



Education and Culture DG

## Lifelong Learning Programme

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# COMPENDIUM OF BEST PRACTICES

## BY

# “CHANCE” PROJECT



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*For France:* Institut National de Formation et de Recherche sur la Formation Permanente, Paris

*For United Kingdom:* Commitments in Communities, Manchester

*For Greece:* Polydynamo Centre of Social Intervention of Cyclades, Hermoupolis, Syros

*For Hungary:* Hand in Hand Foundation, Budapest

*For Latvia:* Social Integration State Agency, Jurmala



Lifelong Learning Programme

“CHANCE” PROJECT

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## INTRODUCTION

This Compendium of Best Practices has been worked out in the framework of European Lifelong Learning Programme, within Sub-programme Grundtvig Partnerships.

European, national and local data shows that people with learning or intellectual disabilities continue to be excluded from the labour market. They also have difficulties to participate in education programmes and have lower educational qualifications than people without a disability.

This is why CHANCE partnership has decided to create a common space for common work between institutions and organizations working in the field of adult learning in the broadest sense – formal, non-formal or informal – aiming at improving learning methods and tools for disadvantaged adults, in particular for adults with intellectual disabilities.

For this reason, the aims of our common work have been:

- exchanging experiences, best practices, methodologies and tools among staff of partner organizations (teachers/members of training staff and people involved in planning project activities) involved in adult with intellectual disabilities learning;
- developing common creative methodologies, tools and new projects on disadvantaged adult education and training issue;
- promoting at local, national and transnational level the role and involvement of families of adults with intellectual disability in the learning process of this target group;
- increasing transnational mobility opportunities for the target group (adults with intellectual disabilities);
- awakening social and institutional actors to the issue of intellectual disability of adults.

By our partnership, we have focused on next problems:

- social exclusion of adults with intellectual disability
- learning difficulties of adults with intellectual disability
- exclusion of people with intellectual disability from the labour market
- difficulties of organizations involved in education and training on using suitable and creative instruments for teaching and involving adults with intellectual disability in learning process;
- difficulties of families to play a recognized role in the process of learning of adults with intellectual disability

Our partnership has adopted a methodological approach, divided into 2 phases:

A **first phase** (1st year of activities) based on the mutual knowledge of partners, the analysis of local context and local methodologies developed for the target group; the exchange of methodologies and tools; the understanding of which methodologies and tools can be transferred in partners context and which new creative methodologies and tools can be developed by partners.

A **second phase** (2nd year of activities) focusing on partners work ( at transnational and at local level) based on the common development and building up of new concrete partnership applications focusing on the transfer/ development of new methodologies to foster learning process of adults with intellectual disabilities under European Calls for Proposals; the development of common transnational activities involving target learners in order to develop, exchange and test common creative methodologies and tools.

Therefore we have decided to create a common output addressed to transfer both methodologies and tools exchanged and developed throughout “CHANCE” project activities, that is, the working out of a Compendium of Best Practices.

**PARTNERS INVOLVED:**





- **AFANIAS - Asociación Pro Personas con Discapacidad Intelectual, Madrid (Spain)**  
**Website:** [www.afanias.org](http://www.afanias.org)

AFANIAS attends persons with intellectual disability and is a pioneer in providing services to this group, with the aim of improving the quality of life of these people and their families. AFANIAS creates and promotes centres and services of a pedagogic, scientific, assistance and labour nature aimed at teaching, attending and rehabilitating persons with intellectual disability, or any other activities geared towards improving their quality of life.

- **MCG - Manager Consulting Group Soc. Coop., Palermo (Italy)**  
**Website:** [www.mcg.coop](http://www.mcg.coop)

MCG is Cooperative society with legal office in Palermo (Italy) founded in 1989 that provides a wide offer of services :Training, lifelong professional and labour guidance (high schools, vocational training schools, job counter); Integration into the labour market and job support for disadvantaged persons (unemployed youths, women...); Development of full employment; Development and transfer of innovation; Valorization and development of territorial context; Supply and management of High Vocational Training Courses. It is very experienced in planning and management of European, national and local projects funded by ESF, national and regional funding, working with a solid network of transnational , national and local partners.

- **INFREP - Institut National de Formation et de Recherche sur la Formation Permanente, Paris (France)** **Website:** [www.infrep.org](http://www.infrep.org)

INFREP – “National institute for training and research on continuing education” – was founded in 1982 and takes part of the “Ligue Française de l’Enseignement et de l’Education Permanente”. INFREP works in 30 regional centres all over France. Altogether these regional centres work with more the 12 000 trainees each year, they have their specific training fields and provide services in professional and social insertion, vocational training for long term unemployed young and adults (social and sanitary field, hostelry, selling, etc.) and training for firms’ employees.



- **CiC - Commitments in Communities, Manchester (United Kingdom)**

**Website:** [www.c-i-c.org.uk](http://www.c-i-c.org.uk)

CiC is a charitable limited company closely associated with the Methodist Church in Manchester. The work is non political and non religious in its delivery and targets those people who are most excluded in society which is tea min of the Methodists. The work ranges from rehabilitation of offenders, family support, employment for the vulnerable or those with substance misuse issues, mental health, youth work and work with women.

- **Polydynamo Centre of Social Intervention of Cyclades, Syros (Greece)**

**Website:** [www.ncyclades.gr](http://www.ncyclades.gr)

Polydynamo Centre of Social Intervention of Cyclades is a non profit organization founded in 2001 based in Syros Island, with two branches in Naxos and Andros. It operates at local national and international level, materialising action programs financed by the European Union and the Greek State, concerning social and economic integration, fighting exclusion and promoting equal opportunities. His aim is to facilitate the interaction of groups, to develop innovative approaches for the integration and rehabilitation of unemployed and vulnerable social groups, to provide counselling and guidance and to promote cultural activities.

- **Hand in Hand Foundation, Budapest (Hungary)**

**Website:** [www.kezenfogva.hu](http://www.kezenfogva.hu)

Hand in Hand Foundation was founded in 1993 with the aim to improve the situation of children and adults with intellectual and multiple disability, their families, their caretakers as well as specialist and NGOs at national level. The aims of the foundation are: improving the living condition of children and adults with intellectual and multiple disability, promoting their development, helping their caretakers and specialist by organizing trainings, promoting the inclusion of people with intellectual and multiple disability.

- **SIVA - Social Integration State Agency, Jurmala (Latvia)**

**Website:** [www.siva.gov.lv](http://www.siva.gov.lv)

The Social Integration State Agency was founded in 1992 and is aimed to is to manage and to develop professional rehabilitation of disabled people that enables



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them to find suitable occupations and take part in the employment market in a way that suits their skills and competencies. It provides professional rehabilitation services, social rehabilitation services and professional secondary and college level study programmes.

# BEST PRACTICES:

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**"CHANCE" PROJECT – BEST PRACTICE N. 1**

**TITLE :**

Labour Integration and Person-centred Planning

**THEME:**

Labour integration of groups at risk of social exclusion

**PARTNER (name, address, e-mail, State):**

AFANIAS, Asociación Pro Personas con Discapacidad Intelectual. Avda. Bravo Murillo 101. 28020. Madrid. Spain. secretaria@afanias.org

**THEMATIC FIELD:**

Integration of persons with intellectual disability into the primary labour market: methodology for intervention.

