PEDAGOGICAL KIT FOR PRACTITIONERS

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THE ART & INCLUSION PROJECT

The Project "ART & INCLUSION" Non-formal education through art as a tool to social inclusion of people with disabilities and people with mental illness (2020-1-PT01-KA204-078809) is co-funded by the ERASMUS + programme of the European Union (KA2 - Cooperation for innovation and the exchange of good practices, KA204 – Strategic Partnerships for Adult Education).

The main objectives of the project are as follows:

Promote the social inclusion of adults with disabilities and mental illness, through the building capacity of professionals and organizations working in this field.

Promote the production of knowledge in the context of the use of artistic methodologies in non-formal education as an adjunct to the construction of the individual lifelong learning project of people with disabilities and mental disorders.

Promote the exchange of good practices among professionals, aiming its transnational replication.

Contribute to the development of innovative practices in adult education, namely non-formal education throughout art.

The Consortium is composed of the following organizations:

- ARCA Cooperativa Sociale (Italy)
- Centro Social de Soutelo (Portugal) - Coordinator
- Galileo Progetti Nonprofit Kft. (Hungary)
- Koinonia Ison Eukairion (Greece)
- Zdruzenie institut Za Razvoj Na Zaednicata (North Macedonia)

INTENDED AUDIENCES

This document is a Pedagogical Kit for practitioners and aimed at teachers, teachers working with adult learners, educators, psychologists, social workers, social educators, art professionals, monitors of artistic activities, managers of organizations and other relevant professionals, students, etc., intervening in the area of non-formal education through the arts.

Process for the production of the Pedagogical Kit for practitioners

Pedagogical Kit for practitioners consists of a toolbox which its main objective is to help professionals to develop practical skills, through the provision of structured and innovative strategies and activities, seeking to help their skills gaps in intervention through art, as a non-formal education strategy. We also intend to explore the methodology that facilitates the transfer of skills developed by people with disabilities and people with mental illness in order to facilitate their social inclusion and in learning activities. The Pedagogical Kit for practitioners consists of tools and activities from all the partner countries, thus creating a toolbox with a European dimension, containing influence from various social and cultural contexts.

This tool has the potential for transfer ability at European and worldwide level, since it is a public publication in digital format in English and with full translation into Portuguese, Greek, Hungarian, Italian and Macedonian, which will be accessible free of charge on the partners' Web site (find the document in English and Portuguese here:https://www.centrosocialsoutelo.org/6-intervencao_comunitaria/1/315-art_inclusion.

This Pedagogical Kit for Practitioners consists of 3 modules:

1. Activities and tools to raise the awareness of professionals and people with decision-making power on the use of art as an instrument of non-formal education for people with disabilities and people with mental illness (importance and impact of the methodology, results that can be obtained in comparison with other methodologies, importance of investment in training technicians, etc.).

2. Activities and tools for practical application with the target groups. The activities will be clearly described and will include support materials for their performance. The activities come from different countries and from different artistic disciplines (e.g. music, theater, painting, etc.) and can be used separately or together, as an intervention program, aiming at the development of soft skills, focused on the individual and their social interaction.

3. Examples of Life Learning Activities Through Art. Artistic activities for the target groups, promoting their insertion in training or employment. This tool is an innovative multicultural toolbox to apply with people with disabilities and people with mental illness, generating an impact on their social and professional inclusion; improving the quality of services to which they have access in this area; allow the training of professionals and be useful for planning interventions, promote the reflection on the topics of the project.

GLOSSARY OF ACRONYMS

ATS - Accessible Travel Solution
DIY - Do It Yourself
EEA - European Economic Area
IO - Intellectual result
KA - Key Action
NGO - Non Governmental Organization
RAC - Raising Awareness Campaign
UNESCO - United Nations Educational, Scientific and Cultural Organization.
UNICEF - United Nations Children's Fund
VIP - Visually Impaired Persons

CHAPTER 1

RAISING AWARENESS CAMPAIGNS (RAC)

About raising awareness campaigns

What are the raising awareness campaigns?

Awareness-raising is a process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviors and beliefs towards the achievement of a defined purpose or goal. It can mobilize the power of public opinion in support of an issue and thereby influence the political will of decision makers. There are multiple awareness-raising strategies, methods and tools that can be used to convey and spread messages, and to gather the support necessary to influence public opinion.

Depending on the topic, awareness-raising efforts may include the following activities: issuing press releases, briefings and commentaries; disseminating reports, studies and publications; making written or oral submissions to parliamentary committees and inquiries; working with the media; holding public meetings and events; convening conferences and workshops; and creating and contributing to educational materials. Information may be disseminated through a range of different means or tools such as radio, television, video, film, the internet, social media, mobile phones, newspapers, newsletters, leaflets, poster campaigns and the arts. A variety of visual tools such as stickers, logos, t-shirts, armbands, bracelets and banners may also be used. [1]

What are the goals of an awareness campaign?

The aims of an awareness campaign include reaching out to the public regularly, measuring that outreach accurately, and motivating the public to take action. [2]

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1   https://www.sdgaccountability.org/working-with-informal-processes/raising-awareness-through-public-outreach-campaigns/

2   https://yourbusiness.azcentral.com/awareness-campaign-objectives-27776.html

1. RAC for disabilities

1.1 North Macedonia - "Public awareness campaigns for accessibility, safety and security during traveling for visual impaired persons"

Implementing organization(s): Lifelong Learning Network-N. Macedonia, Babilon Travel NGO-Romania, IT Solutions for all-Spain

Objectives	Target Group
• Raising awareness for accessibility, safety and security during traveling • Alert about their possibilities, obstacles etc.	Wider society

Description of the RAC: ATS for VIP Project worked on developing many activities with which will work on public awareness campaigns for accessibility, safety and security during traveling for visually impaired persons in 3 countries: Macedonia, Spain and Romania.

Videos were recorded and distributed on the internet (on our website). Activities that were developed in this RAC:

- **Record video interviews** with influences in different networks for visually impaired adults, who travel to the world alone (explaining their experience, needs and obstacles).
- Making a **viral challenge video** related to the project topic.
- **Publish Press Releases** in local and regional (European) news outlets, preparing promotion videos, audio materials, flyers etc.

ACCESSIBLE TRAVEL SOLUTIONS FOR VISUALLY IMPAIRED PERSONS (ATSFORVIP)
ERASMUS+ PROJECT FUNDED BY THE EUROPEAN UNION

Travel by people with disabilities, also known as "disabled travel" or "accessible travel," is on the rise. The travel industry is waking up to the special needs of the travelers with disabilities by providing more services and greater accommodation. Meanwhile, the sheer abundance of information on accessible travel is astounding — much of it generated by travelers with disabilities themselves.

ATSVIP's main project objective is trough development of barrier-free tourism Open Educational Resource (OER) and cross-traffic navigation solutions, to make traveling accessible and safety for blind and visually impaired people. The project ATSforVIP aim is to improve the mobility and quality of life of these people all around Europe.

- **Create a video** case for support. (Positive example of VIP who travel alone).
- Including **capital campaigns in community outreach**.
- **Host Live Events in Spain, Macedonia and Romania**, discussion with visual impairments persons with relevant stakeholders who can help them handle all obstacles during their traveling alone.
- To run a **contest**, about the best visual impaired story teller, related to traveling experience alone.
- **Organizing a traveling exhibition** of Through Darkness to Light.

Management of the events involving target groups: RAC was done outside, via social media. Duration of the RAC was a couple of months and there is a YouTube channel , as well as a web page, where it is possible to find video material from RAC.

Dissemination activities: Social media (Facebook page); Webpage, and YouTube channel

Funding sources used for the implementation of RAC: European commission (Erasmus + program)

Sources

https://youtu.be/52IGcb9ViRE	https://youtu.be/8GmgZMXPYME
https://youtu.be/uyK2yiYznfo	https://www.atsvip.eu/awareness.php

Recommendations:

This campaign can be applied to any category of people with disabilities, by recording educational videos on a specific topic, to work on raising the awareness of the general public. The campaign can be implemented by: teachers, public organizations and non-governmental organizations.

1.2 Portugal - Photographic exhibition: "I have the right to be different"

Implementing organization(s): Casa de Xisto- Arte para a (Deficiência (ADDE) and Valongo Municipality

Objectives	Target Group
• Promote participants' autonomy and critical thinking • Promote reflection in the community • Deconstruct prejudices • Disseminate the message	Reader's audience of the library Community in general
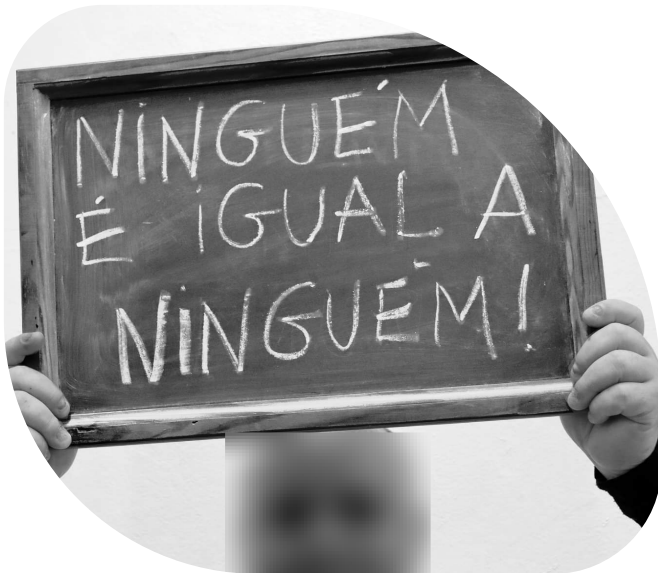
Description of the RAC: Casa do Xisto project's employees don't celebrate the International Disability Day, on the 3rd of December, because they don´t see themselves in the existence of two different documents, the Charter of Human Rights and the Declaration of the Rights of Persons with Disabilities, believing these stresses a clear and wrong distinction between people.

Therefore, employees and participants, during the first week of December, organized an awareness campaign with the aim of making the community aware of the Disability, providing multiple activities. **The photographic exhibition, called "I have the right to be different"**, was the result of **this set of activities and was built in phases**. At first, the **professionals approached and worked the Charter of Human Rights with the participants**. Then, the **participants identified a set of rights** that, from their point of view, weren't **recognized and were being violated**.

