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School-to-Work Transition for Higher education students with disabilities
in Serbia, Bosnia & Herzegovina and Montenegro



School-to-Work Transition for Higher education students with disabilities in Serbia, Bosnia & Herzegovina and Montenegro Trans2Work

Document type:	Minutes
Type of meeting:	Project Management Meeting (MNGT9) Dissemination activity (DISS8)
Date of Meeting:	9 th -10th May 2018
Meeting Location:	University of Macedonia
Meeting called by:	University of Macedonia
Facilitator:	Lefkothea Kartasidou

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The following paragraphs provide a brief summary of the presentations and discussion. The presentations will be lodged to the Trans2Work platform.

Meeting Goals

- DISS7 Dissemination: 6th Panhellenic Conference of Developmental Psychology with international participation
 - *Symposium* “TRANSITION TO WORK LIFE OF HIGHER EDUCATION STUDENTS WITH DISABILITY: SUPPORT SYSTEMS AND SERVICES IN ADULT EDUCATION”
 - *Round Table* “THE TRANSITION TO ADULT LIFE OF HIGHER EDUCATION STUDENTS WITH DISABILITY: GOOD PRACTICES THROUGH ERASMUS+ PROJECTS”
- MNGT9: Management of the project
 - Financial Management: supporting documents Preparation of the final report
 - Special Mobility Strand



Agenda

Day 1 - Date: 9th May 2018
Room: Conference Hall 1st Floor

Time	Description
10:00-10:30	Registrations
10:30-12:30	MNGT9 Project Management Financial issues: preparation for the final report Audit certificate guidelines Facilitator: <i>Lefkothea Kartasidou, UOM</i>
12:30-13:30	MNGT9 Project management Special Mobility Strand Facilitators: <i>Anna Kyriakidou, Lefkothea Kartasidou UOM</i>
13:30-14:30	Lunch Break
14:30- 16:30	SWOT analysis <ul style="list-style-type: none"> • Project Level • Special Mobility Strand level Facilitators: <i>Despoina Panagiotopoulou, GNOSI</i> <i>Lefkothea Kartasidou, UOM</i>
16:30	Closing the 1 st day

Day 2 – Date: 10th May 2018

Time	Description
10:00-12:00	Room: Teleconference Room 1st Floor Meeting with partners individually in order to check the folders with supporting documents
12:00-15:00	Break
15:00-21:00	6 th Panhellenic Conference of Developmental Psychology with international participation Symposium (Room: Amphitheater III KEDEA) TRANSITION TO WORK LIFE OF HIGHER EDUCATION STUDENTS WITH DISABILITY: SUPPORT SYSTEMS AND SERVICES IN ADULT EDUCATION Round Table (Room: Amphitheater III KEDEA) THE TRANSITION TO ADULT LIFE OF HIGHER EDUCATION STUDENTS WITH DISABILITY: GOOD PRACTICES THROUGH ERASMUS+ PROJECTS
21:00	Closing the second day



1st Day

The first day started with a presentation of the financial report. During this presentation auditors that have been assigned were present and gave their feedback concerning the supporting documents and the consistency between excel file and documentation. Project coordinator informed the partners for the following concerning the final report:

- End of the eligibility period is 14th October 2018. No costs are eligible after this date.
- 14th December 2018 will be the date of sending the final report and all relevant documents to the Agency
- Auditors need to prepare their certificate along with the final report and they will have to work upon the financial statement that needs to be ready latest 15th November. Thus
 - An update of the excel file (financial statement) will be requested till end of September with ALL COSTS and if any updates till 16th of October 2018.
 - Partners need to send the supporting documents for the period 1/9/2018-31/6/2018 till end of August. The rest of the supporting documents will be send supporting documents latest till 30th October (no extension will be given)

After the discussion among partners related to financial issues a discussion took place concerning Special Mobility Strand. It was pointed out that partners need to keep records of the supporting documents and send also to project coordinator all supporting documents

Before the mobility:

- GA signed by all four parties (**original copy**)
- Signed declaration of obligation
- Signed learning agreement Student Mobility of Traineeships by all parties (student and employer)
- Certification of arrival (upon arrival)

After the mobility:

- Learning agreement Student Mobility of Traineeships signed by all parties
- Training certificate

Additional Supporting documents:

- The student needs to provide any official document verifying his/her disability
- The student needs to provide copy of the passport or ID
- According to the declaration of obligation the student needs to provide copies of his/her insurance policies to the University of Macedonia
- Supporting documents concerning travel costs e.g. tickets or any kind of travel documents verifying the mobility
- Supporting documents concerning costs of stay e.g. Residence
- Any related document concerning his/ her insurance

The SWOT analysis of special mobility strand is a follow up of the SWOT analysis that took place during the meeting in Banja Luka. Those results will be presented in DEV5.2. Below we present some crucial points that need to be further analysed:

Which opportunities do you see in the Special Mobility Strand?

