

Daphne Programme

Final Report

Project Nr. : JLS/2006/DAP-1/003/YC

Title: SPECIAL (Self-Protection, Education & Choice through InterActive Learning)

Start Date: 26th of March 2007

End Date: 25th of March 2009

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Aims of the project

The aim of the project and its beneficiaries

The specific beneficiaries of the SPECIAL project are young women aged 16 – 21 years who have a mild development disorder. Research and experience has shown that this group is particularly at risk of exposure to sexual violence and other forms of assault.

The aim of the project has been to find ways to prevent these young women from being unequipped to deal with situations where they risk being exposed to violence and assault by their peers and others. Where this is unavoidable the project sets out to support vulnerable people in managing these situations in a positive, and ultimately, safe, way.

Our aim has been to develop a set of educational materials focusing on the human right not to be exploited or exposed to abuse in any form. We hoped to develop the ability of the girls to understand what exploitation is, to react to certain warning signals, and to increase awareness of various risky behaviours.

In addition, we intended to develop methods of boosting self-esteem such that individuals will dare to say both yes and no and only give what they really want to give. The educational material has been developed in close cooperation with members of the beneficiary group and specialists in the three participating countries.

Teachers and pastoral staff in special schools are our principal target group who will be able to steer beneficiaries towards and support them in using project materials. The project results will also have application for all who work with young people with learning disabilities.

The project also aimed to strengthen the safety net available to young women by raising awareness of the problem among those decision-makers and professionals who come into contact with these and related issues.

Expected results

- A. A centralised, accessible and comprehensive bank of knowledge and resource
- B. An opening seminar to raise awareness of the project and its subject
- C. Systems which show the evidence of accuracy of all activities
- D. Project website, enabling direct public access to the project in three languages

- E. Partner meetings for effective and close communication, delivery and management
- F. Three project seminars/conferences in three different countries
- G. Interactive package of materials in three languages, available on web or CD.
- H. Teacher packs, paper-based, containing worksheets, lesson plans and background
- I. Transferability kit, downloadable in three languages
- J. Final evaluation report
- K. High awareness and usage result.

Implementation of the project

Planned activities – implemented

A. We have provided a comprehensive resource and knowledge bank with references to relevant information and research in the three participating countries, which we have published on the project's website www.specialproject.se.

B. We arranged a launch seminar in Uppsala in April 2008 on the theme "Young women with mild development disorder and their particular vulnerability". The aim of the conference, above raising public awareness of the project and setting out its aims and purposes as well as its intended results, was to share our partner countries' experiences and also to gather conference delegates' thoughts concerning the fundamental aspects of the project. During the afternoon three workshops were held where both speakers and conference delegates took part.

C. We established and have followed appropriate administrative and financial systems able to capture full and accurate records of project activities and expenditure.

The expected role of each partner was set out in the project's "Delivery Plan". This plan, as well as the Dissemination Plan and financial reports, was followed up on each partner meeting and the results were recorded. The notes from each partner meeting, written by the lead partner, also contain progress reports.

D: We constructed a three-language website www.specialproject.se with the aim of:

- Providing information about SPECIAL and the activities that were carried out under the project
- Publishing training material and reports that have been produced

- Providing a resource and knowledge bank with references to relevant information and research in the three participating countries

The website has been updated regularly during the project.

E. We have arranged four Partner Meetings – which have run alongside our public seminars/conferences (see F below) with principal aim of ensuring smooth running of all aspects of the project.

F. One-day project seminars/conferences (see also B above) have been arranged with a key dissemination and learning element of the project. Three conferences, with that aim have been held, two in Uppsala and one in Florence, providing practical opportunities for information exchange, project updating, question and answer sessions, legacy planning, networking and input from guest speakers. The seminars have been open to an interested public to include, field specialists in peer violence, abuse-prevention, social education programmes, learning disabilities and therapeutic interventions.

G, H. Educational materials to be used by young people with learning disabilities have been developed. The training material *Respect 4 Me* is trilingual and consists of an interactive web-based part to be used by the beneficiaries as well as a handbook for the teachers/educators and pastoral staff who will support the beneficiaries in using the project material. The material is published on www.respect4me.org.

I. A “transferability kit” has been produced to make maximum use of the project’s work and results. That is for the benefit of “protecting agents” showing how course materials might be adapted and developed for use with other target groups, eg younger and adult females with a mild development disorder, younger children without development disorder, males with a mild development disorder and those with more severe levels of disability.

J. Project evaluation has been undertaken by an external evaluator. The evaluation has taken place over the duration of the project and all partners have been involved.

K. Project dissemination has been an important part of our work. (See also 3. Dissemination and follow-up)

During the entire project period we have been actively involved in producing and sharing information about the project and the problems that the project addresses.

