IMPACT REPORT

for the

Erasmus + Project: Teach Me to Help

Multiplication Event

held in Strasbourg, France on September 16, 2024

Erasmus + Project: "Teach Me To Help"

Project No. 2022-1-RO01-KA210-VET-000085029

Partners

❖ **ROMANIA, DAS ARAD**

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Content

Introduction

The *Teach Me to Help* multiplication event, organized within the Erasmus+ Project, took place on **September 16, 2024**, in Strasbourg, France. The event brought together **105 participants**, including social workers, educators, and other professionals engaged in supporting individuals with disabilities. The primary goal of the event was to enhance the skills of these professionals in **digital communication** for better inclusion of individuals with disabilities. This report aims to evaluate the **impact** of the event by analyzing participant responses to both the **initial** and **final questionnaires**.

Objectives of the Event

The main objectives of the event, aligned with the Erasmus+ Project goals, included:

- **Developing social workers' skills** in designing and integrating digital programs for personal development and social inclusion of people with disabilities.
- **Increasing competencies** in creating and delivering effective online courses.
- **Strengthening the capacity** of the five participating organizations to collaborate at a **transnational and intersectoral level**.

These objectives were directly linked to the activities held during the event, such as the presentation of the *"Virtual Open Doors Guide"*, a video course on effective online communication, and the roundtable on digital inclusion.

Methodology

To assess the effectiveness and impact of the event, **initial and final questionnaires** were distributed to the participants. The initial questionnaire focused on gathering baseline data about the participants' knowledge and skills before the event, while the final questionnaire aimed to capture the changes in their knowledge, skills, and perceptions post-event.

- **Initial Questionnaire**: Gathered data on participants' familiarity with digital communication tools for people with disabilities, their experiences with adapting communication, and their strategies for inclusive communication.
- **Final Questionnaire**: Focused on evaluating the effectiveness of the training, new techniques learned, and the likelihood of applying these techniques in future work.

Pre-Event vs. Post-Event Insights

The responses from the initial questionnaires cover the following areas:

1. **Participants' familiarity with digital communication for people with disabilities**.
2. **Previous experience with adapting communication for individuals who have difficulty understanding**.
3. **Strategies used for inclusive and empathetic communication**.
4. **Suggestions for improving the training**.
5. **Overall rating of the course**, on a scale of 1 to 10.
6. **Participants' professional background and study area**.

**Initial questionnaire:**

Q1. What is your knowledge of the topic: digital communication and disability? Quel est votre connaissance sur le sujet: la communication digitale face au handicap?


