



Erasmus+



**FULL LIFE**  
Project

**ERASMUS+ KA2 Strategic Partnership – Good Practices Exchange**

**FULL LIFE - Strategies, methodologies and tools for the inclusion of people with cognitive, physical and psychic disability through work insertion and housing autonomy support**

**ANARP - Associação Nova Aurora na Reabilitação e Reintegração Psicossocial**  
**ARCA Cooperativa Sociale**  
**CARITAS ŠABAC**

**IDEIS - Institut de l'entreprise et de l'innovation sociale**  
**GALILEO PROGETTI Nonprofit Kft.**  
**RES – Réseau d'Entreprises Sociales**  
**SOCENT CLG - Irish Social Enterprise Network**

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Erasmus+ KA2 Strategic Partnerships - 2019-1-IT02-KA204-062207



### ***Information regarding the book***

This publication has been realized in the framework of the Erasmus+ KA2 Strategic Partnerships - Good Practices Exchange! **FULL LIFE- *Strategies, methodologies and tools for the inclusion of people with cognitive, physical and psychic disability through work insertion and housing autonomy support***

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## INDEX

1.	The FULL LIFE project - CONTEXT, OBJECTIVES, TARGET GROUP, ACTIONS .....	3
2.	FULL LIFE PARTNERS .....	5
2.1	ANARP - ASSOCIACAO NOVA AURORA NA REABILITAE REINTEGRACAO PSICOSSOCIAL, Portugal.....	5
2.2	ARCA Cooperativa Sociale, Italy .....	6
2.3	CARITAS ŠABAC, Serbia .....	7
2.4	IDEIS - Institut de l'entreprise et de l'innovation sociale, France.....	8
2.5	GALILEO PROGETTI Nonprofit KFT, Hungary.....	9
2.6	RES - Réseau d'Entreprises Sociales, Belgium .....	10
2.7	SOCENT CLG - Irish Social Enterprise Network, Ireland.....	11
3.	European Union disability context.....	12
4.	Introduction to the context analysis.....	26
5.	Partners context and good practices.....	27
5.1	Belgium .....	28
5.2	France .....	33
5.3	Hungary.....	40
5.4	Ireland .....	45
5.5	Italy.....	51
5.6	Portugal.....	56
5.7	Serbia .....	62
6.	Good practices for each typology of service.....	67
6.1	SCHOOL INTEGRATION .....	67
6.1.1	AURÉLIE (Training center) - Belgium.....	67
6.1.2	IMP L'ESPÉREL - France .....	67
6.1.3	Semmelweis University András Pető Training Primary School - Hungary.....	68
6.2	WORKING INTEGRATION .....	70
6.2.1	Action Philippe Streit - France .....	70
6.2.2	Atelier Jean Del'cours or Village N°1 Entreprises - Belgium.....	71
6.2.3	CRPG- Portugal.....	73
6.2.4	Green Kitchen/WALK - Ireland.....	73
6.2.5	VAI Project - Italy .....	74
6.3	DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES.....	76
6.3.1	County Wexford Community Workshop - Ireland.....	76
6.3.2	Day care centre Sv. Sofija - Serbia .....	77
6.3.3	Espaço T - Portugal.....	78
6.4	LIVING - HOUSING .....	79
6.4.1	Assisted living Sv. Jovan- Serbia .....	79
6.4.2	"Dopo di noi" - Italy.....	79
6.4.3	Merek - Hungary .....	81
7.	Key message and inputs by the Erasmus+ "FULL LIFE" Project partners (2019-1-IT02-KA204-062207).....	82
8.	Authors by person .....	85

## 1. The FULL LIFE project - CONTEXT, OBJECTIVES, TARGET GROUP, ACTIONS

**The FULL LIFE Project**, co-financed by **Erasmus+ Program**, allowed the exchange of good practices and mutual professional enrichment between organisations and experts working for the development and inclusion of people with physical, mental, intellectual or sensory impairments. The project fully corresponds and contributes to the achievement of the *European Disability Strategy 2010-2020*, which paved the way to a barrier-free Europe and to empower persons with disabilities so they can enjoy their rights and participate fully in society and economy, and of the *Strategy for the rights of persons with disabilities 2021-2030*, aiming to ensure that all persons with disabilities in Europe enjoy their human rights, have equal opportunities, equal access to participate in society and economy, are able to decide where, how and with whom they live, move freely in the EU regardless of their support needs and no longer experience discrimination.