**DESCRIPTION :**

**1/Geographical context (about 4 – 5 lines):**

This BP is implemented in the Autonomous Community of Madrid that due to the characteristics of the territorial and political division of Spain has powers and competences from the state in matter of employment and social services. From an economy point of view, in the region of Madrid the core of the employment is mainly in the services sector and although the unemployment level is high it is lower than the national average.

**2/ Objectives:**

**GENERAL OBJECTIVE:**

Carrying out a series of activities aimed at promoting integrated employment of persons with intellectual disability as to their personal abilities and expectations.

**SPECIFIC OBJECTIVES:**

- Implementing professional and vocation guidance of persons with intellectual disability
- Promoting the necessary lifelong learning vocational training in order to update the labour abilities of persons with intellectual disability
- Promoting labour practices as a means to allowing persons with disabilities experiences in different labour profiles for them to know what their future job will be according to an informed decision
- Accompanying persons with intellectual disability in the process of labour integration and maintenance of the position thanks to the person-centred methodology

### **3/ Organizations involved (if the case):**

### **4/ Target groups:**

Persons with intellectual disability who have already followed a general education programme but no specific programme.

### **INNOVATION :**

It tackles the labour integration process from a global perspective as it introduces personal expectations in the pathway design, and because it gives persons with intellectual disability the chance to test different job positions thanks to internships in primary market companies. Also, the design of the process is individual and implemented to address the needs of a single person, therefore, there is not one process applied to all the people.

### **METHODOLOGY OR APPROACH STEPS:**

**Phase 1:** Assessment and guidance, incorporating personal expectations

**Phase 2:** Labour training including social and work habits and abilities as part of professional skills

**Phase 3:** Internships in companies of the primary sector as a key element in choosing a profession

**Phase 4:** Supported employment to accompany labour integration and maintaining the position.

### **IMPLEMENTATION AND DISSEMINATION:**

#### **1/ Outcomes / Outputs.**

A procedure guide was published by AFANIAS and this is included in its quality assurance process and it received the ISO Certification gathering all the before mentioned processes and tools.

#### **2/ Dissemination and exploitation of results.**

This itinerary was presented in meetings of the sector, for example, a seminar held in Barcelona on supported employment organized by the European Association of Supported Employment, and others at a national level. We are in conversations with the region of Madrid to officially publish this procedure guide.

#### **3/ Possible difficulties detected by developing this best practice.**

On the one hand, there is a lack of legislation for internships in companies for persons with intellectual disability. On the other hand, the last part of this practice, supported employment, requires a strong financial support from the institutions, which is difficult in a moment of financial crisis. The pension system for persons with intellectual disability makes it difficult for them to opt for accessing the primary market. There is a lack of official recognition of degrees or courses done by persons with intellectual disability.



**TRANSFER:**

**1/ Key indicators to implement this BP successfully**

R.1.1 The number of internships promoted in each integration itinerary

R.1.2 Having a diversification of job offers

R.1.3 Checking that jobs are maintained

R.1.4 Measuring the impact access to employment has on the quality of life of persons with intellectual disability according to standard "quality of life" scales.

**2/ Recommendations for applying this BP in other contexts**

R.2.1 Making an efficient assessment of the professional abilities of the future worker with intellectual disability

R.2.2 Incorporating the personal expectations (motivation) in the design of the integration itineraries

R.2.3 Considering the individual nature of each integration itinerary

R.2.4. Using the Supported Employment Methodology

**ADDITIONAL INFORMATION (possible websites, links, etc.):**

[www.afanias.org](http://www.afanias.org)

[www.empleoconapoyo.org](http://www.empleoconapoyo.org)

[www.euse.org](http://www.euse.org)



**"CHANCE" PROJECT – BEST PRACTICE N. 2**

**TITLE :**

Courseware "Supporting Mobility Applications"

**THEME:**

Supplying competencies and tools to operators and mediators belonging to educational and vocational training system, aimed to plan actions of transnational mobility

**PARTNER (name, address, e-mail, State):**

MCG SOC. COOP. Via Cristoforo Scobar, 22; 90145 Palermo (Italy); [info@mcg.coop](mailto:info@mcg.coop)

**THEMATIC FIELD:**

Training – Education – European planning – continuous training of teachers and trainees

**DESCRIPTION :**

**1/Geographical context (about 4 – 5 lines):**

Transnational mobility has become a privileged position to carry out European Community policies, aimed to create an European space for the lifelong learning and to favour the internal mobility of workers and students. In particular, the European Union funded Educational and Training Programmes has for many years been providing specific and calibrated tools for European citizens about the personal necessity to develop didactic/training styles and modalities, working at home or with mixed experiences abroad. In despite of this, Italy has detected a gap of competencies related to European mobility planning into Italian educational and vocational training staff, that very often have problems about how to draft an European project proposal and in many occasions lots of potential project ideas are not submitted because of didactic resources and competencies missing.

**2/ Objectives:**

**GENERAL OBJECTIVE:**

Supporting the use capacity concerning the European resources to the development of pedagogic innovative solutions.

**SPECIFIC OBJECTIVES:**

- to update, at linguistic level and according to didactic material available in the database of Isol-Action CD Rom, the prototype to be transferred. Didactic contents are currently available in Italian and



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English and are articulated in about 14 Modules and 30 Units referring to programmes where activities are still ongoing, despite the fact that the duration period has already expired;

- to verify, in cooperation with operators working in Schools and training agencies, who do not have previous experience in planning and executing transnational projects, the training needs analysis already made, in order to check the opportunity to integrate the didactical contents with more specific Units or the creation of additional specific Learning Objects so to examine in more depth certain topics;
- to widen the experience towards two other Countries (UK and LV) in order to grasp additional elements from a system able to hybrids tutorial approaches - typical of the educational systems of those countries that have already developed the prototype - with a paradigm more influenced by pragmatism and operational references (UK) and to recover an institutional perspective at national level (the Latvian partner operates as an independent structure incorporated in the Ministry of Education);
- to execute, through tutoring and coaching actions, the transfer of the training model within Italian and Latvian Schools and training agencies, with the aim of producing - in cooperation with direct beneficiaries and with the support of the partnership – at least 20 Mobility proposals and Multilateral Partnership projects to be immediately submitted under the framework of the LLP Programme (sectoral programmes Comenius, Grundtvig and Leonardo da Vinci- mobility). These proposals will have to be ready to be submitted to the Call LLP 2009; the GANTT of the programme is built in order to meet this deadline;
- to create and connect a virtual learning community, including all people and institutions that will be involved in the experimentation and transfer phases, so to create solid basis for its stabilization and use in case European regulations will provide for the realization of transnational partnerships actions.