One of the first activities was that of producing an information brochure about SPECIAL. The brochure was produced in Swedish, English and Italian and subsequently distributed among possible interested parties by the respective partners.

We also created a logotype that was intended to symbolise our concept and the visibility of the target group. The logo has facilitated the dissemination of our work and has, together with the Daphne-logo, contributed towards the creation of a clear vehicle for information about the project.

A reference group for the project was also formed in Sweden. It was made up of representatives from Uppsala City Council, The Children's Ombudsman service, Uppsala University, Örebro University, The Police, The Prosecution Authority, The Crime Victim Service, The Swedish Disability Federation – *HSO*, Attention – National Autism Association and many others.

The reference group has followed the project from the very beginning with meetings, newsletters and the website www.specialproject.se.

Planned activities – not implemented

F. We had planned a Surrey seminar too, but this event took a different form from other seminar events. Project partners and their external expert guests were given the opportunity to participate in an extended site visit to a special school in Surrey. The event was organised to run back to back with a partner meeting which had focused on the development of the project's interactive web tool. As such there was the opportunity to explore the issues that had arisen in depth with a group of highly specialised professionals working with young people with more profound learning disabilities.

We had planned that each partner should operate with local working groups and two user groups - one of beneficiaries, the other of target groups. This was for some reason not possible in Surrey and we have not been able to get an explanation from our partner why that was.

Unforeseen activities

In our plans about the guidance material we had thought of presenting the interactive web tool on a website or a CD and the handbook in a printed form. During the project we found out that it would be much more advantageous to the dissemination of the guidance material if we published all the material on the Internet. The interactive web tool therefore is published on the website www.respect4me.org and so is the handbook in the form of a printable PDF.

That makes the whole material much more easily accessible after the project has ended and it is free to use for anyone. It will also be easier to keep the actuality of the material and make it useful for a longer time if there are any post-project opportunities.

Timetable

We had to revise our timetable a couple of times. Our launch seminar was delayed due to a delay concerning the contract writing with one of our partners. We therefore needed to postpone the following seminars also.

At the end of the project the final delivery of the interactive material was delayed and so was also the financial report from one of our partners.

The role of every partner

Uppsala

Uppsala as *lead partner* has had the principal administrative and financial responsibility for the project and for reporting to the European Commission. This has been done using a mixture of documentation and systems provided by the EU and a number of additional materials produced and refined as part of the project.

A project management group was established comprising Ingrid Staflin, Project Manager, Pia Sörås Staflin, Project Coordinator and Kerstin Lönnström, Project Administrator.

The management group of the project in Sweden, which extended the direct management team described above consisted of Boris Enquist, director of the Children, Youth and Employment Office, UAK, Uppsala, Lena Hjalmarsson Berg, Commissioning Manager within UAK and Eva Thorsén, EU coordinator, Uppsala City Council.

At an early stage the lead partner set up a local reference group to which were invited representatives from various organisations and occupational groups who, through their work, encounter the problems relating to the target group of the project. For example Uppsala City Council, The Children's Ombudsman service, Uppsala University, Örebro University, The Police, The Prosecution Authority, The Crime Victim Service, The Swedish Disability Federation – *HSO*, Attention – National Autism Association and others.

The reference group has convened meetings on a regular basis. These meetings have contributed towards concentrating the focus on the beneficiaries and the target group and towards further dissemination of information about the project.

Between meetings the reference group has followed the project from news letters and the website www.specialproject.se.

A working group was set up in Fyrissskolan, consisting of two teachers and one student assistant, Torunn Kvellestad, Johanna Mellberg and Sara Andersson. They were to lead a "girls' group" (a test group, consisting of girls from the

beneficiary group of the SPECIAL project) as part of the teaching of the curriculum Communication and Teamwork. The test group has continued to meet throughout the entire course of the project. The objective of the test group has been to reinforce the participants' self-esteem, to make the girls aware of various risk situations and how these may be dealt with. A parallel objective has been to test exercises, primarily evaluation exercises and forum games. These exercises have since been included in the Handbook.

The test group and their tutors have played an important role in considering the sort of common situations that can arise in terms of abuse or the particular challenges faced by people with disabilities in terms of appropriate behaviour. They also have participated in the formulation and testing of the material on www.respect4me.org. For example they have been involved in creating the Swedish character, Madeleine, shared views regarding the language used and they have also been involved in the structuring of the website.

The girls in the test group participated in both conferences that Uppsala has arranged. During the Launch Seminar, they were engaged in welcoming the delegates, registration, distributing materials etc. In the Dissemination Seminar they took a more active role. They told the audience of their experiences of the group sessions and their study visit to Florence.

We also received special funds from the EU International Programme Office to enable a study trip to Florence with the girls' group. The aim of the trip was for the students to meet up with other young people in the same situation through visits to schools and the cooperative training activity that is particular to Italy.

