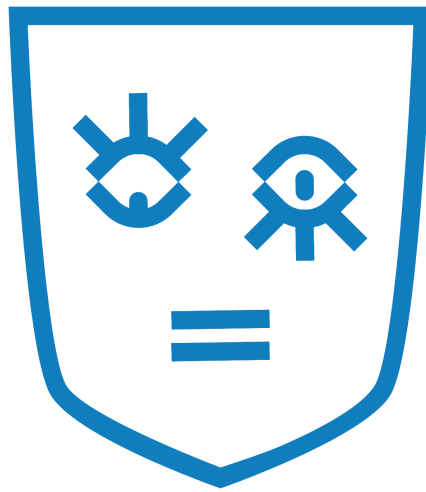


ERA 5.10 “GENDER DRAMA ID”

SUSTAINABILITY PLAN

**DRAMA BASED TRAINING PROGRAM FOR INCREASING
THE GENDER EQUALITY IN PERSONS WITH INTELLECTUAL DISABILITIES**



GENDER DRAMA-ID

ERASMUS+ KA220-ADU Adult Education



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1. Introduction

The Erasmus+ Program GENDER DRAMA-ID aims to enhance the competences of Persons with Intellectual Disabilities (PID) regarding gender equality through drama-based training. This will be achieved by developing gender equality training materials specifically designed for people with intellectual disabilities, built upon an inclusive and accessible training methodology that includes the training of trainers. All participating project partners will work collaboratively to ensure the results are effective and sustainable over time, with the goal of raising awareness on gender equality and the potential of theater-based training among all stakeholders.

Among the actions included in the project, there are dissemination activities, designed to ensure the continuity of the project after its conclusion. These activities target various groups that play a potential role in raising awareness about gender equality, the digital divide, and drama as a tool for social action in order to reduce existing inequalities in the field of intellectual disabilities.

Free access for the public to the project results developed by the GENDER DRAMA-ID Project will be ensured through their publication in the project website without any limitation. According to that, the website, among other general contents about the project, will include a specific section where the Project Results (WP2, WP3 and WP4) will be available to be downloaded or to be displayed directly on-line. The GENDER DRAMA-ID Project Website will be available during, at least, 5 years after the project completion, including the Project Results developed within the project. Through this strategy, the results of the project will remain available and open to any person/stakeholder belonging to the collectives of Persons with Intellectual, Inclusive and others.

2. Target groups and objectives

The target groups in this project include PID, organizations working in the field of intellectual disabilities, entities operating in training through drama, organizations supporting groups and individuals at risk of social exclusion, and entities from the world of creative arts and art therapies.

Our sustainability strategy is structured according to the following objectives, ensuring that the Gender Drama-ID methodology is integrated in PID's learning process:

In the short-term, during the first two years after the project finalization, all the developed resources (methodology, guide, training materials and digital tools) will remain fully accessible to all stakeholders.

- Make all the developed resources (methodology, guide, training materials and digital tools) fully implemented and accessible to all stakeholders.
- Provide a solid background to conduct widespread awareness campaigns with stakeholders (disability professionals, trainers and families).
- Establish partnerships with local organizations, educators and disability advocates to encourage immediate adoption of the drama based training methodology.
- Train a network of trainers and facilitators to continue delivering the program across diverse regions.
- Partner with educational and professional institutions to embed the training modules into standard curriculums.
- Collect longitudinal data on behavioral changes and program outcomes to build evidence for efficacy.
- Actively seek new funding from governmental and non-governmental organizations to scale efforts.

Finally, in the medium and long-term, between 3-5 years after the end of the project and beyond, the objectives are the following:

- Foster ongoing digital innovation, enhancing the training tool for newer technologies and broader accessibility.
- Institutionalize a mentoring program where trained participants advocate for and support others in their communities.
- Advocate for policy changes using program outcomes to influence systemic approaches toward gender equality for persons with intellectual disabilities.