On the level of the society	On individual level	On organisational level
<ul style="list-style-type: none"> • Promotion of social access, • Raising of visibility of SwD/PwD, • Incouragement of the employers for communication with SwD/PwD, • Web base tool creation, • Assistive technology development, • Less predujices about SwD/PwD, • Raising awareness about SwD/PwD and their needs, • Recognising of potential of SwD/PwD and their impact of economic aspects, • Better informing of society in relate with SMS, • Promoting a human rights (convention about rights of PwD) 	<ul style="list-style-type: none"> • Raising a self confidence of SwD/PwD, • Reaching a independence from family, • Raising a experience of SwD/PwD and better competencies (CV), • Self confidence and self-esteem increase, • Motivating of SwD/PwD for new opportunities, • Building a interpersonal skills, • Encreasing of the ranking place in the world universities, • Preparation for labour market, • Impowerment new competencies in new environment, • Development of social skills, • Less segregation, • New experiences for SwD/PwD and open access to labour market, • Less social distance, 	<ul style="list-style-type: none"> • Employment possibility, • Promoting of organisations dealing with SwD/PwD, • Advices for preparation working places, • Education of the employers with communication with SwD/PwD, • Advancing of the organisation mission, • Better use of the supporting programmes, • Press media coverage, • New organisational skims, • Developing skills for adjustment of working environment, • Better linking between economic, civil and academic structures, • Raising of capacity of careere centres, • Informing the employers and their training about SwD/PwD competencies, • Promotion of possibility of knowledge and skills of SwD/PwD, • Better possibility for employment, • Matching between SwD/PwD and employers.

Which threats/risks do you see in the Special Mobility Strand?

On the level of the society	On individual level	On organisational level
<ul style="list-style-type: none"> • Doubt and prejudices about SwD in working tasks and abilities, • Lack of interest in the issue, • Lack of accesible infrastructure (public transport etc.) • Discrimination, • Health insurance, • Lack of financial support, • Lack of information in media and faculty 	<ul style="list-style-type: none"> • Lack of motivation, • The risk of leaving the zone of comfort, • The lack of self – advocacy of SwD, • The lack of social skills, • Not ready for changes, • Opportunism (Using SMS for traveling not for training), • Unclear responsibility of the stakeholders, • Lack of adapted literature and learning materials for SwD, • Lack of assistive technologies, 	<ul style="list-style-type: none"> • Lack of PwD in consortium, • SwD are treated as patients, • Employers have no experiences in trainship, • Excessive workland (universities, employers) for low number of beneficiaries (SwD), • Employers are not motivated for participation in SMS, • Not recognised benefits of SMS by employers, • Lack of educated personel in career centres (mentors have no experience), • Huge responsibilities of mentors (low motivation), • Birocracy issues, • Lack of adequate support/accesibility in working environment, • Lack of regulation inside career centres, HE and employers.

Which strengths do you see in the Special Mobility Strand?

On the level of the society	On individual level	On organisational level
<ul style="list-style-type: none"> • Legislation (policies, whitebook, laws...) • More students are going to Universities, • Same language,Raising awareness, Visibility 	<ul style="list-style-type: none"> • Motivated students, • Self independence, • Improvement of competencies 	<ul style="list-style-type: none"> • Networking (mentors), • Support services (learning materials, equipment,PA),Web platform.

Which weaknesses do you see in the Special Mobility Strand?