Q2. Have you ever had to adapt your communication for someone who seemed not to understand? (Avez-vous déjà eu besoin de vous adapter pour communiquer face à une personne qui n'avait pas l'air de comprendre?)
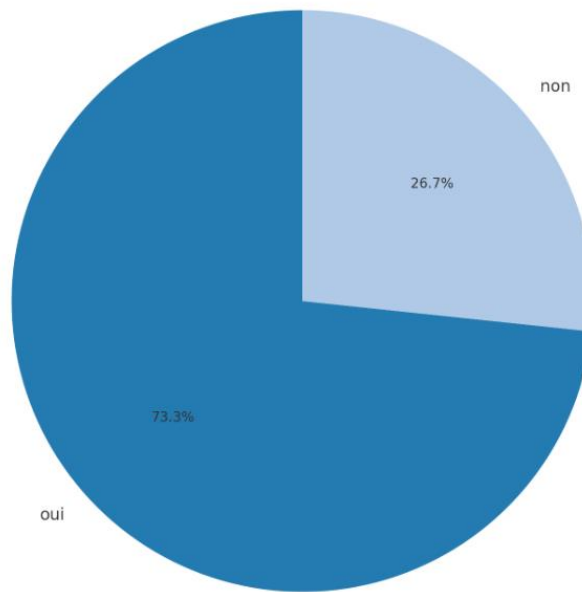
Q3. What strategies do you use to show empathy and ensure respectful and inclusive communication? (Only one answer possible). Quelles stratégies utilisez-vous pour faire preuve d'empathie et assurer une communication respectueuse et inclusive ? Une seule réponse possible.
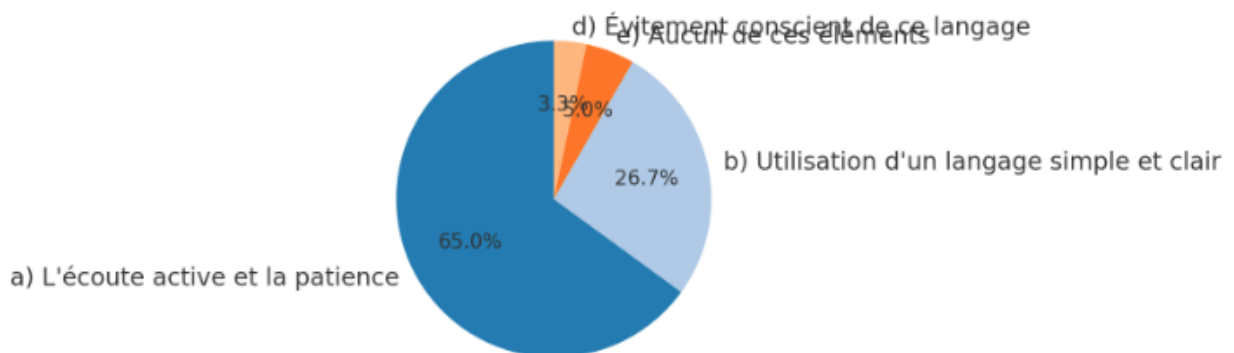