**3/ Organizations involved (if the case):**

MCG – Manager Consulting Group Soc. Coop (coordinator) - ITALY

ENIAIO KEK NOMOY KYKΛAΔΩN - GREECE

TRUST – Tecnologie e Risorse Umane per Sviluppo e Trasferimento - ITALY

ITCG Jacopo del Duca - ITALY

IIS Don Minzoni - ITALY

VISC (Valsts izglitibas saturs centrs - State Education Centre) - LATVIA

OAKE EUROPE – UNITED KINGDOM

**4/ Target groups:**

Training staff and especially teachers, trainers, specialists and planners, experts of training and development agencies, educational directors, project managers and indeed anyone that wishes to discover a greater in depth knowledge about mobility

**INNOVATION :**

This Courseware, developed into a Transfer of Innovation project untitled "OUT-IN" has contributed to update the knowledge and competencies about planning and implementation of transnational projects of 150 – 180 direct beneficiaries (teachers, trainers, planners) and to make experience in the context of planning and management of transnational interventions, by actions of Desk Analysis, Experimentation and



Transfer in the national contexts involved. Moreover, the beneficiaries have worked out project proposals. In an indirect way, trainees and young workers will have the opportunity to benefit from the impact of this intervention on VET system, in order to increase the possibilities of benefiting from borse di studio to integrate both professional learning and experience and finally to increase the motivation for learning and investment in personal growth.

Building a transnational network for planning application forms means an impact on VET systems, also as a good practice to be transferred in other contexts.

### **METHODOLOGY OR APPROACH STEPS:**

**Phase 1:** *Analysing and sharing the prototype course in self-training executed during the previous pilot project (Isol-Action)* in all represented geographical contexts (Italy, Greece, Latvia, United Kingdom), that is the Quality factors existing in each activity belonging to planning phase. This activity was developed according to a Focus Group, aimed to check the necessity or not about integrating or focusing on didactic contents with other Training Units or by adding specific learning Objects

**Phase 2:** *Field Analysis.*

Thanks to results collected in Focus Group of Phase 1, prototype potential margins of adaptation in relation to its use (organizational analysis and technological assets analysis of identified organisations) were identified.

In addition, a map of possible beneficiaries of forthcoming planned phases of experimentation and transfer was drawn.

Consequently, research grids were worked out and adopted to develop field analysis by interviews, involving education and training operators of target organizations. Results of interviews were collected into respective research grids.

**Phase 3:** *Identification of modules and didactic units of self-training path*, thanks to results of Field Analysis.

This is the structure of the Courseware:

Courseware introduction

Bibliography

Glossary

Link

Module 1: The organisational skills

Module 2: The project idea

Module 3: How to form a partnership

Module 4: The importance of information

Module 5: Realising the selection

Module 6: Preparatory activities

Module 7: The training content

Module 8: The monitoring and the tutoring

Module 9: The validation of competencies

Module 10: How to schedule activities

Module 11: How to evaluate a mobility project

Module 12: The dissemination strategy

Module 13: Budgeting



Moreover, this structure based on lessons on-line has provided the flexibility of any where any place access to the material are;

- Version of lesson to be used by Internet
- Didactic material to be downloaded
- Exercises (possible ones)
- Self-evaluation test

**Phase 4: *Prototype First Adjustment – Field Experimentation***

Different educational and training organizations were identified and met in different sessions to show the prototype of self-training path. Each session was conducted by a tutor selected and gave to the beneficiaries (headmistress, teachers mainly) the opportunity to know the structure of the Courseware and to use it themselves in a second moment.

Tutor established a second meeting to get a feedback from each participant by filling in Satisfaction questionnaires and grids.

**Phase 5: *Final Adjustment of self-training course prototype***

According to the results detected in questionnaires and grids filled in by beneficiaries of Experimentation phase, the self-training course prototype has been concluded and uploaded to be available in a definitive way in 4 languages (English, Greek, Latvian, Italian) on the website [www.outinproject.net](http://www.outinproject.net)

Consequently, self-training path to develop competences about European planning and setting up of proposals funded by ESF in the frame work of Educational and Vocational Training European Programme. It is structured into 13 modules divided into 28 training units and respective didactic material in 4 languages represented and uploaded in a web platform into the project website, available for all users/beneficiaries.

**Phase 6: *Transfer of prototype Final Version***

Transfer was developed in Italy and in Latvia.

As Italy is concerned, one preparatory session for Transfer was held in Palermo with the purpose of introducing aims, implementation details (how to develop, deadlines – calendar, support modalities, main characteristics of LLP Sub-programmes) and outcomes expected from Transfer.

Participants undertook an active participation and worked into groups about how to draft a project proposal, following a form arranged, in order to collect the main sections that appear in the main Call for Proposals of different LLP Sub-Programmes.

**IMPLEMENTATION AND DISSEMINATION:**

**1/ Outcomes / Outputs.**

- Prototype Final version (+ User Guide Manual, into all partnership languages) composed by: 13 Modules and 28 didactic units, together with relevant didactic materials into all partnership languages
- *Increase of education and training operators skills*
- 22 persons participated in Italy, but all participants involved in all countries were about 150 - 180
- Writing of **4 project proposals** in Italy and in reply to specific calls
- Organisation of a Final Conference focused on the dissemination of Courseware



## 2/ Dissemination and exploitation of results.

- Website [www.outinproject.net](http://www.outinproject.net)
- Publication of 5 Newsletters throughout the project to a mailing list created by partners and composed by educational and vocational training organizations, schools, national and local bodies
- Edition of Final CD-ROM containing the prototype self-learning training course in all languages of partnership
- Publication of National websites of partners
- Brochure describing OUT-IN project showing the intention to develop a courseware about supporting Mobility applications was sent to 112 Educational organisations in Italy: Secondary Schools, High Schools, Vocational Training Institutes, regional public educational body.
- Sending e-mail about link to courseware to more than 100 recipients by mailing lists created

## 3/ Possible difficulties detected by developing this best practice.

One of the most difficulties has been the translation into Greek and Latvian languages, different both characters from Latin ones and no similarities with other Latin languages. English was used as basis language and then each partner has translated into his respective national languages.

### TRANSFER:

#### 1/ Key indicators to implement this BP successfully

- R.1.1 To identify the Training modules in order to well explain and describe his content
- R.1.2 Involvement of beneficiaries since the initial phases
- R.1.3 To establish a fluent feedback among direct beneficiaries
- R.1.4 To count upon the support of European technical agencies

#### 2/ Recommendations for applying this BP in other contexts

- R.2.1 Build a transnational network
- R.2.2 Active participation involving all possible actors
- R.2.3 Exhaustive Desk Analysis to identify the common areas and the possible ones for a new version of the courseware
- R.2.4. Experimentation is a key phase and should be undertaken in an accurate way

**NOTE:** In order to give continuity and development to this Good Practice, this is our intention, a TOI project proposal has been submitted in Italy in the Framework of 2011 LLP Call for Proposals, in order to be transferred in Spain and France.



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**ADDITIONAL INFORMATION (possible websites, links, etc.):**

[www.mcg.coop](http://www.mcg.coop)

[www.outinproject.net](http://www.outinproject.net)

**"CHANCE" PROJECT – BEST PRACTICE N.3**

**TITLE :**

*Programme Accompagnement et de Mobilisation vers l'EMPLOI*  
Accompaniment and Mobilization towards Employment Programme

**THEME:**

Remotivating the handicapped persons in a perspective of socio-professional reinsertion. Facilitate the handicapped person to get confidence and to choose a job and / or training path.

