



Day Centers Without Walls
No. 2019-1-EL01-KA204-062516

Good practice

Title	Remote work during Quarantine
Implementation date	From March 2020
Institution	Jaunuoliu dienos centras(JDC)
Target audience	Youth day center PWD (Person With Disabilities)
Objective	The goal of remote work during quarantine is to meet the individual needs of PWD by organizing the engagement and learning processes, as well as to improve their emotional state during difficult times through constant remote communication and psychological support.
Location /geographical coverages	Panevezys city, Lithuania
Context	
<p>Remote work during the quarantine took place from March 16, 2020, to June 17, 2020. During this time, the staff organized the process of engagement, learning, and celebration for PWD according to their individual needs. Through active communication and psychological support, PWD emotional state was improved and the relationship between them and the staff was strengthened.</p> <p>The aim of working remotely was to help PWD maintain existing skills and learn new ones, gain more self-confidence, feel safe, and to show, that they are not forgotten. Communication was maintained remotely and work was conducted with all JDC PWDs, both girls and boys.</p>	
Stakeholders and Partners	Youth day center PWD, their family members, employees
Methodological Approach	<p>Several methods have been used to achieve effective remote work practices with PWD during quarantine:</p> <p style="text-align: center;">1. Submission of remote tasks</p> <p>Depending on the individual needs and capabilities of the PWD, remote assignments were presented in two ways:</p> <ul style="list-style-type: none"> ❖ For those who have access to and are able to use communication technologies (computers, smartphones): -Movie Reviews -Review of thematic TV shows -Searching for specific information on the Internet -Creating their own daily videos

- Sharing photos in JDC FB groups
 - Doing crosswords online
 - Downloading and using various apps according to the given instructions
 - Using video calls
 - Learning how to download video games and how to play them
 - Various tasks in closed FB groups: calculation, clock knowledge, coloring, puzzle creation task, etc. (print and perform them if possible)
 - Practice cooking and making beverages following uploaded videos or given instructions by staff
 - Tasks of creating dance routines
 - Various exercises
 - Learning to download and use communication applications - Zoom, Skype, Messenger.
 - ❖ For those who are unable to or don't have access to communication technology tools:
 - Remote assignments were sent by registered mail to PWD home.
 - Thematic tasks according to calendar holidays (eg Easter)
 - Money counting tasks
 - Crossword puzzles
 - Writing skills development tasks
 - Coloring tasks
 - Drawing tasks
 - Puzzle tasks
 - Easy to read tasks
 - Alternative communication cards
 - Tasks to cut out various shapes
 - Various creative tasks.
- 2. Celebration of various events**
- ❖ Holidays - JDC Easter:
 - PWDs were encouraged to share moments of preparation for the holiday;
 - During Easter, everyone had the opportunity to see each other online, to show how they are celebrating;

- PWDs and staff could share holiday greetings;
- Members of the PWD family were also involved in the communication.

❖ PWD Birthdays:

- PWDs were greeted at home with birthday presents;
- All required safety measures were followed;
- All PWDs were involved in the preparation of the greetings - they were given a task to film or in other ways prepare a personal greeting for a friend;

3. Remote cooking

❖ Baking a cake:

- The recipe was chosen during an online discussion;
- Cooking time was scheduled in advance;
- With the help of video call, the baking took place step by step according to the cooking process indicated in the recipe;
- The different abilities of each PWD were taken into account and they could take as long as needed to perform a particular step;
- At the end of baking, there was a cake tasting and everyone could share their impressions.

4. Implementation of PWD traditions and ideas

❖ Pajama party:

- Planning took place with the help of video calls;
- Each PWD was given a task/homework, to prepare a presentation or a show, to decorate their homes, and to wear pajamas;
- During the party, everyone showed off what they prepared, their home decorations, and their pajamas;
- PWD engaged in tasks prepared by staff;
- Danced;
- Discussed;

❖ Return to JDC event "QUARANTINE + HOME = WELCOME BACK TO JDC":

- The script was written with the help of video calls;
- Responsibilities were divided;
- Tasks were created;
- Rehearsal of a joint opening dance with the help of video calls;