Subsequently, they wrote individual and collective **thoughts/reflections** that were summarized in simple sentences, which were written manually on the blackboards. Finally, the **participants were photographed** with the slates and, after processing the photographs (black/white with an almost non-existent backdrop for the message), they organized the exhibition.

This took place in the Municipal Library of Valongo that was strategically designed for it, as it is a place that induces reflection. The photographs were spread along the library corridors and in front of the bookshelves, intentionally, as the readers could easily visualize them. The exhibition reached at least 10.000 people, including children.

Dissemination activities: This poster, also in digital format, was posted and shared on social media (e.g. Facebook), as well as a set of photographs related to the work developed, in order to create curiosity and invite people to visit the exhibition.

Management of the events involving target groups: The photographic exhibition "I have the right to be different" was held in 2021. To publicize the event, a poster was created with relevant data from the exhibition (e.g. date, location and theme).

Funding sources used for the implementation of RAC: The Municipality of Valongo is the Social Investor of the project, co-financed by the Social Inclusion and Employment Operational Program - Portugal 2020 - and the European Union, through the European Social Fund, in the line of partnerships for Impacto 2018.

Sources:

https://cutt.ly/v1g7Ngd

https://cutt.ly/J1g5qzF

Recommendations:

This awareness campaign was crucial as people with disabilities had an active role throughout the entire process.

The relationship between professionals and participants is crucial for creating a safe environment, conducive to sharing. It is important that participants feel free to discuss and reflect on the rights conferred in the Charter of Human Rights, and feel comfortable expressing what they feel, free of value judgments. Sensitivity and active listening on the part of professionals are fundamental throughout the entire process. Feelings of revolt, sadness and impotence emerge with the exploration and reflection of the theme, so it is crucial that employees have the sensitivity to mediate and appease these feelings.

1.3 Italy - "XIII Florence Biennale" International exhibition of contemporary art and design.

Implementing organization'(s): Arte studio srl Società Benefit, florence biennale. org

Objectives	Target Group
• Promote contemporary art in all its expressions (ceramics, textile art, drawing, photography, jewelry, installations, mixed media, new media art, painting, sculpture, performance art, video art) • Promote the integration of creativity of people with disabilities	Community This scope allows everyone to feel part of an important event alongside artists from all over the world and where all artistic expressions are appreciated and valued as such

Description of the RAC: The Arte studio is a company that takes charge of organizing an international contemporary art event in Florence every two years. The exhibition attracts artists from all over the world and over 10000 visitors each time.

Florence Biennale has established itself in these years as a prestigious event that gathers hundreds of entries from Italy and the world, and that wants to offer a cross-section of some of the best trends and innovations of contemporary Art and Design. **The 2021 event was dedicated to the polychrome and multiform universe of femininity,** understood both as a source of inspiration for artistic and literary creations, and as a new concept, changed and redefined over time, thanks to all the cultural and social movements, which began with the sexual revolution of the 60s, with the battles for equal opportunities up to the debate on gender identity. Daily work takes place in two Social Centers for children with disabilities. **Participants work through art, as a tool and mode of expression and creation**.

At the beginning of **2021 we had the opportunity to get in touch with the Directors of the Florence Biennale** who were starting to organize the event. We made them **view the photographic material of works** created by the participants (painting, ceramic sculptures, weaving, DIY) and at this point it was the Directors who proposed that the group participate in the exhibition with their works related to the theme of femininity.

At this point started up the work to make **children understand and conceptualize such a complex theme**, trying to make them find an expressive form. **The great motivation to participate in such an important event** has led the students to work for months on the works with commitment, enthusiasm and sharing. Within the week of the exhibition, the participants **had space and time for the presentation of their realities**, which were attended by both institutional figures and families. The uniqueness of the situation has made the young people "protagonists for a day" of a transversal event, where the concept of integration was perceptible for everyone (guests of the centers, families, operators, visitors, artists) without anyone in that moment feeling the need to explain it.

Dissemination activities: Social media

Management of the events involving target groups: The Florence Biennale took place at the Fortezza da Basso in Florence from 23 to 31 October 2021. Being an international event it has been advertised through all communication channels (television, newspapers, social networks, billboards). During the event the catalog of the international exhibition was on sale.

Funding sources used for the implementation of RAC:

• Under the patronage of the Italian Commission for UNESCO.
• Under the patronage of the European Parliament
• Parliamentary Assembly of the Mediterranean
• Ministry of Culture
• Regione Toscana
• Comune di Firenze ADI Design Museum Compasso d'Oro
• SDI Associazione per il Disegno Industriale Delegazione Toscana
• ALA

Sources:

www. florencebiennale.org

Recommendations:

Create more and more opportunities and integration events at the artistic level.

1.4 Hungary - Kézenfogva kamion, „Hand in hand truck." Ismerjük meg az ismeretlent! Let us know the unknown!"

Implementing organization(s): Kézenfogva Alapítvány, Hand in Hand Organization The Foundation has been working since 1993 for a tolerant society in which the individuals with disabilities can live with dignity, their primary task is to promote the cause of the people with disability, especially the ones who live with mental disability and the most disadvantaged backgrounds as well as the ones living with multiple disabilities. (https://kezenfogva.hu/english)

Objectives	Target Group
• Promoting social inclusion • Promote acceptance of people with disabilities	• Children from preschool to school age • Teachers and parents (The programme is implemented with the help of volunteers)

Description of the RAC: The Hands-on Foundation's truck is a programme that reaches out across the country, **building on children's natural curiosity and introducing them to disability in a playful way. A special truck transformed from the inside into a pirate ship, will be used to tour the country**, with its interior and themed games designed to help children understand and accept our fellow human beings with disabilities. On the trucks parked in schoolyards or town squares, **children can learn about all types of disability** through various pirate puzzles.

Dissemination activities: The campaign is continuous and nationwide via social media (web page, YouTube, Facebook).

Management of the events involving target groups: The association promotes the campaign **throughout the year, in schools, education, and training institutions at a national level**. Their campaign is linked to other local and regional events. The truck is a mobile learning environment; therefore, the campaign can be mobilized across the country.

Funding sources used for the implementation of RAC: Donation, volunteer work, funding.

Sources:

http://kezenfogva.hu/kezenfogva-kamion 🔍   https://www.youtube.com/watch?v=Vs5RCWlxc 🔍

Recommendations:

The main element of the campaign is the truck, which is very costly to implement, but has the great advantage of being mobile and of not having to set up a site every time. The truck converted into a pirate ship is a very well-chosen fairy-tale setting, suitable for the theme, motivating and can be interesting for all genres.

1.5 Greece - Campaign "Speakup"

Implementing organization(s): Non-profit organization "Me alla matia"

Objectives	Target Group
• Promote understanding of disability and different ways of overcoming obstacles • Eliminate stereotypes and perceptions about disability • Promoting the representation of people with disabilities in the media and in public debate	General public
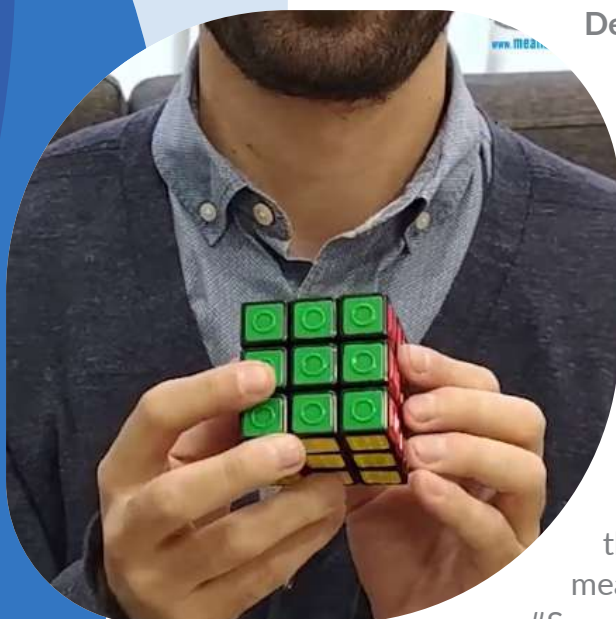
Description of the RAC: The organization has produced and is operating the web platform https://meallamatia.gr/ **publishing information and articles regarding various issues related to disabilities. The campaign "Speakup" started in 2021** with the vision to familiarize the wider public with the daily life of people with disabilities and provide answers to many questions that we frequently feel ashamed to ask. Through the **short videos** that have been produced in the context of this campaign and which are posted on meallamatia's Instagram (with the hashtag #SpeakUp campaign), **the viewers learn how people with all kinds of disabilities perform certain daily, artistic, sports and professional activities**, in order to get acquainted with the subject of disability. Through the videos offered, everyone is provided the opportunity to get a **clear view** of how those people live on a daily basis and understand that the everyday life of people with disabilities includes nice and bad days, fun, creative activities and feelings that all people share during the day.

Management of the events involving target groups: The campaign consists of online videos which are being displayed in the organization's social media pages.

Dissemination activities: In all videos people with disabilities participate and share personal experiences. The 30 videos of the #SpeakUp campaign are being displayed through the organization's social media and have exceeded 1,000,000 views thus far.

Funding sources used for the implementation of RAC: N/A

Sources:

https://cutt.ly/w1hIbrX

https://cutt.ly/a1hIRuJ

https://cutt.ly/a1hIRuJ

https://cutt.ly/q1hISm7

Recommendations: This type of campaign requires the extensive use of online platforms in order to reach as many target groups as possible. Facebook, Instagram, YouTube, as well as websites can be used in this type of project in order to promote the campaign to all potential levels (national, European and international) in a short time. The cooperation with media channels is also considered to be important as it can complement the aforementioned channels.

2. RAC for mental illness

2.1 North Macedonia - Action to support mental health

Implementing organization(s): Association MISLA

Objectives	Target group
• Eliminate stigma against mental illness • Encourage dialogue between various stakeholders on current issues • Reintegration people with mental disorders into society • Improving public policies at central and local level • Contribute to the protection and prevention of mental health	Wider population, Ministry of health, policy makers.