**PARTNER (name, address, e-mail, State):**

INFREP – 21, rue Saint Fargeau BP313 75989 PARIS Cedex 20 (Headquarters)  
INFREP – 63, boulevard Berthelot 63000 CLERMONT FERRAND (Agency of Puy de Dôme department)

**THEMATIC FIELD:**

Socio-professional reinsertion of people who are recognized as handicapped (unemployed, socially and professionally excluded) in a large sense: physical and psychological, blind, deaf, etc.

**DESCRIPTION:**

**1/Geographical context (about 4 – 5 lines):**

INFREP is a French vocational training organization covering the whole national territory (33 agencies in total). INFREP Agency from Clermont Ferrand mainly leads actions in the Puy de Dôme department.

**2/ Objectives:**

**GENERAL OBJECTIVE:**

Facilitate return to employment in an ordinary professional environment, of persons who are recognized as handicapped workers (whatever the handicap is) by providing an important and close accompaniment that takes in consideration the personal and professional issues of the person.

**SPECIFIC OBJECTIVES:**

The consideration of the person's overall situation regarding his or her handicap, his or her degree of acceptance of this handicap, his or her professional experience, his or her expectations, his or her social difficulties and constrains. To be able finally to understand all these parameters in the local economic context.



### 3/ Organizations involved (if the case):

**INFREP:** National Institute for Research in Vocational Education

**Pole Emploi:** Employment State Agency

**Agefiph:** association for facilitating employment access to handicapped persons, it is entitled by the government to provide a public service. It gives services, financial help and support to a network of specialized companies. It asks INFREP to provide accompaniment to handicapped persons.

**Cap Emploi:** network of organisations specialized in the placement of handicapped workers. It supports the handicapped job-seekers in their socio-professional reinsertion in an ordinary professional environment.

### 4/ Target groups:

- the **handicapped job seekers** who signed a contract with Agefiph, Pole Emploi and Cap Emploi
- the **handicapped persons** who are not registered in Pole Emploi (not officially registered in the job seekers agency)
- the **beneficiaries from the handicapped adults allowance.**

### INNOVATION :

This programme requires a synergy in between partners intervening in the beneficiary's path (doctors specialized in work environment, social workers, prescriber service, AGEFIPH, etc.), and the contribution of each partner's competences and means of action.

INFREP's role is to first make a precise diagnosis of the reasons why the beneficiary has difficulties entering the job market. It includes checking on the degree of acceptation of the beneficiary's handicap, checking on the existing contraindications to a professional activity, what is the beneficiary's educational background, professional experience, geographical mobility, current conditions of accommodation, social and family situation.

After that, INFREP, together with the beneficiary, defines and prioritizes the steps to work on together (what should be solved first to be able to go to the next step?).

It is at this point that all the partners mentioned before can be solicited to bring an answer to each of the beneficiary's special issues. Beneficiary's difficulties are often linked to one another, therefore it's important to have specialized professionals gathered around one person's issues (social worker, psychologist, etc.).

In this programme, it's INFREP's role to coordinate the synergy of all these actors intervening in the beneficiary's pathway. One trainer / facilitator from INFREP is in charge of the follow-up of the beneficiary all along the pathway.

#### Example:

A person has been recognized as handicapped worker after a work accident in the building sector. This accident has provoked difficulties of comprehension for the beneficiary. This person wasn't geographically mobile, never used the public transportations, and was living with a handicapped worker, in wheelchair, without any autonomy for the daily life tasks (dressing, cooking, etc.). Therefore INFREP worked with this person on a professional reorientation, for which the accompanying team solicited a medical adviser, and worked on the notion of geographical mobility with the beneficiary: the aim was to heal the beneficiary's fear of public transportation. Also, the team worked with a social assistant to obtain a daily help (provided by a specialized association) for taking care of the beneficiary's concubine. These actions enabled the person to make a practice in the specialized company, and to be hired afterwards.

The principle of the programme described before is to give the beneficiary a key position at the action's core: all the means and the dispositives solicited enable the beneficiary to move forward in his or her insertion pathway. The aim is not to let the person alone and go from "door to door" asking for help, but to make him or her meet the right person who can help bringing solutions adapted to his or her problematic. Therefore it requires a specific and individualized accompaniment, focused on the beneficiary's needs.

## **METHODOLOGY OR APPROACH STEPS:**

The service is done on a four-month period, monthly renewable for at most four additional months. The beneficiary sees a counselor at least one time per week during one hour.

**Phase 1:** introduction of the service and signature of the accompaniment contract with the beneficiary

After the diagnosis of the beneficiary's situation, a work plan is drafted, featuring the different prioritized steps and matching actions to take. Then we determine who does what and each of the parties involved commit to what they have to do.

**Phase 2:** identification of the issues (social and professional) that are obstacles to the professional insertion and research of solutions (see the part on innovation, explanation of the relevance of the synergy operated within this programme).

**Phase 3:** professional project (construction, in depth elaboration, validation...). This step also includes steps of information research, appointment with professionals and possible placement / internship in a company.

**Phase 4:** job seeking

**Phase 5:** sum up of the accompaniment and elaboration of an action plan

## **IMPLEMENTATION AND DISSEMINATION:**

### **1/ Outcomes / Outputs :**

Afterwards, each beneficiary from the accompaniment service should project him-/herself in a professional future that matches his/her expectations, possibilities, abilities. A re-orientation in protected professional environment can be initiated during the accompaniment time.

### **2/ Dissemination and exploitation of results**

#### Follow-up

Communication is set with the organisation which sends INFREP beneficiaries (prescriber organization). This organization is in charge of finalizing the project's implementation, in case this has not been possible during the accompaniment service. The sum-up report of the action which lists all the steps made for the accompaniment of the person as well as the action plan set afterwards are both supporting the project's implementation.

#### Dissemination and exploitation

The programme is presented during « National days for Handicap ». A day called « the trophies of Handicap » is celebrated every year. Organized by AGEFIPH, the event rewards the enterprises that are promoting the professional insertion and the sustainable employment of handicapped workers. During this event, all the organizations and companies accompanying the handicapped workers and job seekers are present. INFREP has been invited to the event two years ago.

### **3/ Possible difficulties detected by developing this best practice**

- The service is offered during 8 months and that might not be enough for some beneficiaries with special needs and cumulated difficulties (health, social, professional)



- Although the insertion in a ordinary professional environment is targeted, there are cases where an accompaniment in protected environment is recommended, and sometimes, professionals and beneficiaries have to deal with the lack of available places in adapted organisations

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**TRANSFER:**

**1/ Key indicators to implement this BP successfully**

R.1.1 Knowledge of the handicap (specific approach of the publics, knowledge of the law, etc.)

R.1.2 Knowledge of and work in a network with all the institutional actors

R.1.3 Knowledge of the local economic environment and of the privileged links with companies

**2/ Recommendations for applying this BP in other contexts**

R.2.1 Be sure not to act in addition to the social workers' actions, but keep having in mind the professional insertion approach, basing the work on existing competences

R.2.2 Identify the companies that are ready to host and accompany (guide and advise) looking for the integration of handicapped persons

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**ADDITIONAL INFORMATION (possible websites, links, etc.):**



**"CHANCE" PROJECT – BEST PRACTICE N.4**

**TITLE :**

CHANCE – Labour integration for those with disabilities with the emphasis on person centred planning.