3. Implementation strategies

The mentioned objectives, which ensure the project sustainability, will be pursued through the following strategies:

- Replication and scaling: Partnering with international NGOs and networks specialized in disabilities and gender equality to replicate the model globally.
- Capacity building: Conducting annual training workshops to train new facilitators in the methodology, ensuring the growth of a skilled workforce.
- Knowledge sharing: Hosting conferences and webinars to share best practices and outcomes, enhancing the program's visibility and promoting European values and programs.
- Monitoring and feedback: Developing robust evaluation mechanisms to ensure the program adapts to societal and technological changes over time.
- Digital accessibility: Continuously updating and maintaining the digital training tool for inclusivity and user-friendliness.
- Stakeholder engagement: Collaborating with policymakers, educational bodies and advocacy groups to ensure alignment with broader inclusion goals.

- Funding: Applying for grants from EU bodies and international organizations to support ongoing activities.

4. Partners strategies

4.1. FEVADIS

FEVADIS is a non-profit entity with more than forty years of experience, founded in 1979. In its beginnings, the federation was created by relatives of people with intellectual disabilities, mainly to satisfy their needs, within the field of leisure. Thus, FEVADIS has a wide range of camps, respite care and inclusive leisure activities.

FEVADIS' mission is to improve the life quality of people in general and especially of people with intellectual disability and their families. As well as provide the necessary support, usually of high intensity, in self-determination, autonomy, communication and participation in the community, to achieve their consideration as citizens with full rights. In addition to enabling both people with intellectual disabilities, and their families in all necessary areas of daily life.

Our vision is to be a person-centered entity, where the necessary supports are provided, within the framework of inclusion and respecting the rights of the people with whom we work. Many of our associates are people with a high level of dependency, in addition to an intellectual disability they also have, in most cases, a physical disability. We encourage widespread and individual support.

In the Gender Drama ID Erasmus+ project, FEVADIS has led the development of the training package and the revisions of the training materials, as expert in delivering training for PID. FEVADIS leads pilot training actions in Spain and has assisted NKUA in the design and

revision of the drama-based training methodology.

4.1.1. Local sustainability strategies

FEVADIS plans to integrate the "Gender Drama-ID" methodology into its ongoing programs, particularly those focused on inclusive leisure, education, and personal development for people with intellectual disabilities (PID). This includes embedding drama-based approaches into existing training packages for individuals and their families, as well as workshops for educators and caregivers.

To ensure financial sustainability, FEVADIS will seek local and regional funding from government bodies and private organizations aligned with its mission. Additionally, it will explore partnerships with other Spanish institutions working in the field of disability and inclusion to expand the reach of the methodology.

The methodology will be adapted for use in other contexts, such as virtual training and blended learning formats, to make it more accessible. The inclusive and rights-based focus of the training aligns with FEVADIS' vision and ensures that it remains relevant to its community's needs.

4.1.2. Good practices at the local level

The involvement of FEVADIS in the "Gender Drama-ID" project has established a model for using drama-based methodologies to engage PID in discussions about gender equality and personal rights. The organization has successfully implemented training pilots that reflect EU values of inclusion, empowerment, and equality, demonstrating that even individuals with high dependency can actively participate in complex social dialogues when provided with the right support.

FEVADIS' collaborative approach with families and local communities ensures that the impact extends beyond direct participants. Dissemination of these practices has been

achieved through community events, the publication of accessible training materials, and the active engagement of local media to raise awareness.

4.1.3. Commitment and contribution to international collaboration

FEVADIS remains committed to sustaining and strengthening international collaboration initiated through the "Gender Drama-ID" project. The organization will continue working with project partners to exchange knowledge, share best practices, and co-develop resources that can be adapted across diverse cultural contexts.

Proposals include establishing a transnational online repository of resources and organizing international webinars to share experiences and methodologies. FEVADIS will also support future Erasmus+ initiatives by contributing expertise in inclusive education and drama-based training for PID.

To ensure continuity, FEVADIS plans to create long-term collaborative agreements with other partners and leverage its experience to assist in designing and implementing similar projects on a European level.

4.1.4. Local evaluation and monitoring

Evaluation at the local level will focus on measurable outcomes such as increased self-confidence and understanding of gender equality among PID, improved skills for educators and caregivers, and heightened community awareness of inclusive practices.