Description of the RAC: The Mental Health Law in N. Macedonia of 2006 is outdated, insufficiently comprehensive and changes are needed for which there is no public interest and initiative. In 2018, a National Strategy for the Promotion of Mental Health with an Action Plan (2018-2025) was adopted, which largely covers current issues that are not part of the Law, such as prevention and non-institutional coverage of mental health. These aspects that are part of the Strategy need to be properly channeled in the Law.

An initiative has been launched by association MISLA, to improve the existing Mental Health Law and to improve mental health legislation in other ways.

The following activities were made:

· Preparation of a **pilot issue of the magazine "Mental Health**;
· **Group sessions** on psychotherapy lead by psychotherapists;
· Held 10 sessions of **art therapy**, lead by artists;
· A **public policy document** has been prepared;
· **Facebook campaign** to raise awareness about mental health.
· **Workshop** on application of different methods in psychotherapy;
· **Public debate** on "Challenges in resocialization, reintegration and rehabilitation of people with mental illness";
· **Public debate on proposed amendments to the Law on Mental Health;**
· **Research and publication** on the **existing Mental Health Law** and **opportunities for its improvement**.

Management of the events involving target groups: RAC was done outside, via social media; the duration of the RAC was a couple of months.

Dissemination activities: Awareness raising campaign that will take place through social media; Handing out leaflets to mark World Mental Health Day; Video promotion

Funding sources used for the implementation of RAC: Civica mobilitas

Sources

https://cutt.ly/z1hkniu

https://cutt.ly/F1hkIwT

https://cutt.ly/Z1hkW5y

https://cutt.ly/11hkCFt

Recommendations:

All organizations working with people with mental health problems should implement this type of activity to raise public awareness of the needs and problems of people with mental illness, with the greater goal of eliminating the associated stigma. It is appropriate that more people get involved to raise awareness about the change in the law (Teachers, parents, different professionals).

2.2 Portugal - Participation in Portugal Fashion - (re)veste Project

Implementing organization(s): Portugal Fashion/Anje; Centro Social de Soutelo/ Areosa Rehabilitation Center/Magalhães Lemos Hospital - Forensic Unit.

Objectives	Target group
• Promote their social and professional integration • Promote community awareness, and specifically in the fashion industry • Promote the reflection and inclusion of sustainability, reuse and circular economy values in the fashion industry	• Portugal Fashion audience • Community in general • Fashion Industry • Participants and Families of the project • Project Partners Investors/Financiers • Volunteers and Collaborators involved in the process

Description of the RAC: Portugal Fashion is the second largest Fashion Week event in Portugal, with a national and international projection. The **participation of the (re)veste project/brand** in this event wasn't an awareness campaign per se, but a result that was built throughout the process of the (re)veste brand´s design and creation. This is an **indirect campaign**, because this **event allows a great recognition for any fashion design brand/author**, so it was decisive for the (re)veste brand and very **special for the participants and their families**. The main goal of our presence in this event was to lead the public and the fashion industry to the recognition and acceptance of diversity, plurality and inclusion of vulnerable groups.

Emphasis on the social side of this fashion show, focus on our brand and project's participants, diagnosed with disabilities and mental illness, whose **potential and abilities must be recognized and appreciated**, in this sense, two presentations of **customized clothing collections were** made by a team with the following staff: a fashion consultant, fashion designers and technicians from the social area. The (re) veste project and brand were presented in two important moments of Portugal Fashion: First, in the **presentation of the Spring-Summer collection and also in the Brandup and Showroom**. Secondly, in the **presentation of the Autumn-Winter Collection and in the customization of the credentials of the whole event**. This process involved the institution, partners and participants. Therefore, the fashion industry stakeholders, the media, the general audience, our participants and families could see in these fashion shows a product with high esthetic quality, encouraging both the break of prejudices and the change of perspectives, because the designers who were acclaimed in this event were the project's participants.

Dissemination activities: Promotion and sharing through social networks - Facebook; Instagram (Project; Portugal Fashion); Promotion and sharing through the Portugal Fashion TV and YouTube.

Management of the events involving target groups:
Local: Portugal Fashion - Alfândega do Porto, Porto; Duration: October 13-16, 2021 | March 16-19, 2022;
Promotional Materials: Event Flyers; Photo Session with participants with the event's slogan (FW SS22); Videos - Shows and Interviews; Photos - Shows and Backstage.

Funding sources used for the implementation of RAC: Portugal Fashion/Anje - Set of Funding Entities| Active Citizens Fund - EEA Grants/ Calouste Gulbenkian Foundation/ Bissaya Barreto Foundation

Sources:

Videos: https://portugalfashion.com/tv-digital/

YouTube Channel   https://cutt.ly/01hxMEB

Instagram Page   https://www.instagram.com/re___veste/

Facebook Page   https://www.facebook.com/projeto.reveste

Recommendations:

For this awareness campaign and creative process to be successful, it is crucial that the team of professionals: fashion consultants, stylists and technicians from the social and health area, have a good connection and a good relationship. It is important that everyone is sensitive to the needs of the participants - respect the learning time and be able to maximize the potential of each one and of the group. The entire creative and executive process requires articulated work and constant reflection. Actions are recommended by showing a quality product competing with brands not associated with the persons with mental health problems or disabilities, which removes the stigma and prejudices associated with it.

2.3 Italy - Tenth anniversary of the theater project in therapeutic courses "Contro Attacco teatro"

Implementing organization(s): Sfumature In Atto - Cooperativa Sociale Arca - Comune di Firenze - Azienda Sanitaria di Firenze

Objectives	Target group
• Raise people's awareness of mental health issues • Raise awareness of what Law 180 (Basaglia Law) represents at national and international level • Promote the theatrical project Strengthen cross-cutting skills of project participants	• Community in general • Health professionals, teachers, show professionals, students, families, other patients

Description of the RAC: On the occasion of the **tenth year of the project**, it was decided to organize **ten events in the city of Florence in various places of the city** (theaters, cultural centers, multipurpose spaces). 2018 was also the fortieth anniversary of Law 180 known as the Basaglia Law which, in addition to having closed the asylums throughout the national territory, has also introduced the Theater in the places of Psychiatry throughout the country. First as a means of destabilizing the mental institution, then as a method of rehabilitation by giving thousands of people in charge of mental health services throughout Italy the opportunity to express themselves.

These celebrations were dedicated to all the people who followed and supported us during these ten years and to this Law, which is still an illuminating international reference point in the treatment of psychiatric disorders. For this purpose, held **Press conference, round table, shows on the subject of mental health, shows** with people who are in charge of adult Mental Health services as actors, **exhibition of the design scenography and photographic retrospective, projection of a documentary** on the history and overcoming of asylum in Florence.

Management of the events involving target groups: Ten cultural events were organized, including the presentation of a book, performances on the theme of mental health, performances with patients in charge of mental health service and a historical-autobiographical documentary on the closure of the mental asylum in Florence.

Dissemination activities: Promotional campaigns on social media, radio interviews, press releases (newspapers and online magazines), distribution of posters.

Funding sources used for the implementation of RAC: Sfumature In Atto - Cooperativa Sociale Arca - Comune di Firenze - Azienda Sanitaria di Firenze

Sources:

www.sfumatureinatto.org

Recommendations :

Coherence in the proposed topic is important because it defines a specific field of information and training.

It is important - for the successful achievement of the objectives - to actively involve the institutions of the city where the event takes place. It is also essential to involve the parents of the users, trying to make them active in the organizational process and during the event itself. Another recommendation to give prominence to the event is to involve not only other associations in the area but also associations in other cities that have the same aims and objectives that the awareness-raising campaign sets itself.

2.4. Hungary - #segitenimenő (in English: helping others is cool)

Implementing organization(s): Felelős Szülők Iskolája, School for Responsible Parents.

The School for Responsible Parents was created to help parents, teachers and children through projects and programmes related to education, development, training and quality family life.

Objectives	Target group
• Promote social awareness (The campaign will contribute to the promotion of the campaigns currently running in Hungary for example is linked with UNICEF Hungary's Face the Problem! campaign, which focuses on mental health)	• Children at risk struggling with anxiety, especially teenagers, who are reached mainly through the involvement of parents and teachers.

Description of the RAC: The "**#helping others is cool**" is a **special preventive campaign**, focused on our mental health. The campaign communicates that helping others is not only good for others, but also a source of joy for ourselves, makes us happier and more honestly connected to others, finally **helping us to keep us mentally healthy**. The campaign will showcase and promote initiatives and programmes that we can join as helpers, volunteers or supporters. These are value-added programmes, because they **show the integration of people with disabilities, the experiential bonding of therapy puppies, the education of sick children**, and the help that can be given in cases of exclusion or abuse. These programmes are presented in **short films**, each video featuring the person "helped", the "helper" and an influencer, a professional mentor, who evaluates, presents and recommends the programme.

Dissemination activities: The project was mainly disseminated through social media, such as FB and Instagram, and on the web pages of educational organizations. In addition to the previous, each institution that was supporting the campaign idea was invited to share via their communication channels. Even the governmental web page promoted the initiative.

Management of the events involving target groups: The campaign is implemented through social media, short videos. It was very popular among young people, who actively diffused the main message and the initiative.

Funding sources used for the implementation of RAC: N/A

Sources:

https://cutt.ly/b1hYcWP	🔍	https://cutt.ly/O1hYIFs	🔍
https://felelosszulokiskolaja.hu/	🔍	https://cutt.ly/11hYJnl	🔍

Recommendations:

This initiative demonstrated the importance of active involvement of civil society, and of young people, for the success of a campaign when the goal is to reach as many people as possible, and to involve different target groups.

The success of the campaign lies in the well-chosen slogan and videos, mainly to involve the youth generation using communication tools like Instagram.