**THEME:**

Labour integration of groups at risk of social exclusion.

**PARTNER (name, address, e-mail, State):**

Commitment in Communities (CiC), Wesley Enterprise Centre, Royce Road, Hulme, Manchester, M15 5BP  
[admin@c-i-c.org.uk](mailto:admin@c-i-c.org.uk)

**THEMATIC FIELD :**

Integration of persons with mental disabilities into the primary labour market, methodology for intervention.

**DESCRIPTION :**

**1/Geographical context (about 4 – 5 lines):**

CiC operate at a variety of levels, primarily within the geographical area of Greater Manchester but with a remit now reaching across the North East of England.

- 1- As a charitable company with strong affiliations to the Methodist Church (we connect with its structure across the north west of England).
- 2- As a leading partner in Community Networks for Manchester (the main coordinating body for the cities third sector). It operated the Community Safety Network and the Learning Skills & Employment Network actively involving over 300 groups and organisations.
- 3- As a member of the Local Strategic Partnership (LSP) it relates strongly to both Manchester City Council and the Primary Care Trust.

**2/ Objectives:**

**GENERAL OBJECTIVE:**

CiC has been responsible for delivery of employment opportunities for those with mental health disabilities within the criminal justice system catering for over 150 individuals.

CiC is also responsible for campaigning, coordination and consortia building with those within the third sector who wish to provide employment and training options to those with mental health issues.



## **SPECIFIC OBJECTIVES:**

### **3/ Organizations involved (if the case):**

CiC is responsible for coordinating, representing and involving over 400 groups and organizations through its network structure in Manchester alone. In addition it represents at a strategic level over 320 Methodist Churches who either desire to or actually deliver services to the vulnerable throughout the North West of England.

### **4/ Target groups:**

It is part of CiC's core aims and objectives and enshrined in our mission statement to work with the most vulnerable within our communities.

In Manchester where it is calculated that over 22% of young people under 25 have mental health issues and over 25% have drug or alcohol related issues (H Parker, Manchester University 1998/Bradley Report 2010) and a disproportionate number in the criminal justice system it is clear to see who our target groups are.

## **INNOVATION :**

It tackles the issues at hand by adopting a number of approaches.

## **METHODOLOGY OR APPROACH STEPS:**

**Phase 1:** to act as a conduit between statutory and third sector (NGO) bodies to ensure that the third sector is aware of best practice (Personalisation agenda, people centred approach, alternatives to custody etc)

**Phase 2:** to establish alliances, partnerships and consortia enabling third sector partners to engage with the cohorts in question in a strategic and coordinated way.

**Phase 3:** to practically support dedicated new delivery agencies that are formed specifically to address the needs and employment aspirations of those with mental health difficulties. These include consortia, cooperatives and social enterprises.

## **IMPLEMENTATION AND DISSEMINATION:**

### **1/ Outcomes / Outputs**

- CiC has over a three year period employed over 150 individuals with drug/drink/mental health issues, the majority being ex-prisoners for an average period of 6 months, with an average salary of £180 per week with less than 2% being reconvicted and 27% accessing full time employment afterwards.
- The ExCell cooperative which now continues this work emerged from CiC.
- The Manchester First Partnership, a consortia of third sector agencies instigated and supported by CiC's Learning Skills & Employment Network, has been contracted to deliver £6,000,000 worth of services to this cohort.



- Over 75 Churches now offer services to this cohort.

## **2/ Dissemination and exploitation of results**

An independent evaluation of CiC's work was commissioned by Manchester City Council and is available on request.

## **3/ Possible difficulties detected by developing this best practice**

### **TRANSFER an Learning via Grundtvig**

CiC has learned about:

- The campaigning and service coordination work taking place in Hungary for those with both physical and mental issues and the close and positive relationships developed by the EU in this sector, especially with Hungary, Denmark and Holland.
- The integrated service model in France
- The person centred approach being adopted in Spain which mirror developments taking place in Manchester.
- The dedication of those in post soviet countries such as Latvia attempting to increase standards with limited resources.

That CiC would be keen to develop/transfer

- Our experience of developing the third sector into a coherent coordinated body that can be in a position to provide quality provision for this cohort in partnership with commissioners and the statutory sector.
- Our strengths in providing small third sector (NGO's) with the governance, financial and constitutional tools that they need to enable them to engage.
- To explore where cooperatives, social enterprises and NGO's can provide jobs for the cohort.

### **ADDITIONAL INFORMATION (possible websites, links, etc.):**



**"CHANCE" PROJECT – BEST PRACTICE N.5**

**TITLE :**

The Creative Learning Centre for disabled children

**THEME:**

The Creative Learning Centre for disabled children in Ermoupolis, Syros, is the only centre of each kind in the Cyclades serving children and adolescents with special needs.

**PARTNER (name, address, e-mail, State):**

Polydynamo Centre of Social Intervention of Cyclades, Hermoupolis, Syros (Greece)  
11 Nikiforou Mandilara st., mosxak@yahoo.com

**THEMATIC FIELD:**

The Creative Learning Centre for disabled children is not a clinical therapeutic institution; here the children's talents and abilities are encouraged and cultivated through creative activities.

**DESCRIPTION:**

**1/Geographical context (about 4 – 5 lines):**

The Creative Learning Centre for disabled children is located in Ermoupolis, Syros - although, children from all over the island are able to attend and take part in the activities.

**2/ Objectives:**

**GENERAL OBJECTIVE:**

To provide the opportunity for the parents (especially mothers) to enter the labor market and also to provide them extra free time.

**SPECIFIC OBJECTIVES:**

- To enable the children to preserve and enrich their existing knowledge and abilities, and to make the most of their individual talents, with the further aim of enabling them to participate fully in the local community
- To foster friendships and social relations among the children
- To teach self-reliance and the mastery of daily living skills, including diet and hygiene.
- To familiarize the children with both the fine arts and handicrafts, and to encourage them to experiment with drawing, painting, theatre etc.
- To organize recreational and educational activities and events
- To provide the opportunity for the parents to have free time





Also:

- To organize education and training seminars for the parents of children and adolescents with special needs;
- To help all the family members learn about the children's particular disability and its management;
- To provide supportive counselling for the young people and their families in cooperation with specialists from the Cyclades Centre for Social Intervention and Rehabilitation, the City's elementary and high school and the technical high school for children with special needs.

### **3/ Organizations involved (if the case):**

Its share-holders are the Prefecture of Cyclades, the Municipality of Ermoupolis and Mykonos and the prefecture's Unified Center for Vocational Education.

### **INNOVATION :**

The Centre operates and is financed under the framework of the South Aegean Regional Operational Program 2000-2006, Measure 4.2: "Welfare Services for the Promotion of Equal Opportunities", which is founded 75% by the European Social Fund and 25% by national sources. The project proposal was admitted by the Cyclades Foundation for Social Intervention and was approved on May 20<sup>th</sup>, 2002, in order to operate for 3 years. However, the European Committee offered a financial extension till the 2013.