On the level of the society	On individual level	On organisational level
<ul style="list-style-type: none"> • Stigma, 	<ul style="list-style-type: none"> • Lack of confidence, 	<ul style="list-style-type: none"> • Lack of information,



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<ul style="list-style-type: none"> • Prejudices, • Not recognising a importance of SMS, • Lack of information, • Pity, • Inappropriate terminology, • Inaccessibility, • No evaluation program, • No rules(unclear rules for SMS, • No legislation about mobility, • Medical approach, 	<ul style="list-style-type: none"> • Lack of motovation, • No money for mobility, • Fears, • Self -advocacy 	<ul style="list-style-type: none"> • Asumptions and prejudices, • No career centres or insuficient developpt career centres, • SMS inadequate legislations, • No coherent database of students, • Underdeveloppt supp.service by employers (support/infrastr, equipment) • Mobility 1st time, • Weak and slow communication between partners regarding to SMS, • Questionaries for student and employers, • Competitiveness of UNI, • Professors, • Mentors no PwD.
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After the break a SWOT analysis took place concerning special mobility strand and the project. The results of this SWOT analysis are presented below

TRANS2WORK - Strengths, Weaknesses, Opportunities, and Threats Analysis		
INTERNAL	Strengths	Weaknesses
	Mentor trained to support the process	Cooperation with labor market is not satisfying
	Cooperation with NGO's/ Cooperation both : business and academic sector (universities);	Not all students with disabilities feel good with using this kind of services due to fear of stigma.
	Using different university's centers and services for work and support to SwD	Low visibility of Career Development Center among SwDs
EXTERNAL	Opportunities	Threats
	Establish better cooperation with the labour market and increase involvement of Employment agencies in order to support transition process	Lack of Government/ Ministries involvement in the Project
	Stronger cooperation with student population and with disabilities and organizations;	With every change in government and University management there is a change of focus
	Organization of workshops and counselling for employers per market segments	Misunderstanding of university leadership/ administrative and legal obstacles



<div style="text-align: center;"> External Internal </div>	Opportunities	Threats/ Risks
Strengths	<p><i>How can strengths be used to realize new opportunities?</i></p> <p>Mentors can organize workshops in order to promote transition of SwD to labour market. Cooperation with NGO and business sector should establish better cooperation with employers and Mentors. Career centers need to popularize transition process to school and reach prospective HE students with disability earlier. Thus mentors on universities can continue to support future generations of students with disabilities in their transition from university to the labour market. Develop existing cooperation and involve new stakeholders, like other organizations, employment etc. with the aim to organize common activities. Focusing on university centers/services/offices that will continue to connecting universities –students-employers. Strengthening human and infrastructural resources, equipment and visibility of SwD. Creating new project proposals. Powering mentors for quality work with students, academic staff employers.</p>	<p><i>How can strengths be used to minimize external threats/ risks?</i></p> <p>Mentors and career centers should overcome misunderstanding within University authorities and Management. NGO and business sector should suggest to government what to change. Try to attract of governments or ministries and universities management to the project and to develop cooperation with them. Commonly advocate for amendment of registration. Different activities for government/ministries personnel organized by office or centers to reduce stereotypes, to increase sensibility towards PwD. To ensure quality and quantity of information and available activities no matter management change. Engaging mentor to inform next management staff about processes, activities and importance of their involvement. Psychological support and professional counseling should be strengthened and the visibility of services improved to ensure higher involvement of SwDs in the using of supported services.</p>



<p>Weaknesses</p>	<p><i>How can weaknesses be minimized for the purpose to use external opportunities?</i></p> <p>Organize workshops and infodays. Try to increase involvement and awareness of SwD in the activities regarding them. Improve the work of carrier Development centers, maybe through their connection with the offices for support to SwD come exists in Montenegro. Professionalization of mentors' role. Strengthening students for self determination, self esteem and self advocacy. Different dissemination activities: web, conferences, round tables, fairs (employment).</p>	<p><i>How can weaknesses be minimized to protect the project against external threats / risks?</i></p> <p>High memorandums on cooperation between stand holders to ensure continuation of the work, and try to work together on improvements of legal framework. Stronger cooperation with Employment Agencies to improve cooperation with government/ministries. Stronger cooperation and more activities with student population with disabilities and organizations. Counseling activities for employers in university centers/carrier offices</p>
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The first day ended with an overall discussion about the next steps concerning the project activities and the content of the next meeting.



2nd Day

During the 2nd day the project coordinator had meeting individually with partners and technical and administrative staff from UOM to discuss financial and administrative issues. Partners had the chance to state questions and check the comments that were made on the supporting documents that were send for the first period.

