g. renovation or damage, taking into consideration all the tasks in the specific location of practical classes which should be fulfilled by the assistant together with his disabled helper, the location's requirements regarding help, so as to coincide the abilities and possibilities with the actual requirements of the workplace
- the pilot study convinced the parents of the disabled persons, who participated in the course, about the mental abilities, determination and at many times about the readiness to start a career by their adult children; it also managed to raise hope that their children have a chance for a professional career in the future
- the pilot study was performed and accomplished at a very satisfactory level

Spain

During the process of the pilot run, from November 2005 to January 2006, a lot of experiences and things have happened.

Our pilot run took place in the *Escola Sagrat Cor de Sarrià* where all the stuff participated and collaborated a lot with Projecte Aura to achieve the pilot run in the two main parts: **theory** and **work placement**.

The theory part was totally developed in the *Escola Sagrat Cor de Sarrià* and the work placement was developed in domiciles of elderly people supervised by *Amics de la Gent Gran*. It is an organization that helps elderly people to live better. The school and this organization also have contact in the practical part of the curriculum of the regular students of the school.

In this sense, the 3 students from Aura have developed the same curriculum with adaptations.

The 3 students from Aura were Raúl, Noemí and Eduard.

The subjects and topics that our boys and girl did in the school were inside in the **sanitary and social attention's formation (ASO)** that the school develops.

Our students combine some subjects of the 1st course and the 2nd course of this formation. Then, they are integrated in two different groups of students:

- 1st course: 20 regular students
- 2nd course: 9 regular students

This organization offered more options and enrichment for all the people that are developing the inclusive experience

Every subject has its own teacher.

The subjects that we selected for the pilot run were:

- **HEALTH:** some topics about the human body, the food, how can we take care about our body? What happen when we grow? And others.
- **LEISURE AND FREE TIME:** how can we organize our free time?, specially different kinds of activities, and the free time of people with special needs (elderly people, specially)
- **DOMICILIARY AID:** how to help people who lives alone, How can we help them?, the housework, the emotional accompany....

Curricular adaptations for the pilot

In the three subjects that we introduced before, the teachers adapted the contents and the methods to promote the integration of aura's students in the class and for instance, in the school.

The main curricular adaptations and strategies were the following:

Selection of the contents

Every teacher, with the support of Aura, defines and select which contents could be better for the class and especially for the inclusion of Aura students.

In the case of the subject of leisure time, the first days that our students started to go to the school, they practiced activities to introduce and present in group. In this sense, was fine because it contributed to have a more comfortable entrance to the class and moreover the regular students didn't break their programme.

Adaptations in the methodology

Teachers utilized some audiovisual materials in combination with the theory to increase the rhythm and the stimulus in the class.

Moreover, they planed a dynamic classes working in groups, promoting the participation, activities, visits, excursions. All contributed to adapt the methods and the learning process to all the students (regular and aura students).

Of course, using these methods, the role of the teacher is different and there were some changes and needs. On one hand, the role of the students is more important because they have to participate more than as usual and then their contribution in the classes increases. On the other hand, even the Aura students have to participate because they are going to work in little groups.

From Project Aura we facilitate the adaptation working and reinforcing some different aspects of the formation and moreover staying in the school, especially first days, but not in class and talking and meeting everyday with teachers and disabled students to talk about the development of the day.

Conclusions

In the first weeks the evolution of the students was very good. Obviously, they needed time to adapt a lot of things: different space, different transport, different classmates, teachers... but the sensation of teachers, regular students, Projecte Aura and specially disabled students was very positive.

There were different difficulties with the transport, the new schedule (get up so early...), but all these matters were improving by the time and with the good relationship with the teachers and regular students that helped in the integration process of students from Aura.

Finally, at the end of the all pilot run, the evaluation is very good and the main idea is that was a very good experience for all the people who participated.

Here you can see some photos of the pilot run:

4. results – external evaluation

The pilot run was evaluated internal and external by ZBW, (CEE, center for education and economy) . Topics of this evaluation were the preparations before the pilot run, the expectations of the different involved groups of persons, the experiences made during the educational training in school and during the work placement in the institutions concerning integration, the degree of reality shown during the pilot run, the strengths and weaknesses of the pilot run and the prospects and expectations of all involved groups. As a conclusion of all these feedbacks some recommendations for further pilot testing or implementation in the regular training system were derived.

This pilot run was evaluated in the frame of the external evaluation. The aim was to collect and document the experiences made by all involved groups (pupils with disabilities, pupils without disabilities, teachers, mentors of the work placement, etc.) and bring them together to bundle good and bad experiences. The evaluation strongly focussed on the Austrian pilot due to the physical nearness of the pilot training institution. The Evaluation in Austria contains the following steps:

- A quantitative survey among pupils with (PwD) and without disabilities (PwoD) and
- a quantitative survey among the involved teachers (both carried out at the end of the pilot).
- Personal interviews with a set of teachers, pupils and mentors at two points in time¹:
 - Before the pilot
 - After the pilot
- A focus group interview with pupils with and without disabilities. In this focus group findings of the evaluation were presented by the evaluators and then discussed by the participants of the pilot run. This procedure was intended to reflect on the findings with stakeholders to enrich the information gathered.

The evaluation procedure in Poland and Spain turned out slimmer and consisted of personal interviews with a set of teachers, pupils and mentors before and after the pilot run. The interviews were carried out by members of the national project teams. To ensure a basic comparability the evaluators provided Spain and Poland with a short guideline for these (self) evaluation tasks in the forefront.

The following subchapters sum up the findings of the evaluation of the pilot run. We will thereby mainly concentrate on findings in Austria (due to the deep set of data) and reflect on them with the findings from the other two nations.

Forefront of the pilot

The following passages deal with aspects regarding the forefront of the pilot. We will thereby concentrate on the question of how the different involved groups have been informed about the pilot and what the main expectations have been.

