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EDSA NEWSLETTER OCTOBER 2016

NEWS FROM EU PROGRAMMES

2017 ERASMUS+ CALL AND PROGRAMME GUIDE PUBLISHED



Thursday, 20 October, 2016 - 15:49

Over €2 billion in funding available for education, training, youth and sport projects.

The new Erasmus+ [Programme Guide](#) (now also available in an [online format](#)) and [Call](#) have been published, with opportunities for funding in the areas of education, training, youth, and sport.

This year's budget has increased by almost €300 million since 2016, representing an increase of almost 13%.

The major changes since 2016 include:

- **The introduction of the concept of “European priorities in the national context”** under KA2 Strategic Partnership. For more information on this, please visit the website of each relevant [National Agency](#).

- **The funding rules for some decentralized actions have been fine-tuned**

- **The action “Sector Skills Alliances” is no longer covered by this General Call and Programme Guide and will be dealt with separately through a Specific Call for Proposals announced by the [Education, Audiovisual and Culture Executive Agency](#).**

As with last year, there will be a special focus on encouraging projects that support social inclusion, notably of refugees and migrants, as well as projects that prevent radicalisation.

More information on how to apply is available in the [Guide](#), as well as the [opportunities pages](#), the [National Agencies](#), and the [Education, Audiovisual and Culture Executive Agency](#).

WHAT'S NEW?

THE CANADIAN DOWN SYNDROME SOCIETY ANNOUNCES NEW WEBSITE



The Canadian Down Syndrome Society is pleased to announce the launch of our newly updated and redesigned website cdss.ca.

The new website has an improved design and functionality, asserting CDSS as an innovative world-leader in the international Down syndrome community, while making great strides in further supporting people with Down syndrome and their loved ones.

Visit cdss.ca!



Canadian
Down Syndrome
Society

Société canadienne du
syndrome de Down

WORLD DOWN SYNDROME DAY 2017



On behalf of **European Down Syndrome Association (EDSA)**

Dear Anna

Tuesday 21 March 2017 marks the 12th anniversary of World Down Syndrome Day. Each year the voice of people with Down syndrome, and those who live and work with them, grows louder.

Down Syndrome International encourages our friends all over the world to choose your own activities and events to help raise awareness of what Down syndrome is, what it means to have Down syndrome, and how people with Down syndrome play a vital role in our lives and communities.

As an affiliate member organisation advocating for people with Down syndrome, we hope you will be interested to take part in our 2017 WDSI campaign:

#MyVoiceMyCommunity – Enabling people with Down syndrome to speak up, be heard and influence government policy and action, to be fully included in the community

Working with our global network, the campaign will:

- Explain why it is important for people with Down syndrome and their advocates to speak up and influence local, national, regional and international policy makers.
- Explain what the key policies are which affect the lives of people with Down syndrome and how they can ensure full society inclusion if implemented.
- Explain how advocates can get involved – from media campaigns to direct political advocacy.
- Explain how to empower people with Down syndrome (and those supporting them) to advocate for themselves and provide accessible tools to facilitate this.

We will be encouraging people with Down syndrome to say “My Voice, My Community” and we will ask people to respond to our call by sharing and showing the world how people with Down syndrome participate in the community alongside everyone else.

We hope this campaign theme is of interest to your organisation. If so, then I am very happy to discuss how you may look to implement this in your locality and how DSI can support you to do this.

For more information on our WDSI initiatives, please visit our website www.worlddownsyndromeday.org.

Regards

Roxy Harley

Fundraising, Communications and Events Manager
Down Syndrome International

NEWS FROM PROJECTS WITH EDSA MEMBERS INVOLVED IN THE PARTNERSHIP

WORKING TRI21



The project is now complete and all the courses are available from a specially created web portal entitled – the Basecamp – Working Tri21.

You may access the Basecamp in the following way:

https://3.basecamp.com/sign_in

Username: tri21erasmus@gmail.com

Password: WorkingTri21

Alternatively, the courses may be viewed here:

<http://bfm.org.uk/working-tri21.html>

BACKGROUND

The project, **Working Tri21**, has been funded by the European Commission in the framework of the Erasmus Plus Programme – Action KA2 – Cooperation and Innovation for Good Practices. It commenced on 1st September 2014 and was completed on 31st August 2016.