Q4. Are you familiar with the tools and assistive technologies used by people with disabilities online? (Only one answer possible). Connaissez-vous les outils et les technologies d'assistance utilisés par les personnes handicapées en ligne ? Une seule réponse possible.
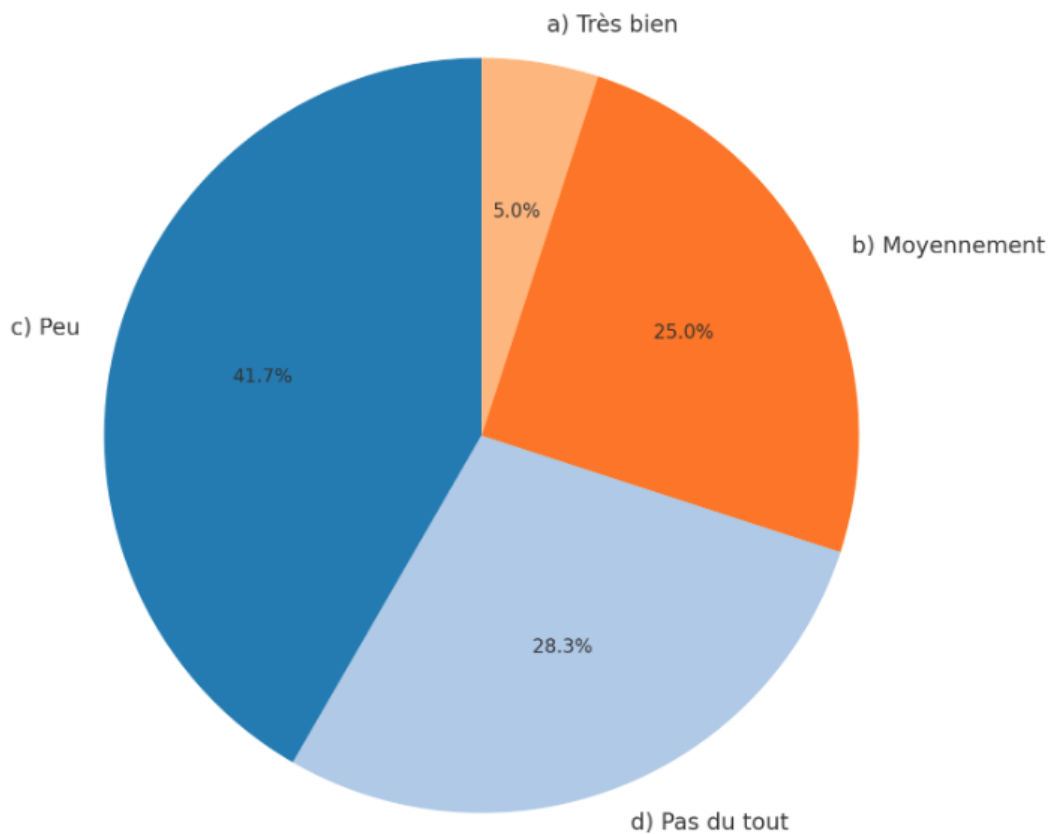
Q5. Have you ever needed to check and/or adjust the accessibility of the messages or online platforms you use to communicate with these individuals? Vous est-il arrivé d'avoir besoin de vérifier et/ou d'ajuster l'accessibilité des messages ou des plateformes en ligne que vous utilisez pour communiquer avec ces personnes
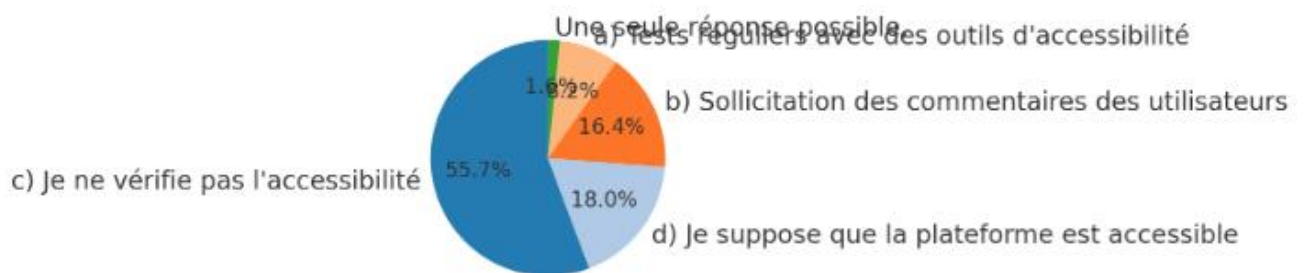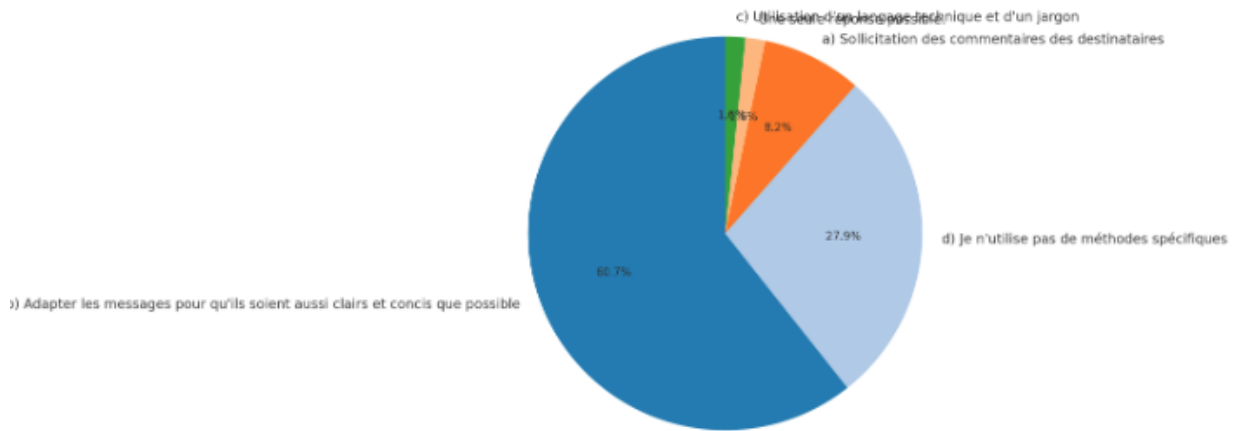

