



# MOONWALK

APCC - Associação de Paralisia Cerebral de Coimbra

**PORTUGAL**

**PILOT PLAN DESCRIPTION**



## PILOT PLAN DESCRIPTION

### **1. Context, participant background (age, conditions, education level)**

The participating group is constituted for 10 young people between 18-35, living with disabilities. It's a very heterogeneous group. 10 people with physical disabilities covering different motor conditions, three totally dependent and 8 semi-dependent, needing help to perform some activities of daily living. One of the participants has a mild mental disability, five have higher education. One of them is doing a PHD. Five have completed the scholarship. Seven live with their family and 4 live independently, two of which are supported by CAVI. All participants are integrated into the APCC in different social responses.

### **2. Pedagogical aims, learning objectives for the participants and/or group**

“Non-formal education designates a process with several dimensions, such as: the political learning of the rights of individuals as citizens; the training of individuals for work, through the learning of skills and/or development of potential; the learning and exercise of practices that enable individuals to organize themselves with community goals, aimed at solving everyday collective problems; learning content that enables individuals to read the world from the point of view of understanding what is happening around them.” (GOHN, 2016, p. 1)



The sessions developed are based on key themes arising from the first focus groups and are intended to debate concepts such as individual and social empowerment, inclusive education, community-centered rehabilitation, accessibility, rights and duties, among others. The exploration of the concept of advocacy and self-advocacy, which comprises a set of processes that people with disabilities can use with their skills and capacity, and the importance of activating this self-advocacy, arises from the awareness that true experts about the disability condition is people with disabilities themselves. Only they have direct experience of the problems they encounter in society (barriers, discrimination, and lack of equal opportunities) and, therefore, they are the most competent to find possible solutions through training processes and experience. This awareness allows people with disabilities the ability to exercise, in their own community, an active participation, whether cultural, based on respect for human rights and/or innovation in decision-making processes.

Learning will be a predominantly personal and intrinsic process, based on the different contexts and environment of each individual, trying to streamline the sessions, promote the individual with a disability, as a facilitator in the active involvement in society and enhancer of the guarantee of human rights of each a.



The 12 sessions were designed in terms of methodology and with a concrete line of action:

- The themes were chosen based on the needs assessment we carried out through the analysis of the focus groups
- All sessions will have more or less the same methodological structure. There will be an initial part of the exposition of the theme that will lead to the second part, of deconstruction of concepts, either through group dynamics, debates or through media resources.
- The strategy to be used will be to create groups. In the first sessions we will try to explore the themes in order to create a group spirit and promote cohesion among the participants (always stimulating the critical and structured thinking of each one). Then, we will create groups of pairs, so that during sessions 5-9 they can work on a theme of their choice, which results in any product to be presented in the tenth and last session.

#### **4. Methodology description**

The sessions will be carried out in the "distance learning" mode. There are numerous new and innovative forms of teaching and learning methods. Learning will be understood as an independent and self-directed process of the participants. It is about gaining personal skills, and it's essential that the participants have a lot more personal responsibility - but also options to develop their own competence profile. In this sense, we have identified



some training methods addressed, giving greater emphasis to active methods:

a) The expository method: allows the transfer of learning by mere declaration and exposition of knowledge, with interaction available. Allows behaviour reinforcement, spontaneous questioning, and dialogue.

b) Interrogative Method: brings out knowledge, experiences, perceptions, and opinions through guiding questions of a dialogue between the trainer and the trainees and between the trainees. The questions stimulate reflection in each trainee and guide a process of exchanging ideas and collective reflection.

c) The two-way discussion: between trainer and trainees, integrating synchronous and dialectical learning environments through spontaneous and free flows of information exchange. This way trainees can discuss the materials in more depth, share views and experiences.

d) Brainstorming: method in which the creative potential of an individual or group is developed, effective in solving problems.

e) Analysis of case studies: strategy to solve a problem through the realistic presentation of a situation. It requires trainees to respond and explore possible solutions. In this method, trainees are confronted with a real or fictional scenario, and must apply new knowledge as well as previous experiences, to analyse the situation and develop the solution.

f) Simulations and pedagogical games: these are the most representative techniques of the active method, which enable participants to build



knowledge (concepts, principles), based on the discussion of a lived experience. It is the technique par excellence of Learning through Experience.

