**Template for collecting best practices**

**Instructions**: With this template, we are asking the partners on the project „ ***WAI4PwDs – Web Accessibility and Initiatives for Persons with Disabilities in EU in pandemic and other Crisis Times***“ to collect at least 2 best practice examples that are connected to web and other forms of accessibility in their regions. The information collected will be used for making Best Practice Guide in Web and other Accessibility to Persons with Disabilities in EU. The examples can be, but are not limited to the following:

* Programmes and initiatives promoting access to education, employment, culture/entertainment, public services: social, health, municipal etc. in a certain region during any crisis, but especially during COVID19.
* IT or any other products or solutions that are addressing PwDs’ right to accessibility in times of crisis, especially during COVID19.
* Projects (local/national or EU funded) that have promoted accessibility in times of crisis in your regions especially those created and implemented during COVID19.

Please complete the table for each best practice collected based on the following criteria:

|  |  |
| --- | --- |
| Name of the project or action:  Education of children with mild intellectual difficulties and Roma children in pandemic times |  |
| Lead organizer (legal entity):  Centre for education and upbringing Tomislav Špoljar |  |
| Other partners leading the action:  N/A |  |
| When the project/action started (and ended if applicable):  Outbreak of COVID19- still ongoing |  |
| Project location(s):  Varaždin, Croatia |  |
| Website and social media page (if applicable):  www.centar-tomislavspoljar.hr |  |
| Description of the initiative (what is it? How does it function? You can address the goal of the action, its main activities and expected results/outcomes):  The last two years of pandemic forced many changes in Centre Tomislav Špoljar, also in work with pupils with mild intellectual disabilities who follow an adapted school programme. Their teachers learned overnight how to create and prepare lessons whereby they needed to take account on level of ability for using digital tools by pupils and their parents. Even a bigger challenge were pupils who did not possess any digital tools nor internet at home as most of the Roma pupils.  All the pupils in the adapted school programme got a tablet provided by the Ministry of science and education. Most of the Roma pupils don’t have any internet connection at home, so they were provided with mobile internet. At the start of online lessons the pupils could find their tasks on the school web page. For the pupils in the secondary school programme for assistant cook and assistant florist the lessons materials were sent directly to their tablets by mdm system which manages the school tablets.  In the second lock down the Cisco Webex Meeting was installed on all the school tablets which enabled the teachers to give lessons by video call. This was a big breakthrough because it enabled the direct communication between a teacher and the pupils and made verification of the work done easier, especially because of the end of the school year approaching. At first there were some difficulties with unstable internet connection and finding their way in settings, camera, sound etc.  Some Roma pupils could not work with tablets for different social economic reasons. They were sent their tasks by regular mail followed by teachers' visits to pupils home.  As the time passed, the teachers and the pupils became digitally mature and the application for online lessons were more and more available. Cisco Webex application developed an enquette which teachers could use to give mathematics tasks to pupils.  Home visits in Roma settlement were replaced by regular work in Roma community centre once a week. |  |
| Impact of the project on the local/regional/national level and lessons-learnt? (i.e. in terms of sustainability and other aspects such as the level of achieving social inclusion in a certain local community. Was it accepted in the community? Did it involve volunteers? Etc.) |  |
| Level of action transferability? Please consider the point to which the action can be multiplied and what factors can be facilitating it or preventing it to happen (for example legislation, level of citizens’ awareness and sensibility to persons with disability etc.)  During those two years online school workshops were organised for teachers by fellow teachers and by the government on using digital tools in online lessons and evaluation.  The knowledge transfer between colleagues of the same school and other schools increased significantly. The result is a huge number of digital platforms and materials to use by teachers and pupils. Both teacher and pupils learned how to use new learning methods and techniques. The Ministry of education and science organised daily lessons on the television programme and posted many materials for everyone to use. In this way the school came to many homes and the public was offered the possibility to learn how the lessons at school are given. |  |
| Photos- please provide at least three photos that illustrate the action/the project |  |