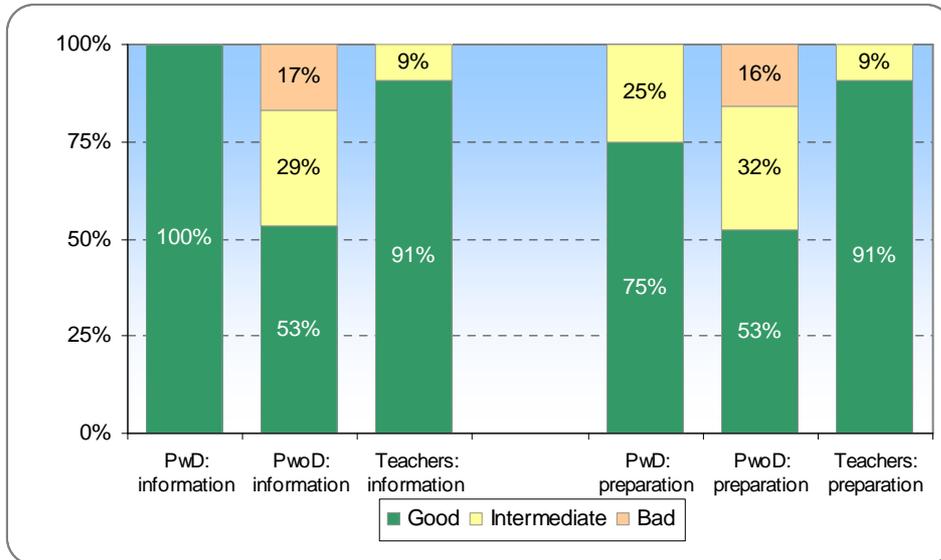
Preparation and information

The three groups mainly involved – pupils with disabilities (PwD), pupils without disabilities (PwoD) and teachers – have been informed about and introduced into the pilot run and its underlying concept in the forefront of the pilot. As the Austrian LIBB project members are teachers at the pilot school themselves, this preparation was done in the frame of the regular schooling. The survey contained questions on how the different groups felt informed and prepared for the pilot run. The results are displayed in the following graph.

¹ These interviews were carried out by the Austrian project team. The results were submitted to the evaluation team for further processing.

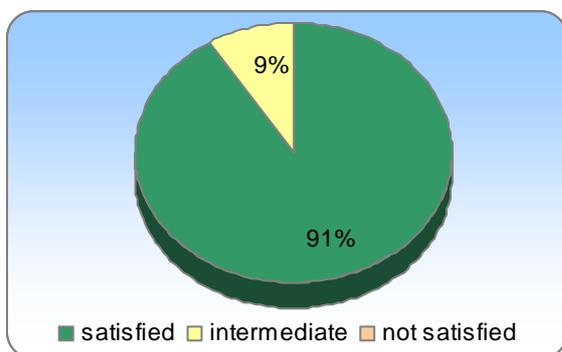
It appears that the information and preparation of the teachers and the PwD has been quite comprehensive, resulting in high ratings (=well informed/prepared). On the contrary the ratings of the pupils without disabilities are comparably low, reaching 53%. It therefore becomes evident that many of the PwoD did not feel well-informed about the pilot. This concerns information about the aims, the course of action and the methods. As a result of this, half of the PwoD did not feel well-prepared.

Illustration 1: Information and preparation before the pilot (N=4/19/12).



This finding was discussed intensively in the focus group interview. It thereby became evident that the PwoD did receive plenty of information about the pilot itself, but they missed information on the possible outcomes resp. consequences of such an initiative. So the question “What is the occupational field of Educational Assistants or what does it mean for my own occupational future?” made them feel insecure in some aspects and therefore caused the feeling of unpreparedness. From this situation one can derive the suggestion to pay more attention to the issue of information and discussing open topics in the forefront of such a pilot to avoid such troubles.

Illustration2: Satisfaction with teacher preparation seminars (N=12).



For the teachers the project team carried out additional preparation seminars. Nearly all of the teachers found these seminars helpful and important.

Expectations

The questionnaire as well contained questions aiming at the expectations of the different involved groups before the pilot run. These expectations, imaginations and fears were surveyed with open questions, so the respondents were able to give the answers in their own words. For the pupils, the most commonly stated answers are listed in the illustration below.

Illustration 3: Expectations before the pilot run.

Main expectations
<p>Pupils with disabilities:</p> <ol style="list-style-type: none"> 1. To make new experiences, to widen one’s own horizon through the inclusive setting. 2. To find out what oneself is able to do and to achieve (in the schooling and the workplace). 3. To find out what a regular vocational education would look like
<p>Pupils without disabilities:</p> <ol style="list-style-type: none"> 1. To make new experiences, to widen one’s own horizon through the inclusive setting. 2. Find out what people with disabilities are able to achieve when they are allowed to enter regular schooling.

One can see that the expectations of both sides are quite open, looking forward to making new experiences by the inclusive setting. Both sides expected to learn – learn from each other but as well to learn from the new situation. In this connection, all PwD mentioned that they wanted to find about their own physical and mental limits. “Are we able to participate in the school and in the workplace?” That seems to be one of the main questions the PwD wanted to get an answer to.

Concerning fears and doubts before the pilot run the questions of both pupil groups are quite similar and can be summarized as: “How should we treat the others? How will they treat us?” PwD as well as PwoD seem to have been insecure in some regards how the inclusive setting of the schooling would turn out to be. It was a new and unfamiliar situation for both groups. As the focus group interview brought up – this excitement calmed down in the first few days after the pilot had started. The pupils got to know each other and barriers that might have existed at the beginning soon fell. It was “knowing each other” that – in this regard - was mentioned by the pupils several times as the main precondition for integration and inclusive education.

The teachers as well appeared to be quite open regarding to pilot run. They did not expect any major difficulties concerning the pilot. The only difficulties mentioned by teachers concerned the adaptation of the school building to the needs of disabled persons with wheel chairs.

Experiences in the pilot - school based

Concerning the experiences made during the pilot in the inclusive schooling, the respondents state predominantly high satisfaction and report very positive experiences - this goes for pupils as well as for teachers. Some main aspects are described in detail below.

General assessment

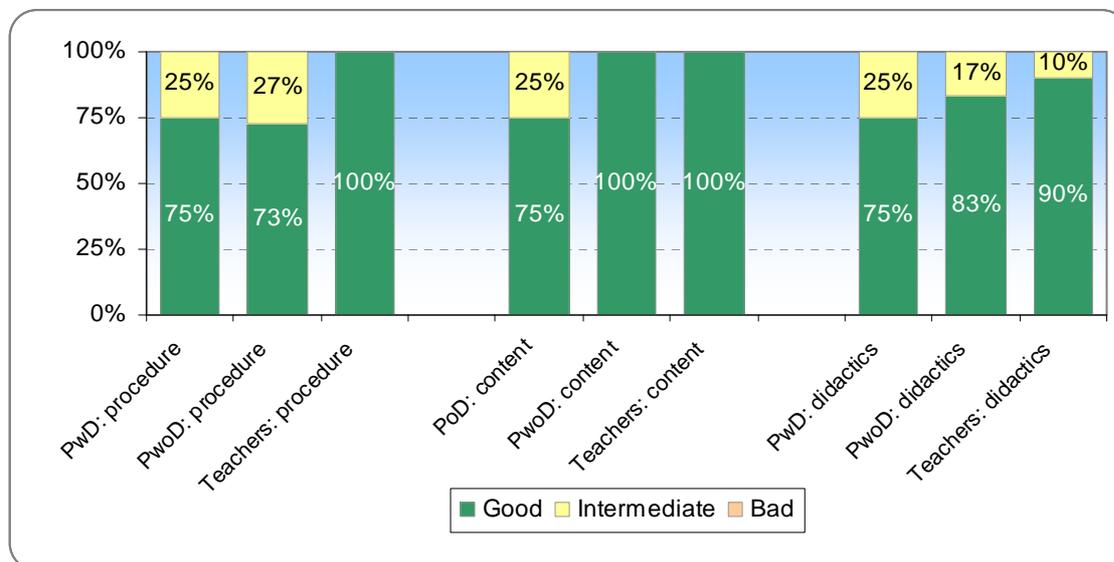
The pupils and the teachers have been asked to give a general assessment of the pilot run concerning different aspects. As already mentioned: these general assessments are predominantly positive. One can summarize main facts such as:

