



1st Staff Training Event

1 week in Cyprus - May 2019

Observation report

1. Explanation of the national framework of Cyprus (Early Development Programme)

The Education and Training of Children with Special Needs Law 13(1)/1999 was enacted in 1999. According to this Law, a child with special needs means a child who exhibits serious or special learning, functional or adaptive difficulty, due to bodily (sensory nerves included), mental or physical deficiencies and who requires the provision of special education and training. Special education and training means provision of the necessary assistance to a child with special needs aiming at his complete development in all fields, particularly the psychological, social and learning and at the provision of pre-professional and professional training in schools, where this is possible, including all levels of education (pre-primary, primary, secondary, tertiary and postgraduate). Special education and training includes among others, teaching of everyday skills of self-care, personal hygiene, transportation, linguistic development and communication, emotional improvement and generally provision of all means, equipment and human resources, aiming towards a child's school and social integration and independent life. In accordance with the basic provisions of the Laws and Regulations, the State proceeds with timely recognition of children with special needs from the age of three years old, complete evaluation of their needs by a multi-skilled evaluation team and provision of all essential means, facilities, exemptions and special help in educational or supporting personnel for their unhindered education in normal schools. In cases where it is considered necessary, children with special needs can study in special schools. In Cyprus there are only nine special schools, since the educational policy of the Ministry of Education, Culture and



Sport with regard to children with special needs, is their integration in schools of general education.

The Ministry of Education, Culture and Sports, aiming to improve the existing system on the education of children with disabilities or other educational needs, is developing a new policy through Public Consultation. For this reason, the Minister of Education, Culture and Sports has informed the Education Committee of the House of Representatives on October 10, 2017 about the Ministry's intention to modernize the existing policy and legislation. The Cyprus Education system will feminize the adoption of the Inclusive education law by 2022.

2. What non-formal learning activities are organised with teenagers with autism in Cyprus?

- They develop creativity and psychomotricity skills through handicrafts workshops such as wicker baskets and chairs.
- We visited a shopping center where teenagers could focus on aspects such as laterality, autonomy and social skills (intra-inter personal relationships).
- Some members of the association have a job. We could visit two of them: one works as a maintenance staff in a zoo, and the other one as a check-out assistant in a supermarket.
- They organized a small musical group, with actings in many pubs. The purpose of it is to raise funds to help one of their partners who is hospitalized.
- Once a week, they organize sport activities, individually and in groups. Through this, they develop their cooperation, their effort and their self-improvement. Psychomotricity, laterality and Healthy Lifestyles are also developed there.
- At the end of the week, they lunch together. They choose the place, and pay part of the costs. This activity helps them develop their self-concept, their autonomy and their money management.

3. How do they assess the needs of the teenagers with autism and how do they adapt the activity?



- From the beginning, their needs are assessed through psychological observation. Then, depending on their psychic and physical features, they are included in groups that are adapted to their needs (some of them are bigger than others).
- Every group has an Educator who is responsible for the monitoring of the group.
- In some activities, such as the sport and the handicraft ones, they worked according to their abilities. For example, some of them were alone, some others in groups, with the Educators, etc.
- The Psychologist monitors how the members are in their Jobs. He talks with their Job coordinators every week. There, he focuses on their personal and professional development.

4. How do they plan, organise and implement them?

Their activities are based on 3 big areas:

- The occupational area (job), depending on the needs and preferences of youngsters. All this can be done thanks to collaborating companies.
- The social area (inclusion in the society), by multiplying the opportunities to socialise through excursions, therapies and events outside the centre.
- The psychological area, with therapies and activities, both individual and group, where independence, self-esteem, autonomy and social life are promoted.

5. What are the learning outcomes acquired by the participants with autism?

- Social Skills
- Laterality
- Autonomy
- Money Management
- Self-Concept
- Psychomotricity
- Healthy Lifestyles



6. Did you spot any activity that you would like to reproduce in Spain?

- Handicrafts workshops. Thanks to that, they can improve fine psychomotricity, creativity and performance.
- The creation of a musical group, developing their love of music through oral expression, and body language.



Detailed Programme

Dates: from 13th to 17th of May 2019

Venue: Cyprus, NCD premises

Participants: Marta Sarmiento Armas (MHYY), Alexandra Pérez Almeida (MHYY)

Main objectives, according to the approved application:

- Learn about the national framework of Cyprus (current laws in vigour concerning the inclusion of Autistic Teenagers).
- Learn about the alternative activities that they implement and how they plan/organise them.
- Learn about the process they have for teenagers'/adults' assessment and definition of the corresponding activity

Secondary objectives, decided by the consortium:

- Exchange methodologies between professionals, applied to the development of specific activities with adolescents with autism, in order to prepare the summer camp for teenagers and adults. The approach used during that week was based on the non-formal activities that were organised with teenagers with autism in Cyprus.

Detailed programme

- 13th May 2019: Demonstration of craft and craft workshop products
- 14th May 2019: social activities in the community
- 15th May 2019: An employment program with support (visiting the working places of the applicants)
- 16th May 2019: Rehearse (singing) in the Music Scene 'Ravens' and Festive Night with the day NGO 'Apostolos Loukas'
- 17th May 2019: Playing Bocce game