#### **4. Evaluation**

As evaluation is a necessary process for reflection on practice and changes in attitudes through the situations presented, that is, "evaluation is the echo of action" (*BARLOW, 2006*), the evaluation of this training process will be carried out in two stages (intermediate and final). It will be promoted by the team responsible for the development of the sessions and intends to monitor the process of conception and/or execution of the sessions, aiming at the refinement of methodologies, working techniques and planning.

Our main goal is to promote empowerment and that could not be done without having in consideration the full involvement of the participants.

The facilitator will only guide the sessions and the participants are as much responsible for the learning as the facilitators.

Facilitators will provide topics and inspire the debate of ideas, but the conclusions will be done by the group, as a whole (regarding different perspectives and point of views of each and every participant, not losing sight of the empirical knowledge as well as academic).



### **Required Tools:**

- ZOOM Platform / And the Break Out Rooms, for group work/group exercises)
- Mentimeter & Padlet (for Questions, polls, quizzes, boards, posts, pictures).
- KAHOOT, for games and evaluation



## Session 1: **HISTORICAL EVOLUTION OF THE CONCEPT OF DISABILITY**

### **Session objectives:**

- Understand the conceptual development of disability.
- Explore the idea of disability, disadvantage and handicap.
- awareness of disability models
- Understand how did we get to the social model and how in the present days we are leaning towards a human rights model.

### **Required Tools:**

Sessions are conducted through a computer system with web support (Zoom platform), using interactive resources and methodologies to promote and support training and learning.

### **Session:**

The facilitator introduces the project, the 12 session programme, and the topic of the session. The goals of the project are addressed.

The session starts with group dynamics, in order to put participants at ease. Everyone presents themselves.

As the topic of this first session is related to everyone, the facilitator asked before the session if someone would like to address and conduct the subject and the session.





One of the participants had already talked about the subject in another project, so she gladly brought a presentation with the major ideas.

The presentation of the main disability models thorough history was shown (as we put in attachment).

### **Evaluation:**

In the end there is a debate and a small evaluation of the session.

The main ideas of the session are registered in padlet and there is a small evaluation on kahoot.



## Session 2: **SOCIAL ISSUES**

### **Session Objectives:**

- Look at Social Services
- Systematize concepts
- Boost knowledge in terms of social issues
- Promote reflection on social issues

### **Required Tools:**

Sessions are conducted through a computer system with web support (Zoom platform), using interactive resources and methodologies to promote and support training and learning.

### **Session:**

This session had 3 distinct parts: an initial group dynamic; a second expository part of transmission of concepts and information, and a third part that invited active participation. The trainer started the session thanking the participants for their presence, making known the objectives of the session and encouraging their participation.

It carried out a group dynamic, consisting of 3 questions (Is my life motto? Is my refuge? Is my happiness?), in order to make known a more internal and altruistic perspective of each participant. All session participants answered the questions.

This was followed by a more expository presentation of the selected concepts, where aspects such as the evolution of the concept of Social



Service and the basic concepts in this matter were addressed, the rights and duties of citizens, the rights of people with disabilities and social support in Portugal, in different aspects.

The third part aimed to validate and promote the knowledge acquired, through group construction, of a case study focused on the family and social context, in which items such as family characterization, occupation of household elements, family behind, the identification of the problem situation, the identification of needs to work and the possible answers / solutions.

### **Evaluation:**

In addition to the subjective assessment that resulted from the motivation for active participation in the session, the formal assessment by the trainees will be carried out by collecting their opinions regarding the sessions presented, namely with regard to the content covered, quality of teaching material, support received, trainer's posture and others.

This evaluation will focus on an interactive application, in which they will be able to answer a short questionnaire. Results will be analyzed and saved for future reference.