- All pupils with disabilities liked the pilot run and would like to continue such a vocational training. They report that they felt welcome and well integrated into the class.
- More than 80% of the pupils without disabilities report valuable personal experiences during the pilot run. 90% report that the lessons benefited from the inclusive setting.
- Most of the PwOD found that the inclusive setting in the pilot has been a very unusual situation in the beginning of the pilot. But 66% state that they grew familiar to this inclusive setting during the runtime of the pilot.
- All teacher report that the inclusive lessons could be carried out without any problems and that the learning setting was good for both groups of pupils.

These numbers refer to the Austrian surveys. Based on the qualitative interviews carried out in Poland and Spain one can assume that the general assessment in these two countries will turn out similarly positive. Therefore the pilot run appears to have caused similar satisfaction and learning effects on the part of all the parties involved in the three pilot countries.

The respondents were asked to rate their satisfaction with different aspects of the pilot run such as the general organization and procedure, the content of the lessons as well as the didactics in the lessons according to their own opinion. The answers are illustrated in the following graph. Without commenting them one can see that all three dimensions have been rated well by the majority of the respondents.

Illustration4: Assessment of procedures, contents and didactics of the pilot run (N=4/19/12).

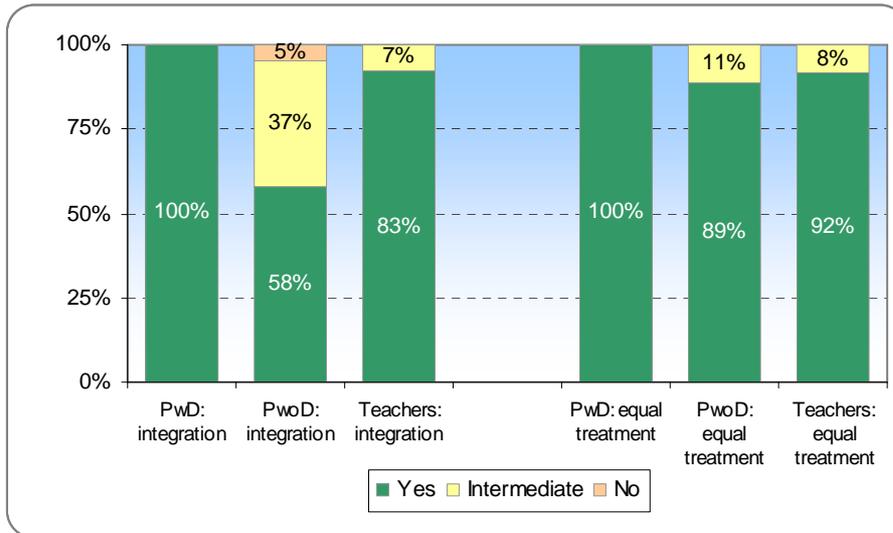


The concluding question of the questionnaire was how the respondents assessed the pilot they had experienced in comparison to their own expectations they had had before the pilot. Concerning this, the expectations of all involved persons seem to have been exceeded positively by far. The common opinion may be characterized well by quoting the open answer of an Austrian pupil without disability: "Now, after the pilot, I can imagine for the first time what inclusive education might look like. My perception of >>disability<< has changed completely. Now I know for the first time what people with disabilities are able to achieve and that working together in an inclusive setting really can work out!."

Integration

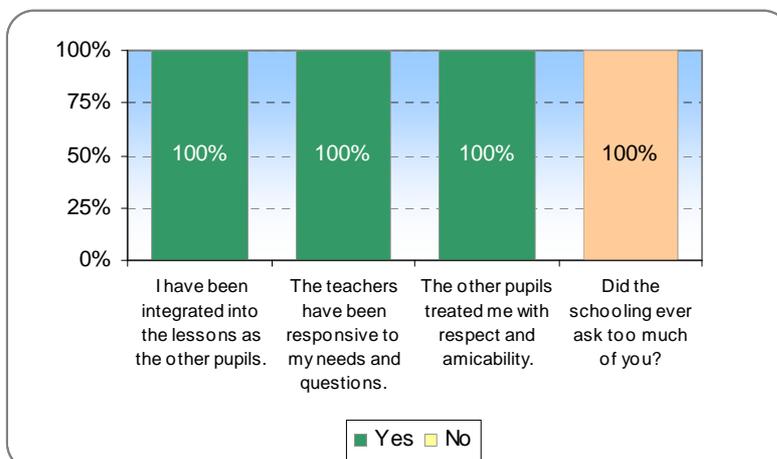
The previous quotation already implies that the inclusive setting of the pilot run seems to have worked out well. The survey contained some questions regarding the perception of inclusiveness by the different involved parties. Thereby one can again draw a positive picture of the results. According to the appraisal of the respondents the inclusive setting and the inclusive aims could be achieved. Teachers as well as the majority of PwD and PwoD talk of good integration and equal treatment in the schooling. The detailed numbers are displayed in the next illustration.

Illustration 5: Assessment of integration and equal treatment (N=4/19/12).



Looking at the graph it becomes evident, that – despite the high agreement – 37% of the PwoD take an intermediate position regarding the question of integration. This aspect was discussed in the focus group interview. As it turned out, the term “integration” had not been clear to all. Out of the point of view of the PwoD, the PwD had some privileges, such as longer breaks, no homework etc. Therefore they were not integrated into the lessons “as normal pupils”. The PwoD – in some aspects – felt underprivileged compared to the PwD. This issue could be discussed in the focus group. As it turned out, time for reflection for the pupils during such a pilot would be needful. This reflection time for the pupils and space for working on open topics came off badly during the underlying pilot.