The project consortium was composed of BFM LTD (UK), Asociacion Empresarial De Investigacion Centro Tecnologico Del Mueble y La Madera De La Region De Murcia (Spain), Associazione Centro Studi Città di Foligno (Italy) and the Associazione Italiana Persone Down Onlus –AIPD - (Italy).

The focus of the project was the social inclusion of people with disabilities, through job inclusion.

YOUNG GIRL WITH DOWN SYNDROME STARS IN NEW FISHER-PRICE COMMERCIAL

An inclusive advertising the brand Fisher Price toys, which launched an advertising campaign for a new product showing two children struggling with their games: two small cars and a castle.

One of the children playing has Down syndrome.



In the US there is a non-profit organization (Changing the face of beauty) that deals with the promotion and integration of persons with disabilities in the media and advertising, to maintain high public attention on the issue of rights for all.

To read more: <http://changingthefaceofbeauty.org/>

“The Unspoken Voice,” an art exhibit showcasing the talent of Bailey Bastine, a young artist from East Aurora, NY, who has Down Syndrome.

THE BOOK OF THE MONTH

Renzo Vianello, Santo Di Nuovo

QUALE SCUOLA INCLUSIVA IN ITALIA ?

Oltre le posizioni ideologiche: risultati della ricerca



Which mainstream school in Italy?

Beyond the ideological positions: the results of the research
Trento, Erickson, 2015

Italy has been the first country in Europe (and not only) to promote an inclusive system of education which has become a reference model for the rest of the world.

As a matter of facts, in the late 60's in Italy there was a sort of cultural revolution, whose deep motivation was the hope of building a better and more inclusive society; inclusive education was considered the first step of the process.

At that time many parents were convinced to take their disabled children out of the special schools and to enrol them into mainstream institutions. This trend became a massive phenomenon, and tens of thousands of pupils left the special institutes and the special schools.

In 1971 this change in attitude was officially ratified by the Law 118 that granted all disabled pupils but the most severe cases, the right to fulfil their potential in local public schools.

In 1977 a new act of the Italian Parliament established the inclusion for all disabled pupils aged 6 to 14, irrespective of their impairment, with the consequent closure of all the special schools. There was an obligation for an individualized education program to be upheld by the class teacher, helped by a specialized support teacher working in the classroom.

In 1987 the High Court issued a sentence granting the full and unconditional right for all disabled pupils, even the more severe cases, to attend secondary education. In the following years the percentage of disabled pupils attending normal public schools raised above 90%.

Mainstream education is seen as the unavoidable first step to attain social inclusion for people affected with disabilities.

Forty years after the abolition of the “special schools” it is reasonable to wonder whether this political and cultural decision has been accompanied by an adequate scientific verification of the functioning of the Italian model of an inclusive school system.

The Authors of this volume, persuaded of the need to attempt an evaluation of the inclusive approach of the Italian school system taking into account its real trend of evolution, review the more meaningful research projects carried out on the problem issue.

Data on the opinions of the teachers, the pupils and the parents concerning inclusion of students with disabilities in normal classes are reviewed and the effect of this approach on social perspectives described, investigating at the same time the most effective rules for a good success in inclusion.

With the scope of enhancing the positive results already achieved, the volume introduces the most meaningful proposals of revision of the model of integration in an attempt to offer to teachers, researchers and policy-makers elements/points of reflection and practical cues, to achieve a truly effective inclusive school.

MAKE THIS NEWSLETTER REALLY YOURS!

Have you got any news that we could publish in EDSA newsletter? Please send us any information you would like to announce and we shall be happy to disseminate it all over Europe!

CONTACTS

phone: 0039 06 3723909

e-mail: internazionale@aipd.it

THE STAFF

Michela Cinti

Federica Girard

Carlotta Leonori

Paola Vulterini

NEWSLETTER BY



layout and design
www.kilabstudio.com