The “Union of Equality - Strategy for the Rights of Persons with Disabilities 2021-2030” estimates approximately 87 million persons having some form of disability in the EU, persons who still face considerable barriers in access to healthcare, education, employment, recreation activities, as well as in participation in political life. Some data (source: *Strategy for the Rights of Persons with Disabilities 2021-2030*):

- 50.8% of persons with disabilities are in employment compared to 75% without disabilities.
- 28.4% of persons with disabilities are at risk of poverty or social exclusion compared to 17.8% of persons without disabilities.
- Only 29.4% of persons with disabilities attain a tertiary degree compared to 43.8% of those without disabilities.
- 52% of persons with disabilities feel discriminated against.

The “FULL LIFE” project contributes to ensure their full participation in society, to improve the situation in accessibility and in the promotion of their rights to have a “FULL LIFE”, in the EU and beyond.

These objectives can only be reached through a deep knowledge of the reality of the services offered and the situation at the local level, a strong commitment from public and private entities, including European member states, regional and local authorities, and a coordinated action.

To meet these aims, the partners of the FULL LIFE project worked together, exchanging their good practices, discussing the needs and problems and sharing the solutions in 7 international trainings in all project member countries: Belgium (Wallonia Region), France, Hungary, Ireland, Italy, Portugal and Serbia.

These study visits made it possible to know the reality and innovative actions with respect to several fields which compose the life of an individual: participation equality, employment, education and training, social protection, help for families, housing and deinstitutionalisation, autonomy and control of daily life, right to have family, friend and sentimental relationships, free time etc.


It is evident that the situation of the services provided, such as the quality of life for people with disabilities, are different in the member states and candidate countries, which is contrary to

the principle of equal rights and opportunities for all EU citizens. Therefore, the project partners have prepared their recommendations, which have been submitted to policy makers at local and EU level, to solicit the discussion and the commitment on the challenge of a harmonious growth of the whole EU.

This publication contains the country report of project member states, meaning the presentation of the national context: existing strategies, framework, forms of support, main actors in the project topic, and a collection of inspirational good practices on inclusion of people with physical, mental and sensorial disability, which can be transferable and replicable. It also contains a short presentation of the partner organisations of the project, which contributed to the writing of this document.

Finally, in the document are included the recommendations for policy development prepared by the project partners:

- **ANARP - Associação Nova Aurora na Reabilitação e Reintegração Psicossocial, Portugal**
- **ARCA Cooperativa Sociale, Italy**
- **CARITAS ŠABAC, Serbia**
- **IDEIS - Institut de l'entreprise et de l'innovation sociale, France**
- **GALILEO PROGETTI Nonprofit KFT, Hungary**
- **RES - Réseau d'Entreprises Sociales, Belgium**
- **SOCENT CLG - Irish Social Enterprise Network, Ireland**



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## 2. FULL LIFE PARTNERS

### 2.1. ANARP - Associação Nova Aurora na Reabilitação e Reintegração Psicossocial, Portugal

**ANARP** is a non-profit association located in Oporto, created in 1994 by family and friends of people with mental health problems.

Our users are adults diagnosed with mental illness clinically stabilised.

ANARP provides specialised psychosocial rehabilitation services covering four main areas of activities:

- In the Personal **Development Program** the goal is to develop self-knowledge and illness management, empowerment and self-determination through mental health literacy, neurocognitive skills, social cognition and basic skills training.
- Another set of programs aims to define an **integration course**, considering the individuals interests, values and skills. It is divided into four areas:

*supported education, vocational training, job placement program and post-placement.*

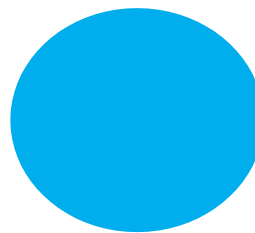
- The **Housing Program** supports people who wish to continue to live in their homes. There is also a pilot project which is an apartment, located in the community, destined to people with a reduced degree of psychosocial incapacity, clinically stabilised. ANARP provides residential support that allows full autonomization and integration in the community.

ANARP provides also a personalised **support of the family** to respond to specific needs of its dynamics, facilitating the balance and problem solving within the family

<http://anarp.org.pt>



Associação Nova Aurora  
Reabilitação e Reintegração  
Psicossocial





## 2.2 ARCA Cooperativa Sociale, Italy

**Arca Social Cooperative** is a non-profit organisation established in 1983 and based in Florence. Since 1993 Arca has been a Social Cooperative of type A – based on 381/92 National Law. ARCA deals with the management of **social, welfare and educational services** both designed and provided privately and in agreement with Public Administrations. It employs over 1700 workers.