Illustration 6: Aspects of integration – assessment by PwD (N=4).



The graph before shows some items that focussed on the perception of integration and equal treatment by the pupils with disabilities. These items show up that the PwD felt very well integrated into the pilot and that now problems occurred out of their point of view. Teachers and pupils treated them with amicability and responded to their needs. The answers of the PwD to these questions correspond with those of their disabled colleagues. They as well emphasize the good cooperation. 94% refer to a very well learning atmosphere and 89% talk about a good realization of equal treatment and equal integration in the lessons (both not displayed in the graph).

Regarding the support mechanisms for the PwD one has especially to mention the support resp. integration teacher that patronized the pilot as additional teaching staff. According to the answers of the PwD this teacher has been very helpful in many ways and seems to be an important key factor for the inclusive setting. No major problems regarding the transmission of learning topics have been reported – neither by the teachers nor by the PwD.

Pilot vs. Reality

An important side aspect has been raised by the survey among the pupils: “Has the pilot run communicated a realistic picture of a vocational education to the PwD?” According to the opinion of the PwD, the pilot run communicated a very simplified picture of a vocational education in the field of careworking that does not correspond with the training before and after the pilot. Although the inclusive pilot made the lessons much more interesting, fun and vivid, the speed of teaching became slower. But the amount of subjects stayed the same for the PwD. Therefore they had to work up topics that could not be treated in the pilot during the afternoon and evening time. This issue was raised in the focus group interview and discussed by teachers and pupils.

It turned out that the PwD as well had realised, that the pilot drew a kind of simplified picture of the future LIBB vocational training course. The PwD stated for instance in the focus group that they missed exams in the pilot, where they could have demonstrated their knowledge and the acquired skills. From their point of view the requirements for participating could have been higher and more demanding, to give them a more appropriate picture of the training. The missing exams have been mentioned by some teachers in the teacher survey as well with the remark that exams would allow the PwD to perceive their own achievements and therefore support the learning process.

In the discussion between PwD and some of the teachers it turned out as well, that the arrangement of the schedule in the pilot was suboptimal from the point of view of the PwDs. Some minor changes such as the permutation of subjects could have decreased the demands for the pupils and improved the pilot. These considerations will be taken into account in the description of the pilot run by the Austrian project team.

Strengths – Weaknesses - Opportunities

The respondents were asked to state what were the main strengths and the main weaknesses (“What should be changed/could be improved in the case of another pilot run?”) of the pilot. A lot of respondents used this possibility and stated their opinion in open questions. Those answers with broad commonness are listed up in the following table.

Illustration 7: Strengths and weaknesses from the view of the involved persons..

Strengths	Weaknesses
Pupils with disabilities	
<ul style="list-style-type: none"> • The chance to experience one's own possibilities and limits. • Working together with non-disabled persons. 	<ul style="list-style-type: none"> • Personal interests should be taken more into account. • Exams or some kind of efficiency statement.

<ul style="list-style-type: none"> • Working in small groups and in projects. 	<ul style="list-style-type: none"> • The time for schooling was too short.
Pupils without disabilities	
<ul style="list-style-type: none"> • Working together with people with special needs. • Concept of “problem based learning” • Working together in workshops. • Freely chosen projects and topics and the broad scope of design. 	<ul style="list-style-type: none"> • More theory and less exercises. • The pilot did not communicate a realistic picture of such a vocational education. • The time for schooling was too short.
Teachers	
<ul style="list-style-type: none"> • Tolerance and respect from the pupils without disabilities. • Exchange between the pupils even in the breaks and after school. 	<ul style="list-style-type: none"> • The time for schooling was too short. • Basic courses should be separated from advanced courses². • One common start date for PwD and PwoD would be good. • Exams or some kind of efficiency statement.

The aspect that was mentioned most frequently: the pilot was too short. The schooling time of the 8 week pilot run was about 4 weeks, adjourned by a 4 week work placement of the PwD. This amount of time appears to be quiet short to start up such a pilot. Out of the view of the PwD and PwoD the external pupils more or less “rushed through” the schooling period. More time - especially in the stage of getting to know each other – would surely have fostered the inclusive setting. This fact should be considered in possible implementation processes of the inclusive training concept.

Experiences in the pilot - Work placement

As mentioned in the last subchapter: an important part of the pilot was the 4-weeks work placement of the PwD in a social care institution. There they worked, guided by a mentor, and supported daily working routines mainly in the field of day-care and housework. In this regard one can describe the work placement as the core of the pilot run, where the PwD had the possibility to experience the working routines a future “Educational Assistant” might have. All PwD describe the work placement as a fundamental experience that shows up to be very important for the participants. In all four cases the work placement was described as a real challenge that demanded a lot from the participants.

The work placements have been an integral part of the pilot in all three countries. But it is important to note, that the work placement varies largely between the countries. Whereas in Austria and Poland the work placement took place in a care institution for disabled persons, the Spanish work placement took place in a social institution for elderly people.

The experiences made by the participants in the work placement are predominantly positive. Asked about their personal experiences, the PwD first of all mention the great opportunity to work in a real working setting, being treated like a non-disabled person. This new situation embraces the possibility to collect experiences and discover one’s own possibilities, as well as limits. As all PwD stated: the work placement was quiet demanding (physically as well as mentally) some times, but these efforts have been rewarded by the experiences obtained by

² The division into basic courses for PwD and PwoD and advanced courses for PwoD is part of the concept. However, in the pilot run this modular division was not strictly executed as it was intended to.

far. The effect of this: the PwD report on higher self-confidence through the work placement and the feeling of accomplishing something meaningful.

One key success factor for positive work placement experiences are the mentors in the particular institutions. These persons who introduce and familiarize the PwD with the regarding workplace are crucial. They offer support, orientation and help. If the position of a mentor is absent or weak, the work placement turns out to be bad as well. In Austria one of the PwD made such bad experiences. Her mentor did not care and therefore the PwD entered the work placement without guidance. No one supported her, she had no work to do and - overall - the work placement was described as failure. By intervention of the project team the work placement could be changed and in this second organization the missing support was offered.

As it becomes evident from interviews with mentors (especially in Poland and Spain), the mentors show up high insecurity regarding the work placement as well. This refers to the operational area of the work placement, the physical and mental possibilities of the PwD, the legal framework (e.g. what are they allowed to do), how to approach and treat the PwD, etc. These insecurities - if not dealt with in the forefront of the work placement - might result in missing support. High efforts in information work are able to reduce these insecurities³ and help the mentors to get familiar with their task. In addition a personal commitment is needed as well. In the focus group the suggestion to accompany such work placements by a teacher in the first few days to support the transfer was derived. This might help as well and support the transition stage school – work placement. Special intention should therefore be laid to the preparation of mentors and working colleagues in case of implementing the inclusive curriculum.