As *lead partner*, Uppsala has had the principal responsibility for coordinating project activities. Uppsala also had the principal administrative and financial responsibility for the project and for reporting to the EU Commission. A large part of the work undertaken has been done in close cooperation with our partners.

Uppsala has been in charge of every partner meeting, as well as agendas, notes, etc.

A Delivery Plan was made, continuously controlled and revised when it was necessary. A dissemination strategy was created.

A brochure, describing the SPECIAL project was created – the content as well as the lay out.

The concept for a logotype, the meaning and aim of it as well as the design was produced.

A project website was created – www.specialproject.se as a dissemination tool. The lead partner designed the website and its contents, and updated it

continuously throughout the duration of the project. A knowledge bank was drawn up together with the partners, which became a part of the website.

Uppsala's contribution to developing the training material Respect 4Me consisted of:

- Identifying risk situations together with the test group. On the basis of these and the ones provided by the team in Florence an initial manuscript was written.
- During the development and production of the website www.respect4me in England Uppsala provided feedback, translations and tested the material on the beneficiaries. Uppsala also provided the Swedish voice-recordings.
- Being the main editor in all three language versions of the handbook. This included outlining, producing and editing texts, translations and lay out. All the work was made in close communication with the partners.

Uppsala hosted two conferences. The first conference consisted of a launch seminar and was arranged in April 2008 with the theme "Young women with mild learning difficulties and their particular vulnerability." The aim of the conference was to share our partner countries' experiences and also to gather conference delegates' thoughts concerning the fundamental aspects of the project.

Participating in the conference were representatives from Consorzio per la Cooperazione e la Solidarietà, Italy Surrey County Council, UK The Children's Ombudsman service, Örebro University, Uppsala university, The prosecution Authority in Uppsala, Uppsala Crime Victims Watch, The Swedish Disability Federation – HSO, Attention – National Autism Association, Fyrisgården, The Deaconry Foundation, The Children's House in Uppsala, Lundellska school, Jälla school and Fyrissskolan. From the City of Uppsala there were delegates from the Child, Youth and Employment Office, the Care and Education Board, Support for functionally disabled and Family Care as well as politicians from the Education and Employment Board. A total of 42 delegates took part. More about the conference, the speakers and the workshops can be read in the enclosed Project Report SPECIAL.

The project's concluding conference, a so-called Dissemination seminar, was arranged in Uppsala in March 2009. Experiences and results from the project were presented and the training material demonstrated. The project managers from the three participating countries spoke about their view of how the experiences from the project and the training material can be used and further developed in the future. The girls from the test group and one of their tutors gave a report about the group activities and what they had learnt from them. The girls also shared their experiences of their study visit to Florence.

Those invited to the conference were representatives of the Swedish Ministry of Education and Research, the Swedish National Agency for Education, Uppsala University, Örebro University, The Red Cross, Save The Children, The Children's Ombudsman service, FUB (Parents Association for Children with Learning Difficulties), The Swedish Disability Federation – *HSO*, The Police, The Women at Risk Centre, Attention – National Autism Association, Therapy in Uppsala County, Youth Health in Uppsala County, teachers and student care personnel from upper secondary special schools in Sweden, aid officers.

From the Uppsala City Council there were representatives from the Child, Youth and Employment Office, the Care and Education Board, Support for functionally disabled and Family Care as well as politicians from the Education and Employment Board.

Florence

The local project management group was made up of Patrizia Giorio, European Project Manager; Alessandro Piattoli, Researcher; Matteo Ignesti, Alessandro Sansavini and Francesco Lucà, Psychologists. Two tutors, Marzia Boncompagni and Marco Antonucci, who have been working with people with disabilities for several years have been especially active also. They played an important role in considering the sort of common situations that can arise in terms of abuse or the particular challenges faced by people with disabilities in terms of appropriate behaviour. They designed the details of some of the risk situations in which girls can find themselves.

The project reference group has met regularly to exchange ideas on how to make the project work and to discuss how to proceed in writing the handbook and develop the character of Maria on the interactive website. They have also tested the Italian version of the training material.

Patrizia Giorio has led on maintaining contact with the other project partners and especially with the coordinator, Pia Sörås Staflin.

One of the first activities that was carried out in Florence was to translate the brochure created by the Swedish partner, to inform about the project activities and to prepare the resource library that has been a good starting point from which to accomplish the following phase of the project.

The Florence seminar took place in May 2008. In addition to the EU project partners the seminar was attended by representatives from the University of Florence, by an important local association working in the field of violence and abuse against children, young people and women, as well as the only listening centre for people with disabilities. Sessions were delivered about training pathways for sexuality education for people with disabilities, relational aspects and the development of sexuality within families with disabilities among others.

You can read more about the conference in the enclosed Project Report SPECIAL.

