

CERTIFICATE OF ATTENDANCE

EU Erasmus+ programme KA2 Capacity Building in Higher Education

Training visit on the use of augmentative and alternative
communication methodology in the Ukrainian system of education

Olena Babenko

From Sumy State Pedagogical University named after A.S.
Makarenko, Sumy, Ukraine, attended the **AMUSE training visit**
held at the University of Applied Sciences Utrecht as a part of
the KA2 Capacity Building Erasmus Programme from
September 29 2025, to October 3 2025, with a total of 40 hours.

Saskia Wijsbroek

*Professor Youth at the University of
Applied Sciences Utrecht*



Sofie Sergeant

*Professor Inclusion & Resilience in
Education at the University of Applied
Sciences Utrecht*



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Learning goals

- Participants will deepen their understanding of inclusive practice through site visits to specialised schools in Utrecht, Rotterdam, and Amsterdam, engaging in dialogue with professionals, observing practices, and linking insights to frameworks such as AAC and Universal Design for Learning (UDL).
- Participants will be able to critically examine how improvisational practices and creative play can open up spaces beyond spoken language, fostering authentic connection, participation, belonging, and resilience in educational contexts.
- Participants will gain an in-depth understanding of the concept of Deaf Gain and reflect on how the experiences of deaf people, as carriers of a fully developed language, can inspire inclusive pedagogies and serve as models for active participation of students with disabilities..
- Participants will analyse the communicative challenges faced by children with developmental language disorders and evaluate the potential of multimodal and augmentative and alternative communication (AAC) to enhance participation, self-expression, and agency in classroom practice.
- Participants will learn to recognise and respond to heightened social-emotional sensitivity in children, exploring strategies for attuning communication and interventions to better address diverse learning and behavioural needs.
- Participants will explore how artistic principles, including improvisation and experimentation, can inform inclusive educational practices, strengthening the role of teacher-artists in creating schools where students are recognised as whole persons and co-construct their learning environments.



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