An important aspect of the work placement is that the PwD had permanently contact with people who were not involved in the pilot run. This embraces:

- Clients of the regarding institution (disabled persons, elderly people)
- Colleagues (the permanent staff, e.g. other social workers) in the institution

As the experiences of the PwD have shown - the contact to the clients turned out to be good. In most of the cases it needed a few days for the clients to get used to the new and unusual care workers (PwD), but then a good and friendly atmosphere could be established. No major problems have been reported. Surprisingly this integration was in both cases - elderly people and disabled people – similar good. In this regard the type of client seems to be less important. Both transformations can be described as positive and promising.

On the contrary the relation to other care workers in the regarding institutions - the colleagues - turned out to be problematic in some aspects. The cooperation was friendly, but for some of the colleagues, it was not easy to accept the “new colleagues” (PwD) and integrate them into the daily routines. This surely results from the hybrid perception of the pilot “Educational Assistants” between client and colleague by the permanent staff of the regarding institution. This led to some degree to reservation and insecurity. Especially in the start of the work placements these retentions have been reported. Again high efforts in information work (for the permanent staff in the regarding institution) and an accompanied transition stage might help to reduce these insecurities and fears and therefore improve the integration of disabled persons in this professional field.

Prospects and expectations

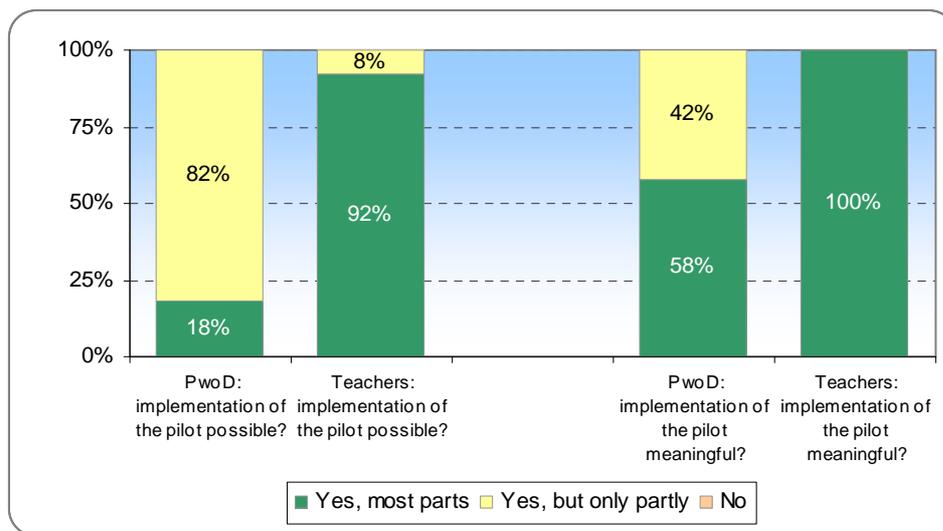
Finally we would like to sum up the results from the concluding questions in the survey that aimed at the prospects and expectation of the groups involved after the end of the pilot. All of

³ The high amount of insecurities of non-disabled colleagues concerning the possible integration of disabled colleagues has already been investigated by the IBB project in the groundwork stage of the project.

the pupils with disabilities state that they would like to continue a vocational education and training such as the one presented in the LIBB pilot. The experiences they made showed them that they would like to and feel able to face the challenges of such an education and the following working routines in a social institution. They all hope for a continuation of the pilot resp. the implementation of the LIBB concept in the regular vocational education and training system.

The teachers and the PwD as well have been asked about their prospects. The following illustration shows the findings concerning the question, whether it is possible resp. meaningful to implement the pilot in the regular schooling system.

Illustration 8: Perception of pupils and teachers (N=19/12).



As the numbers show clearly – the perception of the teachers is more positive than the perception of the pupils without disabilities. Nevertheless, all respondents believe that it is possible and that it is meaningful to implement at least parts of the pilot in the regular schooling system. The reserved optimism of the PwD might result from the already described impression that the pilot itself did not communicate a realistic picture of the underlying vocational education. The pupils therefore might stick to this example that they experienced on their own. The answers from the teachers - in comparison - might derive from a meta-level, where they estimate that the basic conception will be realisable in the future.

Recommendations

Based upon the results of the evaluation one can derive the following recommendations for the improvement of the inclusive training concept for further pilot testing or implementation in the regular training system:

- More information for the pupils without disabilities in the inclusive classes on the forefront of the inclusive training to reduce their insecurities.
- More preparative work concerning the mentors (work placement) and the future colleagues to reduce insecurities and foster sustainable integration in the workplace.
- An accompanied transition stage school – work placement.
- Implementation of some kind of result assessment for the pupils with disabilities.

- Strict division into basic courses (inclusive for pupils with and without disabilities) and advanced courses (only for pupils without disabilities). This ensures capacity-oriented education for PwD as well as adequate learning progress for PwoD.

Synopsis

Out of the view of the evaluation, the three pilot runs carried out in Austria, Poland and Spain can be described as a success. The experiences made by all involved parties (pupils with disabilities, pupils without disabilities, teachers, mentors of the work placement) draw a predominantly positive picture of the pilot. It seems to have offered the opportunity to learn and all the persons involved report valuable experiences through the inclusive setting.

100% of the pupils with disabilities report that the pilot has been an extraordinary experience for them and that they felt well-integrated. 80% of the pupils without disability report that the experiences made in the pilot are very important and salutary for them. 90% of them report that the lessons had been enriched through the participation of the pupils with disabilities. 100% of the involved teaching staff report that the inclusive aspect of the pilot could be carried out without major problems.

The results make evident that the concept of the pilot run was good and that its implementation in the pilot results in high satisfaction of all participants. This finding is valid for all three participating countries. Furthermore the inclusive teaching concept proved to be realisable. The pilot concept therefore proved to be recommendable for further steps of implementation in the regular vocational education and training system.

5. dissemination

During the pilot run dissemination activities focused on the publication of the pilot run and the promotion of the aim of implementing the inclusive education model. Therefore networking with schools and institutions in the fields of social care work and contact with politicians and stakeholders in the fields of education were very important. For these purposes and for general dissemination activities Newsletter 4 was published which shows a broad overview and first impressions of the pilot run. The website which was relaunched during the former project phase was also used intensively to publish the actual status and results of the project by doing regular updates.

