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MULTIPLIER EVENT
ERASMUS+ FUNDED PROJECT

TETRAS

Enhancing transfer of transversal skills for social inclusion

Improving competences of educators
Focus: successful social inclusion of people with cognitive
disabilities for the transfer of tranversal skills

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26 November 2024- 9.30-14.30- Veneto Region Brussels Office, Av. De Tervueren 67

Support of the Committee iInclusive Territories Environment and Health

Improving beliefs and skills for adult educators

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Background

Common belief: adults with cognitive disabilities lack on the transversal skills as they cannot adapt easily to change (memory and problem-solving skills).

Evidence shows that:

The Educator may act as facilitator and have a significant positive impact by making "bridges" into real life demands.

Can educators' belief regarding technology change?

Difficulty to change professional's beliefs and stand against technology depends on:

- Person's capacity to "build new bridges" through the learning process.

Can educators' belief regarding technology change?

Exposition to a technology-rich environment promotes positive change in beliefs about technology.

Levin & Wadmary, 2006

Digital Beliefs - Concluding remarks

Educators need to be ready to use digital technologies in their teaching process.

They need to

1

Have the infrastructure and process in place

2

Develop technological skills

3

Be motivated enough.

To integrate technology with the content of teaching

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Co-funded by the European Union

Transversal Skills

Transversal Skills

- Promoting transversal skills among educators is essential for fostering inclusive and effective educational practices, particularly for individuals with cognitive disabilities.

Memory	Problem Solving	Self Regulation
Cognitive Flexibility	Self Directedness	Creativity

Building Bridges to Inclusion

Title: Emma's Journey with Technology

Story: Emma is an adult educator working with individuals with cognitive disabilities. Initially, she was hesitant about integrating digital tools into her sessions, believing they might be too challenging for her learners to navigate. However, through training and exposure to a tech-rich environment, Emma's perspective began to shift. She started introducing small, manageable digital tasks focused on memory and problem-solving skills.

Building Bridges to Inclusion

Impact: One of her learners, Alex, initially struggled with remembering daily tasks and following routines. But with Emma's guidance, he began using a simple digital planner. Over time, Alex's confidence grew, and he became more self-directed in managing his daily schedule, leading to greater independence and inclusion in community activities.

Conclusion: Emma's journey demonstrates how empowering educators to embrace technology can make a lasting difference. Her belief shift allowed her to act as a bridge, helping Alex develop skills that promote his social inclusion.

"Thank you for being a part of the experience and for staying with us. Let's take a well-earned break and savor a festive lunch together."
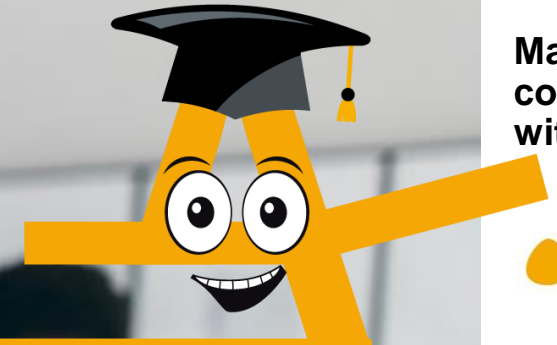
TETRA-S Training Course

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