

Milano, Dicembre 2023

oMERO Project: an EU curriculum for visual disabilities rehabilitators

Fondazione David Chiossone - Sonia Agrebbe



OMERO
PROJECT

La Fondazione Chiossone

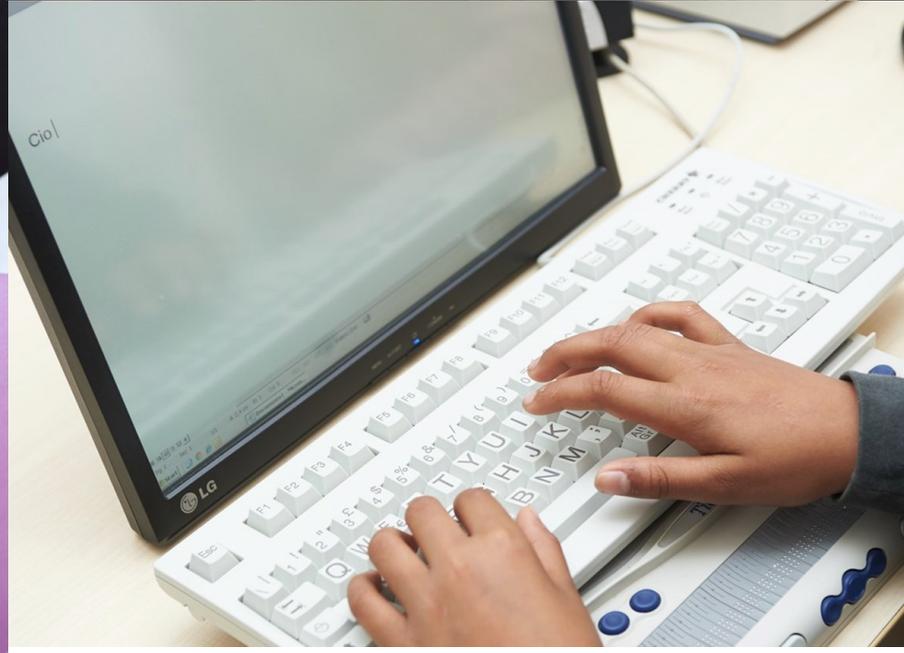
Inserire immagini o video di presentazione chiossone



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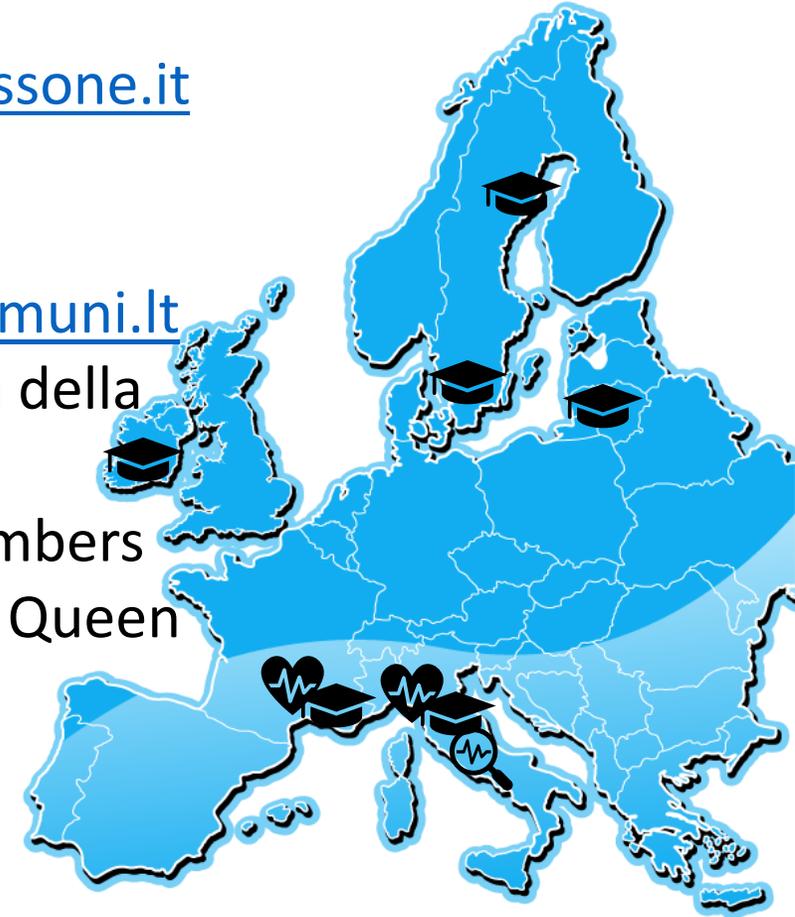


