



Erasmus+ **LITERED**
GUIDE



2020-3-LV02-KA205-003594



Co-funded by the
Erasmus+ Programme
of the European Union

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Erasmus+ & JSPA



Erasmus+
Enriching lives, opening minds.

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

It has an estimated budget of €26.2 billion. This is nearly double the funding compared to its predecessor programme (2014-2020).

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda.

The Erasmus+ Programme also:

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport



This Erasmus+ project was funded by JSPA (Latvian National Agency).

JSPA provides opportunities for young people to write projects, disseminates interesting and useful information to young people about their opportunities in Europe, promotes the exchange of experiences and provides advice on writing projects.

Website to find out more:
<https://jaunatne.gov.lv/>

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About the Project

LiterED is a Strategic Partnership in the field of Youth aimed at promoting social inclusion of this particularly vulnerable set of targets. During the 14 months of cooperation, the consortium share sharing, develop and spread good practices and tools made available and made usable across countries and sectors by operators working to promote social inclusion of this particularly vulnerable set of targets.



LiterED addresses the identified priority and challenges by devising a synergy between the realms of experiential learning (participative, hands-on education) and youth work for surveying and identify the educational needs of youth targets in all partner countries to collect, develop, sharing and spreading tools and best practices enhancing the professional profiles and service quality of operators working with ultimate project target groups across sectors and countries in an empowerment-centered perspective.



Consortium of the Project



Association "Healthy Development School" (VAS) running from January 21, 2013 is a non-profit organization that represents promotion of self-development, entrepreneurship, motivation and taking massive action. One of the objectives of VAS is to promote and show people existing opportunity that can be used for personal, professional and social development and growth.



Lykia Scouting and Nature Sports Club Association (LIDOSK) is a non-profit and non-political organization. The main objective of LIDOSK is to improve the living conditions of young people, promote, support, develop and use them efficiently through social development among young people.



Mine Vaganti in a NGO established in Sardinia in 2009, whose services encompass Education and Training, Project Design and Development, Thematic Research, International Mobility, and Consultancy - in Youth, Adults, Education and Sport sectors. MVNGO promotes intercultural dialogue, social entrepreneurship, social inclusion through Sport, Formal and Non Formal Education.



"SC Psihoforworld" was established in April 2016 and its main activity is addressed to help people with disabilities within the local community with entrepreneurship. They work with and for youth with disabilities (autism, mental retardation, Down syndrome and other conditions) who have difficulty in social integration, help raise self-esteem and self-image of parents and help them grow their business for their children / young people with disabilities.

Transnational Project Meetings

In total there are four transnational project meetings (TPM) in LiterED project.

The main aim of such meetings is to meet with each partner mutually, to discuss the current tasks and deadlines. Such meetings build understanding, trust and motivation to achieve the set goals. Each of these meetings was aimed at specific goals. TPMs can be studied on our website: www.litered.eu

The first TPM supposed to be in Latvia, but due to COVID-19 pandemic restrictions there was no chance to implement the activity in offline format. Project consortium, with approval from Latvian National Agency (JSPA), took the decision to move the activity in ONLINE format.



Second TPM took place in Sassari, Italy between 23-24 July, 2021.

Third meeting happened in Antalya, Turkey between 22-23 September, 2021.

Final meeting is planned to be in February, 2022 in Romania.

Report on Good Practices



During the course of the LiterED project, each of the partners carried out research of Good Practices on the topic of Dyslexia. Thus, information was collected from 4 countries: Latvia, Italy, Romania and Turkey.

The next step was to create national reports based on the research of Good Practices. These reports summarized the information received.

The final step was the creation of a Final Report of Good Practices, including the mention of all 4 countries.

The full report is available on our website: www.litered.eu. Anyway, below you can find an introduction for a general overview:

The report contains the information collected by 4 countries, namely: Latvia, Romania, Turkey and Italy and consist of good practices on the topic of dyslexia. Researched good practices were divided in 3 categories: NGO/Youth sector, Psychology experts & associations, and Stakeholder entities. The main findings were recorded for research and diagnosis purposes.

Projects in Latvia focuses on following: Develop a Dyslexia Assessment Protocol (DAP), Learning games for dyslexic young adults, Mobility of Educational Services for Adolescents with Dyslexia, fostering youth operators' educational capacities with particularly sensible youth target groups,

Report on Good Practices

exchange good practice in coordination and provision of high quality, evidence-based services for students with dyslexia.

Projects in Turkey relates to: Profile of dyslectic individuals, educational needs, educational needs analysis of units serving these individuals, Raising awareness and developing evidence that children with dyslexia can be successful in a field that seems very difficult to learn, Solve the problem in pre-school age when necessary and we hope to solve the problem in children who reach school age without harming their self-confidence and leaving a negative effect on school life.

Projects in Romania focus on different regions and ethnic groups, trying to present a range of different challenges and opportunities. From the capital, Bucharest, to the countryside of Maramures, from predominantly Romanian settlements to regions with mixed minorities.