LHB + LH GUV:

- project presentation at the congress "Selbstbewusst ich bin mir wichtig", Lebenshilfe Austria and discussion
- presentation of the project at the general assembly of the Lebenshilfe GUV
- final ceremony of the pilot run and presentation of the certificates to the participants of the pilot run where also regional and national politicians took place

AURA:

- interviews with the teachers from the professional school Sagrat Cor Sarria and agreement about cooperation for the pilot run
- conference with the pupils from the school Sagrat Cor Sarria
- networking with the only inclusive school in Catalan
- final ceremony of the pilot run

DAC SZANSE:

- Visit of Austrian students (assistants of disabled people) who had a probation in the school Dac Szanse

- Denmark and Sweden: Participation at trainings about special schooling, presentation of the IBB project
- Meeting with parents of disabled students to give information about the innovative character of IBB project and to break up fears
- Conference about different understandings of the concept "assistant of disabled people" in Chelm (small Polish City): The partners from Dac Szanse were the only people who talked about disabled people giving not receiving help
- final ceremony of the pilot run
- Participation in over-Polish conference about different kinds of assistance for disabled persons where IBB was presented. (Prof. Adam Biela, member of Polish Parliament, and presidents of Non-Governmental organisations acting in benefit of disabled people were present.)

EASPD:

- Project presentation at the Disability network and disability related organisations
- Regular project presentation and update at the EASPD board meeting
- Project presentation at the European service providers and experts in the field of employment for people with disabilities
-

DEIS:

- presentation and discussion at different trans-national partner meetings from other projects

MUNICIPALITY OF COLLEFERRO:

- web notices on national sites addressing Pas and innovation in services delivering (www.comuni.it; www.buoniesempi.it; www.ancitel.it)

6. project management

6.1. project meeting

During this phase a project meeting took place in Rome (26th to 29th January 2006). All details about this meeting can be found at 3.1. To generate a structured feedback from this meeting all partners filled in the questionnaire from the external evaluator ZBW (as was done after the former meetings, too). The results from the Rome meeting were evaluated and compared with those from the former questionnaires.

The following chapter shows the evaluation report from ZBW:

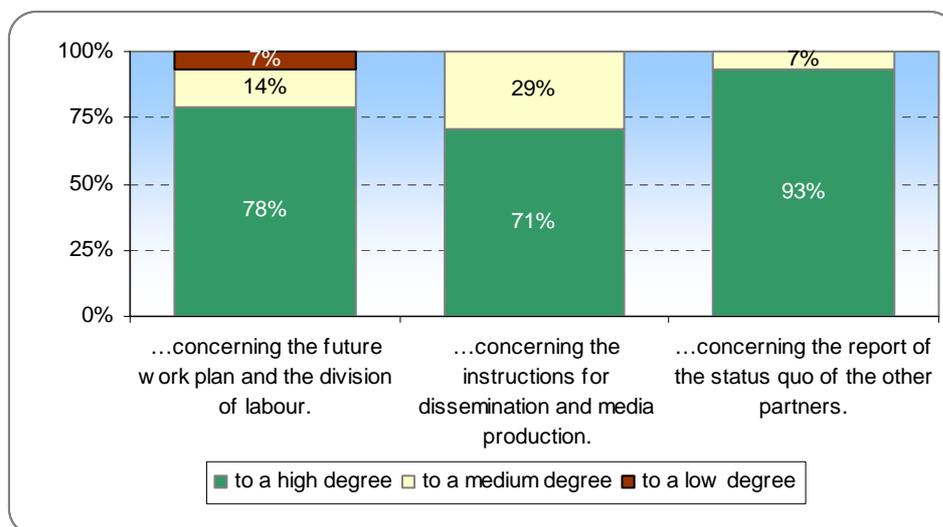
Main expectations and their fulfilment

At the beginning of the questionnaire the partners were asked to indicate their main aims and expectations for the 4th meeting. Thereby the partners above all mention the following topics:

- Receiving information about the future work plan and building up a to do list for the next months (100% nominations)
- Receiving information about the dissemination activities (71% nominations)
- Receiving information about the work and the status quo of other partner organizations (64% nominations)

Regarding these topics the contentment of the partners with the information received appears to be high. When asked to rate whether their expectations had been met or not most of the respondents (70 to 90%) report that their expectations have been met by the meeting to a high degree (cf. Illustration 1). The agenda point with the lowest contentment of the partners is the subject of dissemination and media production.

Illustration 9: "Have your expectations for the meeting been met?" (N=14)

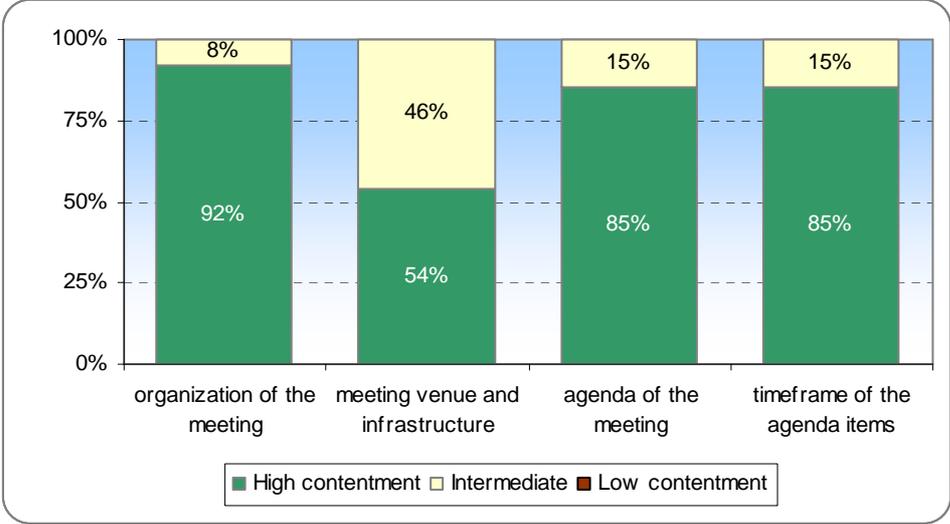


Environment of the meeting

The general environment of the meeting – ranging from the general organization of the meeting to the agenda items and the timeframe of the meeting – has likewise been evaluated with high contentment. Regarding most of the questions 80% of the partners seem to be content with the room and technical infrastructure of the meeting. Some of the items are displayed in detail in the next illustration. The largest variation turns out evident concerning the meeting venue itself and the technical infrastructure there: regarding this only 54% of the

partners appear to be clearly satisfied. On the other hand, 46% of the partners appear to be dissatisfied with the meeting venue in some aspects.