2.5 Greece - KathENAS ("anyONE")

Implementing organization(s): Office Design Park in collaboration with Boarding House Althaia (Psychosocial Rehabilitation Facility)

Objectives	Target group
• Eliminate stigma • Help society understand that people with mental disorders	General public

Description of the RAC: The creative office Design Park in collaboration with the Boarding House Althaia (a Facility for Psychosocial Rehabilitation) created an **annual calendar with the volunteer participation of some famous Greek actors**, both women and men. **Every picture of every actor or actress represents a month of the year**.
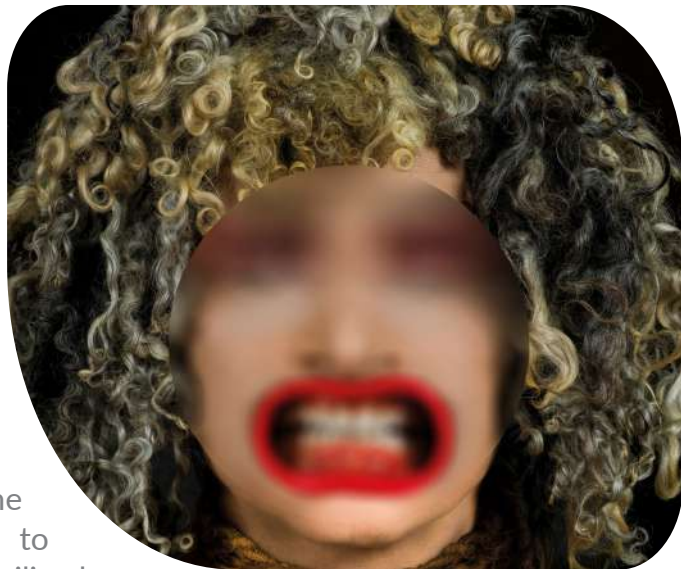
As stated by the creators, "the action represents an effort to approach a more human, more civilized and more realistic transmission of what mental disorder is about and is notified at a time that, as a society, we are negotiating with many forms of diversity and exclusion. Therefore, let us be "anyone", who doesn't face the other as an object, but as "anyone.

Management of the events involving target groups: The project was exhibited during the period 16/12/2017 – 28/1/2018 at Michael Cacoyannis Foundation in Athens. At the beginning of January 2018 the Foundation hosted the presentation of the calendar and an oral presentation from the scientific staff of the organization Althaia.

Dissemination activities: The calendar was distributed by the editions of Pataki to bookstores all over Greece. Also, the project was hosted by various websites and some making of videos were uploaded on YouTube and on social media pages.

Funding sources used for the implementation of RAC: N/A

Sources

https://www.designpark.gr/

http://www.althaia-amke.gr/

https://www.designpark.gr/work/kathenas

https://mcf.gr/el/el-1948/

https://cutt.ly/p1hsYfd

Recommendations:

In order to maximize the effectiveness of the campaign it is crucial to collaborate with both artistic organizations and organizations providing services to people with mental disorders. The product should be promoted both on the web (websites, social media pages, etc) and through events organized on site, inviting the general public as well as professionals and stakeholders.

CHAPTER 2

3. TOOLBOX FOR ARTISTIC ACTIVITIES

Introduction - artistic activities

Humans love to express themselves. Participating in art, in particular as a group where there is complete freedom of expression, no right or wrong, boosts mental health making people happier and healthier. Artistic team building activities are relaxing, lowering stress levels bringing calm and mental clarity. Participants are taken outside their regular routine and become totally immersed in creativity. This is like a mental holiday from normal thought processes. When humans take part in a new activity, one that pushes them outside their comfort zone, it increases brain connectivity and plasticity through creating new connections between brain cells. Focus, concentration and creative thinking are required to succeed. Creative team building exercises enhance team collaboration and problem-solving skills. Since there is no right or wrong, participants are able to develop unique solutions and discuss them with the group. Creating artwork as a group brings a shared sense of achievement. It boosts each participant's self-esteem developing a can-do attitude. Charged with dopamine, participants feel bonded and motivated to take on new challenges.

3.1 North Macedonia - Music workshop (music therapy)

Implementing organization: Special school "Idnina"

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
Person with disabilities and mental illness (10-15 persons)	1 hour	Communication Self-control Self-confidence Motor skills Perception/ Listening skills Relaxation Empathy	Music instruments: Cabasa Egg Shakers Tambourine Hand Drum or gathering drum Bells Xylofon Kongi Drum	1. **Energizer** - Warm Up Activity: journalists and super stars (15min.) 2. **Main activity** - Performing a song With Instruments (30min.) 3. **Final activity** - body percussion (15min.)

Description of the activity: Music therapy uses music for non-music purposes and therefore differs from music education. Through music therapy, the person can be emotionally touched at their own level of development. Music is a medium through which a person can speak, learn and acquire social skills, develop communication skills, self-control and self-confidence. Music Therapy is an effective way to improve cognitive function in people. It has also proven to be effective in special education for students with various types of special needs such as autism and more.

1. Warm up activity: "Everyone is a Star !"

Each participant comes up with 3-5 questions a journalist would ask a Celebrity/ Super Star and identifies one Super Star. Participants are divided into two groups: Journalists and Super Stars.

The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions. The Super Stars can never directly say their name or exactly what it is that they do. The journalists try to guess who the Super Stars are based on the answers to their question. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct. Educators can offer support to the super stars participants suggest to them one music super star.

2. Main activity: Performing a song With Instruments

The participants sit in a circle, are given simple musical instruments, which can be easily manipulated (xylofon, kongi, drums, etc.). Participants will visually and auditory get to know these instruments, their names, sound, appearance and some of the techniques used. The therapists (educators) perform work on a certain tempting simple song, part by part, with a good and simple rhythm. They are asking the participants to repeat the part, changing the instruments to follow the beat. They are making sublimation[1] from all the parts and repeat the exercise several times.

3. Final activity: Body Percussion

In the end, the participants transport the music, sounds and song to the body, so they are challenged to use the body as an instrument, as well as the basic musical elements: Time; rhythm, meter, timbre, melody, harmony, form, etc. The participants in group can compose one melody in the end. The participants can also make their own instruments, like shakers.

Sources:

https://cutt.ly/w1hIbrX

Recommendations

Music therapy can help decrease pain, anxiety, fatigue and depression. Music therapy may help in rehabilitation of persons of substance abuse disorder. Research has shown that it can increase motivation and self-esteem, reduce muscle tension, decrease anxiety, improve self-awareness and strengthen coping skills.

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3 Sublimation, in psychoanalysis is a mature type of defense mechanism, in which socially unacceptable impulses or idealizations are transformed into socially acceptable actions or behavior, possibly resulting in a long-term conversion of the initial impulse.

3.2 North Macedonia - Aromatherapy workshop

Implementing organization: Special school "Idnina"

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
Persons with disabilities (intellectual disabilities & visually impaired) and mental illness (10-15 persons)	1hour	• Relaxation • Perception • Expression of emotions • Relaxation	Different kinds of aroma oils: Lavender Peppermint Tea tree Lemon Sweet orange Eucalyptus Orange Chamomile	**1. Energizer** - Breathing technique (13min) **2. Main activity** - Working with aroma oils (40min) **3. Final activity** - Find out the aroma (10min)

Description of the Activity: The workshop aims to promote relaxation, stimulating positive emotions, and their expressions. Through the primary olfactory receptors, aroma stimulation through pathways stimulates the cortex of the brain and calms the central nervous system.

1. Warm up activity: Breathing Techniques

We are starting this workshop with a couple of breathing exercises.

A simple technique of proper breathing (5 minutes): Participants sit back and relax. Therapist or educator gives instructions to the participants in this way: "Gradually deepen your breath, and then allow yourself to exhale completely, after which you take another deep breath through your nose and feel the air go all the way to your stomach. Relax your stomach and exhale through your nose. Then place your palm on the lower abdomen, below the navel. Feel the hand rise with each inhale and lower with each exhale. During breathing, your chest will rise and fall slightly.

Exercise 4-7-8 (5 minutes): The 4-7-8 exercise (or the relaxation exercise), is done sitting, with a straight back. Therapist or educator gives instructions to the participants in this way: "Place the tip of your tongue on the palate behind the upper front teeth and hold it that way throughout the exercise. Close your mouth and breathe in quietly through your nose, counting to four. Hold your breath for a count of seven, then exhale through your mouth for a count of eight. The air you exhale passes the tongue, and the sound of exhalation should be heard at the end.

Exercise for inner peace (3 minutes): Therapist or educator gives instructions to the participants in this way: "Sit comfortably with a straight spine and head slightly bent forward. Close your eyes and take a few deep breaths, without control. To start the exercise, count to yourself "one" while inhaling. When you exhale, count "two" and so on to five. Then you start a new cycle, counting "one" from exhalation. Count to five.

2. Main activity: Working with essential oils

Aroma - therapy workshop is realized in a room where participants should be relaxed, lying on a semi-soft surface and everyone in a suitable place to choose and use scents of oils, candles, scented sticks. Different scented aromas have different purposes in everyday life depending on the individual needs. We are starting this main part with a discussion with participants about different aromas, which aroma they prefer, which aroma they like the most and how different types of aromas affect them. Do they know how aromas are produced, what ingredients are used, have they heard about the herbs that will be used today for the aromatherapy workshop. The herbs, if available, can be presented by the therapist or educator, for the participants to touch and smell, to say which herb they like the most. Then the therapist explains to them what the oil made from each herb is for and how it can be applied. At the end of the main part of the workshop, several oils are applied in the form of aromatherapy to the participants.

Final activity: Find out the aroma

We put a blindfold around the participants' eyes, and we give each of the

participants an aroma, he/she has to guess which aroma it is and what purpose it is used for in aromatherapy.

Sources:

https://cutt.ly/71cvyuV 🔍

Recommendations:

The essential oils can be diluted and applied to the skin and used in aromatherapy, which is the act of inhaling the aroma from plant-based essences for holistic wellness.