Projects in Italy are related to: development of technological tools (portal and a dedicated app), dyslexic students, schools, special educational institutions, psychology experts, associations, employment agencies, to facilitate the access to work for people with Learning Disorders such as dyslexia, provide a new method of accompaniment (guidelines and open online course) for students with SpLD (Specific Learning Disabilities) in order to reduce the number of people who give up continuing their education due to this disorder, improving the accessibility, use and quality of social services (sociohealth and socio-educational) of Italy and Switzerland; changing the perception and implementing an e-learning adaptive digital tools.

Methodologies in NFE field

NFE (Non-formal education) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.

Taking into account the focus and the main theme of the project, the consortium partners presented methodologies for working with people with dyslexia in the form of specific exercises. This took place in two stages. The first step was to provide methodologies for analysis among the consortium and adapt it to the program. Presented initiatives included:

- **Bio poem**
- **Christmas Literacy Ideas**
- **Collecting our stories**
- **Team building sessions**
- **Storytelling and Public speaking**
- **Experimental artistic lab- Experimental lab shared reading**
- **Children with fragile syndrome I**
- **Experimental crafts laboratory and artistic expression**

The next step was preparation for C4 - Blended Mobility in the form of one full activity day for each of the participating countries. At the same time, Latvia, as a coordinator and host country, was responsible for leading two activity days. Among the sessions that were held during C4 - Blended Mobility, the following can be noted:

- **KA2 LiterED**
- **Phonemic Awareness Name Game**
- **Movement to learn**
- **Brain Gym**
- **Making Empathy For Dyslexia**
- **Running Dictation**
- **Concept Dictionary**
- **Living Library: Practices On Dyslexia**

Blended Mobility



The Blended Mobility of LitereED project took place in Saulkrasti, Latvia between 24-30 November, 2021 and served the purpose of testing the effectiveness of the methodologies developed in the context of processing the results of project research in a real training condition with youth operators, the intermediate beneficiaries of the project (the final beneficiaries being youths suffering from Dyslexia, particularly those belonging to disadvantaged categories).

Event included the following activities:

- The presentation of theoretical background to the issue of dyslexia
- Phonemic Awareness Name Games
- Making empathy for dyslexia
- Living library: practices on dyslexia
- Ideas for action
- Movement to learn
- Storytelling for Dyslexia
- Erasmus+ and Youthpass: exploring the opportunities
- Etc.

The following page are devoted to photos from the Blended Mobility activities.

Blended Mobility Photos

The activities of Blended Mobility took place in several locations inside and outside the event venue.



This provided an unforgettable experience for each of the participants. Their expressions confirm this.



The following pages are devoted to the expressions of the participants.



Blended Mobility Expressions



Andrada
Romanian
participant

"Discovering dyslexia for young people is very important because Dyslexia can result in frustration, embarrassment, avoidance and low self-esteem as a result of difficulties performing tasks that seem to come naturally. The training in Latvia , was very important , because everything happen with a reason. After 1 week I arrived home, one friend of mine had problems with her child, and she couldn't recognize the signs of a dyslexic person. The project helped me to improve more knowledge about Dyslexia, to know exactly how to recognize it, and how to give the support, especially for the mother, which had no idea about it. The program of the project had a big impact for me, because this topic, dyslexia, involves a lot of empathy, understanding and patience."

"Dyslexia's Early intervention is very important because in many instances effective instruction can prevent dyslexia. That's why It's significant topic in young people that includes early screening because in order to identify children who are at risk we need to identify them early and introduce effective instruction. The Blended Mobility in Latvia has shown encouraging results, it could be difficult for me to introduce these methods in schools because i didn't know about this much. Through this Project of one week I got enough knowledge about dyslexia by exchanging ideas with participants from different countries. Due to this Project I got to know that correct intervention can make the difference between a pass and fail for dyslexic pupils."



Ubaid
Italian
participant

Blended Mobility Expressions



Dilara
Turkish
participant

"Dyslexia especially among our peers goes without a diagnose which creates peer pressure and difficulty in many ways. As we know with our experiences, young people during their teen years try to find themselves in life. So teens with dyslexia have difficulty in the school environment at first which leads them to think that they are not enough. Unfortunately, this creates many issues in their lives and since people tend to discriminate and alienate the "different"; it becomes much more than a learning difficulty. With this project, I found myself relating more to the problem and creating solutions for dyslexic people. In Latvia we gathered and dealt with issues that concern dyslexic people. Honestly, now that we shared how they are treated in different parts of the world, I can detect what the problem is in general. Overall, it was a good experience to know more about dyslexic people from other places and enhance our knowledge."

"Dyslexia is a topic that is not discussed enough in Latvia. Many people may not even know that they have dyslexia, because they've never been tested. I definitely started questioning myself. Learning about other countries' experiences with this issue helped to put Latvia's situation in perspective. We clearly have a lot to improve. This is why projects about minority groups are important: you might not be aware or care about a certain issue since you've never come across it. But knowledge is power and it's not too late to start caring and taking action."



Sofia
Latvian
participant



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