Monitoring will include pre- and post-training assessments for participants and facilitators, as well as feedback from families and community stakeholders. FEVADIS will use qualitative methods, such as interviews and focus groups, to capture personal stories and insights that demonstrate the impact of the training.

Monthly progress reviews will be conducted during the implementation phase, and

follow-up evaluations will track the long-term integration of the methodology into local programs. Findings will be shared through public reports and community dissemination events to ensure transparency and encourage replication.

4.1.5. Available resources

FEVADIS will provide trained facilitators and educators to support the implementation of the "Gender Drama-ID" methodology locally. These professionals have expertise in working with PID and can offer tailored guidance for adapting the materials to different needs.

The organization will also make available accessible versions of the training materials, including guides and activity templates, through its website and upon request. These resources will be offered to NGOs, schools, and other organizations interested in adopting the methodology.

Additionally, FEVADIS will serve as a point of contact for organizations in Spain seeking mentorship or collaboration in implementing drama-based training for inclusion and gender equality.

4.2. CERCI LISBOA

CERCI Lisboa, established in 1976, is a pioneering institution in Portugal dedicated to supporting individuals with intellectual and multiple disabilities. Its mission is rooted in promoting inclusion, personal development, and the well-being of people with disabilities, fostering their active participation in society. Over the decades, CERCI Lisboa expanded its scope and services. It introduced new programs such as: **Inclusive Education:** Collaborating with schools to support children with special needs; **Therapeutic Services:** Offering physical therapy, speech therapy, and psychological support; **Vocational Training:** Preparing individuals for meaningful employment opportunities. These initiatives were complemented by cultural and recreational activities, including theater, art, and sports, which became vital

tools for empowerment and social integration. CERIC Lisboa has consistently worked to raise awareness about the rights of people with disabilities. Through public events, advocacy campaigns, and partnerships with local organizations, it has played a critical role in changing societal attitudes and promoting inclusion. **Theater plays a fundamental role in the activities of CERIC Lisboa, promoting inclusion, personal development, and social integration for people with disabilities or special needs.**

Our Organization, dedicated to the inclusion of individuals with intellectual and multiple disabilities, uses theater as a transformative tool in various areas:

1. Personal Development and Expression as Theater helps participants build self-confidence and also provides a safe space for creative expression, allowing participants to explore emotions and roles;
2. Communication as Theater exercises contribute to improve communication, both oral and through gestures and facial expressions;
3. Social Inclusion as Theater creates opportunities to connect with audiences and people outside their usual environment as well as performances showcase the abilities and talents of people with disabilities, challenging stereotypes,

At CERIC Lisboa, initiatives such as inclusive theater groups and public performances contribute not only to the individual growth of participants but also to the building of a fairer and more inclusive society and to contribute to societal discussions and cultural improvements in fundamental areas such as gender equality. Our GENDER DRAMA ID Project was a fundamental **Gender Drama ID** project, an initiative aimed at exploring gender identity and equality through the transformative power of theater. As part of this innovative project, CERIC Lisboa engaged individuals with intellectual and multiple disabilities in theatrical workshops and performances designed to address stereotypes, promote self-expression, and foster discussions about gender roles and inclusion.

Through creative exercises and collaborative storytelling, participants were encouraged to reflect on their personal identities and challenge societal norms. The project not only empowered participants by giving them a platform to express their unique perspectives but also raised awareness in the broader community about the intersection of disability and gender equality. CERCI Lisboa's involvement pretends to promote societal commitment to inclusion, using art as a tool for empowerment and social change.

4.2.1. Local sustainability strategies

In Portugal, significant strides have been made in promoting gender equality, including legal frameworks supporting equal rights and opportunities. However, challenges persist, particularly for marginalized groups such as people with intellectual disabilities. These individuals often face compounded discrimination, both due to their disabilities and societal stereotypes surrounding gender roles. Women with intellectual disabilities are particularly vulnerable to inequalities, including limited access to education, employment, and social participation, and are at higher risk of abuse and exploitation. Despite these challenges, awareness has been increasing, with initiatives like the **Gender Drama ID** project addressing the intersection of gender and disability. Our project has and will contribute to bridging gaps in inclusion and challenging ingrained stereotypes within local communities.