3.3 Portugal - Look book of Participants

Implementing organization: (re)veste – Centro Social de Soutelo

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
Disability/ Mental Illness and other groups (5-15 persons per Lookbook)	Min. 3 sessions of 2 hours	**Personal and Social Competencies:** Self-Esteem; Interpersonal Relationships Teamwork Responsibility Creativity Organization Initiative **Digital Literacy Skills:** Basic use of camera Use of cell phone camera Basic use of computer **Environmental Sustainability and Circular Economy.**	Clothes Cameras Scenery building materials Computers Projector Large room Indoor space (Photography studio) or outdoor space	**1st session:** Workshop on contextualization of fashion photography (2h) **2nd session:** Styling - Definition of coordinated clothing; Definition of scenarios/ contexts to be photographed (2h) **3rd session:** Photography and finalization (2h) **Next Steps:** Exhibition

Description of the Activity

Contextualization: This activity was inspired by the previously reported project and brand – (re)veste. (re)veste is a community intervention project, promoted by Centro Social de Soutelo, and whose main goal is the social inclusion of young people and adults with mental illness and/or disabilities. Clothing transformation is the main methodology and vehicle for personal, social and community transformation. In this perspective, environmental sustainability and circular economy are also an integral part of the project's philosophy. Digital literacy is also one part of (re)veste and also the Personal and Social Skills Workshops. To involve all these perspectives and connect all these workshops the team of the project organized a fashion photography workshop in which the project participants experienced the process of building a lookbook.

Description:

The workshop should be organized with a minimum duration of three sessions, in a large space. In the first session, the idea of creating a lookbook is presented to the group, as well as a survey of ideas and expectations regarding the proposal. A fashion photography presentation is made by a professional photographer, who uses clear and simple information and images. There is also a social technician supporting the presentation. It is always important to report and discuss with the group the personal and social skills and digital literacy that could potentially be worked on.

After this activity the team and participants brainstorm about themes that they would like to work on fashion photography. When the themes are selected, working groups are created and the roles for each element are defined according to the themes and tasks of greatest interest. The working groups should be balanced in terms of qualities and competencies. After the definition of tasks and concepts, the sets and styling are built according to the theme, and the make-up and hair stylist are defined (mood board). In the last session, the models are dressed and the make-up and hair arrangements are made. Then, the group moves on to the photo session in the defined scenarios.

At the last moment, the photos are presented and the selection is made with the collective participation of all involved.

Steps or Phases of the Activity:

1st session: Workshop on contextualization of fashion photography - Basic Concepts; Definition of concepts/themes to work on through photography - Brainstorm (e.g. in the first lookbook made, in the scope of (re)veste, they chose to work on themes such as: self-esteem and sustainability and future "Roupa Nova, Nova Vida" (New Clothes, New Life), in the remaining lookbooks and sessions they worked on relationships with the construction of a life project; abilities; prejudice or gender expression); Definition of work groups and functions for each element of the group (photographers/photography support; models; stylists; set designers; make-up support and hairdresser).

2nd Session: Styling - Definition of coordinated clothing; Definition of scenarios or contexts to be photographed, according to the theme or concept to be conveyed through photography.

3rd Session: Dressing up the coordinates in the participants' models; Make-up and/or hair (if performed); Photography in the setting or context appropriate to the idea or concept; Photographs' download to the computer; Viewing and selecting photographs to the lookbook.

Next steps: Promote a photography exhibition at the institution and, if possible, in other cultural spaces.

Sources:

https://www.instagram.com/re__veste/

https://rb.gy/b7lqq

Recommendations:

It's important to have a competent team in the mentioned areas, in order to give added value and quality to the project and the product, avoiding the stigmatization of this target group. They must be careful to promote democratic participation, involvement and active participation by all those involved, especially the participants.

3.4 Portugal - Human Landscapes

Implementing organization: Tum Tum Tum– Centro Social de Soutelo

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
Disability/ Mental Illness and other groups (5 -20 persons)	1h approx.	Concentration Listening Creativity	Large room	**1st phase:** Auditory exploration of the surroundings (15 to 20m) **2nd phase:** Exploration of the sounds of one's own body (15 m) **3rd phase:** Sound illustration of a still image (20 minutes); **Presentation** (10 m)

Description of the Activity: The group should be in a circle. There should be complete silence, and it can be suggested that the participants close their eyes and concentrate on the sounds around them. The moderator should encourage the group to identify the sounds which are most present and to try to look for sounds which are less present (e.g. a bird which has passed, a motorcycle which appears far away). Each member of the group is asked to imagine a story based on a sound they have heard, and to go to the center of the group and tell that story. In a second phase, we explore with the group, still in a circle, different possibilities of creating percussion with the body. In a demonstrative way, it should be suggested and encouraged experimentation by the participants. High clap, low clap, two- finger clap, hand on chest, hand on leg, leg on floor, finger snap, friction, etc. After this moment of exploration, the images of landscapes are distributed (they must be very distinct), they can be urban (traffic, factories) or rural (mountain, countryside, beach) landscapes. In this last phase, the goal is to create a soundscape which illustrates this image with textures and the sounds explored, the participants are motivated to imagine scenarios or moments where similar sounds could be heard. The group can introduce sounds from objects they have available. At the end, each group presents the sound composition.

Sources:

https://cutt.ly/o1RvzSH

https://cutt.ly/e1RvUWP

Recommendations:

The activity should be performed after a first phase of group development, and the group should already have some trustful relationship. The moderator should stimulate the attitude of exploration and the establishment of relationships "what could this sound be?", "what feelings does this image suggest to you?". The fear of making a mistake should be deconstructed.

3.5 Italy - Sounds and Colors

Implementing organization: Arca Cooperativa Sociale - C.S.E. Il Giaggiolo

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
People with disabilities (max 18)	2h	Artistic musical skills: Desensitization to sounds Sensory exploration Creativity	**Recycling materials:** Cardboard Wood Cloth Wire or twine Hot melt glue Vinavil Cutter Scissors	**1st phase:** Reception (5m) **2nd phase:** Choice of instrument (20m) **3rd phase:** Model making (35m) **4th phase:** Making of playing instruments (30m)

Description of the activity: After the reception of users where they can speak and read the newspaper, an instrument is chosen, the conductor displays images of the musical instrument and makes users listen to the sounds that this instrument produces. Participants are divided into pairs, each of which draws the instrument with the help of the conductor.

First, the outline of the various parts is drawn, which depending on the complexity of the shapes can be made on paper or cardboard. Then depending on the sound and the perception of each participant you choose the colors with which to paint the instrument. Then we move on to the assembly of the various parts previously cut out and colored.

The various components are assembled using glue. Finally,you pass a protective polish to the tool. The music of the chosen instrument is played throughout the activity. In the event that in the laboratory are made by users instruments capable of producing sounds, such as maracas or percussion instruments, they are played by the users, with some exercises.

Source:

https://cutt.ly/P1RmAjA

Recommendations:

Working on the body is both motivation and tool: exploring the communicative potential of a body means not only activating it on a physical level, but considering it the repository of emotions too often forgotten, which can finally find their expression, It will take maximum delicacy and the sharing of the theater with the team that has in charge of the users.

It is important that the conductor has experienced the proposed activities firsthand, only then will he be able to calibrate the activity well to the user group. As we said above when we work on the body and the voice we also work on emotions.

3.6 Italy - Theater Workshop on personal and social memory

Implementing organization: Arca Cooperativa Sociale - Sfumature In Atto

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
Patients entrusted to the Adult Mental Health Service (5-12)	2h	Communication Memory Family relationship Body language	Audio support Sieve for flour Bags of Yuta Balls of wool Puppets Dolls Toys obs: The objects can vary depending on the geographical and cultural places of origin of the participants.	**1st step:** Warm up (15m) **2nd step:** Sensory and imaginary stimulation (30m) **3rd step:** Self-drama about the story of one's grandfather/mother (1h45m)

Description of the activity: After a brief loosening of the joints of the body, is followed by improvisations, intended to stimulate the sensory channels, memory and imagination of the participants.

The body is mobilized with free improvisations on pieces of music starting from contemporary music, then adolescent music, then cartoon themes and then popular music, the choice is made considering the geographical origin of the participants. During improvisation the rhythm of music is asked to use the voice, playing to emulate the sounds of the music or songs proposed.

After the physical improvisation is asked to choose one of their grandparents and write the story, starting from what are your memories of nephew, highlighting in particular. Where and when he was born; The context in which the grandfather was born (work done, social class of belonging) and the historical period in which the story takes place; The house where he lived; The ways of dressing and what he used to eat; A memory of grandson with the grandfather; How and where his life ended. Everyone chose his grandfather in some way more meaningful for him, writing his story in a descriptive and third-person manner. The stories are then read aloud and shared among the group's participants.

Sources:

https://cutt.ly/D1RR5Kt 🔍

https://cutt.ly/81RTt70 🔍

Recommendations:

It is important that the conductor has experienced the proposed activities firsthand, only then will he be able to calibrate the activity well to the user group. As we said above when we work on the body and the voice we also work on emotions. The emotions that emerge in this activity can sometimes be painful, sometimes joyful.

For this reason it is important not to force doors that do not want to be opened. If a patient can't remember, it means that he's not ready to do it yet, and that must be respected. We believe it is important to explore above all the joyful experiences, or at least to address issues with a strong emotional impact with a smile and we believe it is more effective to offer participants a container within which to explore issues that have bright colors, emphasize resources, fuel self-esteem, irony and self-irony. However, it is essential for the conductor to share with the operators to keep them constantly updated on what happens in the theater workshop.

3.7 Hungary - Joint (giant) puzzle making

Implementing organization: Szigony Foundation

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
People with mental health problems and disorders (4 -12)	3h	Creativity Self-confidence Group cohesion	Sheet of paper (but large, at least A/3- as), preferably thicker, e.g. cardboard Oil board Pencils Scissors Table Chairs Obs: a surface large enough to display the collective picture, best if vertically on a board/wall.	**1st phase:** Preparation of materials (1h) **2nd phase:** Main activity- Painting of a piece (45m) **3rd phase:** Discussion and reflexion

Description of the Activity: This activity can be adapted in various forms: with different age groups, in different settings and in different ways: adults with psychiatric illness, a group of young people with a disadvantaged background, as an art therapy session, can be used a pre-drawn sample also, can be used a specific theme for example: How do I feel in this group? But it is also legitimate to not predefine a theme.