Il Visual Disabilities Rehabilitator



oMERO's partners

- ♥ Fondazione David Chiossone (APPLICANT), Italy - www.chiossone.it
- 🎓 Università degli Studi Di Genova, Italy - www.unige.it
- ♥ Mutualité Française Paca Ssam, France - www.lamut.fr
- 🎓 Lietuvos Sveikatos Mokslu Universitetas, Lithuania - www.lsmuni.lt
- 🔍 Si4life – Scienza e Impresa Insieme per Migliorare la Qualità della Vita, Italy - www.si4life.it
- 🎓 The Provost, Fellows, Foundation Scholars & The Other Members Of Board Of The College Of The Holy & Undivided Trinity Of Queen Elizabeth Near Dublin, Ireland - www.tcd.ie
- 🎓 Umeå Universitet, Sweden - www.umu.se
- 🎓 Université Côte D'Azur, France – www.univ-cotedazur.fr
- 🎓 Göteborgs Universitet, Sweden - www.gu.se/en



oMERO's AIMS

The oMERO project aims to **OVERCOME THE HIGH-SKILLS GAP DESCRIBED ABOVE** and to **FORMALIZE A NEW CURRICULUM** for a **NEW SPECIALIST FIGURE**, the VDR

the VDR is a **SPECIALIST FIGURE**, providing physical, mental and sensorial rehabilitation services, in a new **trans-disciplinary, user-centered and ICT-based approach**, to the visually impaired of all ages



oMERO's AIMS

A VDR **specialist** is a high professional figure: expected to cooperate in a **multidisciplinary team (MDT)** and by a complex **long-life approach (person centered)**



- demanded by [UN Convention on the Rights of Persons with Disabilities \(CRPD\) art 26](#)
- stated by [WHO International Consensus Conference on Vision Rehabilitation Standards 2015](#)
- needed by the labour market



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oMERO's AIMS

Our long term goal is:
to foster a high quality of academic level training
and the recognition of an EU qualification



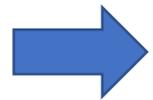
A VDR specialist:

- *performs a global rehabilitation intervention of **persons with visual impairment, with or without other impairments and of any age***
- *targets the best level of quality of life and autonomy possible*
- *through **development of user skills** and support in areas of weakness*
- *bio-psycho-social approach finalized to **inclusion** and social life.*

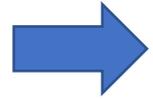
Perchè un progetto di cooperation partnership

<https://erasmus-plus.ec.europa.eu/it/programme-guide/part-b/key-action-2>

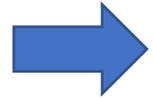
oMERO project



Nuove competenze e diversi metodi formativi



Necessità di rendere omogenei sul territorio europeo professionalità e competenze



Necessità di innovazione nei metodi di insegnamento e formazione

KA2 dovrebbe produrre

- approcci innovativi nei confronti dei rispettivi gruppi destinatari, uso di metodi partecipativi e di metodologie digitali; processi nuovi o perfezionati di riconoscimento e convalida delle competenze;
- ambiente più moderno, dinamico, impegnato e professionale all'interno dell'organizzazione: disponibilità a integrare le buone pratiche e nuovi metodi; apertura alle sinergie con le organizzazioni attive in diversi campi
- capacità e professionalità maggiori nell'operare a livello UE/internazionale: miglioramento delle competenze di gestione e delle strategie di internazionalizzazione



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La gestione del progetto

1. *Partnership Agreement* dettagliato e condiviso
2. Il monitoraggio «stretto», sia sulle attività che sulla parte finanziaria
3. *The Management*:
 1. Il risk register
 2. Lo steering committee
 3. Meeting one to one
 4. Roadmap per attività
 5. Quality evaluation
4. La disseminazione e gli esiti.
5. La sostenibilità: interesse amplificato, attenzione su attori alti e garantire come procedere.