The Cyclades Foundation for Social Intervention, a non-profit organization operating within the framework of local government, was established in 2001 by a partnership of the Administration of the Cyclades Prefecture, the unified Centers for Vocational Education of the Cyclades Prefecture, the Municipality of Ermoupolis, the Municipality of Mykonos and the Aegean University.

The main activities of this social welfare agency, focus on combating social isolation and providing vocational assistance; The Foundation not only provides information, but can also demonstrate to its clientele appropriate methods for resolving job-related problems, economic difficulties and social impasses. The Foundation promotes equal job opportunities and is a source of both information and social and psychological support to aid unemployed persons and members of sensitive social groups in the process of entry into the job market.

The Cyclades Foundation for Social Intervention implements European Programs and initiates business and vocational support, and operates Centers for Support Services on the islands of Syros, Andros and Naxos. These Centers provide advice and counseling, and information about new job openings, vocational educational programs, and grants available to unemployed persons and to business-persons.

### **METHODOLOGY OR APPROACH STEPS:**

The Creative Learning Centre for disabled children is staffed by highly-qualified and experienced professionals:

- The director
- An occupational therapist
- A physical and educational instructor, who is a specialist in adaptive kinetic therapy and
- An art and music instructor.

They are assisted by a children's aid, and a housekeeper.

Other colleagues, working part-time, add variety to the weekly schedule. The children's' scheduled programme is from 9am. to 1pm. All the lessons and activities are done in groups, not on an individual basis. When needed. children are divided in groups in order to achieve more specific goals.

### **IMPLEMENTATION AND DISSEMINATION:**

There are two parameters on the actual benefit of the programme.

1. The children direct benefit
2. The parents indirect benefit

In short, we enable parents to enjoy free time, help them to improve inner family relationships, daily life in the house etc. Keep in mind that ordinary children-care centers and kindergartens won't take on these youngsters under any circumstances. On the other hand, the children are improving in many areas; their manners and social abilities improve, development of their special attitudes and talents will enable them to lead more successful lives.

Example:

A mentally handicapped may show artistic talent. We help the child to discover that talent, cultivate it and continue to develop it. This is an alternative for the children to being shut in the house, without the chance to develop any of their talents and with little stimulation other than that provided by watching television. At our Center the child will be stimulated, even by the voices and laughter of the other children. That is also a significant benefit for those youngsters.

### **TRANSFER:**

#### **Key indicators to implement this Center successfully**

R.1.1. Knowledge of the handicap population (specific behaviours, health issues etc .)

R.1.2. Special equipment and facilities

R.1.3. Communication with parents

R.1.4. Communication with other state institutes or agencies

R.1.5. Cooperation with specialists

### **ADDITIONAL INFORMATION (possible websites, links, etc.):**

<http://www.ncyclades.gr/polidinamo/>



**"CHANCE" PROJECT – BEST PRACTICE N.6**

**TITLE :**

Active Workshop Employment Development Toolkit, short title: Active Workshop

**THEME:**

Creating and developing workplaces for disabled people in the sheltered labour market. Our aim is to create workplaces which fit the persons needs and skills, and workplaces which are sustainable in long term, because the workplaces are part of the social economy sector

**PARTNER (name, address, e-mail, State):**

HAND IN HAND FOUNDATION  
ESŐEMBEREKÉRT EGYESÜLET 2890 Tata, Fürdő utca 24, director: Mrs. Schenk Lászlóné  
SZIMBIÓZIS ALAPÍTVÁNY 3530 Miskolc Augusttis 20 út 12 director: Ms. Aliz Tóth

**THEMATIC FIELD:**

Employment of disabled people in the sheltered work places, developing a flexible and sustainable system of the employment rehabilitation, part of the complex programme is the vocational and developing training of adult disabled people

**DESCRIPTION:**

**1/Geographical context (about 4 – 5 lines):**

HAND IN HAND FOUNDATION is located in Budapest, the capital of Hungary, we are in touch now with more than 17 organisation, and we are currently developing in 2011 two organisation with the Active Workshop. Our partners are located on the countryside, in 200-400 km distance from the capital. We are usually travelling in every two month or month to them.

**2/ Objectives:**

**GENERAL OBJECTIVE:**

The general object of the Active Workshop is creating sustainable workplaces for disabled people, and to help the transition to the open labour market, by simulating very similar work circumstances as the open labour market. Our aim is facilitate the disabled people to return to the open labour market, and return to the training system. We would like to raise the number of the employed disabled people in Hungary, and we would like to raise the current 10% employment rate. And by raising the employment rate of disabled people we would like to raise the quality of employment in sheltered work places

### **SPECIFIC OBJECTIVES:**

Our special objective is to develop the sheltered work places, because most of the disabled people live and work in some kind of institute, so the best way to target them, is to develop the care and service provide system around them. In the organisation we hold vocational trainings and development trainings, so the disabled people can find the work stile and workplaces which fits their individual needs. Our object is to hold trainings for the professional staff members of the institutes, so the professionals will be able organise the work system of the disabled people, to help them to measure the work skills and find the perfect mach between work place and worker. Our trainings for professional staff members train them to have a basic business knowledge, and to be able to understand the economical and financial facts. We help the professionals with trainings where they can learn to help the transition to the open labour market too. During the Active Workshop development we help the organisation to develop products by creating business, sale, and marketing plan for the products. We try to sell the products trough special trademarks, developed by the Active Workshop.

### **3/ Organizations involved (if the case):**

**Hand in Hand Foundation:** Leader of the Active Workshop project

**Esőemberekért Egyesület:** Responsible for the trainings for disabled people, and for the business and sale, and marketing plan

**Szimbiózis Alapítvány :** Responsible for transition to the open labour market

### **4/ Target groups:**

- the **organisation who employ disabled people**, whether they are small, or big companies, the Active Workshop is flexible enough to fit the needs.
- the **handicapped persons** who are working in sheltered workplaces
- The **professionals**, who work and help disabled people in the sheltered workplaces
- The **society** and shaping public opinion
- The **family and the supporter of the disabled persons**

### **INNOVATION :**

The innovation of the program is, that we discovered, that without developing the sheltered work places it is not possible to give a perspective and a bright future to the disabled people. It is crucial, that the sheltered workplaces are similar to the open labour market, and they are rather a step stone for the disabled people than a life long institutional care.

In our programme we try to involve sheltered work places to the economy, or to the social economy, so the can guarantee high standard work places and sustainability for disabled people. We try to help the organisation to open their view, and instead of creating product which the can not sell, which do not serve for anything, to make products which fits the markets needs.

So far in Hungary before the Active Workshop there were no trainings and vocational trainings available for disabled adult people. It is a high value of the project that now more and more people can participate and develop their skills during the trainings.

In Hungary the sheltered workplaces does not get support for innovations and development, they are only able to finance the running fees of the organisations. We would like to achieve that also this workshops are able to invest in development, and new ways, and finding innovative methods.



Our model is innovative because focuses in a complex way to the disabled people. It can see their problems, it can see the problems of the system around them. We follow up the process, controlling the steps, and the effect of the implementation of new initiatives. It is highly important for us, to keep the service quality high, and controlled consecutive.