To ensure the long-term impact and sustainability of the **Gender Drama ID** project, several local strategies can be implemented, building on its strengths and opportunities:

- **Empowering Local Educators and Facilitators-** Train teachers, social workers, and cultural professionals in using theater as a tool to address gender equality and disability inclusion, ensuring they can replicate and adapt project activities.
- **Promotion of Resource Materials developed** in GENDER DRAMA ID Project

- **Strengthening Partnerships with Local Institutions:**

such as schools, community centers, and cultural organizations to present our play and to develop project's activities into their regular programs.

CERCI will seek funding of projects for persons with disability, to continue sharing the training course with different trainers within the community.

4.2.2. Good practices at the local level:

The information about the project **GENDER DRAMA ID** is visible on our facebook and instagram and will be on our Website when its revision will be completed. Our newsletter will be sent in January to more than 500 email addresses of different stakeholders we are in contact with. We plan to write an article and publish.

4.2.3. Commitment and contribution to international collaboration:

We are committed to maintaining a strong and collaborative relationship with our project partners in the future. We will continue to share updates, track each other's achievements, and explore opportunities for future collaboration.

To ensure the continuity of the GENDER DRAMA-ID project on an international level, we propose the following measures:

1. **Create residency opportunities**

Develop residency programs where artists, scholars, or creatives from partner countries can travel to immerse themselves in the local culture. These residencies will enable participants to explore regional challenges in gender representation, fostering deeper cultural understanding and inspiring co-creation of new work that advances the project's message.

2. Establish virtual residencies

Launch virtual residencies to facilitate remote collaborations. Through these programs, artists can contribute to scriptwriting, share insights, and explore gender-related themes across different cultural contexts, leveraging technology to bridge geographical distances.

3. Introduce a mentorship scheme

Create a mentorship program connecting experienced artists from one partner country with emerging talents in another. This initiative will focus on guiding participants in scriptwriting, performance techniques, and authentic representation of gender identities, ensuring the project's themes continue to resonate and evolve.

By implementing these measures, we aim to sustain the impact of GENDER DRAMA ID, fostering ongoing dialogue and collaboration on gender representation across cultures.

4.2.4. Local evaluation and monitoring:

We will remain in contact with other cooperatives working with PID to share our project at the local level. To enhance visibility, we plan to promote the project through our website and social media platforms.

4.2.5. Available resources:

We count on a skilled team of professionals and a dedicated Self-Representation Department, specializing in sharing knowledge on gender issues and delivering impactful training sessions.

CERCI's commitment to sustainability lies in its strategic focus on partnership building, knowledge exchange, resource accessibility, and ongoing reflection. By integrating these elements, the **Gender Drama ID project** is positioned to create a lasting legacy in both the theatrical world and the broader global conversation on gender identity.

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4.3. EDRA

EDRA is a non-profit organization dedicated to promoting mental health awareness and social inclusion through varietal methods. As a partner in the "Gender Drama ID" project, EDRA has been responsible for the implementation of drama-based training aimed at promoting gender equality for people with intellectual disabilities in Greece. Through workshops and community activities, EDRA has helped local participants understand the importance of gender equality and how to identify and challenge inequalities in their daily lives.

The organization has carried out several activities under the project, including drama-based training workshops, awareness-raising campaigns, and dissemination of materials. These efforts have reached both individuals with intellectual disabilities and the broader community, fostering greater awareness of gender issues.

4.3.1. Local sustainability strategies

EDRA plans to integrate the drama-based training methodology into its regular activities by offering it as part of ongoing workshops and educational programs. This will ensure that the project's key messages continue to reach new participants and local communities. To enhance sustainability, the organization will strengthen its collaboration with other local and international institutions, including schools, NGOs, and community centers. These partnerships will facilitate the replication of the methodology in diverse settings. Additionally, EDRA plans to adapt the drama-based methodology to incorporate digital tools, enabling online workshops and inclusive theater performances that can reach a wider audience.