## Session 3: **ACCESSIBILITY**

### **Session Objectives:**

- Explore the concept of Accessibility;
- Definition of the Universal Design concept;
- Interpretation of "Accessibility and Mobility Guide for All" from the National Institute of rehabilitation
- Interpretation of the legal framework of accessibility;
- Explore how to fill the form of “Complaints Book” (online);
- Explore platforms that provide information about the public places accessibility.

### **Required Tools:**

The sessions are delivered through a web-based computer system (using the interactive resources and methodologies that the web offers to promote and support training and learning);

### **Session:**

The Trainer starts the session by requesting the sharing of an outstanding moment in which they have faced an accessibility problem. In this way, it is intended to share experiences and start reflecting on the theme of accessibility, presenting it as a characteristic of an environment, equipment, product, object or service that gives it the possibility of ensuring all its potential users an equal opportunity to use it, with dignity and safety.



Through the expository method, the 7 principles of Universal Design are made known, where trainees are called to intervene and share where they can identify the applicability of principles. As this project is based on the empowerment of young people with disabilities, they are encouraged to deepen their knowledge in terms of concepts and legal provisions in order to play an active role in demanding their rights. In this sense, trainees are encouraged to conduct a search on the National Institute of Rehabilitation website in order to get in touch with relevant information for them.

The State is the responsible to inspect whether the accessibility laws are being complied with, but citizens must have an active role in this process, thus, trainees are asked to share if they have ever made a complaint or suggestion for improvement related to accessibility problems and what was outcome. Along this theme, are presented the possible ways of making suggestions for improvement and complaints, demonstrating how to fill the form of “Complaints Book” (online), reinforcing the importance of their active citizenship.

In order to minimize the occurrence of physical accessibility constraints in their day to day, trainees are presented with digital platforms that aggregate information regarding the accessibility of public places. On these platforms, the user can make contributions to increase the level of existing information.

In the final stretch of the session, trainees are asked to assess the contents, with the aim of identifying their knowledge before and after the session. Thus, they can share points of view and collective reflection, calling for awareness of their civic participation, understanding that accessibility is a fundamental condition for people's quality of life, being



essential for the full exercise of the rights and duties that are conferred on any member of a democratic society.

**Evaluation:**

The evaluation of the reaction (of the participants) to the learning will be carried out by collecting opinions with an Evaluation Questionnaire. This questionnaire is available in the interactive application that trainees must access to answer the questions. In this way, the aim is to obtain the opinion of the trainees about the activities, the quality of the teaching material, the support received, the trainer's performance, etc. With the questionnaire accessible through the interactive application with the trainees' answers filed, the results can be evaluated, interpreted and saved in electronic format for future reference and consultation. If it is not possible to collect the answers from the trainees through the interactive application, you must print the Questionnaire and distribute it to the participants, then carrying out the analysis and interpretation of the data.



## Session 4: ASSISTIVE TECHNOLOGY

### Session Objectives:

- Explore the assistive technology concept;
- Explore the assistive technology financing process and its legal framework;
- Interpret the ISO 9999 approved list and the implication of assigning assistive technology in promoting quality of life and functionality.

### Required Tools:

The sessions are delivered through a web-based computer system (using the interactive resources and methodologies that the web offers to promote and support training and learning);

### Session:

The Trainer starts the session by asking if the participants have ever used an assistive technology. In this way, it is intended an introduction to the theme of the session and understand what is the understanding that the trainees have regarding the concept, followed by an explanation. As the assistive technology is a device that prevents, compensates, attenuates or neutralizes an individual's disability, it is concluded that this has a significant impact on the promotion of quality of life. It then proceeds to the explanation of which funding entities at national level and all the steps of the process of attributing assistive technology, and is explain that



people with a level of disability above 60% (medically certified) are entitled to full funding the value of the product. It is intended in this way to encourage the empowerment of people with disabilities, making them aware of their rights.

Next, the ISO 9999 (International Organization for Standardization) approved list is presented, describing the classification and terminology of the assistive technology, allowing a broad knowledge of the financed products and exploring their impact in promoting the quality of life and functionality of the person.