Illustration 10: Contentment with the general conditions of the 4th meeting (N=14)



Satisfaction with the meeting

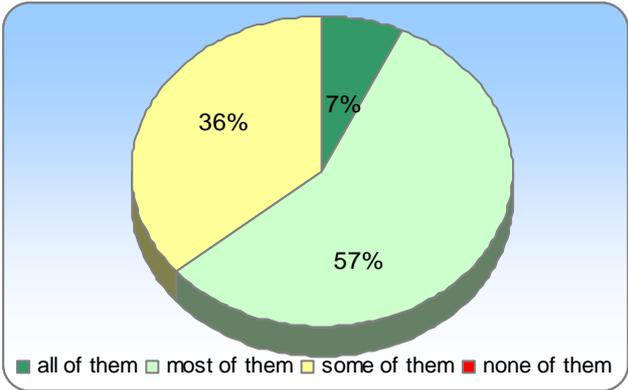
Based upon the results of the feedback questionnaire one can characterize the 4th meeting of the IBB project as a solid meeting with satisfaction among the partners. The statements of the partners regarding different dimensions of satisfaction from the organization of the meeting to single agenda items are predominantly positive, ranging from “good” to “excellent”.

At the end of the questionnaire three overall questions were implemented that surveyed the satisfaction of the partners on three levels:

- Did they have the possibility to clarify open questions and potential problems at the meeting?
- Have their expectations of the meeting been met in all?
- What is their final assessment of the meeting on the whole?

The answers to these questions are displayed in the following 2 illustrations. Concerning the possibility to clarify open questions and problems the majority of 64% of the partners state that they managed to clarify most or all of their open questions at the meeting.

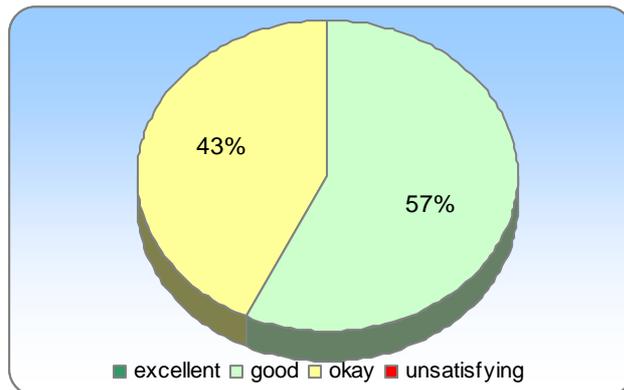
Illustration 11: Possibility of clarifying open questions and problems (N=14)



A similarly good result has been achieved regarding the question whether the meeting had met the personal expectations of each partner (not displayed as a graph). 78% of the partners are of the opinion that their expectations have been met to a large extent. 14% indicate that their expectations have been met partially.

Finally the partners have been asked for an overall assessment of the meeting (illustration 4). Thereby 57% evaluate the meeting as “good”, 43% as “okay”. No partner states clear discontentment.

Illustration 12: Overall contentment with the meeting (N=14)



Weaknesses

As the evaluation team has not been present at the meeting all assumptions on strengths and weaknesses of the meeting have to be based on the information provided by the questionnaires. Thereby an open question at the end of the questionnaire provides some insights that should be considered by the project management of the IBB project for the last stage of the project:

- It has repeatedly been mentioned by some partners that the discussion at the meeting had been quiet difficult and burdensome due to the fact that some participants had not been prepared for the meeting at all. The consequence was that basic topics of the IBB project and preceding issues had to be discussed once again. The situation was caused by project partners that participated in a project meeting for the first time but had not been familiarized with the project by the national colleagues. This leads to the simple suggestion that the project management should advise the partner organizations to instruct participants prior to the meetings in case new persons enter the project.
- The second point that was mentioned several times concerns the project management itself. Some partners suggested that the project coordination should take stronger action to facilitate the communication among the partners. As already discussed in the second evaluation interim report (main volume) based upon results of the social network analysis, the communication within the project has improved since the first network survey, but still shows up some weaknesses as well. The project coordination already reacted on findings of the network surveys and introduced countermeasures such as periodically chat meetings and a communication timer to foster communication in the project.

On grounds of the overall information given, it can be doubted whether furthermore stronger action on the part of the project management would result in stronger communication among the partners. It rather appears to be realistic that the weak position of some partners regarding communication results from the disposition of the partner organizations themselves resp. the involved persons. Therefore stronger

intervention by the project management might lessen the problem but only stronger independent communication activities by the partners would ease the problem.

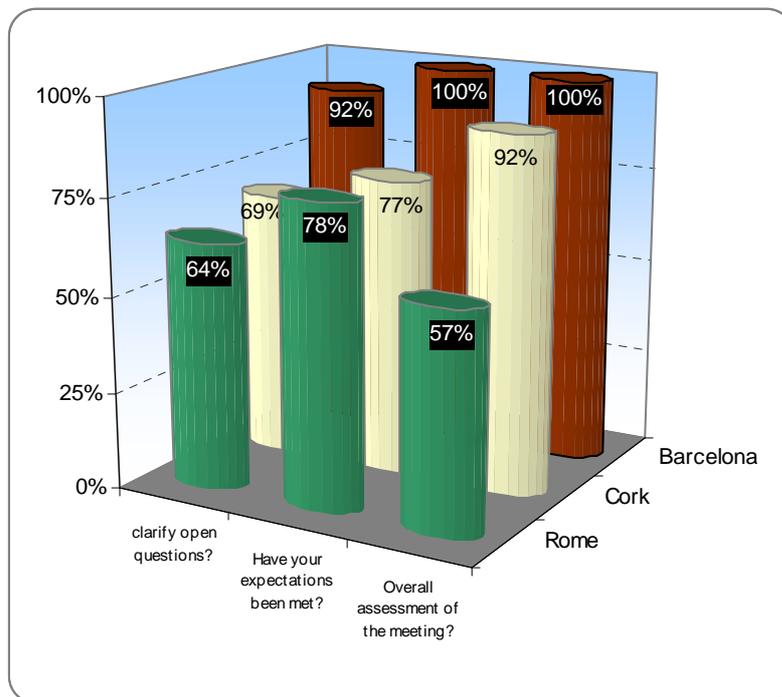
Time series comparison

In the frame of the evaluation there have been collected data about all the 4 project meetings that have taken place up to now. For every point in time we thereby used the same resp. a very similar questionnaire⁴. This procedure now allows to compare the development of satisfaction over time in the course of the project meetings. As three overview questions on the contentment and the satisfaction of the partners we were using:

- Did you have the possibility to clarify open questions?
- Have your expectations been met in all?
- What is your overall assessment of the meeting?

