

Együtttható is about solidarity

WE DO YOUTH AND SOCIAL WORK

Our independent NGO is offering free services for youth since 2010 at two locations: Gyöngyös and Budapest. We do as we preach: inclusion of Roma people and young people living with disabilities is our everyday practice.

Check out our facebook for more!



Initiatives in connection with mental health of young people

Break the Glass Ceiling

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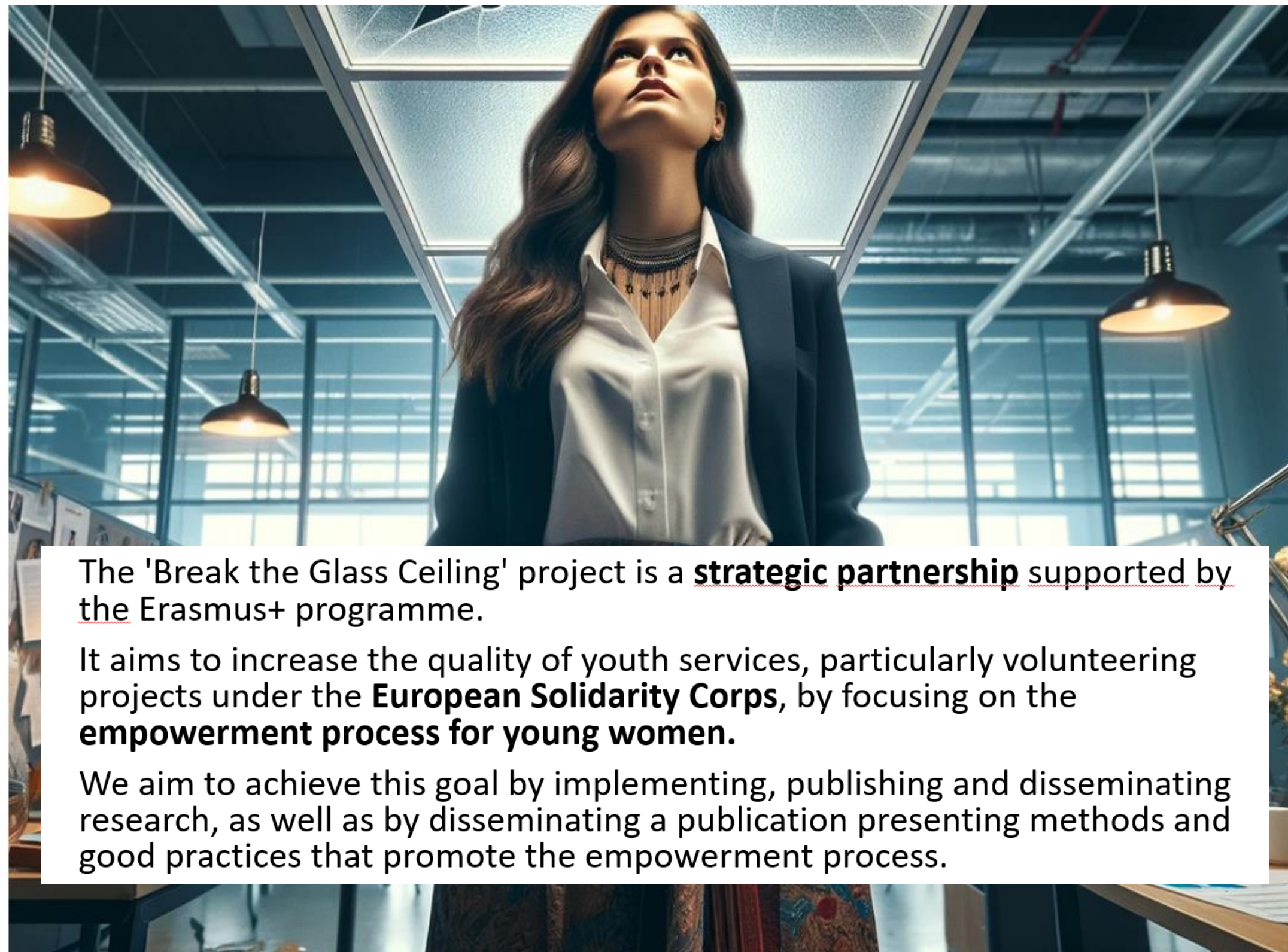


KÖZÖSSÉGÉPÍTŐ EGYESÜLET



Erasmus+

This project is funded by the European Union.



The 'Break the Glass Ceiling' project is a strategic partnership supported by the Erasmus+ programme.

It aims to increase the quality of youth services, particularly volunteering projects under the **European Solidarity Corps**, by focusing on the **empowerment process for young women**.

We aim to achieve this goal by implementing, publishing and disseminating research, as well as by disseminating a publication presenting methods and good practices that promote the empowerment process.