In the final stretch of the session, trainees are asked to carry out a joint practical exercise. After defining the case (age, diagnosis, major disabilities, occupational context, assistive technology you need), trainees should be able to describe the possible funding entities and what steps are necessary to prepare a process for attributing a assistive technology. Carrying out the practical exercise allows you to consolidate the knowledge acquired.

### **Evaluation:**

The evaluation of the reaction (of the participants) to the learning will be carried out by collecting opinions with an Evaluation Questionnaire. This questionnaire is available in the interactive application that trainees must access to answer the questions. In this way, the aim is to obtain the opinion of the trainees about the activities, the quality of the teaching material, the support received, the trainer's performance, etc. With the





questionnaire accessible through the interactive application with the trainees' answers filed, the results can be evaluated, interpreted and saved in electronic format for future reference and consultation. If it is not possible to collect the answers from the trainees through the interactive application, you must print the Questionnaire and distribute it to the participants, then carrying out the analysis and interpretation of the data.



## Session 5: **Education**

### **Session Objectives:**

- Explore the concept of Education.
- Define the concepts of exclusion/segregation/integration/inclusion;
- Explore the concept of Inclusive Education;
- Explore the concept of Special Education;
- Analyse of curriculum measures and adaptations in the stages of school process;
- Know the rights of children and young people with special needs.

### **Required Tools:**

The sessions are delivered through a web-based computer system, using interactive resources and methodologies to promote and support training and learning.

### **SESSION:**

The Trainer starts the session by asking questions (interrogative method), posing the theme – What is art? – Under discussion. In this way, it intends to bring out knowledge, perceptions and opinions. The objective of the first moment explores and make the possibility to make a diagnostic evaluation of the individual experience of each element and analysing the motivation of each one.



Following the education concept, the groups referred to a brainstorming session about exclusion/segregation/integration and inclusion. Here, the sequential organization of concepts is built on a historical timeline parallel to the contents that will be discussed below. Here historical milestones are presented (e.g., Salamanca Declaration, 2006).

After the discussion guided by the trainer, the presentation of the syllabus begins, using the expositor method with the digital format. The construction of the program is based on a macro perspective (Education – Inclusive Education – Special Educational Program – CEI).

In the final stretch of the session, we asked the trainees to assess the contents, with the aim of identifying their knowledge before and after the session. Being able to share points of view and collective reflection, appealing to their awareness of their participation and empowerment in decision-making in the learning process.

### **EVALUATION:**

The evaluation of the reaction, of the participants, will be carried out by collecting opinions with an Evaluation Questionnaire. This is available in the interactive application that trainees must access to answer the questions. In this way, the aim is to obtain the opinion of the trainees about activities, the quality of teaching material, the support received, the trainer's performance, etc. With the questionnaire accessible through the interactive application with the answers filed, the results can be evaluated, interpreted and saved on a electronic format for future reference and



consultation. If it is not possible to collect the answers from trainees through the digital application, it is possible to print the questionnaire and distribute it to the participants, then carrying out the analysis and interpretation of the data.



## Session 6: **ART/CULTURE – Me in the world**

### **Session Objectives:**

- Explore the concept of ART;
- Identify the potential of art in disability;
- Explore the art system – Artist and consumer;
- Identify The accessibility/Culture legislation.

### **Required Tools:**

The sessions are delivered through a web-based computer system, using interactive resources and methodologies to promote and support training and learning.

### **SESSION:**

The Trainer starts the session by asking questions (interrogative method), posing the theme – What is arte? – Under discussion. In this way, it intends to bring out knowledge, perceptions and opinions. The objective of the first moment explores and make the possibility to make a diagnostic evaluation of the individual experience of each element and analysing the motivation of each one. Following the concept of art, the group is led to discuss different definitions throughout history. The different concepts are discussed (Brainstorming). Here, other concepts/paradigms of the artistic world are enunciated based on a historical timeline parallel to the contents that will be discussed below. After the discussion guided by the



trainer, the presentation of the syllabus begins, using the expository method using the digital format.