Partnership agreement

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Il monitoraggio

Diretto

Coinvolgimento del coordinatore nelle attività di progetto

Meeting on line di progetto anche con singolo IO Leader

Periodico

Steering committee

Riunioni periodiche e on demand

Completo

Attività finanziarie

Attività di progetto



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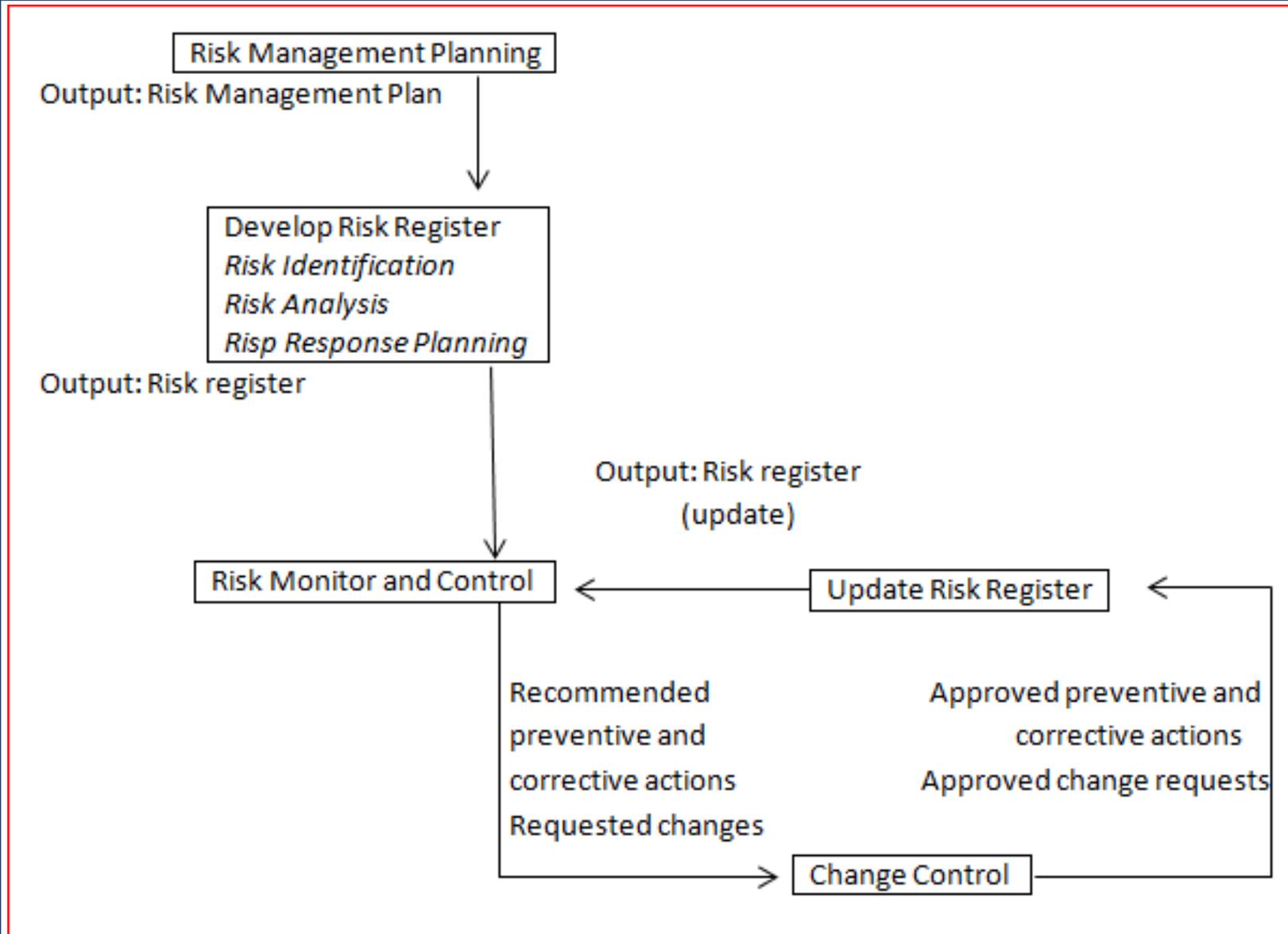


Risk register

Il monitoraggio continuo delle attività offre la possibilità di prevedere difficoltà e rischi. Mantenere un elenco di queste criticità e dei loro effetti diretti e indiretti consente di gestire con più efficacia le difficoltà.