The Italian partner has been actively involved and contributed to the partnership-wide activities and outputs described elsewhere in this report.

Surrey

Surrey's particular role within the project was to take the lead in the technical production of the learning materials that have been developed to form the project's interactive web tool. In practice this has entailed the design and development of the website designed for use by young people. It has included development of both filmed and illustrated elements and the detailed storyboarding and scripting of the scenarios set out as learning exercises.

Work has been overseen by a representative of Surrey County Council and coordinated by Mike Leat who has been engaged in leading the tasks entailed in developing the project's interactive educational materials. This has involved close and detailed work in devising, testing and revising the risk scenarios, building and testing the website and incorporating input from project partners with regard to animated characters, scenario content and options and website interactivity. This has involved close co-operation with a specialist film-maker and web designer.

As the native English-speaking partner it was to be expected that Surrey would take on a particular role in producing/editing project materials in English. This has been done in respect of dissemination materials including a brochure and report for dissemination.

Results and impacts of the project

Partner meetings and seminars

SPECIAL has contributed towards focusing attention on the vulnerability of the project's beneficiaries. As part of our work, decision-makers and professional groups that address these matters have had the opportunity to meet through the project. We expect that this might indirectly lead to the situation for vulnerable young women being improved in the longer term.

The project has given us an opportunity, primarily through conferences but also through reference groups, to gather the views of many different occupational groups with regard to this matter. These meetings have contributed towards both follow-up projects and the strengthening of networks.

The Launch seminar gave us an opportunity to share experiences from the three participating partner countries. We were also able to gather conference delegates' thoughts concerning the fundamental aspects of the project.

The Florence seminar gave us an opportunity to compare the school systems of the three participating countries, as well as their ways of handling sex education for pupils with disabilities. The system of local associations working in the field of violence and abuse against children, young people and women in Florence gave us ideas about how we can work further in other countries.

The project's concluding conference, the so-called *Dissemination seminar* was arranged in Uppsala in March 2009. Experiences and results from the project were presented there and the training material demonstrated. The girls of our test group took an active role in the conference. The delegates expressed that they were very much interested in the training material and the reports. Many of them emphasised the fact that Respect 4 Me is very useful for various groups. We met people from various places in Sweden who want to use the educational material. They told us that the material had given them new ideas about how to work with self esteem training and other group activities. The evaluation from the conference showed that the results of the SPECIAL project are useable.

Guidance material and interactive web tool

The training material *Respect4Me* is tri-lingual and consists of an interactive web-based part as well as a handbook. The material is published on www.respect4me.org.

Interactive web tool

On the website, www.respect4me.org, the user can meet three young women, Madeleine from Sweden, Maria from Italy and Jasmine from the United Kingdom. Users are able to follow some events in these characters' lives and then consider the best course of action that one might take on the basis of the situations that arise. Users can also see the consequences of their choice and can find out other young people's opinions on how one should behave in order to avoid problems in such situations.

The website, which is free to use, is intended to be suitable for use both by individuals and as a point of departure for group exercises.

The material is based on the risk situations that students and staff in Uppsala and Florence identified as part of their work within the project. The website www.respect4me.org has been developed and produced in England on the basis of an initial manuscript written in Uppsala.

The point of departure for the work has been questions such as:

- How do you look after yourself?
- When should you say ‘no’ and when should you say ‘yes’?
- How can you protect yourself against undesirable/risky situations?
- If someone does something that is wrong, whom should you talk to?
- What are good/bad situations, dangerous/safe places, good/bad people?
- What constitutes sexual harassment, exploitation, assault?

Key points in the work have been:

- To focus on self-esteem through stressing the importance of asserting your personal integrity, accepting yourself, accepting responsibility for your actions and creating good relationships.
- The importance of establishing limits and understanding what is regarded as normal behaviour.
- Different ways of reinforcing the girls’ support networks.

The website is designed for young women with mild development disorders. However, we have chosen not to say this on the site itself since our experience is that those who have a development disorder will often not make use of material they perceive as being specially adapted for them or targeted at them alone. It is also an advantage if the material can be used by others as well and the broader potential use of the work we have produced is a point that has been made by several young people involved in its development.

We have chosen scenarios we regard as being those that many of the young women addressed by the project may encounter – or have encountered. There is a great diversity within the target group in regard to socio-economic and cultural backgrounds. Such factors can occasionally play a greater role than the actual development disorder. In certain combinations, these make the girls additionally vulnerable.

It is important that the young women who do not recognise themselves in some of the situations shown on the website do not feel as though they are expected to do so from the context. The young people who end up in riskier situations than those illustrated should also be able to be given support in dealing with these.

This is where group discussions can be an important complement to the website. In-depth discussions in the group can be conducted with regard to the situations described by the website and the material contained can be built upon. As always, it is important that the level is adjusted to the group’s maturity and the participants’ experiences.