It is proposed to enumerate the facilitating role of art, in all its extension, directing the contents to the art system. After contextualizing the concept of art, we integrate the term of culture in its ramification to accessibility (physical, intellectual, and social). Space for discussion is again opened for sharing experience to identify barriers in cultural accessibility with the objective of integrating the laws that are defined in the Universal Declaration of Human Rights and in Constitution of Portuguese Republic into the discussion among all. Here, the decree-laws are presented to trainees, thus promoting the active role of the person with disability or incapacity. In the final stretch of the session, we asked the trainees to assess the contents, with the aim of identifying their knowledge before and after the session. Being able to share points of view and collective reflection, appealing to their awareness of their participation and empowerment in decision-making in the learning process.

### **EVALUATION:**

The evaluation of the reaction, of the participants, will be carried out by collecting opinions with an Evaluation Questionnaire. This is available in the interactive application that trainees must access to answer the questions. In this way, the aim is to obtain the opinion of the trainees about activities, the quality of teaching material, the support received, the



trainer's performance, etc. With the questionnaire accessible through the interactive application with the answers filed, the results can be evaluated, interpreted and saved on a electronic format for future reference and consultation. If it is not possible to collect the answers from trainees through the digital application, it is possible to print the questionnaire and distribute it to the participants, then carrying out the analysis and interpretation of the data.



## Session 7: REPRESENTATIVENESS AND VISIBILITY IN THE MEDIA

### Session Objectives:

- Empirically analyze the visibility of people with disabilities in the media;
- Distinguish visibility and representativeness;
- Reflect on the absolute and relative importance of both concepts for the social image of people with disabilities;
- Questioning the observed realities, in light of the concept of 'place of speech';
- Reflect on the importance of these themes for the quality of life and the effective participation of people with disabilities.

### Required Tools:

The sessions are delivered through a web-based computer system (using the interactive resources and methodologies that the web offers to promote and support training and learning).

### SESSION:

The facilitator starts the session by questioning the participants' perception of the quantity and quality of news about disability and people with disabilities that are usually disseminated through the media. The intended analysis, admittedly empirical, also aims at a quantitative aspect





(number of news items) as well as a qualitative one (which is the most used approach, if there is one?).

The objective will be to understand if the participants in the training understand that there is a representation of their ambitions, problems and needs in the contents transmitted by the Media.

Then, and based on a set of previously distributed articles, all dealing with the area of disability, it is revealed that some of them were written by a journalist with cerebral palsy and it is questioned whether, based on the words, it is possible to conclude what they were. The provocation is assumed and intends to introduce the concept of representativeness of people with disabilities in the profession of journalist and its relevance, or not, for the transmission of an idea closer to reality.

Finally, the importance of the visibility of people with disabilities in the Media and their representation in the respective industry is addressed, not only for the mere production of journalistic content, but for the very idea that society forms.

#### **EVALUATION:**

The evaluation of the participants will be carried out informally, through a set of evaluation questions, placed at the end of the session. It is intended to evaluate, in addition to the understanding of more technical concepts in the field of communication, the success of the session in order to lead to individual questioning on the topics covered



## Session 8: **EMPLOYABILITY**

### **Session Objectives:**

- Reflect on your occupational identity;
- Explore and understand the concepts of occupational identity, occupational competence and occupational adaptation;
- Understand the importance of professional training (QPDI measure) in terms of employability;
- Know how to support measures and incentives for employability;

### **Required Tools:**

The sessions are delivered through a web-based computer system (using the interactive resources and methodologies that the web offers to promote and support training and learning);

### **SESSION:**

The session starts with a short presentation in which each participant is invited to revisit a little of their occupational history (school and professional career), by completing a few sentences (Appendix 1).

Then, the trainer asks some questions (interrogative method), in order to promote the exploration and understanding of the concepts of occupational identity, occupational competence and occupational adaptation (annex 2). Through sharing and reflecting on these issues, each trainee had the opportunity to reflect on their occupational identity.



Then, using the expository method, the different answers existing in the scope of professional training were presented - Qualification of People with Disabilities and Disability. The IEFP Support Measures existing in the scope of Professional Rehabilitation were also present.

During the entire session, sharing personal experiences and reflecting on them was a constant and a privileged place to become aware of the importance of their active participation in their empowerment process and in the "paths of employability", thus contributing to their inclusion process in society.