A tal fine abbiamo definito un template per tenere traccia dei rischi identificati e dei loro effetti, nonché eventuali strategie per mitigarne gli effetti

Risk register



Categorie di rischio:

- Organizational risks
- External risks and Risks related to Higher Education Context
- Technical risks

5 livelli di probabilità di rischio:

- Very Unlikely
- Unlikely
- Likely
- Very Likely

4 livelli di impatto del rischio:

- Low Impact
- Moderate Impact
- High Impact
- Unacceptable Impact

Risk register

No	Risk	Type	WP/Activity concerned	Likelihood	Impact	Action	Significance of the risk for the entire project (1-5)	Preventive measures	Responsibility	Mitigation strategies (responsible)
1	Internal communication problems (information is not passed on/obtained)	internal	all	unlikely	moderate	mitigation	3	Setting clear communication rules, having transparency in communication, storing all relevant documents in a shared drive, addressing all relevant partners and CC persons who should know about the issue.	Project Coordinator	Identifying the "error" source, adjusting communication rules if necessary, reminding partners of communication rules.
2	Non performance of partners and/or delay in production of deliverables, including delays due to Corona	internal	all	unlikely	moderate	transfer	4	Agreeing on deadlines and quality standards and indicators (--> Quality Plan) together and communicating them clearly, reporting to WP Lead early if problems occur, asking for/communicating progress to WP Lead/Coordinator.	Project Coordinator; Project Result leader	Setting up additional meetings with relevant partners, identifying problems that led to the delay, set a realistic deadline.
3	Low-quality contributions	both	all	unlikely	high	avoidance	5	Early notifying PR leadership if problems/difficulties occur, asking/communicating progress regularly, having a close monitoring of progress, planning regular checks and meetings to discuss status of work (--> Quality Plan).	Project Coordinator, Project Result leader, all	Setting up additional meetings, identifying problems that led to quality issues, work on ways to improve.
4	Loss of critical competencies or key people in the project	internal	all	unlikely	low	mitigation	3	Making sure that two people are involved in the project, that they keep each other updated about the project processes and that all relevant documents are on a shared drive to be accessed.	all	Adjustments to documents and distribution lists, redistribution of tasks if necessary.
5	Low participation of multipliers in ME/low involvement of multipliers	both	Multiplier Event	unlikely	high	mitigation	3	Scheduling events early on, involving multipliers from the beginning of the project, following --> Dissemination Strategy.	ME leaders, all	Adjustment of the Dissemination Strategy.
6	Project outputs are evaluated as poor	internal	all	very unlikely	high	avoidance	2	Using the phases between test runs for improvements, setting achievable goals and review them regularly (--> Quality Plan), involving multipliers at an early stage, focussing on needs.	all	Communication of evaluations results promptly and implementation of improvements after test runs.
7	Conflict between partner organisations	internal	all	very unlikely	low	mitigation	4	Establishing trustful relationships between partners, communicating to the PC/partner if performance is not in line with agreed standards.	all	Setting up a meeting with the Project Coordinator who will mediate between the conflicting parties. In case the PC is involved in the conflict, therefore a third (external) party shall be appointed to mediate.
8	Partners run out of budget due to internal	internal	all	unlikely	moderate	accept	5	The Project Coordinator will keep track of timesheets		Partners altogether will agree on a "minimum" that will have to