Steps or Phases of the Activity

1. During the activity the group members will make a joint puzzle, as follows: Preparations: The group leader prepares the basis for the puzzle and defines the theme: he/she cuts up a sheet of paper of any size (but large, at least A/3) into as many pieces as possible, preferably as many as there are participants in the group. (Approximately 1,5 hours)

2. Activity - During the session, each participant is given a piece of paper to color/ draw on, according to a theme set by the group leader. The theme can be very diverse: It could be a particular experience; How do I feel about myself today? How does it feel to be in the group? When everyone has finished, the puzzle is put together.(45 minutes)

3. Closing: Discussion about the experiences: analyzing the collective creations (How is the big collective picture similar/different from the individual small pictures/images? How does it feel to be part of a joint creation? How do I appear in the group picture/group? Who found the task difficult/easy, why? etc.), can be posted in a place that is always visible (45 minutes - but this can be adapted to the depth of the discussion)

Sources:

https://cutt.ly/e1RIEfe

Recommendations:

This activity is an opportunity to find similarities/differences/ connections through the artwork and to look at a feeling/situation/problem in a new way.

3.8 Hungary - Tell me your story”

Implementing organization: Örökmozgó Association

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
People living with motor disability or mixed groups with and without motor disability (4-12)	2h	Developing social and emotional competences: Self-expression Communication Creativity Self-confidence	Stronger and larger paper (larger than A4) that can be fixed to a surface Thick-handled brush or sponge with a thick handle that the disabled person can use paints prepared in a larger bowl for better access, adhesive film to fix the paint bowls.	**1st phase:** Preparation (30m) **2nd phase:** Main activity -construction (1h) **3rd phase:** Sharing and reflection

Description of the Activity: This activity can be adapted in various forms: with different age groups, in different settings and in different ways: adults or children with motor disorders or also in inclusive group settings with motor disabled and not disabled participants. This activity can be part of an art therapy session but can be used in the frame of a pedagogical activity or interventions too. This activity can also be used effectively in situations where participants are meeting for the first time and do not know each other.

Co-creation is about participants, disabled or not, choosing an unconventional way to create a story. The story is not expressed in words, but through drawing or clay, without verbal communication and using an unconventional technique that is invented together based on the participants' abilities. Such techniques might include holding the painter's brush with the mouth, or moving the painter's sponge with the feet, or blindfolded claying.

Steps or Phases of the Activity:

During the activity the group members will create a story, as follows:

1. Preparations
During preparation, the leader prepares the necessary materials and the participants sit in pairs or at a larger table. Each participant has a paper in front of them. Those who paint with their feet will have their paper fixed to the floor. When preparing the brushes, it is important to wrap the end of the brush with clean foil to keep it hygienic and for everyone to use only their own.

2. Activity
The creative work phase starts with an introductory discussion moderated by the group leader. The topic of the conversation will focus on who I am and what I am thinking about at the moment. The facilitator asks the participants to think about their own themes, ideas, etc. Afterwards, everyone is given five minutes to draw on their own paper and present the thoughts and themes that they have come up with. After five minutes, the paper is passed to the person sitting next to them, who looks at it, interprets it and adds to it whatever comes to their mind. This is continued until the paper is circled. You can also listen to music during the creative process, which can be inspiring. However, it is important to agree on the style and volume of the music with the group.

3. Closing
Once everyone has their paperback, the final discussion can take place. Discussion about the experiences: What was the original theme I wanted to present? What did others add? What does the added drawing of others tell me? What does this creation say to me now?

Depending on the number of participants, the creative process itself can be long, but it is particularly important to leave enough time for a final discussion.

Sources:

Erika Kolumbán: Játékok inklúziós szemléletváltozáshoz,In: Bús: Játék a pedagógiában pedagógia a játékban, ELTE PPK, 2012.

https://rb.gy/7p3lqi

Recommendations: This activity is an excellent way to develop communication between disabled and non-disabled participants, to get to know each other and to encourage participants to explore as many possibilities, ways, forms and techniques of self-expression as possible.

3.9 Greece - Theatrical group of homeless people "Walkabout" - exercise titled "What I like in you"

Implementing organization: Equal Society

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
Homeless people with mental disorders (6 max)	1h	Self-consciousness Communication Teamwork Tension release	Paper Pencils	**1st step:** "What I like"(10 minutes) **2nd phase:** Write on paper (5m) **3rd phase:** Discussion (45 minutes)

Description of the Activity: The exercise "What I like in you" is implemented in the context of a daily rehearsal of the theatrical group of homeless people "Walkabout" with the aim to release the tension that the participants might feel prior to the start of a rehearsal, as a result of their daily difficulties. Taking into account that such a tension has a direct impact on the success of the rehearsal, it is crucial to implement, before the start of the rehearsal, an exercise which will calm and release the tension of the participants, allowing them to focus afterwards on the rehearsal. The specific exercise is related to talking about what each one likes in another person, sharing thus feelings and allowing a discussion among all participants about how they see each other.

The exercise has also some secondary objectives which can be summarized in the following: training in active listening, developing communication skills, understanding not only the content of what the other person says during the exercise but also to "experience" what the other person describes.

By listening to the other participants, each one might also identify commonalities with themselves, which facilitates and strengthens the interaction among them; and their bonding which is important in a theatrical group.

Steps or Phases of the Activity:

1. The participants are divided into pairs. The first pair starts and each one is sitting in a chair opposite to each other so that there is eye contact. Each person is telling the other one what he/she likes to him/her. Once the first pair finishes, the other two pairs follow in a row.

2. During this stage, each one notes on a piece of paper as much as he/she remembers of what he/she heard from the other person. The scope of this stage is to promote active listening as they need to understand and write down what the other person has said about him/her which is the basis for the discussion in the next stage/step.

3. The third stage consists of a discussion which any pair can start. Each pair discusses what was told and written down in the previous stages/steps, while the other participants can also intervene if they like, by agreeing or disagreeing. This discussion aims at listening without judgment, sharing feelings about each other and discussing these feelings. Through this discussion the participants understand and strengthen their willingness and ability to share thoughts, feelings and ways of understanding other people which can help each one to better understand themselves and their relations with the other participants.

Sources:

| https://cutt.ly/91Tux2y 🔍 | https://cutt.ly/k1TuPfB 🔍 |
| https://cutt.ly/J1TuEiD 🔍 | |

Recommendations

The exercise can be very valuable for the participants. In order to maximize its impact, it is necessary to implement the exercise in a calm context where no one will interrupt each other. In many cases, it is necessary for the professional to intervene with the aim to facilitate the discussion among the participants. This intervention could refer to asking questions to the participants such as:

Was it easy for you to talk about these feelings?

How did you feel when you heard what he/she likes about you?

Did you hear something that you don't recognize in yourself or that you hadn't paid attention to?

Which of the things you heard impressed you the most?

3.10 Greece - Puppetry workshop

Implementing organization: Equal Society

Target Group max- min participants	Duration	Competencies in focus	Tools and materials	Steps or Phases of the Activity
Beneficiaries of the Soup Kitchen, including persons with disabilities (10 max)	3 sessions of 2h	Self-expression Self-confidence Cooperation Communication	Brown paper String Scissors	**1st session:** Puppet construction **2nd session:** Puppet animation/personality **3rd session:** Development of a story for the puppet

Description of the Activity: The paper puppetry workshops have been implemented by Teatr Grodzki from Poland for more than 20 years with various target groups, including persons with mental health problems and persons with disabilities. In Greece, Equal Society has been implementing the activity with beneficiaries of the Soup Kitchen, including persons with disabilities, which is established in the Municipality of Athens.

The aim of the activity is to support the participants in their personal development and well-being, focusing in particular on the improvement (or facilitation) of their self-expression and self-confidence, and on the development of their cooperation and communication skills.

Steps or Phases of the Activity:

The implementation of the activity includes three main sessions:

1. Each participant makes his/her own puppet following the instructions of the trainer. Once the main form of the puppet is ready, the participants add some elements to the puppet such as hair and clothes or other attributes that the participants consider as important for the development of the puppet's character and appearance. The session can be very fun for the participants as it gives the opportunity to laugh, discuss the process of making the puppets and exchange advice and opinions.

2. Each participant is giving a personality to the puppet and learns how to animate the figures

3. The final session is one of the most empowering, sensitive and important as well as it includes the development of a story for the puppet. In particular, each participant, based on their personal experiences or imagination, develops a story for their puppet. The story can be visual (just moving the puppet, without any text), accompanied by selected music. A more complex story can also be developed with the cooperation of the participants and the combination of their individual stories.

Sources:

https://cutt.ly/81Tzuy1

Recommendations:

It is important to note that if the participants already know each other, the trainers will find it easier to involve the participants in the activity, facilitating their commitment and collaboration for the implementation of the activity. Yet, if the participants do not know each other, it is very important to start the activity with ice-breaker exercises which will facilitate their collaboration, participation and expression. In any case, it should be noted that the trainers might find difficulties in engaging and motivating all participants to the same level. If this is the case, then the trainers will need to devote more time at the preparatory phase of the activity.

Another issue that the trainers should have in mind is that they must allow the participants to have fun and express themselves and their ideas. The success of the activity lies to a large extent on the free expression of the participants, as a means that will make them feel valuable in the process and allow them to contribute to the successful outcomes of the activity.

CHAPTER 3

4. Examples of Lifelong Learning Activities Through Art

4.1 North Macedonia - From quilling technique to business development

The school for blind and visually impaired children and youth in Skopje, Northern Macedonia, creates its own internal project and makes a correlation between the professional subjects in graphic profession and the subject business.
The target group are high school graduates, visually impaired students in the final year.

The aim of the project is to acquire manipulative skills for the Quilling technique, but at the same time to acquire entrepreneurial skills in order to apply what they have learnt and to start their own business. They learnt the quilling technique for about 6 months, at the same time they learnt business skills, selling online, marketing, etc. At the end of the school year, several students already had their own creations and opened their own online page for selling the creations.

Target group: The activity is being implemented with the participation of persons with visual impairments.

Benefits from the activities for the participants: With the cooperation of the ART therapist, vocational teachers and special educators, the target group started to gain knowledge about using new techniques. Throughout this process, the participants built self confidence and new skills. Impact from the activities for lifelong learning process / employability / life project, long-term measurement and follow-up monitoring of participants with mental illness/disability will be reflected.

It is noted that the participation of the beneficiaries in the activity improved their art skills as well as entrepreneurial skills, thus becoming competitive in the labor market and some of them opened online stores for selling quilling pictures.