#### **EVALUATION:**

The evaluation of the reaction (of the participants) to the learning will be carried out by collecting opinions with an Evaluation Questionnaire. This questionnaire is

available in the interactive application that trainees must access to answer the questions. In this way, the aim is to obtain the opinion of the trainees about the activities, the quality of the teaching material, the support received, the trainer's performance, etc. With the questionnaire accessible through the interactive application with the trainees' answers filed, the results can be evaluated, interpreted and saved in electronic format for future reference and consultation. If it is not possible to collect the answers from the trainees through the interactive application, you must print the Questionnaire and distribute it to the participants, then carrying out the analysis and interpretation of the data.



## Session 9: **INDEPENDENT LIVING**

### **Session Objectives:**

- To Know the philosophy of independent living;
- Explore the convention on the rights of people with disabilities;
- Name the principles of Independent Living;
- Understanding the Movement to Support Independent Living  
/ The Portuguese Reality

### **SESSION:**

The session started by showing a video on youtube:

[https://www.youtube.com/watch?v=riw\\_liVL5nc](https://www.youtube.com/watch?v=riw_liVL5nc)

It's a public intervention written by an activist of the independent living in Portugal and it's being read by a famous actress, and it goes like this:

"Dear "Normal",

When you are alive, you are at least expected to live.

Jean-Paul Sartre wrote that Man is above all free and that this freedom was either absolute or it did not exist. He also spoke of the falsification of freedom, postulating that it resided precisely in the invention of determinisms of all kinds, which put being in the place of nothingness. His whole theory about Man and freedom is extensive but this excerpt is sufficient and important for what I want to say to you today. I used the French existentialist because, as you will guess, I agree in every line with



what he defended. And I defend it too, with less prepared language, it is true, but with more passion if my boldness is forgiven. In fact, it is for me the most profound evidence that in order to Be (Man) it is necessary to Be free. But dear “normal”, don't forget that this freedom, when it doesn't exist, is due to restrictions and obstacles that Man himself invents.

That is why there is so much talk of freedom, everyone defends it and everyone wants it. If it had a price, it was sold with 6% VAT. Being free is voting for whoever you want, denouncing everything that is wrong, everything that is wrong or everything that is unfair; it's screaming for the heart club, it's wearing tattoos, piercings and not getting fired; it is being able to manage the savings at your leisure. This would be said and defended by most “normal” people like yourself. But as “normal” they are, they forget that freedom is much greater than that. In fact, that's it, but it's mostly other things. Freedom is everywhere. Being free is being able to work, being free is being able to form a family, being free is being able to drink coffee and socialize whenever you feel like it, being free is going out and coming back only when everyone comes back, being free is choosing how to spend your free time, being free is being able to project life, being free is being able to hate and love whoever pleases, being free is as simple as sleeping whenever you want. I know this because I'm not “normal” and to make things worse I'm a Man. And so, I need what everyone needs to live and be happy. Here is Sartre's freedom. When you are alive, you are expected to at least live, as I told you at the beginning. So allow me to be free and stop all the obstacles you've placed me. Here, Sartre again, with the determinisms that Man invents. Break my chains and surprise yourself. Dear “normal” imagine that everything you loved was up there and that



the only way to reach them was to have wings. By breaking my chains you are giving me these wings. Let me also tell you that I will strive to Live with the dignity and freedom that you do. I think highly of you, but you are no more than me. Your Excellency and I: when we are happy, we smile; when we are sad we cry, when the food is good we repeat; when it's bad, we do blac; when someone perfumed passes by, we get hot, when we get hot, we sweat; when we are cold, we shiver; when we like, we hug; when we love, we fight. Because if we are equal in all this, let's be equal in the freedom to live too! Independent Living is a right and a pressing need that our country must stop ignoring. All people must interest a country. May everyone live their country and their life. I want my country, I want my life. I don't walk, but I need my life to walk”

The group was asked to comment on what they had heard.