	<p style="text-align: center;">5. Participation in remote lectures/training</p> <p>❖ European solidarity training:</p> <ul style="list-style-type: none"> -The training was attended by PWD who are the promoters of the solidarity project; -They shared their good practices in the training; -Discussed with other training participants; -Learned new things; <p>Using all these methods for remote work with PWD during quarantine, we were able to observe good developments in various areas, an excellent PWD emotional state, and an enhanced connection with PWD families.</p> <p>In terms of gender, both boys and girls took part in an organized activity.</p>
Impact	
<p>This good practice has a positive impact both on the PWS's and on the whole Youth Day Center community</p> <p>During the quarantine, the recipients gained a lot of experience.</p> <p>1. Performing remote tasks:</p> <ul style="list-style-type: none"> ▪ Computer or other smart devices tasks <ul style="list-style-type: none"> -learned to use online technologies, various apps to be able to film and photograph; -Asked for help from parents, and so the parents themselves learned to use the computer better; -PWD received feedback via messages. ▪ Individual tasks received by post: <ul style="list-style-type: none"> -PWD was happy as some received a paper letter for the first time; -felt obligated to perform the received tasks -waited for more letters. <p>2. Celebration:</p> <ul style="list-style-type: none"> ▪ Holidays - Easter celebration <ul style="list-style-type: none"> -PWD realized that this year, Easter will be celebrated differently -PWD realized the need to protect not only themselves but also other family members. -Holiday greetings and traditions were shared online ▪ Birthdays <ul style="list-style-type: none"> -PWD did not forget their friends during the quarantine; -PWD contributed to birthday greetings; -Wondered whose birthday would be next to prepare for them in advance. <p>3. Remote cooking:</p> <ul style="list-style-type: none"> ▪ Cake baking <ul style="list-style-type: none"> -PWD learned to plan their time; -Learned to understand the recipe book and how to use it; -In the future, PWD will not need help with cooking for themselves; -PG learned to accept a compromise when negotiating what would be cooked that day. <p>4. Implementation of PWD traditions and ideas:</p>	

- Pajama party
 - PWD learned to prepare for the party on their own, as everyone decided individually what they needed during the party, how to decorate their room;
 - PWD learned event hosting skills as everyone was given the opportunity to speak.
- Planning a return to JDC event "QUARANTINE + HOME = WELCOME BACK TO JDC"
 - PWD learned event management skills;
 - Learned to listen to the opinion of another;
 - In the future, less staff assistance will be needed to organize events.

5. Participation in remote training:

- European Solidarity training
 - Gained experience to participate in remote training by oneself because there was no employee nearby to help;
 - In the future, PWDs will be able to participate in other remote training events independently

Replication Factors and Replicability

PERFORMING REMOTE TASKS:

PWD received remote assignments during the quarantine. PWDs who like to work on a computer received IT tasks, while others were sent remote tasks by registered mail. These tasks required PWD to demonstrate social networking skills, computer literacy, and creativity. PWDs continue to receive remote tasks throughout the quarantine period, and when they encounter difficulties in performing them, they remotely assist each other in performing them, using their computer literacy skills. The PWD will be able to use the experience gained in remote tasks when they will return to the Youth Day Center.

CELEBRATION:

Easter - a holiday, which was celebrated remotely. PWD performed the Easter-themed tasks, painted eggs, and took part in other holiday activities with the help of communication apps, such as Zoom, Skype, or messenger. During the celebration of this holiday, PWD showed their creativity, motivation, and quarantine did not stop everyone from enjoying it together. During the quarantine period, PWD received birthday greetings directly to their home. They were greeted in person, following the safety requirements. Also, in order for PWD to receive greetings from others, videos were created in which their friends send greetings and congratulate them. The prepared birthday video is also sent to PWD or his family. This good practice required PWDs to be able to use social networks and various apps to create greetings for their friends.

REMOTE COOKING:

Once the beautiful tradition of remote cooking has been started, it is planned to continue it after returning to the Youth Day Center after the quarantine period. Days could be set aside for PWD groups dedicated exclusively to cooking. This would require planning skills to plan cooking time, process, and so on. There would be a discussion to decide what and when to cook.

	<p>IMPLEMENTATION OF PWD TRADITIONS AND IDEAS: Pajama party has already become a tradition in the Youth Day Center. So, PWD decided to continue this tradition remotely as well. PWD used their planning and organization skills. Everyone shared their impressions of the Pajama Party using Skype, Zoom, and messenger.</p> <p>After the Pajama Party took place remotely, the PWD also planned to organize a return event "QUARANTINE + HOME = WELCOME BACK TO JDC". To complete this event on their return, PWD is planning it while still in quarantine. Therefore, PWD already shares responsibilities, uses computer literacy skills: searches for information on the Internet, discusses the script of the event and writes it online.</p> <p>PARTICIPATION IN REMOTE TRAINING: Following the European Solidarity training for Solidarity Project participants, which was attended by a member of the Solidarity Coffee project team, it is planned to re-engage in remote training, where possible, which would not only help the project but also help with self-improvement. What knowledge is gained through distance learning can be shared with other PWDs using programs such as messenger or Zoom. If remote learning takes place after returning to the Youth Day Center after quarantine, it is planned to participate in them and further improve computer literacy and personal development.</p>
<p>Lessons learned</p>	<p>PERFORMING REMOTE TASKS: Tasks on a computer and other smart devices: -Responsibility is developed -Emotional satisfaction -Improving the quality of life -Improves computer literacy -Improves assuredness -Planning skills are improved -Get the job done from start to finish</p> <p>Tasks received individually by post: -Responsibility is developed -Improves planning skills -Learning together -Improved quality of life -Improved assuredness -Emotional satisfaction.</p> <p>REMOTE COOKING: Baking a cake - Acquired work skills that give independence. - Teamwork.</p>