**EXAMPLE:** We are now in a model period with one of our partners, developing two organisations, thanks to a ESF.

The transition rate of the disabled people to the open labour market is only 1-2- person a year from one of our partner organisation, and the incomes from the business and sales activity is only 6% present of their yearly income. Our aim is to raise the transition rate to 15 persons a year, and to have the 15% from the yearly income from the business and sales activity.

How do we reach that: Systematic training for the disabled people and for the professionals. Create a business, sales and marketing plan of the products, investment in new techniques and methods, buying machine and etc.

We control and measure the whole process, we provide professional advise, and developing networks, so they can share their experiences. WE shape public opinions, so people will buy the product more likely and more often, and we provide help and support for the families of the disabled people.

The complete developing process takes a 2 year, but at the end we really think we did achieve some change in the quality of life of the disabled persons

#### **METHODOLOGY OR APPROACH STEPS:**

The Active Workshop development system target the 5 key area at the same time. First we plan the necessary changes and developments and after planning we implement the innovative employment system.

**Phase 1:** Creating the diagnoses of the organisation, where we point out the strength and weakness, and the problems to be solved. Then we make a development plan, when we plan the steps and actions need to be taken, and after that in a feasibility plan, where we try to create the basis of the business plan of the new activity.

**Phase 2:** We are developing the organisation, training disabled people and professionals, creating sales plan, marketing plan of the products.

**Phase 3:** Shaping public opinion, creating brand marketing campaign. Searching for workplaces on the open labour market, and prepare of the transition.

**Phase 4:** controlling the effects, and sustainability of the implementation, measuring the indicators and controlling the quality of our services.

#### **IMPLEMENTATION AND DISSEMINATION:**

##### **1/ Outcomes / Outputs :**

Outcomes of the Active Workshops are the followings:

- Developed the skills of the disabled people, and measuring by the Lantegi measure system
- Developed the skills of the professionals, measuring by the Active Workshop diagnoses,

- More income from the business and sales activity, measured by the Active Workshop diagnose
- Increasing tolerance by the public society,

## **2/ Dissemination and exploitation of results**

### Follow-up and measuring

During the whole development we are monitoring the actions that are taken, and we are controlling the quality of every service we provide during the Active Workshop development. We keep in touch with our partners, try ask them about their experiences.

### Dissemination and exploitation

We organised the Active Workshop network, this is a network, where the organisations can share their experiences, problems, and solutions regarding the employment of the disabled people. We work as a methodological centre in Hungary, being responsible for the disabled people, it is our aim is to spread the method, though out the country. We organise workshops, and trainings, where we introduce the Active Workshop, and we try to involve as many sheltered workshops as possible.

Our aim is get to the Active Workshop with the decision makers, we are doing lobby activity to convince the decision makers, that it is absolute necessary to develop the sheltered workplaces otherwise we can expect that the employment rate and situation of the disabled people will change.

## **3/ Possible difficulties detected by developing this best practice**

- The personal appearance and the partnership developing is a crucial part of our success, so it does require human recourses, and a personal attendance by the organisation developed by us.
- It is sometimes hard to cooperate with businessman's, from the business word, they have whole other perspectives, than our organisation, so it a challenge to find the perfect situation.

## **TRANSFER:**

### **1/ Key indicators to implement this BP successfully**

R.1.1 Knowledge of professional standards and legal circumstances in the country

R.1.2 Knowledge of the complex rehabilitation of disabled people,

R.1.3 Knowledge of the local economic environment, and business opportunities,

R.1.4 Knowledge to measure work skills of disabled people,

R.1.5. Building networks, and share the experiences,

### **2/ Recommendations for applying this BP in other contexts**

R.2.1 Be sure to discover the problems and the needs by an sheltered workplace, and try to develop an action plan specified for that problems;



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R.2.2 Identify the key skills and abilities of disabled people so they can get the best of themselves;

R.2.3 Plan measure every steps, and every action that is taken;

R.2.4. Always collect the experiences from field work, to get a real and clear pictures from the developments

**ADDITIONAL INFORMATION (possible websites, links, etc.):**

Every information about the Active Workshop can be found at [www.dolgoz6ok.hu](http://www.dolgoz6ok.hu), it is Hungarian, but we are happy to give you further information at [kogon.zsofia@kezenfogva.hu](mailto:kogon.zsofia@kezenfogva.hu).



**"CHANCE" PROJECT – BEST PRACTICE N.7**

**TITLE :**

Social Integration

**THEME:**

Management and development of social and professional rehabilitation

**PARTNER (name, address, e-mail, State):**

The Social Integration State Agency  
71 Dubultu pr, Jurmala  
LV-2015, [regina.simsone@siva.gov.lv](mailto:regina.simsone@siva.gov.lv)  
LATVIA

**THEMATIC FIELD:**

SIVA is the only state institution in Latvia who provides different social rehabilitation including medical treatment and professional rehabilitation services for the disabled.

**DESCRIPTION :**

**1/Geographical context (about 4 – 5 lines):**

Agency is located in Jurmala in maritime territory of the Baltic Sea as well as it has 8 support points in all Latvia. Beneficiaries are persons from different regions of Latvia.

**2/ Objectives:**

**GENERAL OBJECTIVE:**

To provide social and professional rehabilitation services.

**SPECIFIC OBJECTIVES:**

- Social rehabilitation services (consultations, underwater massage, medical treatment baths, circular/Charcot showers, pool, exercises – aerobics, water aerobics etc, therapeutic applications – mud, clay, paraffin, mountain wax, massage, physical therapy, sling therapy, salt therapy, steam bath, Nordic walking, fitness activities etc).
- Day Care Centre for people with intellectual disabilities.
- Professional rehabilitation (professional adequacy and job simulation tests, training programmes, psycho-social assistance and assistance in placement and job finding).
- SIVA Vocational School.
- SIVA College.
- The Driving School.





### 3/ Organizations involved (if the case):

### 4/ Target groups:

- Beneficiaries of social rehabilitation are people with functional disorders at working age and other groups as stipulated by the national legislation.
- Beneficiaries of professional rehabilitation are disabled people.