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Empowerment through Performance: Identity - Power - Activism

The project aims to eliminate ableist approach and to improve accessible local and international youth. We implement a participatory performance ethnography involving disabled and non-disabled young people.

With the research and the tools of the Theatre of the oppressed, we encourage the involved young people's activist actions in order to draw the attention of the players in the youth sector to their responsibility in the never-ending process of inclusion. We want to participate in the elimination of the ableist approach of youth work and we'll be part of creation of accessible youth programmes



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Alex: the SexEdBot

- Today's youth are part of 'generation – Z', characterised by their digital-savviness and curiosity to the changing world around them, including consulting questions about their sexuality.
- ALEX aims to improve the quality and scope of sex education for youth and strengthen youth worker competences with the creation of a chatbot.





KÖZÖSSÉGÉPÍTŐ EGYESÜLET

„I’M THIRSTY AND THEN I’LL GIVE THE CHILD TO DRINK”

KA220-ADU - Cooperation partnerships in adult
education project “Need for Lead” 2021-1-DE02-
KA220-ADU-000033812

Premise

normality needs disability – deconstructionism

a person defines his own normality based on the disability of the other

Disability is a construct that society creates based on binary logic, which then plays a role in how the family perceives the birth and upbringing of a disabled child, especially in unusual situations such as the COVID-19 epidemic.

Foucault - disability as a category was formed when the use of medical language entered the public discourse

institutionalized **power create the categories** that define the framework of normality

disability is a complex, complicated phenomenon, about which it is not possible to make **generally valid statements**

Families including children living with disabilities are..

According to Mándoki (2018), childbirth changes how a family functions.
[after the birth of a child living with disability]

Parents often express **disappointment** related to their disabled child's abilities, siblings are often **ashamed** of their siblings living with disabilities and **criticize** them because of their condition.

The child also experiences the **exclusion, uncertainty, stress, nervousness**, and **fear** regardless of disability, so the parents' ability to handle internal tensions also affects the child's coping mechanisms.

According to the psychoanalytical approach, the **insecurity** experienced by the parent is **multiplied in the child** (Bettelheim, 1987). Environmental influences strongly influence the self-image of a child living with disability.

→ environment is stg we can influence with our project.

COVID

epidemic and the situation it created mostly had a negative effect on the state of mind of people all over the world.

After examining a little more than 600 parents, an Israeli study came to the conclusion that the **education system plays a major role** in the lives of families, because it determines not only the development of the child, but also **the employment of the parents**.

the closed educational institutions could not provide adequate education and development for children living with disabilities, even in the framework of distance learning, which negatively affected the mental state of family members

Parents raising children living with disabilities?

Composition of the focus group

There were four parents involved in the interview, 3 of the having „double hats”, parents and youth/social workers as well

In addition, two teachers were members of the group

Highlights

- difficulty in obtaining a diagnosis, waiting time, insufficient and inflexible diagnostic system, generally inflexible systems
- after the diagnosis, there is a lack of support and guidance, the affected parents feel that they are left alone
- pooling of resources determines the lives of families, which often means that one has to give up career in order to develop and educate the child, or other family members have to be involved to help the development and integration process of the child
- lack of inclusion in the schooling system
- lack of professionals who can provide help and support
- the pandemic, which either **had marginal negative effects or rather beneficial effects on family life**
- lack of political decision and representation

Highlights 2 –expert perspective

- Communicating online education as a success is a political veiling of the reality that those who were already in a marginal position have become even more vulnerable
- Online education primarily relied on the resources of families, including financial and human resources, so those who did not have a digital device suitable for learning, the Internet or a parent in the background who would have ensured the appropriate use of devices and attention were inaccessible to online education and support
- The first wave caught the teachers unprepared, so they mainly thought about tasks that could be done at home, with which the group members had mixed experiences. In the case of two schools, it was also present that **the children who did not have a digital device** suitable for learning **or could not participate in the online education** received the curriculum **in print, which then had to be handed in at the school**. The other experience - on the part of the group member of the special education teacher - was that she gave tasks that the **child does together with the parent**, and these had positive results, because new forms of connection could develop, e.g. when the child teaches sign language, easy gestures, to the parent, it is not possible in an ordinary school situation, but at the same time it also improves communication at home.
- In the second wave, they tried to process smaller topics in the framework of online classes, taking into account the lower efficiency, but thinking of relieving the parents of their busy time

Highlights 3 –proposals of FG members

- outdoor programmes organized by the school,
- online **tutoring of parents** on what to focus on when processing a given course material and what forms of assessment will be used at school, and how parents can help their child in this
- replacement of lost income in the case of those who have lost their job or whose income has decreased,
- providing digital devices and internet access in families' homes

Thank you!

Any questions, please contact us at:

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