Risk register

No	Risk	Type	WP/Activity concerned	Likelihood	Impact	Action	Significance of the risk for the entire project (1-5)	Preventive measures	Responsibility	Mitigation strategies (responsible)
19	Lack of teachers with the required level of expertise for teaching the lessons	internal	IO4	likely	high	mitigation	2		Each University is in charge of identifying future teachers	Planning recruitment activities and involving teachers that are able to transfer locally the knowledge in a subsequent period.
20	Applicability of the lesson plan in different countries	internal	IO4	likely	low	accept	1	Trying to be as general as possible	IO4 involved partners	Specifying the requirements of the lesson in the planning document provided prior to the beginning of the course.
21	Availability of instrument and funding for every activity	internal	IO4	likely	low	transfer	1	Identifying needs in terms of knowledge and instruments in order to plan the acquisition	IO4 involved partners	Planning acquisition
26	Underspend the budget of the period	internal	all	very unlikely	low	transfer	2	Monitoring progress of financial status of the project	Project coordinator	Planning future activities considering the status of the budget too.
27	Not being able to organize the Multipliers events	internal	Multiplier Event	unlikely	high	mitigation	4	Scheduling the Multipliers events early on	ME leaders, all	
28	Not being able to reach the required numbers for the Final Event	both	Final Event	unlikely	high	mitigation	4	Developing an effective Dissemination strategy	all	Create an agenda and involve partners since the month of May. Invigite also the participant of the local ME, providing an online access. Involve Key representative of stakeholders and local authorities. (PC)
29	Not being able to sufficiently spread the projects achievements	both	all	unlikely	high	mitigation	2	Developing an effective Dissemination strategy	all	Adjusting Dissemination Strategy, increasing dissemination efforts.
30	Not achieving the results at the due time	internal	all	unlikely	unacceptable			To progressively monitoring the progress	all	One month before the deadline, PC will identify strategies to overcome late contribution (PC)
31	Not providing the required feedback for the produced material	internal	IO6 and IO7	unlikely	moderate	mitigation		To progressively monitoring the progress	all	One month before the deadline, PC will identify strategies to overcome late contribution (PC)
32	Delivering the final document late	internal	IO6	likely	moderate	avoidance	1		IO6 leader	Showing what was already compliant with the teaching of each single partner
33	Using materials without acknowledging the project IPR	external	IO7	likely	low	mitigation	1		IO Leaders	The Steering Committee provide a general indication about the licence to be used. It no specific indication are provided we will use the default, i.e. share-alike licence.
34	Non homogeneity of the outputs	internal	IO4	likely	moderate	accept	1			
35	Not completing the activities about the entry level on time	internal	IO3	likely	low	mitigation	1	This is an additional output that provide higher value to the previous results. We commonly agree in doing this activity but any results is acceptable, even if partial	all	Sharing the problem between partners and agreeing upon an approach that focuses on achievable results



Lo steering committee

Il Comitato direttivo è l'organo di controllo dei progressi , principalmente per le Opere di Ingegno, interno al progetto costituito dagli IO Leader ha il compito di:

- *Organizzare le attività di ogni IO secondo la loro struttura e la loro tempistica;*

- *M*

- *C*

- *M*

- *S*

- *ric*

Abbiamo responsabilizzato maggiormente i partner condividendo onori e oneri e distribuendo il più possibile le attività

ontare

Roadmap per attività

.0 Roadmap WP4_2022		2	3	4	5	6	7	8	9	10	11	12
	refinement of WP4 roadmap (IDC)											
	Survey teachers and competences based on curricular LO											
T	Explication of operative approach and milestones											
	Discussion on selective criteria											
4	Discussion on format and contents of Lesson plans											
.	Settlement of lesson plan format (SI4Life)											
1	Selection of Lesson plan topics (IDC, SI4Life, Unige, Lamut)											
	Assignment of partner resources											
	Deployment of lesson plans (in couples)											
T												
4	Due date reminds											
.	Monitoring checkpoint											
2	Methodological support on deploying Lesson plans format (SI4Life, IDC)											
	Discussion on drafted Lesson plans											
T	Selection of formative issues for 5days training											
	Selection of partners participants and trainers joining staff training											
4	On field test of selected lesson plans											
.	Evaluation of Lesson plans and suggestion on useful skills for teachers											
3	Revision of Lesson plan documents											
.												
4	Formal settlement of toolkit and pubblication (SI4Life, IDC)											

- all partners activities
- sub-group activities ()
- all partners meeting
- wp leader activities

Quality Control Results

Il raggiungimento dei risultati si è concentrato su:

- Rispetto dei risultati raggiunti in relazione al pianificato.
- Rispetto delle tempistiche di progetto, applicando allineamenti qualora necessari, in considerazione delle interdipendenze dei risultati e della situazione pandemica.
- Rilevazione puntuale e, quando possibile preventiva, delle criticità con conseguente identificazione delle azioni/interventi di risoluzione necessari per mantenere la qualità attesa dei risultati.
- Raggiungimento dei risultati all'interno del budget concesso.



Disseminazione

Target
differenti

- End users e loro care giver
- Università
- Servizi di riabilitazione
- Professionisti della riabilitazione

Canali
differenti

- Sito dedicato
- Social media dei partner
- Eventi finali di disseminazione
- Pubblicazioni

Creare interesse, alimentare il dibattito, generare aspettative, focalizzare l'attenzione degli stakeholder sull'innovazione della figura professionale rispetto ai bisogni della popolazione europea che soffre di importanti disturbi visivi

Prossimi passi

Proseguire con un progetto europeo il cui focus sia

- Avviare il curriculum formativo
- Attivare sia a livello locale sia a livello europeo l'iter di riconoscimento del profilo professionale del VDR



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oMERO thanks you all!