4.3.2. Good practices at the local level

Some of the best practices implemented by the project include using drama as a medium to

break down complex social issues and create a safe space for participants to explore gender dynamics. This method has empowered individuals with intellectual disabilities by giving them a voice and platform to express their thoughts and experiences. These practices align with EU values of equality, inclusion, and empowerment, and have been instrumental in fostering an inclusive community dialogue.

Visibility strategies for the project include leveraging social media campaigns, collaborating with local media outlets, and organizing public performances to demonstrate the outcomes of the drama based training helping to increase awareness of the project's impact.

4.3.3. Commitment and contribution to international collaboration

EDRA is committed to maintaining international collaboration with the other project partners through regular exchanges of knowledge and experiences. The organization will continue to participate in joint meetings, conferences, and online platforms to share best practices and updates on the project's progress. EDRA proposes setting up a collaborative online repository where partners can share training materials, success stories, and challenges to ensure continuous learning.

4.3.4. Local evaluation and monitoring

To ensure the continuity of the project at the international level, EDRA will take concrete measures such as hosting cross-border workshops and participating in international drama-based education forums. These actions will help keep the conversation around gender equality for individuals with intellectual disabilities alive at the international level.

To evaluate the success of the sustainability plan, EDRA will develop specific indicators such as the number of workshops conducted annually, participant satisfaction rates, and the degree of community engagement in events. The organization will track the project's impact by conducting regular follow-up surveys with participants and gathering feedback

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from local stakeholders. Evaluation methods will also include monitoring the long-term behavior changes of participants and assessing how well the project's gender equality messages are integrated into their daily lives.

4.3.5. Available resources

EDRA will allocate dedicated human resources, including trained facilitators and project coordinators, to ensure the ongoing success of the project. The organization also plans to invest in continuous training for staff to ensure they remain updated on the latest inclusive educational methods and practices. Technical resources, such as video conferencing platforms and digital storytelling tools, will be utilized to adapt the project's methodology to an online environment, ensuring accessibility and continued engagement.

4.4. HURT

The Croatian Association of Occupational Therapists is a professional organization dedicated to promoting and advancing the field of occupational therapy in Croatia. It supports the development of occupational therapy practices, advocates for the rights of individuals with disabilities, and offers continuous education for professionals in the field. The association focuses on enhancing the quality of life for individuals through meaningful activities, promoting independence, and supporting inclusive practices across various settings.

In the "Gender Drama-ID" Erasmus+ project, the Croatian Association of Occupational Therapists played a significant role by contributing its expertise in adapting activities for individuals with intellectual disabilities. Occupational therapists from the association provided insights into how the drama-based activities and verbal materials could be tailored to meet the cognitive and sensory needs of participants. Their role likely included developing and adapting accessible resources, training facilitators on engaging individuals with intellectual disabilities, and ensuring that the activities were inclusive and supportive of

each participant's abilities. This involvement would have been crucial in making the project's content and methods more accessible to the Croatian participants with intellectual disabilities.

4.4.1. Local sustainability strategies

Croatian organizations plan to incorporate the project's drama-based methodology into their ongoing educational and support programs. Staff are being trained to continue using these inclusive techniques in workshops, schools, and community centers. Strategies for sustainability include seeking financial support from Croatian government grants, local organizations, and European Union programs focused on disability rights and education. Existing partnerships with NGOs, disability support organizations, and educational institutions will be strengthened, while potential collaborations with international partners will be explored to refine methodologies further. The methodology will also be adapted to include technological tools and explore applications in inclusive theater settings to ensure the program remains relevant and accessible.

4.4.2. Good practices at local level

The project successfully engaged individuals with intellectual disabilities in discussions on gender equality through drama and role-play, effectively addressing sensitive topics and aligning with EU values of equality, inclusion, and empowerment. Dissemination efforts included local workshops, community events, and collaboration with NGOs, raising awareness and inspiring similar initiatives at the local level.