### **INNOVATION :**

- Rehabilitation services provided in SIVA are the following: consultations, underwater massage, medical treatment baths, circular/Charcot showers, pool, exercises – aerobics, water aerobics etc, therapeutic applications – mud, clay, paraffin, mountain wax, massage, physical therapy, sling therapy, salt therapy, steam bath, Nordic walking, fitness activities etc. Several rooms are specially adapted for the people with functional disorders. People from many countries come here to recover or strengthen their health enjoying the healing effects.
- Day Care Centre offers for people with intellectual disabilities social care services, social skills development, leisure time activities in order to develop various skills and abilities that person would become as less dependent from other people as possible. The clients take part in the various workshops such as computer learning, drawing, handicrafts, sewing and needlework, making cards and badges, printing on the cotton, singing, performing and also actively participate in exhibitions, excursions and cooperate with other Latvian Day Care centres. In run of 10 years successful socialisation process with entering in labour market have experienced 12 persons.
- Professional rehabilitation is a set of activities that ensure the acquisition of a new profession, professional knowledge or skills according to the type of level of functional disorders of a person taking into account his/her previous education and professional qualification. Professional rehabilitation consists of professional adequacy and job simulation tests, training programmes, psycho-social assistance and assistance in placement and job finding. Beneficiaries of professional rehabilitation are disabled people who have the recommendation from The State Medical Commission for the Assessment of Health Condition and Working Ability. To receive a state-financed course of professional rehabilitation in Latvia, a disabled person has to undertake a professional adequacy test. Professional adequacy is designed to help trainees and students to choose the job suited them best and to adapt to working in the world of the able-bodied. During the test applicants are provided with services of psychologists, social workers, doctors, occupational therapists, physiotherapists, carer consultants, vocational trainers and tutors what results in an individual recommendation for the acquisition of professional training in SIVA Jurmala Vocational School and SIVA College.
- SIVA Jurmala Vocational School offers the following programmes: accountant, computer systems technician, retail work, wholesale work, hospitality service, bookkeeping, secretary, electronics assembly, cooking, baking.
- SIVA College offers higher level professional programmes: accountant, marketing and sales manager, human resource manager, sign language interpreter, programmer, computer system and network administrator, hotel service manager. Recent number of SIVA students is 481. SIVA also offers continuing education courses and professional development programmes for unemployed persons. 1017 unemployed persons become educated and trained in 2010.



- The Driving School has a special programme for people with movement disorders or who are physically short. SIVA Driving School provides theoretical and practical instruction in order to get "B" level driving licence. The School issues conclusions on necessity to adapt the car for people with disabilities as well provide car adaptation.
- Professional rehabilitation also includes permanent psycho-social assistance and assistance in placement and job finding including collection of information regarding placements and workplaces, job simulation training and negotiations with potential employers.

### **METHODOLOGY OR APPROACH STEPS:**

**Phase 1:** Introduction of the service and institution

**Phase 2:** Professional adequacy and job simulation tests

**Phase 3:** Vocational training (practice in labour market)

**Phase 4:** Job seeking

**Phase 5:** Sum up of the accompaniment and elaboration of an action plan

### **IMPLEMENTATION AND DISSEMINATION:**

#### **1/ Outcomes / Outputs**

Integration into labour market of people with intellectual disabilities and persons with functional disorders.

#### **2/ Dissemination and exploitation of results**

The days of open doors in SIVA Vocational school and College Visits of people from Lithuania, Germany, UK and other countries. New ESF project for people with intellectual disabilities - "Day Job centre – a Specialized workshop", there these persons can get new profession and a certificate.

#### **3/ Possible difficulties detected by developing this best practice.**

Family participation, lack of free workplaces, lack of motivation etc.

### **TRANSFER:**

#### **1/ Key indicators to implement this BP successfully**

R.1.1 Team work.

R.1.2 Adapted environment and facilities.

R.1.3. Vocational training programmes.

R.1.4. Communication with other state institutes or agencies

## **2/ Recommendations for applying this BP in other contexts**

R.2.1 Build transnational network.

R.2.2 To discover problems and to include them in SIVA strategy to implement in future action plans.

R.2.3 To present good experiences and life stories.

R.2.4 Start to work on new project ideas.

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### **ADDITIONAL INFORMATION (possible websites, links, etc.):**

[www.siva.gov.lv](http://www.siva.gov.lv)

## CONCLUSIONS

As full citizens, people with disabilities have equal rights and are entitled to dignity, equal treatment, independent living and full participation in society. Enabling people with disabilities to enjoy these rights is the main purpose of the EU's long-term strategy for their active inclusion. Centre piece of the European Disability Strategy (2004-2010) is the Disability Action Plan (DAP).

The EU promotes the active inclusion and full participation of disabled people in society, in line with the EU human rights approach to disability issues. Disability is a rights issue and not a matter of discretion. This approach is also at the core of the UN Convention on the Rights of People with Disabilities, to which the European Community is a signatory.

People with disabilities represent around one sixth of the overall EU working age population but their employment rate is comparatively low. Disabled people are almost twice as likely to be inactive as non-disabled people. Yet, with a little more help, millions of disabled Europeans could enter or re-enter the jobs market.

The EU Lisbon Strategy for Growth and Jobs aims in particular to improve the comparatively low work participation rates of Europe's disabled people.

Member States set their own employment policies on the basis of the European Employment Strategy (EES) guidelines. They report back yearly to the European Commission on national employment initiatives, including those for disability.

The EU policy work on Social Protection and Social Inclusion supports Member States in developing policy for social inclusion, healthcare and social services, thereby increasing the chances for disabled people to find and keep work.

Equal access to quality education and lifelong learning enable disabled people to participate fully in society and improve their quality of life. European Community Programmes like the Lifelong Learning Programme are bringing the education and training of disabled people into the mainstream.

Experimentations are led in Europe in order to develop the dimension of quality of life for persons with disabilities. Such experimentations argue that the service that accompanies the person should be directed to enhance the person's self determination and not only autonomy. It highlights the need of swift from "care to people" to "care for people". In this meaning, the quality life as a result of self determined way of living and projects for persons with disabilities is put on the first ground in the frame of a service. Interested by this approach, CHANCE partners exchanged on the theme of quality life in user-centred service, and studied the possibilities to



apply such model in their own organisations. The collaboration for transferring a model of quality life evaluation in the organizations' services, notably by transferring the methodology used within the current experimentation led by FEAPS (Educative federation for adults with intellectual disabilities) would enable to go further on the issue of quality life for persons with disabilities.

The aim is to provide disabled people with the same individual choices and control in their daily lives as non-disabled people. Care and support services are to be more tailored to the specific needs of people with disabilities. The European Commission promotes affordable, accessible and quality social services, and support through consolidated social and inclusion provisions.

The EU also supports the case for the de-institutionalisation of disabled people. The European Commission funds studies on the delivery of community-based services needed by disabled people to attain the right levels of security, freedom and independence for community living.

Facing this general situation at a European level, in our mobilities we have seen that:

- The situation in the different partner organization of CHANCE is similar to what is included in a general way in the introduction to these conclusions.
- The Good Practices we have identified and share are actions aimed at improving and neutralising these situations. The common denominator of all these experiences:
  - Considering that access to employment is a key element for social integration: **AFANIAS and Hand in Hand**
  - A person with disability should be the protagonist of his/her own life and therefore his/her own personal plan: **CIC, INFREP**
  - Institutions are at the service of persons with disabilities and their individual needs: **SIVA and Polydynamo Centre**
  - Quality training of professionals is the key to the success of projects and programmes providing support to persons with disabilities: **MCG**
  - Women with disabilities from different countries undergo double discrimination, because of their disability and their condition as a woman: **INFREP and SIVA**
  - All actions taken by all organisations attempt to place persons with disabilities as full citizens. All the organisations recognise and subscribe the UN Convention of the Rights of Persons with Disabilities: **AFANIAS, HAND IN HAND, CIC, INFREP, SIVA, POLYDYNAMO CENTRE, MCG**
- After some reflection done throughout the project's implementation, partner organisations decided to take a step forward in the recognition of the role of persons with disabilities within organisations and projects, so that they decided to assess the possibility to research about a structured model about the quality of life of persons with disability to improve the support our organizations provide to our target groups.