Q6. Do you measure the success of online communication with people with disabilities in terms of clarity and understanding of the message? Mesurez-vous le succès de la communication en ligne avec les personnes handicapées en termes de clarté et de compréhension du message?

c) Je ne mesure pas le succès de la communication

d) Par auto-évaluation

b) Seulement si le message a été compris

a) Par le biais de commentaires directs des destinataires

Question 7: 8. Quelles sont les principales méthodes que vous...

c) Utilisation d'un langage technique et d'un jargon

a) Sollicitation des commentaires des destinataires

b) Adapter les messages pour qu'ils soient aussi clairs et concis que possible

8.2%

27.9%

d) Je n'utilise pas de méthodes spécifiques

60.7%

Conclusions:

1. **Knowledge of Digital Communication and Disability:** Most participants are familiar with the subject of digital communication in the context of disabilities. However, their familiarity varies. While some have hands-on experience using related tools, others have only theoretical knowledge. This indicates a range of expertise that could be addressed through targeted training.
2. **Adapting Communication Styles:** A majority of respondents have faced situations where they needed to adapt their communication to ensure understanding. Strategies like active listening and patience are the most commonly used approaches, reflecting an empathetic and inclusive mindset.
3. **Empathy and Inclusive Communication:** The preferred strategies for ensuring respectful and inclusive communication include active listening and simplifying language. However, some participants rely on body language or lack specific methods, which suggests room for improvement in formalizing inclusive communication techniques.
4. **Awareness of Assistive Technologies:** The awareness of tools and technologies used by individuals with disabilities is moderate. Few participants are very familiar with such tools, indicating an opportunity to raise awareness and provide practical guidance on their usage.
5. **Accessibility Practices:** Practices like testing and adjusting online messages or platforms for accessibility are not widely adopted. Many respondents reported not verifying accessibility, signaling a gap that needs addressing through workshops or toolkits.
6. **Measuring Communication Success:** The majority of participants measure success through self-evaluation or direct feedback. However, a significant portion

does not measure success at all. This highlights a lack of systematic approaches for evaluating the effectiveness of communication strategies.

7. **Methods for Effective Communication:** While some respondents adapt their messages to ensure inclusivity, others do not use specific methods. This suggests that while there is awareness of the need for adaptation, consistent and actionable strategies are not universally applied.

Overall Observations:

The survey reveals a strong interest and moderate familiarity with inclusive communication practices. However, there are clear gaps in systematic approaches to accessibility and the adoption of assistive technologies. These gaps present opportunities for workshops, training sessions, and resources aimed at improving both awareness and practical application of inclusive communication tools and strategies.

Evaluation of answers of the final questionnaire

The **final questionnaire** contains responses in the following key areas:

1. **What participants appreciated most about the sensitization** (e.g., discovering new communication methods for people with disabilities).
2. **The least understandable topics or concepts** (e.g., laws or specific communication methods).
3. **New methods, techniques, or approaches** participants integrated into their practice (e.g., FALC, audiodescription, apps).
4. **Whether participants plan to apply the new knowledge in their professional future**.
5. **Suggestions for improvement** (if any).
6. **Overall rating of the course** (on a scale of 1 to 10).
7. **Participants' professional background and study area**.

Final Questionnaire:

Q1. What did you appreciate in this awareness session?
Qu'est-ce que vous avez apprécié dans cette sensibilisation ?

The majority of participants expressed positive feedback regarding the sensitization course. Common elements they appreciated include the discovery of new tools, communication methods, and concrete examples (e.g., videos, terms used). This indicates that participants found the content engaging and relevant to their needs.

Q2. Which theme or concept did you find the least understandable?
Quel thème ou concept avez-vous trouvé le moins compréhensible ?

Most participants reported that they did not find any themes or concepts difficult to understand. A few responses indicated minor challenges related to specific topics, such as "laws." This reflects that the course content was overall clear and comprehensible to most attendees.

Q3. What new methods, techniques, or approaches have you integrated into effective online communication with people with disabilities?
Quelles nouvelles méthodes, techniques ou approches avez-vous intégrées dans la communication en ligne efficace avec les personnes handicapées ?

Participants highlighted several new methods and approaches they learned for effective online communication with individuals with disabilities. The most frequently mentioned techniques include:
- FALC (Easy-to-read language)
- Applications and tools
- Audio descriptions
- Patience and inclusive communication practices

These responses suggest that the course provided practical and applicable strategies that participants can integrate into their professional and personal interactions.

Q4. Do you think you will apply the new knowledge in your professional future or within your department?
*Pensez-vous que vous appliquerez les nouvelles connaissances dans votre avenir professionnel/au sein de votre département ?*

A significant proportion of participants stated they would "definitely" or "surely" apply the knowledge gained from the course in their future professional roles. Responses like "I will try" or "Yes" further reinforce the perceived usefulness and applicability of the training.

Q5. Would you recommend this course and in general the project's results to others?
Recommanderiez-vous ce cours et, de manière générale, les résultats du projet à d'autres ?

All participants indicated that they would recommend the course and the project's results to others. This unanimous positive response underscores the value and impact of the course and the project's results on participants.