And then started to explore the concept of independent living: According to the European Network for Independent Living (ENIL): Independent Life is the daily application of a policy for people with disabilities based on human rights. Independent Living is possible through the combination of different environmental and individual factors that allow people with disabilities to gain control over their own lives. This includes the opportunity to make choices and decisions about where to live, who to live with and how to live. Services must be accessible to all and on the basis of equal opportunities, thus allowing people with disabilities flexibility in their daily lives. Independent Living requires that the built environment and transport be accessible, that technical aids are available, access to personal assistance and/or community-based services.



It should be noted that Independent Living is for all people with disabilities, regardless of the level of their support needs.

The evolution of Independent Living was approached. Since the 50's, in the II World War with the movement of war veterans with disability and the fight for the civil rights of the afro-americans. Both movements shared elementary and very similar themes – unequal treatment as a result of prejudice in terms of housing, education, transport, employment – as well as the strategies to combat them. Then in the 60's, in Berkeley, a group of College Students with Disabilities gave Origin of the Disability Civil Rights Movement. This group, led by Ed Roberts, changed the way people with disabilities perceived themselves and what they required for their lives. Strive for accessibility and support services for independent living, such as personal assistance.

Then we explored the Convention on the Rights of Persons with Disabilities.

And started to understand the nowadays portuguese reality: MAVI/CAVI, a new pilot program, since 2017/2018. As some of the participants are having personal assistance from the CAVI, they were asked to explain themselves to the rest of the group.

The CAVI is an independent living support management structure, responsible for providing personal assistance to people with disabilities. This support is individualized, taking into account the needs expressed by the beneficiary, systematized in an Individualized Personal Assistance Plan - PIAP.

Support may be required for the following areas: Hygiene, food, health maintenance and personal care; Frequency in higher education and research; Domestic Assistance; Professional Training Frequency; Culture,



Leisure and Sports Activities; Communication; Support in working context; Support in the creation and development of social networks of support; Support in activities of participation and citizenship and also support in the decision making.

People with certified disabilities, with a degree of incapacity equal to or higher than 60% and over the age of 16; Persons with intellectual disability, mental illness, if they are over 16 years old, regardless of the disability degree; It is a personalized service of personal assistance, where the beneficiary receives the necessary support in the activities that they feel they need help, in order to obtain a greater autonomy in their everyday life. This support will be provided by a personal assistant who, after receiving a required 50 hour training, integrates a group of available personal assistants. From that moment, the match between the beneficiary and the assistant is made, through a joint interview, where they can choose from among those who fit their needs best. Next, an individualized personal assistance plan is drawn, which refers to the areas that are supported, at what time and how often.

The technical team manages all the process, as well as the assistance itself, over time. The main goal is that beneficiaries have greater autonomy and freedom, promoting self-determination throughout the process. The beneficiaries have no charge. The project is supported by European funds.

At the end of the session there was a little Q&A: the participants who did not know CAVI asked some questions to the ones that already are living with its support.





## Session 10: DEBATE “Are there limits in humour?”

### Session Objectives:

- Create debate about a topic
- Try to understand the same subject from different perspectives

### SESSION:

The topic of the debate was: Are there limits in humour?

The topic was suggested by the group, and some of the participants organized a small presentation to introduce the debate.

Two videos were shown in order to make people think about humour in disability. One of the comedians was disabled and would only use his disability as a joke, the other had no disability, but used disability as a joke.

So, which are the limits of humour? A person without disability should make fun of disability? Should a disabled make fun of his/hers disability?

What does representativity means?



*Tom Segura*

<https://www.youtube.com/watch?v=WHCNxsFuO8Y>

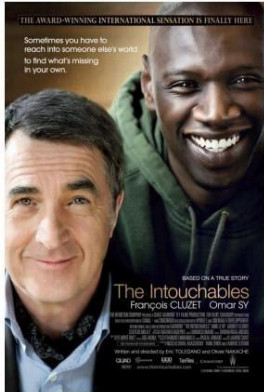


*Josh Blue*

<https://www.youtube.com/watch?v=kqs18nd0gqk>



The group then also talked about many different shows were disability was or is addressed and left a recommendation for all to watch.



In the end of the session we conducted a evaluation of all project.