Guidance material

Packs and tools for staff have also been developed, tested and published on the web site www.specialproject.se.

The guidance pack is intended for use by staff both inside and outside the school system and has been developed in cooperation with Co&So in Florence in particular.

Different aspects are dealt with in regard to setting up discussion groups aimed at matters of integrity, emotions, self-knowledge and awareness for young women with mild developmental problems.

The experiences gained in the girls' group (a test group of girls with mild development disorders) at Fyrisskolan, Uppsala, are also included in the guidance pack. On the basis of these experiences we have set out to provide ideas relating to group discussions and provide tips about exercises aimed at enhancing self-esteem that are specially adapted to the target group.

An introduction is also given to how the web-based teaching aid may be utilised, individually and in group instruction, as well as proposals for group exercises directly connected to the situations dealt with on the website.

For those who took part in the project it has meant an increased understanding of cultural differences between the countries directly involved in the project. But we have also seen that the young people's daily lives and problems have greater similarity in the three partner countries than we had anticipated. This primarily emerged upon identifying the risk situations that form the basis for the training material.

The project has indirectly provided staff at Fyrisskolan's special upper secondary school with the opportunity for both personal and curriculum development and inspiration for starting further discussion groups for girls as well as for boys. Experiences of the staff and some good advice are published in the guidance.

In the guidance material mentors can receive support in their role and can use the project training material in a practical manner in their work with groups of different types.

In the Knowledge Bank on www.specialproject.se we signpost further materials on the subject offering greater detail.

Evaluation

All partners have given their views about how the external assessment should be carried out. Finally Marcus Dahlberg, of Metodix, was appointed as an evaluator. He has had access to all the documents, has taken part in various

conferences, and has conducted a number of interviews and surveys. His assessment report you can see attached.

The ultimate beneficiaries' involvement and impacts of the results

All the material has been produced and tested with the involvement of beneficiaries and target group. The training material *Respect4Me* is based on the risk situations that the test group in Uppsala and educational staff in Florence identified as part of their work within the project. A parallel objective for the test group in Uppsala has been to test exercises, primarily evaluation exercises, role plays and forum games. These exercises have since been included in the guidance material.

The test group (and their tutors) have played an important role in considering the sort of common situations that can arise in terms of abuse or the particular challenges faced by people with disabilities in terms of appropriate behaviour.

They also have participated in the formulation of the material on www.respect4me.org and have been involved in creating the characters, have shared views regarding the language used and have also been involved in the testing of the website.

Because of the extensive involvement of the beneficiaries, we have reason to assume that the materials are highly useable for girls with mild learning disabilities.

Dissemination and follow-up

Dissemination

During the entire project period we have been actively involved in producing and sharing information about the project and the problems that the project addresses. Described below are the principal dissemination activities that have taken place.

Reference group

At an early stage the lead partner set up a local reference group to which were invited representatives from various organisations and occupational groups who, through their work, encounter the problems relating to the target group of the project. The reference group has convened meetings on a regular basis. These

meetings have contributed towards concentrating the focus on the target group and towards further dissemination of information about the project.

EU-network

Regular information about the development of the project has been disseminated across the EU network within Uppsala City Council, consisting of project managers for transnational EU projects.

Media

The lead partner has provided the regional press with frequent updates on project activities. The newspaper Uppsala Nya Tidning with its county-wide coverage has featured articles on the project on a number of occasions. Local radio has also made a contribution. HSO (The Disability Associations' Cooperation Body) has published a report in its journal.

Politicians/authorities

The Swedish Education Board's curriculum group, and those who are responsible for all the special schools in Sweden, visited Fyrisskolan at the start of the project and subsequently have followed the project with considerable interest. They also took part in the Dissemination Seminar in Uppsala.

Representatives of Uppsala City Council and politicians from its Education and Labour Market Board have also made frequent visits to the lead partner and have given valuable support.

The relevant local government officials have actively contributed towards the development of the project and have taken part both in conferences and, occasionally, in partner meetings.

Universities

The lead partner has made and maintained contacts with several universities during the project.

Professor Karin Sonnander of the Centre for Disability Research at Uppsala University has informed her board and her students about SPECIAL. Karin Götlind, who is also at the Centre and is the representative for the regional office in the County of Uppsala, expressed her interest in the project and made a visit.

PhD and university lecturer Denise Malmberg, at the Centre for Gender Science at Uppsala University, has carried out research on young women who have learning difficulties and their particular vulnerability to crime. On several occasions she has contributed to the project with her knowledge and experiences. She has also guided the doctoral student Kamilla Peuravaara, who wrote a dissertation based on the group's work at Fyrisskolan.