4.4.3. Commitment and contribution to international collaboration

Croatian partners are committed to maintaining ongoing collaboration with international organizations through knowledge exchange, co-developing resources, and participation in future Erasmus+ projects. Proposals include creating an online platform for sharing methodologies and outcomes, enabling mutual learning among partners to enhance inclusive education initiatives. Concrete measures, such as establishing an international

advisory group and organizing regular cross-country webinars, will ensure the continuity and growth of collaborations.

4.4.4. Local evaluation and monitoring

Evaluation will be based on key success indicators, including increased awareness among participants, improved facilitator skills, community engagement, and integration of project methods into local programs. Progress will be tracked through pre- and post-project surveys, focus groups, and interviews, complemented by monthly reviews, mid-project evaluations, and follow-up assessments at three and six months post-project. Findings will be shared through comprehensive reports, local workshops, and regional events to guide future initiatives and inform policy developments.

4.4.5. Available resources

Trained professionals and educators are available to provide on-demand resources, including guidance on drama-based techniques, to organizations employing occupational therapists. Additionally, the project's webpage serves as a central hub for accessing resources, updates, and guidance for implementing inclusive education initiatives.

4.5. CEDEUM

Centre for Drama in Education and Art CEDEUM is a non-governmental and non-profit association aiming at implementing and supporting projects and initiatives in the field of creative education, drama and art that have as its goal the development of our country and region as a free, open and democratic society, where human rights are respected in every segment. It consists of an efficient and well organized team of multitasking experts in drama, psychology and social studies, and a large body of volunteers interested in helping in the implementation of our programs and thus achieving new skills and practices.

CEDEUM's role in the "Gender Drama ID" project was primarily to offer expertise in the realm of drama based methodology, and to develop, together with NKUA, a trainers Scheme and a Trainer's Guide as well as different protocols and evaluations for the theme that was in our focus: gender issues. We also conducted training in DBM for the organizations who were to implement the methodology for the PID's, contributed to the development of the digital platform and web page, and worked diligently on the dissemination of the project and the visibility of its phases as well as results in our local, as well as the international environment and community of drama/theatre and education.

4.5.1. Local sustainability strategies:

CEDEUM, as experts in the drama field, will share the outcomes of the project with different PID specialized associations and organizations in Serbia. CEDEUM will seek funding from the Ministry of Culture, on the strand of projects for persons with disability, to continue sharing the training course with different trainers within the community. We will encourage them to continue using the platform and to present the results at different platforms, both digital and in person.

IDEA (International Drama/Theatre and Education Association) and the World Alliance for Art Education, continue to be our trusted partners in spreading the news about the project. We have realized that the methodology can be adapted and used for work with many different marginalized and vulnerable groups, Roma minority, migrant population, as it is clear and easy to follow. It can be used in many different contexts to shed light and activate interested persons in the topic of gender inequality.

We hope to spread the methodology and the outcomes of the project to different organizations and groups working with this issue amongst different focus groups.

4.5.2. Good practices at the local level:

The information about the project is visible on our website. This information has also been published on our different social media platforms. The newsletter has been sent out to more than 500 email addresses of different stakeholders we are in contact with. CEDEUM's plan is to write an article about the project and publish it in different printed media in the country, so that the scope of the results is the maximum possible.

4.5.3. Commitment and contribution to international collaboration:

The project team created strong networks with the rest of the project partners. CEDEUM plans to continue to nourish our relationship and find other ways to continue working with each other in the future. The innovative project methodology will be presented in different contexts to spread its results, among other events, in the International Conference in Athens and the International Conference of Singapore in 2025. The results and the steps of the project have been announced and distributed to the world drama education community through the IDEA quarterly newsletter, through different panels and online events, with the participation of the project team.

4.6. National and Kapodistrian University of Athens (NKUA)

The NKUA, through its Theatre Studies Department and the Theatre, Education, and Philosophy Laboratory, has a strong foundation in applied theatre and a history of impactful community engagement. Building on these strengths, the sustainability strategy focuses on integration, dissemination, and expansion of the Gender Drama-ID project outcomes.