Sources:

https://cutt.ly/51x2g82 🔍

https://cutt.ly/01x2zxN 🔍

4.2 Portugal - Oficina#Projeto (Workshop#Project) – TUM TUM TUM | (RE)VESTE | PROJET'ARTE - Centro Social de Soutelo

Centro Social de Soutelo develops several community intervention projects in which Oficina#Projeto has an important role due to the promotion of personal and social skills, in order to promote social inclusion and consequently the employability of young people with disabilities or mental illness, in situations of social vulnerability and unemployment.

This workshop arose in the context of the Empowerment and Employability Workshop, under the Tum Tum Tum and Projet'Arte projects, during the 2016- 2017 school year, with the purpose to empower these young people on their employability's skills. Based on the evaluation conducted by the team and crossing the perspectives/ needs of the participants, the workshop was redesigned, particularly in the use of greater artistic expressiveness, as well as the development and evaluation of personal and social skills, key points for the employability of these target audiences.
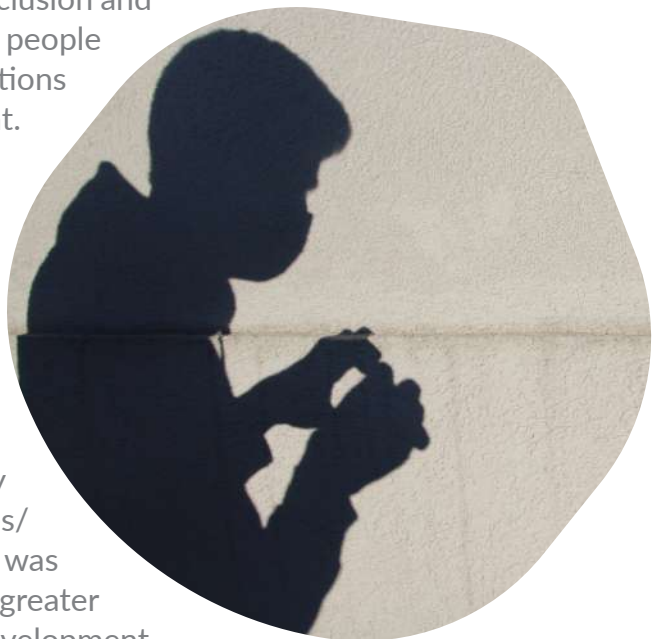
In this regard, the Oficina#Projeto envisions the co-construction of the life project[1] and the development of personal, social and socio-emotional skills, in order to promote and stimulate the integration of young adults with disabilities and mental illness in training and/or employment. Besides this purpose, the Oficina#Projeto is also focused on psychosocial accompaniment, monitoring and follow-up in a concerted process with the participants' families, different community intervention projects and referral institutions and partners such as schools, social institutions and hospital centers.

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4 Life Project refers to a personal or professional development plan. The concept addresses the social, emotional and professional dimesnions and works on the individual's self-knowledge and autonomy

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In a holistic and synergistic way, the team tries to understand the profile of young people (diagnosis, skills and needs) in order to act as a facilitator, focusing on promoting more adaptive and functional behavior, thus enhancing autonomy and emotional regulation.

This project works on the previous objectives through the construction of collective and individual projects, by appealing to different artistic languages which facilitate and explore personal development, focusing on certain skills and a particular life project. Specifically, in each session or set of sessions a challenge is launched to the group, who is oriented towards defining the construction of a project with a specific theme.

Throughout the exploitation of the different projects, abilities are approached and worked on, in the following time logic: In the 1st stage, the main objective is to create the sense of belonging to a group, where interpersonal relationships, connection and trust are worked on; in the 2nd stage, the intervention is intended to be more individualized, where the focus is on the promotion of self-knowledge, self-esteem and the development of a life project; and finally, in the 3rd stage, the aim is to return to the group and reinforce the skills developed in the previous phases, as well as the deepening of the work, in a logic of mutual help for the development of the life project. These stages are not intended to be followed strictly, they are only a guide that will allow the development of skills, in a gradual and comfortable way to these specific target groups.

1st Phase - Group: interpersonal relationships, creativity, group work, concentration, listening and empathic capacity, and motivation for the workshop and attendance at the projects.

2nd Phase - Individual in Group: Self-knowledge and the Life Project creation: Self-esteem/personal valuation, responsibility, self-management, conflict management, motivation for the construction of the life project, autonomy, and concentration.

3rd Phase - Group: Deepening of the Life Project: Strengthening of all skills, especially autonomy. Creation of the Life Project - deepened and helped by the group. Development of specific skills on an individual level.

This process has become consistent through the construction of collective exhibitions of drawing, photography, sculpture, or projects to be developed in the present such as the journey of personal discovery - "My mark" - puppet theater or the creation of a collective story.

Oficina#Projeto has become fundamental to the community intervention projects with the artistic methodology of Centro Social de Soutelo. This project stands out for being an aggregating point of the different teams and processes, as well as a facilitator in the process of social inclusion of the participants.

Target group: Young people and adults with intellectual disabilities, multi-challenged, multi-disabled, or mental health problems between the ages of 15 and 35

Benefits of activities for participants:

Oficina#Projeto aims to motivate each participant to build their own life project, deepening the development of personal and social skills for employability that we consider most important: Autonomy; Responsibility; Conflict Management; Interpersonal Relationships; Group Work; Concentration; Self-Esteem; Creativity; Knowing-How to Listen and Empathic Capacity; Motivation and Self-Management.

Developed Skills and Impact: Crossing the opinions of technicians, participants and families, there is a notorious improvement of all soft skills in focus, with special emphasis for self-esteem/personal skill, which is consistent with a greater empowerment and motivation for the development of the life project. We would also like to stress that during the years in which the projects and this workshop in particular have been running, we have been able to observe through the evaluation of these skills, that in general, the participants improve their self-knowledge and become more self-aware, in a more realistic way, after their participation in the projects.

In terms of impact, the Oficina#Projeto was integrated in three projects with artistic methodology and other projects from CSS, between the period 2019-2021, which allowed the integration of 53 young people and adults with disabilities and mental illness: 16 were integrated professionally; 32 have attended training and 5 have attended social useful activities. These numbers are extremely important to the project, specially because all of this was managed during this terrible pandemic period. Another relevant impact to stress, particularly for the team and families, is the fact that the young people acquire and preserve an informal support network, which did not exist when they joined the projects.

Sources:

Oficina#Projeto is integrated in three projects with artistic methodology and other projects from CSS so it doesn't have a private page, but is integrated in the pages of the different projects:

TumTum Tum:
Webpage: https://projetotumtumtum.wordpress.com/
Instagram: https://www.instagram.com/projeto.tumtumtum/
Facebook: https://www.facebook.com/tumtumtumprojeto

(Re)veste:
Webpage: https://re-veste.pt/
Instagram: https://www.instagram.com/re___veste/
Facebook: https://www.facebook.com/projeto.reveste/

Projet'Arte
Facebook:https://www.facebook.com/projetartecss

4.3 Italy - Theatrical workshop aimed at staging a show on personal and social memory

The activities carried out during the workshop aim to develop relational skills and work on the sense of self-efficacy, empowerment and awareness of their potential and their cultural origins.

The workshop focused on memory deals with a complex theme, which opens a window on an inner world that we know little about and care little about.
Theater allows you to access that set of sounds, words, thoughts, joys and sorrows stored and hidden in some hidden place of our memory that, through the "theatrical fiction", resurface, turning into stage fiction, becoming true and concrete.

Working on memory means working on oneself, starting an introspective path that involves the person in his entirety, mind, body and voice; a path that helps to understand aspects of self and to strengthen one's self-esteem, reconstructing a positive image of himself and his latent potential, through the narration of the life of one of his grandparents, you can discover hidden energies and resources to flow into everyday life.

Target group: Adult mental health service patients very often are not aware of their communicative resources, useful for expressing emotions and opinions. In fact, in almost all major psychiatric patients, their social environment is poor in relationships and often these relationships are characterized by addiction or conflict. In almost every family where patients come from, there are relational problems. This situation increases this condition of relational discomfort increasing fears and misunderstandings and distrust on the part of other members of society, especially in the workplace.

Benefits of activities for participants:

• Increased tolerance, respect and understanding among group members.
• Increased ability to meet times and stages of daily life.
• Greater self-confidence.

• Widening of the knowledge of oneself, and of the ability to evaluate one's own potentialities and limits.
• Development of social, physical and verbal skills.
• Greater ability to express one's needs.

In the long term, we observed in the participants in the workshop that their difficulty in communicating emotions and opinions was progressively diminishing. Also, through the memory lab, channels of communication with their parents have reopened. Even in cases where relationships were interrupted or very discontinuous and superficial. Many of them went from facilities where they had 24-hour care to facilities where the care of the operators was two hours a day. Others, who had the opportunity, went to live on their own with friends, others have started work placement paths that before this work had not been possible to activate.

Sources:

https://cutt.ly/n1x3lQc

https://cutt.ly/O1x3v7t

4.4 Hungary - NEM ADOM FEL ALAPÍTVÁNY (NEVER GIVE UP FOUNDATION)

The Foundation regularly organizes art camps and workshops with the specific aim of helping the social integration of people with disabilities.

NEVER GIVE UP Gospel Choir

The integrated gospel choir of nearly 40 members, performed for the first time in Hungary in 2013 at a performance by the world-famous Nick Vujicic. Since then, the choir has had many successful performances, including the annual gala evening for the World Day of People with Disabilities at the National Theater. In addition to gospel songs, our repertoire also includes a number of popular music acts. On the basis of music therapy, the activity aims and contributes to providing opportunities, either at individual or group level, for self-expression.
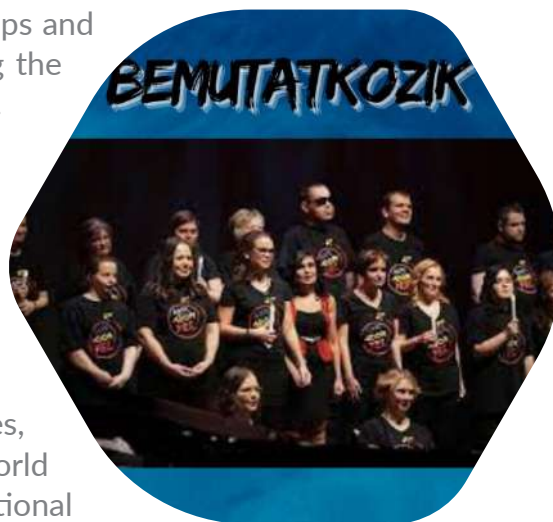
NEVER GIVE UP Show

The Never give up show is a creative stage production combining singing, music, dance, theater and circus elements.
The members of the ensemble: coaches and volunteers include people with disabilities. The young people in the show have already shown their talents in many countries outside Hungary, including China, Belgium, Germany, the Czech Republic, Poland and Slovakia.