The Institute for Teacher Training at Uppsala University has also taken part in the project. Methodology lecturer Charlotte Gottfries has been engaged in both

the qualification development of teachers in regard to Forum Games and in carrying out assessment exercises and Forum Games with the girls' group.

Örebro University has also followed the project via researcher Kerstin Färm, who also represents the regional office in the County of Örebro.

Participation in external events

The lead partner has been invited to present SPECIAL at a large number of conferences.

At the Swedish national conference for school managers in the special upper secondary school system (SIGYS) in January 2007 the project was presented to a specialist professional audience. The same was done at a conference for Effect Net in February 2007 in Stockholm. Effect Net is a nationwide network for the development of innovative EU projects.

In October 2007 the project was showcased at the Uppsala County conference "Visions and reality in the year 2007". This event was organised by the County Council, the Centre for Disability Research at Uppsala University, the Disability Associations' Cooperation Body (HSO) and the Regional Association in the County of Uppsala.

At the national conference "Exploited and Abused – regarding girls of limited talent or learning difficulties", arranged by Uppsala University in October 2008, SPECIAL and the work with the girls' group was presented.

The project also was presented at a conference in Uppsala in March 2009 for the leaders of unities within the organisation called "STÖFU" (Support for people with functional disorders).

The Special project has been presented by CO&SO's Patrizia Giorio at a number of European meetings that she has attended over the last two years. Project results and details of seminars have also been publicised via the monthly newsletter that FormAzione Co&so Network sends out to around 150 subscribers. The newsletter is written in Italian and is sent out across the whole Tuscany Region.

Details of the project have also been presented as part of the following conferences:

30th October 2008 – final conference of the "Lancia" and "Simposio" projects, funded by the Province of Florence and targeting teenagers with disabilities.

30th January 2009 – kick-off conference of the "DOC" project, funded by the Province of Florence and targeting teenagers with disabilities.

The project outputs have been shared both formally and informally in Surrey as part of their development. Details are to be further shared through and with

specialist professional networks and the vulnerable young people with whom they work.

International dissemination by the lead partner

At "The Third Daphne Conference – 2006 Projects" in Brussels in April 2007, aimed at project managers for the Daphne II projects, the planning of SPECIAL was presented.

The project was also presented at the "Daphne III Conference and Market Place" in Brussels in November 2008.

In Valencia in February 2009 SPECIAL was presented at a seminar on the ENSA and Daphne programme.

Following an invitation from the Delta Kappa Gamma Society International Alpha Iota State, Michigan, SPECIAL was presented at their annual convention in May 2008 in Kalamazoo, USA.

Further dissemination

Our strategy of publishing the training material on the Internet and thereby making it freely available to all who are interested in using it, guarantees wide dissemination and usability long after the project has ended. Information about the material, and links to it, will be published on the Särnet website, for example. Särnet is the nationwide network for special schools in Sweden.

We formed the basis for dissemination of the training material as far back as the actual assembly of the reference group. At the final conference moreover we had the opportunity to present the training material to key operators at the Swedish national level. This should facilitate efficient further dissemination beyond the conclusion of the project.

During 2010 the municipality of Uppsala will host the Special Schools' National Conference which usually brings together around 1,000 delegates from the whole of Sweden. The SPECIAL Project and the teaching aid, Respect 4 Me, will be presented in detail as part of this event.

As previously explained we have chosen not to state anything explicitly about learning difficulties in the material at www.respect4me.org. In this way the scope for future use is widened immensely and the material can, in its existing form, be suited to groups without learning difficulties.

Follow up

The training material on www.respect4me.org is also produced with the aim of it being suited for further development. For example one can add further language versions to the existing material. It is also hoped that the project management model might serve as a point of use and inspiration for similar transnational co-production projects focusing upon another topic or target group.

It is clear to all partners that the project can be easily replicated in other European countries should there be appropriate funds and a need; it could indeed be the basis upon which new projects are developed.

The products of the project can be further developed. New scenarios could be added and the handbook could be further developed to reflect these additions. As well as exploiting the potential for the website to be used by young people in general as already described, partners might explore developing new male characters in order to make the product applicable to young men with learning disorders who are also considered to be at risk of being abused.

Project partners have also identified more specific and short-term potential for the project work. There are clearly ways in which specific professional training pathways for workers and teachers on the themes that have been developed within the Special project can be further developed.

This has already happened in one tangible instance with the development of a training course – funded by the Province of Florence – that will draw upon the products of the Special project.

Partners have also been considering details of other potential users of the products, these include:

- Support teachers
- Local organisations working in the field of disability
- Supported employer workers in both the public and third sectors
- Workers in day care centres for people with disabilities
- Teachers and trainers working with young people (with or without disabilities) in the target group age range
- Associations of families and young people with disabilities
- Social workers
- Independent organisations providing information to parents of children with special needs
- Advocacy organisations
- “Transition Teams” within public authorities
- Youth involvement and user representative groups
- Youth services
- Child and young people protection agencies

The Uppsala County Council has secured funding for continuous hosting of the websites www.specialproject.se and www.respect4me.org.