The results are displayed in the following graph number 5. One can clearly see that the highest satisfaction ratings were stated at the second project meeting in Barcelona 2005. The satisfaction scores reach from 90-100%. From this second meeting onwards in time the satisfaction score on all three dimensions has been declining. This especially turns out evident concerning the question on the overall assessment of the partners for the meeting. The satisfaction scores have dropped from 100% at the Barcelona Meeting to 92% at the Cork Meeting to 57% at the Rome meeting.

Illustration 13: Time series on satisfaction items (N=14)



Remark: For all of the cases the two positive categories have been combined in the illustration:

- *Did you have the possibility to clear open questions? "all of them" + "most of them"*
- *Have your expectations been met? "Completely" + "to a large extent"*
- *What is your overall assessment of the meeting? "excellent" + "good"*

⁴ The first event questionnaire varies from the others. Therefore the results from the first meeting are not included into the following graphs.

A certain degree of decline concerning these satisfaction dimensions was predicted. As the project moves on more complex topics are treated at the meetings that and the pressure for finalisation of the project output gets higher – a phenomenon that can be observed in a lot of other EU projects – lead to a lower satisfaction score of the partners as more different opinions evolve that have to be mainstreamed. Therefore this can be regarded as a typical process for later project stages. The strong decline of satisfaction concerning the overall assessment of the partners nevertheless leads to the assumption that the Rome meeting appears to be problematic in some aspects out of the view of the partners. This especially concerns the meeting venue, the infrastructure and the comparatively bad preparation of some partners.

Synopsis

The 4th transnational meeting in the LIBB project can be characterized as a solid meeting with predominant satisfaction among the partners. 78% of the partners state that their personal expectations for the meeting have been met in all. 64% of the participants state that they had the possibility to clarify most of their open questions at the meeting. 57% of the partners regard the meeting as a whole as “good”, 43% as “okay”.

At the same time it becomes obvious that the Rome meeting shows up the lowest satisfaction scores in the course of the meetings up to now. This - to some degree - can be considered as a typical result for projects in a late stage of progress. As the project moves on more complex topics are treated at the meetings that lead to a lower satisfaction score of the partners as more different opinions evolve that have to be mainstreamed. On the other hands some aspects (mainly the meeting venue and the infrastructure) of the meeting appeared to be suboptimal.

6.2. reports

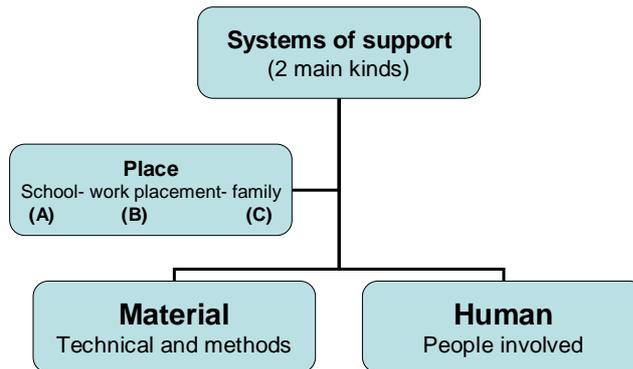
In January the project coordination was visited by members of the Austrian Leonardo da Vinci Agency. To give a good overview about the pilot run (which was just finished at this moment in all 3 pilot countries) the pilot partners were asked for an additional report. The partners' reports about the finances, the project progress and the dissemination activities were gathered quarterly as usual.

7. deviations and improvements

7.1. system of support

new definition

SYSTEMS OF SUPPORT Structure for the Pilot Run



Definition about Systems of support: Different tools that can be used for Students and teachers to improve the learning process.

Systems of support- Aura

Material Supports: Conclusions after the pilot

Technical	Methods
<ul style="list-style-type: none"> •They used internet to collect information about healthy aspects in the school with the regular students. They had a lot of difficulties. •Some lessons of the basic course “how to handle a computer” developed in special lessons in Aura, helped them and improve their computer’s use. •We also tried to define a basic and visual support to use internet (short list of steps to use it). 	<ul style="list-style-type: none"> •The methodology was one of the main points of the pilot to be successful. •The diversity of methods and activities (excursions, visit from experts) were very motivating and improve the participation. •The use of audiovisual tools facilitated the motivation of all the students too: blackboard, video... •The meetings, special lessons and tutorials were fine to have a better follow-up of the evolution of the process. •The supported employment method was useful for the work placement and gave support to the Aura students and the volunteers.

Systems of support- Aura

Human Supports: Conclusions after the pilot

In the school	In the work placement
<ul style="list-style-type: none"> •Teacher was the main support for the students in the class •Coordinator organized and supervised the contents and the development. The communication was very fluent with her. •Student-mentor. They helped a lot Aura students inside the classes but they had some doubts at the beginning of the pilot. •However, some teachers commented the possibility of a permanent professional support in this kind of formations inside of the class. 	<ul style="list-style-type: none"> •The volunteer in the flat was the guide for Aura students during the work placement part. •The job coacher gave support to the Aura students and the volunteer. •And also the families gave support to the experience. •The communication with the families was very good.

Systems of support- Aura

e-learning tool

As it was decided in project phase 3 to change the content of the e-learning tool this tool was not ready to be tested during the pilot run. It is planned to be finished until July and then will be tested in Austria and Spain within the first and the second week of August.

7.2. staff

As the coordinator Mrs. Gudrun Stubenrauch started another task within the Lebenshilfe GuV she reduced her number of working hours within the project IBB. Since December the 1st she is supported by a project assistant, Mrs. Marion Bock. The main focus of her tasks lies on the internal communication, the gathering of all different kinds of reports, dissemination activities (cooperation with EASPD concerning the newsletters and local activities) and the finalisation of the project's products (handbook, CD ROM).

The partner institution DEIS works closely together with their subcontractor Shane Cronin from "Solas nua". He is not a staff member from DEIS, but as he works very intensively at the updates of the IBB website and the development of the e-learning tool it seems to be important to mention him here.

7.3. difficulties with finding workplacements?

Especially in Spain it was difficult and took more time than planned to find partner organizations for the pilot run. In October the staff from the school *Escola Sagrat Cor de Sarrià* decided to cooperate with AURA as partner for the theory part of the pilot run. There was also a close cooperation at developing the concrete contents of these four weeks and the teachers supported the AURA team to find an institution for the workplacement. As there was some connection between the school and the workplacement the relationship between theory and practice improved and the two parts of the pilot run became a good sequence.