Arca works for the welfare and integration of citizens through the design, management and delivery of services and interventions in the territory, such as actions aimed at the prevention and the possible removal of the difficult conditions, with a view to constant search for quality. The Cooperative experiments innovative operating methods in the design of services and in building relationships with public social actors and the third sector. Arca operates in the Tuscany region with services aimed at **disabled people, elderly, minors, drug users, preschool children and people with psychiatric problems**.

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

Through its many projects and programs, the Arca cooperative pursues the general well-being of the community and the promotion and integration of its citizens. It is organised as an enterprise, which combines the principles of cooperation, participation and democracy.

Arca is certified according to UNI EN ISO 9001: 2015, for the **design, management and provision of educational services** aimed at early childhood, childcare services, residential, semi-residential and school support services for the disabled, residential and semi-residential services aimed at people with mental illness, residential, daytime and youth policy services for minors and young people, residential and semi-residential services for the elderly, residential services for people with addictions, home services for people from disadvantaged backgrounds (elderly, disabled, handicap, mental discomfort) and minors, services aimed at the work placement of people in a disadvantaged state.



## 2.3 CARITAS ŠABAC, Serbia

**Caritas Šabac** was established in 2000, and in 2010 was registered as a legal association. Caritas Šabac is a non-governmental and non-profit association established to promote human development, peace and social cohesion. The realisation of social justice and peace and the building of civil society acting primarily in the social health and humanitarian field. Caritas Šabac is member of international **Caritas network**, and also the **Diesis network**, one of the widest networks specialised in supporting social and solidarity economy and social enterprises covering more than 20 countries, and the regional Iris network of social welfare service providers.

The goals of Caritas Šabac are: **assistance** to the elderly, sick and disabled, mentally ill and addicts, children and youth, poor and socially vulnerable persons, Roma and other minorities, marginalised, unemployed, prisoners, acting in **emergency situations** and helping the endangered population, development of solidarity economy and **social entrepreneurship**, development of

**volunteerism**, **education** and education incentives and **environmental protection**.

Through the years, Caritas Šabac has developed several community based services for which it obtained four licences such as: **home care service** for elderly, ill and people with disabilities in five municipalities, two **day-care centres** for people with mental disabilities and **assisted living service**. The innovative element is however the combination between these services and social entrepreneurship. Caritas Šabac has experience in the field of social economy for more than five years. Caritas Šabac founded two enterprises for professional rehabilitation and employment of persons with disabilities: **Social Synergy** - laundry services (where employees are women from vulnerable groups and persons with disabilities) and **Avlija održivog razvoja** (Farm of sustainable development) - social agriculture, primary and secondary food production, restaurant and catering (people with disabilities are employed here as well).

[www.caritas-sabac.com](http://www.caritas-sabac.com)





## 2.4 IDEIS - Institut de l'entreprise et de l'innovation sociale, France

**IDEIS** is a local association of 50 persons. IDEIS is working on:

- Support for **socio-professional inclusion of young people** (16-25 years) including young people with disabilities
- Territorial projects regarding **employment** and accompaniment of economic changes
- Management of a **Cité des Métiers** for all the people regarding employment questions: open resources and digital centre on employment, training, enterprise creation, professional retraining.

IDEIS provides support to around 2000 young people /year.

The Cité des Métiers receives around 10 000 visits a year.

IDEIS is organised with two centres of activities:

<https://www.ideis-asso.fr/>



- The Center "**Mission Locale**" in charge of accompaniment of young people;

- The Center "**Enterprise and Territory**" in charge of developing projects to favour the meeting between needs of the territory, needs of companies and needs of people searching a job.

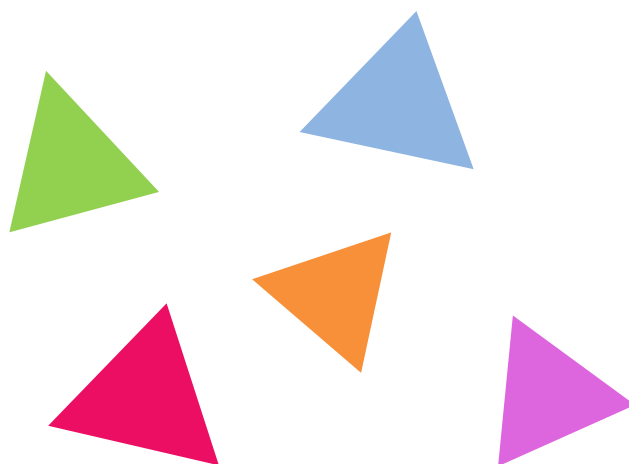
IDEIS develops projects regarding **new forms of mobilisation of people far away from employment**.