- Developing responsibility.
- Improves planning skills.
- Emotional satisfaction.
- Acquired knowledge and practical skills.
- Improved assuredness.
- Learning together.
- Accept failures and enjoy the results.
- Get the job done from start to finish.
- Improving the quality of life.

CELEBRATION:

Holidays - Easter celebration

- Learned to communicate through various programs
- Improved communication skills
- Had the opportunity for self-expression
- Involved PWDs family members in the overall process

Birthday greetings:

- Builds self-confidence.
- Feelings of being important, significant.
- Self-expression.
- Improving social skills.
- Emotional satisfaction.
- Reciprocal, close connection.

IMPLEMENTATION OF PWD TRADITIONS AND IDEAS:

Pajama party:

- Ability to evaluate oneself and accept challenges.
- Ability to understand and respect yourself.
- Ability to communicate positively and be responsible.
- Ability to participate in community life.
- Ability to respect the feelings of others.
- Ability to listen and express thoughts.
- Ability to act creatively and actively.
- Improved computer literacy skills.
- Acceptance of others' opinions.
- Teamwork.
- Communication skills are developed.
- Acquired knowledge and practical skills.
- More autonomy.
- Self-realization.

Organizing a return to JDC event:

- Self-realization
- Increases independence
- Acceptance of others opinion

	<ul style="list-style-type: none"> -Improved computer literacy skills -Gained experience in discussion -Improved organizational skills -Enabling PWDs -Teamwork -Feels important, significant -Emotional satisfaction -Self-confidence is developed <p>PARTICIPATION IN REMOTE TRAINING: Remote European Solidarity Training for PWD:</p> <ul style="list-style-type: none"> - Improved computer literacy skills. - Improves planning skills. - Gained experience to discuss. - Enabling PWDs. - Teamwork. - Sharing good practice. - Builds self-confidence. - Developing responsibility. - Communication skills are developed. - Emotional satisfaction.
Summary	<p>Remote work is an important part of everyday life during the quarantine. It has become a real test not only for PWD but also for employees. To achieve effective remote work experience, we used many methods and observed their effects on PWD.</p> <p>The presentation of remote assignments to PWD allowed to maintain close feedback with them, as well as to improve their existing skills and teach new ones. Given the different capabilities and needs of PWD in the use of smart technologies, we have provided them tasks not only by computer, but also by post, thus reducing the exclusion of PWD, allowing everyone to participate in the learning process.</p> <p>Celebrating holidays is always very relevant for PWD, so the continuous process in this area allowed PWD to experience a lot of good emotions, opportunities for self-expression, it was fun to have the opportunity to prepare for holidays, show their home environment, get holiday-themed assignments and birthday greetings.</p> <p>Remote cooking was a new and unfamiliar process, but experience has shown that it is possible and highly successful. The ability to independently perform certain actions by seeing instructions given with the help of video increased PWD's self-esteem and led to expanding their experiments in this field.</p> <p>PWDs are always encouraged to follow traditions and implement their ideas, so the extension of traditions and ideas to remote work allowed them to acquire new competencies by participating directly in the event via video and making sure that it is not inferior to live events. Acquired new skills to use various</p>

	<p>programs expanded the possibilities of PWD, increased their self-esteem, and the time spent having fun brightened the daily life of a difficult period.</p> <p>The implementation of their ideas is very welcome, so it was fun to get such an initiative from PWD. Their cooperation, division of responsibilities, preparation of tasks for other PWDs allowed employees to see their strengths and see the success of their work because seeing the behind the scenes of employees work during quarantine, PWD realized that the interrupted live communication is not an obstacle to continuing their work, sharing their ideas and the use of technology to implement their initiatives and have interesting tasks.</p> <p>Participation in remote training also allowed PWD to experience curiosity, excitement, timidity, learning new things, relaxation, gaining new acquaintances, self-presentation, opportunities for self-expression, and having fun and productive time.</p> <p>Using all these methods in our remote work with PWD, we were able to observe many good changes in various fields, excellent emotional state, strengthened connection with PWD families, acquisition of new competencies of employees. This good practice proves that the methods we use are successful and can serve as an example of good practice for others.</p>
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Keywords	<p>#solidarumokava #Jdcmenustudija #jdcteatras</p>