Visibility of the European Commission

During each operation we have brought the attention that the project has been supported and partly financed by the European Commission. All materials produced within the project display the EU logo and the Daphne logo. At our public events we have always pointed out the support from the Commission to the general public and media and also presented the Daphne II-programme. (See enclosed material)

Another detail about the visibility is the story which the training material Respect 4 Me spins around. The story is about the three characters, Jasmine from UK, Madeleine from Sweden and Maria from Italy who get to know each other at a DAPHNE conference in Brussels. There they decide to design a website that shows young women facing difficult situations in the community with some help from people running a Daphne project.

Conclusion

Uppsala City Council has secured support from the European Union Daphne II programme, in order to carry out the SPECIAL – *Self-Protection, Education & Choice through InterActive Learning* – project in cooperation with Co & So Florence in Italy and Surrey County Council in the United Kingdom between March 2007 and March 2009. The project was initiated by Fyrisskolan secondary school in Uppsala.

SPECIAL is aimed at young women aged 16-21 years who have a mild development disorder. Research and experience has shown that this group is particularly at risk of exposure to sexual violence and other forms of assault.

The aim of the project was to find ways to prevent young women from ending up in situations where they risk being exposed to violence and assault by their peers and others. Where risk is unavoidable the project sets out to support vulnerable people in managing these situations in a positive, and ultimately, safe, way.

Project outputs

As a key part of the project, partners have developed a pack of training materials called “*Respect 4 Me*”. The objective of doing so has been to increase young people’s ability to realise and understand what exploitation and assault are as well as to develop and strengthen their ability to recognise different warning signals and to increase their awareness of different risk taking behaviours.

The training material is in three languages and contains an interactive web-based element that can be used independently by our beneficiary group of young women and/or in group learning sessions. We have also produced a handbook for professionals working with young people with disabilities containing background details of the project and subject matter and suggestions as to how group training and learning sessions might be carried out. Our aim has been to produce work that will reinforce young women’s self-esteem so that they have the courage to say both ‘yes’ and ‘no’ and only do what they really want to do. The material is intended to be of use both within and outside the school system. All the material has been produced and tested with the involvement of beneficiary group members and professional specialists in the three participating countries.

The website is designed for the beneficiary group – girls with mild development disorders. However, we have chosen not to say this on the site itself since our experience is that those who have a development disorder do not often want to make use of material they perceive as being specially adapted for them or targeted at them alone. It is an advantage that the material can be used by others as well and the broader potential use of the work we have produced is a point

that has been made by several young people involved in its development. The website is easy accessible and free to use for anyone.

The project has also set out to improve the protective network for young women by increasing the awareness levels of the problem on the part of decision makers and professional groups directly involved in safeguarding vulnerable people. This has, for example, been done by carrying out three conferences on the theme of the project in the participating countries.

A knowledge and resource bank with references to research and other material on the subject has been published as part of the three-language website www.specialproject.se.

The training material on www.respect4me.org is also produced with the aim of it being suited for further development. For example one can add further language versions to the existing material. It is also hoped that the project management model might serve as a point of use and inspiration for similar transnational co-production projects focusing upon another topic or target group.

It is clear to all partners that the project can be easily replicated in other European countries should there be appropriate funds and a need; it could indeed be the basis upon which new projects are developed.

The products of the project can be further developed. New scenarios could be added and the handbook could be further developed to reflect these additions. As well as exploiting the potential for the website to be used by young people in general as already described, partners might explore developing new male characters in order to make the product applicable to young men with learning disorders who are also considered to be at risk of being abused.

Partners have also been considering details of other potential users of the products, these include:

- Support teachers
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Annexes

- 1 List of keywords
- 2 Materials produced during the project:
 1. Training material Respect 4 Me
 - a. *Web site, please see www.respect4me.org*
 - b. *Form to record choices for stories in the training material, English version*
 - c. *Form to record choices for stories in the training material, Swedish version*
 - d. *Form to record choices for stories in the training material, Italian version*
 - e. *Handbook, English version*
 - f. *Handbook, Swedish version*
 - g. *Handbook, Italian version*
 2. SPECIAL project web site, please see [www. specialproject.se](http://www.specialproject.se)
 3. SPECIAL brochure
 - a. English version
 - b. Swedish version
 - c. Italian version
 4. SPECIAL Project Report
 5. SPECIAL Delivery Plan
 6. Conference binder
 7. Launch Seminar Uppsala
 - a. Programme
 - b. Delegate list
 8. Florence Seminar
 - a. Programme
 9. Dissemination Seminar Uppsala
 - a. Programme
 - b. Delegate list
 10. Transferability Kit