After lunch the partners met at the premises of the conference in order to attend the symposium and the round table. The abstract of the symposium and the round table is presented below.

SYMPOSIUM

TRANSITION TO WORK LIFE OF HIGHER EDUCATION STUDENTS WITH DISABILITY: SUPPORT SYSTEMS AND SERVICES IN ADULT EDUCATION

Chairman: Lefkothea Kartasidou Discussant: Doxa Papakonstantinou

The aim of this symposium is to present the outputs and outcomes of Trans2Work project that relate to entire support system, and they include qualitative analysis of initial state and a set of documents developed for improvement of current practices. The project takes into account three key components that are essential for the development of the transition process:

- (a) Higher Education based learning includes:
 - career awareness, exploration, and counseling
 - the opportunity to complete a career major
 - organizing internships in order to help SwD to gain work experience in their field of study
 - identification of specific knowledge and skills that would make SwD more employable and enabling them to acquire them on the course of studies
 - transition planning to facilitate entry into additional training
- (b) Work-based learning includes:
 - work experience, coordinated with the school-based learning component and relevant to the student's career major
 - workplace mentoring by an individual who
 - instruction in general workplace competencies
 - experience in and understanding of all aspects of the industry
- (c) Connecting Higher Education with Work must include:
 - matching students with work-based learning opportunities of employers
 - school site mentors for each student who serve as liaison between the student and employers, schools, educators, parents and other community partners
 - technical assistance to employers and others in designing school-based learning components, work-based learning components, and counseling and case management services
 - technical assistance to employers and other parties in training teachers, workplace mentors, school site mentors, and counselors

1st Presentation

INTRODUCING THE PROJECT TRANSITION TO WORK LIFE OF HIGHER EDUCATION STUDENTS WITH DISABILITY

Authors: Merima Zukić, Lejla Kafedžić, Lejla Hodžić, Snježana Šušnjara, Sandra Bjelan-Guska

Abstract



When talking about one's right to education and employment, question of transition from one context to another imposes inevitably. For persons with disabilities, this transition is often challenging and demands specific institutional support. "Transition for Higher education students with disabilities in Serbia, Bosnia and Herzegovina and Montenegro" (Trans2Work) project is focused on improvement of the transition process of students with disabilities from education to the labour market. Realization of the mentioned project goal is enabled through strengthening of capacities of existing structures and improvement of services intended for students with disability. Equitable education requires that all are engaged in the process and are given equal consideration. Persons with disabilities need to get the opportunities, facilities and programs appropriate to their specific needs and requirements. Nevertheless, the learning programs undertaken and their outcomes are of a corresponding value and use to all individuals. T2W project is providing the way of how support systems and services in adult education for students with disabilities can be improved.

2nd Presentation

SUPPORT SYSTEMS AND SERVICES: DEFINING THE FRAMEWORK

Authors: Snježana Šušnjara, Lejla Hodžić, Sandra Bjelan-Guska, Merima Zukić, Lejla Kafedžić, Pavle Milenković

Abstract

The aim of this paper is presenting the results of project activities that relate to entire support system, and they include qualitative analysis of initial state and a set of documents developed for improvement of current practices. Namely, these are the documents whose implementation ensures support of students with disabilities by higher education institution, i.e. academic staff, mentors in career counseling offices/centers and employers. Documents that are the result of WP3 work package are Policy plan, Transitional curriculum and Guidelines for employers. Support system of this design implies inclusion of all relevant members in the students with disabilities' transition process from education to labour market, from students through universities to employers.

The results of mentioned project package activities offer concrete guidelines for universities to provide more support to students with disabilities in order to prepare them for challenges brought by job seeking process, as well as connecting with the employers in order to make students more competitive in the labour market, and the employers more sensible to the fact that persons with disabilities can differently communicate and differently approach the execution of work tasks compared to the other employees.