NEVER GIVE UP Music Ensemble

The ensemble started as an independent initiative, the first band of disabled people in Hungary. The music formation was also the reason why the Never give up Foundation's funds were raised in 2005 during street performances. Our successes were captured in the concert film Álomturné. The music ensemble has been performing continuously for 20 years, national and international, in front of an average of 30 000 people a year.

Target group: The activity is being implemented with the participation of persons with several disabilities.

Benefits from the activities for the participants:

· The above programmes are not only exceptional in that they give people with disabilities the opportunity to express themselves in the arts, but they also actively participate in the programmes as coaches or volunteers.

· Through artistic activities, the target group can learn to express themselves in a safe environment/context and to be proactive, self confident.

· Throughout this process, the participants built strong relationships not only among the members of the group but also with the professionals, as well as with the local and national community.

· Impact from the activities for lifelong learning process / employability/life project, long-term measurement and follow-up monitoring of participants with mental illness/disability will be reflected.

· Personality development through the arts and the influence of music can have a very positive impact on the general well-being of people with disabilities.

· Tasks such as organizing arts programmes, mentoring peers, coaching, and participating in the organization of home and foreign tours provide work experience and soft skills that can contribute to the long-term employment of people with disabilities.

Sources:

https://cutt.ly/F1x8jy4

https://rb.gy/kslsqv

4.5 Greece - Arts as a core activity in daily operation

Panhellenic Association of Parents, Guardians and Friends of Multiply Disabled Visually Impaired People "AMIMONI" has put arts as a core activity in their daily operation and the services provided to their beneficiaries giving particular emphasis on the establishment of music groups, composed of the organization's beneficiaries.

On the basis of music therapy, the activity aims and contributes to providing opportunities, either at individual or group level, for self-expression. Through this activity, various music groups have been established over the last decades.

One of the most prominent good examples is the music group "Oneiremata". In 2009, as part of group music therapy sessions at the "Iris" Day Center of Amymone, and with the collaboration of a music therapist, the idea was to promove the participation of some beneficiaries in various social events organized in the local community. Thus, the musical group of Amymoni was formed, consisting of 3 women. In 2015 the band was named "Oneiremata'' ("Dreams") and since 2009 has made over 40 appearances, with Greek and foreign repertoire, inside and outside Attica, as in the opening ceremony of the 5th European Conference of the International Association for the Scientific Study of Intellectual and Developmental Disabilities, at the 1st European Art Festival for Mental Health, at the 1st Festival of Special Education Institutions in the Technopolis of the Municipality of Athens, in schools, hospitals, theatrical scenes, etc.

Target group: The activity is being implemented with the participation of persons with visual impairments.

Benefits from the activities for the participants:

With the cooperation of the music therapist and the professionals of the organization, the target group started expressing themselves in a safe environment/ context and gradually they transformed into a music group. Throughout this process, the participants built strong relationships not only among the members of the group but also with the professionals involved in the rehearsals and meetings, as well as with the local community.

As mentioned earlier, the participation of the organization's beneficiaries in the activity contributed to their empowerment as they managed to improve their self-expression, self-confidence. In addition, it provided them with an employment opportunity as in the case of the music group "Oneiremata", they managed to participate in various festivals and events.

Finally, it is noted that the participation of the beneficiaries in the activity improved their decision-making and collaboration skills as they took part in all relevant stages, i.e. selection of the repertoire, process of rehearsing and in the decisions regarding the events that they would participate in.

Source:

https://cutt.ly/81x4TJr

CONCLUSIONS - DISABILITY

" Every child is an artist. The problem is how to remain an artist once he grows up."
(Pablo Picasso)

Social inclusion of people with disabilities is linked to education, which includes both formal and non-formal only education from a very young age and as continuous, lifelong learning. Inclusion starts with bringing disabled and healthy children together and socializing them in an inclusive environment from early childhood. It has become clear that adult society can only become inclusive if social learning starts in childhood and it never stops, regardless of age, even outside formal education.

Indeed, the role of non-formal education and informal learning is very important:

·   It offers a relatively easy way of broadening the limited relationships
         between non-disabled and disabled people
·   It develops the competencies needed for the social integration of disabled
         people
·   It overcomes the most common stereotypes of healthy peers
·   It supports acquiring the competencies needed to live together

Not only healthy people need to learn to work and live together, but also people with disabilities, therefore all of us living in an inclusive society need knowledge, skills, and attitudes that can be developed through inclusive and competency-based education.

How to strengthen the social inclusion of people living with disabilities through artistic practice?

Artistic practice can promote social inclusion when it takes the following aspects into consideration:

"active participation", i.e. using art projects with appropriate methodology and educational objectives. For example, differentiation ensures the participation of each person according to their individual abilities.

"accessibility" i.e., knowledge of the types of disabilities and the specific technical solutions to be applied: barrier-free and safe environment, special tools such as thick brushes for people with motor impairment, special materials for people with visual and hearing impairments, etc.

To sum up, art projects can serve social inclusion, when the artistic activity whether visual culture or drama, is linked: on the one hand, to self-efficacy, which is the basic competence necessary for self-actualization; on the other hand it must be linked to the social competence, which is the basis of social effectiveness.

In this interpretation, art activities become an instrument of social inclusion by going beyond the usual curricular content, i.e. by not teaching drawing but by setting out primarily practical and social goals, thus building a bridge between the world of work, private life, and school learning.

Art is everyone's heritage, and artistic activities are a resource for any individual, regardless of health condition or so-called ability, or disability.

For that, art is a wonderful tool for inclusion: so, let's go!

CONCLUSIONS - MENTAL ILLNESS

This document describes a set of campaigns on mental illness carried out by different partners with the aim of raising public awareness, from different examples. Direct campaigns, reflecting through the laws of mental health programs in the countries or the history of mental health, and indirect campaigns, such as the participation and the real inclusion of persons with mental illness in actions and places that usually they are not seen. These actions make it possible to demystify and deconstruct erroneous conceptions and approaches of society based on common sense and, consequently, reduce stigma. Considering the present moment of changes, different stigmas are still transversal to society and multifactorial - including the persons with mental health problems, the institutions, and civil society. These campaigns alert, raise awareness and value mental illness, trying to create a societal empathy towards it, bringing us closer as human beings, understanding the difficulties and potentialities of people with mental illness. They also serve to stimulate society that, at some point in our lives, we may all face a situation of mental illness.

The second part of the document presents different artistic activities that we consider to be an asset for the empowerment of people with mental illness. We know that art, in its different aesthetic forms, which are discussed in this pedagogical kit, such as music, theater, photography, fashion or plastic arts, facilitates the communication, the expression of feelings, through which we can express our fears, blockades, victories, traumas or joy in a freer way. Considering these different artistic forms we can say that there is a greater potential for expression, and to this extent art is an excellent ally to establish connection with the world or to build a new world, re-signifying and giving voice and different perspectives on the difficulties and potentialities. Meanwhile, it also allows gaining a critical sense about ourselves and what surrounds us.

The last part introduces some cases of life learning activities through art. The contexts created in an artistic environment, which are more creative and less straight proposes, above all, a sense of belonging that favors the Self-esteem and thus greater clarity for the construction of a life project, deepening the development of personal and social skills for employability for the persons with mental illness. However, we safeguard that art per se is not the only way to overcome all the difficulties in the various dimensions of mental illness, but it clearly contributes to an improvement in the well-being of people with this pathology. It is also important to demystify the correlation between artists and mental illness, insofar as mental illness may eventually be a catalyst for greater artistic sensitivity. However, it is not synonymous with greater creativity, nor does it transform people into better artists, but it can even be highly disabling for them.

In conclusion, awareness campaigns, artistic activities and the examples of inclusion in life learning activities through art are fundamental and have a positive effect on the target population. On the one hand there is a direct impact on people with mental illness and surrounding contexts such as family, professionals and the community in general. On the other hand, the main purpose is to achieve greater visibility, prominence and impact among decision-makers who are responsible directly to change laws and regulations. Therefore, these types of actions are relevant to promote this change.

FINAL CONCLUSIONS

Through the **Art and Inclusion project**, we intend to promote the inclusion of people with disabilities or mental illness, using Art in its different languages and aesthetic forms as a facilitator and motivator, based on the experience and collection of good practices from the five countries of the project's consortium – Portugal , Italy, Hungary, Greece and North Macedonia.

This **Pedagogical kit** aims to contribute to the practical component that we believe to be fundamental in this process, also with the pretension that it may be easily integrated and replicated by those who use Art as a tool for change in the personal development of people with disabilities and mental illness, but also of their communities and society in general.

The first product of the Art & Inclusion Project, **Art as a form of inclusion - Good Practice Research**, consisted of a reflection of all the countries of the consortium on the state of Art regarding health, education, employment and inclusion through art of people with mental illness and disability. This product describes different projects and services which are recognized as good practices for the inclusion of people with disabilities and mental illness through art.

In this **Pedagogical Kit**, we revisit some of these good practices and provide new ones, widening the range of references and ideas for this inclusion and taking them as examples of awareness campaigns for this inclusion, its difficulties and advantages. In a second moment, we present artistic activities as exercises that can work on different dimensions of the person as a creator and eternal learner, acquiring new skills. Finally, we show some examples of learning and support processes for the construction of the life project and the integration in employment and training through some examples based on an artistic methodology.

We hope this **Pedagogical Kit for Professionals will inspire** whoever reads it and it will result in a creative take up of the mentioned examples. We believe that it will be a facilitator and a bridge for social transformation on a European level.

Good Creations!