4.6.1. Local sustainability strategies

Firstly, an integration of the Drama-Based Training (DBT) methodology in the academic curriculum will be deeply studied. The Theatre Studies Department will progressively embed

this methodology into undergraduate and postgraduate courses. This integration will include modules on gender equality, diversity, and inclusion, tailored for theatre pedagogy and applied theatre studies. Furthermore, new student-led projects will be initiated to adapt the DBT methodology for diverse contexts, fostering innovation and ensuring the methodology's ongoing relevance.

The Theatre, Education, and Philosophy Laboratory will continue to develop and refine drama-based techniques, expanding their application within the university's research agenda. The lab's existing emphasis on addressing discrimination and promoting inclusion will ensure sustained alignment with the project's objectives.

4.6.2. Good practices at the local level

NKUA will organize training workshops and seminars sessions for educators, social workers, and community leaders, equipping them to replicate and adapt the DBT methodology in schools, cultural organizations, and social institutions. Existing networks with schools and local NGOs will be leveraged to reach marginalized groups, including women, immigrants, and persons with intellectual disabilities.

Community engagement will be promoted through public performances and interactive workshops will be conducted to raise awareness about gender equality and inclusion. These events will showcase the transformative potential of drama-based training and foster community dialogue.

4.6.3. Commitment to international collaboration

NKUA will build on its extensive international network, collaborating with universities, NGOs, and cultural institutions across Europe to promote the DBT methodology. It will host

international conferences and webinars to share best practices and encourage cross-border adoption of the methodology.

By participating in transnational research projects, NKUA will continue to innovate within the fields of applied theatre and social inclusion. Collaborations with Erasmus+ partners will ensure ongoing refinement and adaptation of the project's tools.

4.6.4. Evaluation and monitoring

Pre- and post-training assessments will track changes in attitudes and skills among participants. Feedback from facilitators, students, and community members will guide iterative improvements. Longitudinal studies will assess the sustained impact of the DBT methodology on participants' understanding of gender equality and inclusion.

4.6.5. Available resources

NKUA will allocate resources from its Theatre, Education, and Philosophy Laboratory, including trained facilitators and access to its extensive library of theatre and pedagogy resources. Digital tools and training guides developed during the project will be made accessible to local and international partners through the university's online platforms.

4.7. Universitat Politècnica de València (UPV)

The Universitat Politècnica de València, through its ITACA-SABIEN research group, is a leader in e-health and e-inclusion innovation. With over 25 years of experience in applying ICT to health and social care systems, UPV's sustainability strategy emphasizes technological advancement, integration, and scalability of the Gender Drama-ID project outcomes.

4.7.1. Local sustainability strategies

Firstly, in the area of technological development, the SABIEN group will expand the digital training tools developed during the project, integrating new features to enhance

accessibility and user engagement for persons with disabilities and other vulnerable groups. Moreover, advanced applications, such as interactive platforms and mobile apps, will be developed to provide tailored training experiences and support remote access.

Secondly, regarding research and innovation, the project outcomes will be integrated into ongoing research on e-inclusion and assistive technologies, ensuring alignment with cutting-edge advancements in ICT for social good. Collaboration with other UPV research clusters, such as the Healthy Living micro-cluster, will enable multidisciplinary approaches to scaling the tools and methodologies.

4.7.2. Good practices at the local level

UPV will collaborate with local organizations and municipalities to pilot the training tools in real-world settings, collecting feedback to refine their effectiveness. Partnerships with local disability advocacy groups and healthcare providers will ensure that the tools address the specific needs of target populations.

The tools and methodologies will be incorporated into UPV's educational programs, particularly in health, engineering, and social sciences. This will provide students with hands-on experience in developing solutions for social inclusion.

4.7.3. Commitment to international collaboration

Building on its experience in managing large-scale European projects, UPV will lead new initiatives that adapt and scale the Gender Drama-ID outcomes for broader societal challenges, such as aging populations and mental health.

In regard to global dissemination, UPV plans to organize international webinars to showcase the project's digital tools and methodologies, encouraging adoption by other institutions

and organizations. Publications in academic journals and presentations at global conferences will ensure visibility within the scientific community.