3rd Presentation

COMPARATIVE ANALYSIS: THE ROLE OF CAREER CENTERS IN THE TRANSITION PROCESS OF STUDENTS WITH DISABILITIES FROM UNIVERSITIES TO LABOUR MARKET

Authors: Nenad Marković, Ranka Perućica, Biljana Sladoje-Bošnjak and Jasmina Klemenović

Abstract

In this research study, a comparative analysis of the support system of the universities in the Western Balkans (a partner on the Trans2Work project) was undertaken in relation to undertaking activities aimed at students with disabilities. The main goal of support systems is to facilitate access to education by ensuring the conditions for respecting the rights and fulfilling the obligations of students with disabilities necessary for their successful participation in the teaching process at higher education institutions and the transition to the labor market. There is a wide variety of practices at universities in the country and in the region regarding the existence of adequate infrastructure and human resources that, through different support systems, deal with the transition process of students with disabilities towards the labor market. Different roles of support systems are compared: identification of students with disabilities, analysis of the needs of employers and students with disabilities, different education, counseling, increasing awareness of employment of students with disabilities and others. The comparative analysis identified the best practices that through benchmarking



methods can be downloaded and implemented at various higher education institutions in line with existing specifics.

Keywords: Comparative analysis, students with disabilities, transition, labor market, support systems, benchmarking

4th presentation

ONLINE LEARNING AS SUPPORT SYSTEM FOR STUDENTS WITH DISABILITY

Authors: Biljana Sladoje-Bošnjak, Ranka Perućica and Nenad Marković

Abstract

People with disability (PwD) face a wide range of barriers, including access to information. Information and Communication Technologies (ICT) can be a powerful tool in supporting education and inclusion for PwD. Through the learning technologies (ICT) an educational system was transformed because these technologies are available and accessible, especially for PwD. In this paper, we will cover assistive technologies, with a special focus on accessible e-learning systems. One of them is the ATutor software for creating educational content as well as the overall management of the educational process, which the scientists at the Adaptive Technology Resource Center at the University of Toronto, Canada, created. ATutor was created by making everything according to accessibility criteria for PwD. In this way, PwD can be educated by attending courses in electronic form, and courses are created according to international standards for accessibility of attending a course. The interface of the ATutor program was translated into Serbian, a detailed manual in Serbian was written. The application of such free software can significantly improve the education of PwD, especially bearing in mind that a large number of PwD are deprived of education, because they are not adapted for higher, high and often high school education. Initiatives that would allow the use of such free software in regular education as well as in adult education could have significant economic and social results because the majority of the members are adult learners.

ROUND TABLE

THE TRANSITION TO ADULT LIFE OF HIGHER EDUCATION STUDENTS WITH DISABILITY: GOOD PRACTICES THROUGH ERASMUS+ PROJECTS

Chairman: Lefkothea Kartasidou, Associate Professor, University of Macedonia

Discussant: Anna Kyriakidou, Erasmus Office of University of Macedonia

Aim of the round table is to present good practices that have been developed during the implementation of the Trans2Work project in the framework of Special Mobility Strand (SMS). SMS in Trans2Work project was planned for students with disability and focused on mobility for placement in companies and enterprises. The objective was to connect the three countries and the partner Higher Education Institutions (HEIs) in order to put into practice the outcomes of the project at a regional level and thus to ensure the sustainability. One of the main outcomes is the creation of an accessible platform that accommodates the needs of students with disability and their employment. This platform/ data base makes a significant contribution towards the identification of skills of students with disability and the accommodations employers can offer. Students with disability had the chance to use the data base as a tool to find the appropriate placement and also employers have the chance in cooperation with HEIs to create placements for SwD according to the needs of employers. This whole process builds the basis for further cooperation among HEIs and employers at national and regional level. Focusing on SWOT analysis the partners as well as representatives from Erasmus+ offices in Greek Universities will have the chance to exchange opinions and discuss the main obstacles during the design and implementation of the special mobility strand that assimilates the Erasmus+ mobility under KA1.



After the sessions a discussion took place with the participation with all attendees. There was an exchange of proposals and suggestions at the level of supporting students with disability in order to participate in mobilities also under KA1. Independently of the country all universities face the same problems usually related to mobilities. The discussion closed with a positive message that this project has set up the basis for a better understanding of the needs of students with disability not only during their studies but also while preparing for the work life.

Next meeting

In the next period the meetings should be held according to next plan:

PROPOSED PERIOD	WORK PACKAGE	CITY OF DESTINATION
September 2018	MNGT9 Project management meeting Suggestion was made for the change of allocation and organizing additional workshops with SwD in Belgrade and with employers in Cacak. Partners will ask for approval from EACEA	Kragujevac

Attachments/ Photo





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