11. Project meetings:
 - a. *Agenda 080414*
 - b. *Agenda 080530*
 - c. *Agenda 081103*
 - d. *Agenda 090313*

12. Media:
 1. Press communiqué 2007-01-12
 2. Press communiqué 2008-04-07
 3. Press communiqué 2009-03-06

 4. Article, Upsala Nya Tidning, 2007-01-20
 5. Article, Upsala Nya Tidning, 2007-06-07
 6. Article, Upsala Nya Tidning, 2009-03-18

13. SPECIAL External Evaluation Report (will be sent separately)

ANNEX: KEYWORDS

The main purposes of the Daphne Programme are to create networks and to encourage the exchange of information and best practices. The Commission has therefore set up a database containing the details of all completed Daphne projects. This database is accessible via the Daphne page on the EC web site:

http://europa.eu.int/comm/justice_home/funding/daphne/funding_daphne_en.htm

The matrix below allows us to categorise your report according to certain pre-set search words. Please complete it carefully.

Mark the main areas of action and types of activity listed below which were covered by your project (respecting the limits mentioned).

Beneficiaries		
<input type="checkbox"/> Children	<input type="checkbox"/> Young people	<input type="checkbox"/> Women
Specific groups (maximum 2)		
<input type="checkbox"/> Homosexuals	<input type="checkbox"/> Migrants	<input type="checkbox"/> Refugees
<input type="checkbox"/> Asylum Seekers	<input type="checkbox"/> Trafficked Persons	<input type="checkbox"/> Ethnic minorities
<input type="checkbox"/> Handicapped	<input type="checkbox"/> Domestic workers	<input type="checkbox"/> People in prostitution
<input type="checkbox"/> Elderly	<input type="checkbox"/> Prisoners	
Targeted Audience (maximum 2)		
<input type="checkbox"/> Violent men	<input type="checkbox"/> Perpetrators / offenders	<input type="checkbox"/> Public Authorities
<input type="checkbox"/> General Public	<input type="checkbox"/> Medical staff	<input type="checkbox"/> Educational staff
<input type="checkbox"/> Police staff	<input type="checkbox"/> Judicial staff	<input type="checkbox"/> Media / Journalists
Daphne II Objectives (maximum 1)		
<input type="checkbox"/> Set up of multidisciplinary networks	<input type="checkbox"/> Studies of phenomena linked to violence	<input type="checkbox"/> Expansion of the knowledge base, including the exchange of good practice
<input type="checkbox"/> Raising awareness among targeted audiences towards violence		
Specific Objectives (maximum 1)		
<input type="checkbox"/> Treatment programmes for offenders	<input type="checkbox"/> Treatment programmes for victims	<input type="checkbox"/> Identification and exchange of good practice and experience
<input type="checkbox"/> Mapping surveys, studies and research	<input type="checkbox"/> Field work with involvement of the beneficiaries	<input type="checkbox"/> Creation of multidisciplinary networks
<input type="checkbox"/> Training and design of educational packages	<input type="checkbox"/> Awareness-raising activities targeted to specific audiences	<input type="checkbox"/> Awareness-raising material
<input type="checkbox"/> Dissemination of the results obtained under Daphne I and II programmes	<input type="checkbox"/> Development of activities contributing to positive treatment	
Areas (maximum 3)		
<input type="checkbox"/> Sexual violence	<input type="checkbox"/> Gender violence	<input type="checkbox"/> Violence in family
<input type="checkbox"/> Violence in domestic context	<input type="checkbox"/> Violence in schools	<input type="checkbox"/> Violence in institutions
<input type="checkbox"/> Violence in urban areas	<input type="checkbox"/> Violence in rural areas	<input type="checkbox"/> Violence in the work place
<input type="checkbox"/> Trafficking in human beings	<input type="checkbox"/> Commercial sexual exploitation	<input type="checkbox"/> Internet
<input type="checkbox"/> Child Pornography	<input type="checkbox"/> Racism	<input type="checkbox"/> Self-harm
<input type="checkbox"/> Physical punishment	<input type="checkbox"/> Female genital mutilation	<input type="checkbox"/> Health impacts
Instruments (maximum 2)		
<input type="checkbox"/> Network with NGOs	<input type="checkbox"/> Multisector network	<input type="checkbox"/> Awareness-raising
<input type="checkbox"/> Dissemination of good practice	<input type="checkbox"/> Guidelines / Counselling	<input type="checkbox"/> Models (analysis / Development)
<input type="checkbox"/> Training	<input type="checkbox"/> Production of materials	<input type="checkbox"/> Conference / seminar
<input type="checkbox"/> Telephone / Internet Helpline	<input type="checkbox"/> Field work	