4.7.4. Evaluation and monitoring

Evaluation plans include data-driven insights, among which are continuous monitoring of the tools' performance through user feedback and analytics will guide iterative improvements. Impact assessments will evaluate the tools' effectiveness in enhancing inclusion and autonomy among users.

Stakeholder engagement will be measured by regular consultations with end-users and collaborators will ensure that the tools remain responsive to evolving societal needs.

4.7.5. Available resources

UPV's SABIEN group will allocate its expertise in ICT and its established infrastructure for developing and testing digital solutions. Access to the university's extensive research facilities and its connections with industry partners will support the scaling and dissemination of the tools.

5. Impact measures

The results of the project sustainability plan will be assessed through different measures and indicators, such as:

- Number of participants trained and reached annually
 - Through the implementation of Training Courses and other related activities organized by CERCILISBOA, EDRA, FEVADIS, HURT, CEDEUM and NKUA, 300 persons (PID, trainers and supports) will directly increase their competences

in how to create drama-based training plays. In 5 years, this will amount up to 1500.

- Through the implementation of the Dissemination Activities, 3500 PID, trainers and stakeholders will increase their awareness on how to promote drama-based training plays. In 5 years, this will amount up to 12500.
- Entities involved with Intellectual Disability will implement them involving PID and Supports, usually for occupational/leisure purposes
- Entities involved with Drama-Based Training will implement them involving drama professionals with intellectual disability, usually for professional purposes and also adapt it for other kind of special needs.
- Entities involved with other collectives with special needs will adapt them to their own collectives and implement it, usually for occupational/leisure purposes and, therefore improve their Quality of Life.
- Entities involved with Creative Arts, not only drama will be able to adapt them to their own collectives and implement it, both for professionals and occupational/leisure purposes
- Evidence of behavior changes in trained individuals and communities
- Expansion of partnerships and geographic reach of the program
- Uptake of methodologies in official education and professional training framework

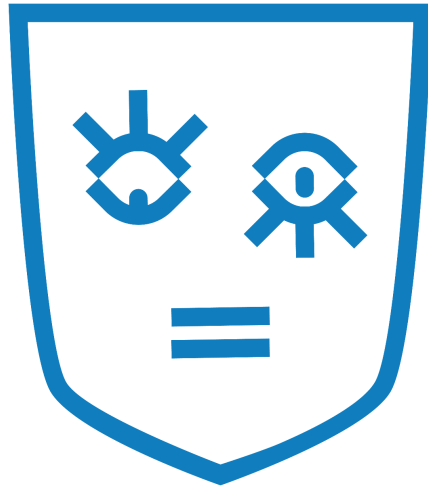
6. Conclusions

The "Gender Drama-ID" project, a collaborative initiative under the Erasmus+ framework, has successfully outlined strategies to ensure its sustainability and long-term impact. These strategies emphasize the integration of its drama-based methodology into local, regional, and international contexts, leveraging partnerships, capacity building, and innovative approaches. By embedding the methodology into existing educational and support

programs, and by seeking diverse funding opportunities, the project ensures the continuity of its mission to promote gender equality and empower people with intellectual disabilities (PID).

The commitment to sustainability is further demonstrated through concrete actions, such as the training of facilitators, dissemination of accessible materials, and the adaptation of methodologies to digital and blended learning formats. These efforts align with the project's broader objective of fostering inclusion, equality, and community engagement. Partner organizations have dedicated resources and expertise to maintain the momentum generated by the project, ensuring its impact extends beyond the initial scope.

Finally, the cooperation between partners has been a cornerstone of the project's success. Through shared knowledge, joint activities, and mutual support, the consortium has created a strong foundation for future collaboration. All partners remain committed to continuing this cooperation, extending the reach of the project's outcomes, and working collectively to advance the rights and inclusion of PID across Europe and beyond. This declaration of solidarity underscores the shared vision of a more inclusive and equitable society.



GENDER DRAMA-ID

TEAM



Fevadis



Cedeum



έδρα



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