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1.6%

98.4%

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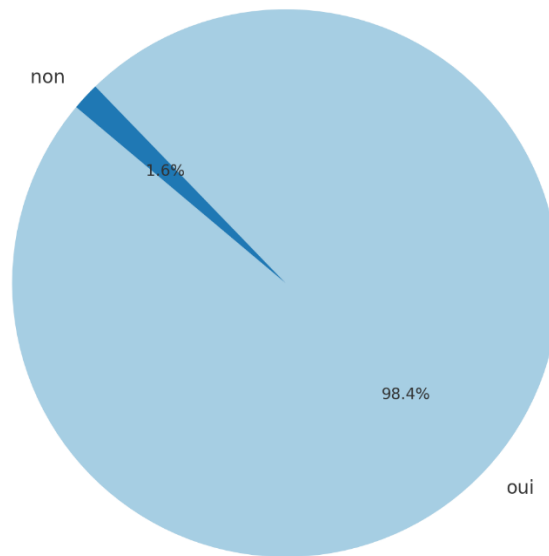
Q6. Do you have any ideas for improving this awareness session?
Auriez-vous des idées d'amélioration de cette sensibilisation ?

The majority of participants did not have suggestions for improvement, with responses such as "No" or "Not particularly." This suggests that the current structure and delivery meet participants' expectations. However, this also provides an opportunity to proactively explore new enhancements, such as interactive workshops or additional case studies.

The comparison of the initial and final questionnaire responses highlights several key changes:

1. **Knowledge of Digital Communication**
   o **Before the event**: A significant number of participants reported having some knowledge of digital communication tools for people with disabilities, but many were unsure about applying these tools effectively.
   o **After the event**: There was a noticeable increase in the participants' confidence in their ability to design and implement online courses. Many participants expressed that they gained new insights into how to effectively adapt communication strategies for diverse audiences, especially those with disabilities.

2. **Adapting Communication for People with Disabilities**
   o **Before the event**: The majority of participants had some experience adapting their communication strategies for individuals with disabilities, though they often struggled to find the right tools.

o **After the event**: Participants reported a clear improvement in their ability to apply **inclusive communication techniques**, including the use of **FALC** (Facile à Lire et à Comprendre), **audiodescription**, and specific communication apps. They felt more equipped to create **accessible digital content**.

3. **Strategies for Empathetic and Inclusive Communication**
   o **Before the event**: Strategies such as active listening and patience were common responses, but many participants were not fully aware of all the available strategies to ensure effective communication.
   o **After the event**: Participants reported having integrated new methods into their practice, such as using more **visual aids** for communication, **descriptive techniques for visually impaired individuals**, and tools like **sign language and screen readers**.

Feedback and Suggestions

Participants provided constructive feedback on the event's content and delivery. Some of the most common suggestions for improvement included:

- **Increased Practical Applications**: A few participants requested more **hands-on workshops** to practice the skills in a real-world context.
- **Deeper Exploration of Legal and Policy Frameworks**: Some participants found the discussions around legal aspects and frameworks for digital inclusion less clear, and suggested dedicating more time to these topics.
- **Additional Resources**: Several participants expressed interest in having access to more **online resources** or a follow-up platform to continue learning and practicing the techniques presented.

Impact on Participants

The overall impact of the event can be summarized as follows:

- **Enhanced Competence**: The majority of participants felt that the event significantly improved their ability to develop and deliver **inclusive online courses** for people with disabilities. They expressed a clear intention to integrate these skills into their daily practice.
- **Increased Awareness**: Participants reported a heightened awareness of the challenges that individuals with disabilities face in accessing digital resources and the importance of designing content that is **accessible and inclusive**.

- **Network Building**: The event facilitated networking opportunities that allowed participants to connect with like-minded professionals and organizations, strengthening the **collaborative environment** for future transnational cooperation.
- There is strong enthusiasm for applying the acquired knowledge in professional settings, indicating the practical relevance of the course. Overall **satisfaction** was very high, with unanimous recommendations and excellent ratings.

Conclusion

The *Teach Me to Help* multiplication event successfully met its objectives, significantly improving the digital communication skills of social workers and professionals engaged with individuals with disabilities. The comparison between initial and final questionnaire responses clearly shows that participants left the event with enhanced knowledge, greater confidence in applying digital tools, and a broader understanding of how to make education and communication more inclusive for all.

The long-term benefits of this event include the continued use of these newly acquired skills to **remove barriers** to education and inclusion, ensuring more equal opportunities for people with disabilities in various social and educational contexts. The feedback and responses suggest that future events should continue to build on these achievements, with an emphasis on more hands-on practice and deeper exploration of legal and policy issues.

This report provides a comprehensive view of the event's immediate impact and lays the groundwork for understanding the potential long-term influence of the project's outcomes on participants and their respective organizations.