A training through a MOOC is available for all European professionals working in the fields of employment, social integration etc....

Link to the MOODLE platform:

<https://resolutionproject.moodlecloud.com/login/index.php>

IDEIS works with inclusive companies which signed a territorial social responsibility charter to integrate more people far away from employment or to participate to local projects to develop employment.



## 2.5 GALILEO PROGETTI Nonprofit KFT, Hungary

**GALILEO PROGETTI Nonprofit Kft.** was founded in Budapest in 2009, to promote **well-being, social inclusion, development,** and to increase **international cooperation.**

It is a Hungarian company with an important Italian participation: it belongs to the business group of companies set up by ARCA Cooperativa Sociale, Florence.

The GALILEO's main objectives are the **development** of the **preschool education sector**, the **social economy** and the whole **social field**, and the **inclusion policies.**

Galileo aims as well to develop the feeling of civil participation and European citizenship, with particular attention for the inclusion of disadvantaged people or at risk of social exclusion, such as Roma minorities and disabled people.

Galileo has continuous exchange of good practices and experiences among the EU

countries, and works in collaboration with private and public local bodies.

Galileo has a wide **local and international network** of social enterprises, educational institutions, VET providers, public organisations', associations, and civil organisations. It is a member of the European Network of Social Integration Enterprises ENSIE.

Galileo's management is convinced that good practices exchange can increase the local development and the competences of the local organisations, such as sharing and adapting well-functioning training and working processes in the social sector can have a significant impact on the professional performance and on the competitiveness of the local participants.

Galileo's target group are children, disabled, vulnerable groups with attention to the fight against discrimination and the inclusion in the workplace and in the society.

<https://galileoprogetti.hu/language/en/home-english/>



## 2.6. RES - Réseau d'Entreprises Sociales, Belgium

The **RES (Réseau d'Entreprises Sociales – Network of Social Enterprises)** aims to promote and support the development and the **creation of social enterprises** in Wallonia by bringing together private enterprises with an economic activity and a social integration purpose. The role of the RES is to create links between its members to develop synergies and to establish a dialogue providing an exchange of know-how. This general objective is defined in four operational objectives, four missions:

1. **Regional, National and European networking of members.** In other words, it is about creating opportunities for exchanges between social entrepreneurs. This involves the organisation of thematic meetings, conferences, visits, etc. in order to provoke exchanges of good practice and information between actors of the social economy.
2. **Support for Human Resources management and accompaniment of workers.** The RES supports its members and partners in their mission of socio-professional integration. This can take the form of

individual and collective coaching of disadvantaged workers and supporting staff, training for the acquisition of soft skills, support and advice in the management of human resources, psycho-social support of enterprises...

3. **Promotion of Social Economy.** The RES aims to increase the visibility of its members and of the Social Economy in general. This is done through the involvement of the RES in the various Walloon networks, through meetings with workers of social integration enterprises, through the creation of partnerships with the classical economy and public institutions and also through communication actions on Social Economy.
4. **Representation of Social Economy at European level.** By participating in ENSIE's initiatives, the RES is involved in lobbying for WISEs in Europe. This helps the RES to anticipate the evolution of the sector and to develop European partnerships on specific actions of the Social Economy.

<https://www.resasbl.be>



## 2.7. SOCENT CLG (Irish Social Enterprise Network) - Ireland

**The Irish Social Enterprise Network (ISEN)** is a **national representative body for social enterprises in Ireland**. It works with social enterprises of all sizes from individuals in towns, cities and rural communities through to large financially sustainable social enterprises. The targets and beneficiaries include:

- **pre-startup, startup** and **established social enterprises**
- **charities** and **community** and **voluntary groups** that are moving towards a social enterprise model as a means of achieving financial sustainability
- **partners** and **support agencies** for social enterprises and social economy.

ISEN focus on three core pillars of activity:

- **Network** - ISEN runs events and networking opportunities throughout the year, aiming to bridge the gap between social enterprises across Ireland.

- **Advocacy** - ISEN aims for an Ireland where social enterprises are recognised as being a

valuable and necessary part of the economy and society.

- **Education** - ISEN aims to point people in the right direction to get their idea off the ground or take your organisation to the next level.

ISEN aims to:

- Give voice to social enterprises for the work that they do and the issues/challenges that they face
- Increase awareness raising through promotion of the social enterprise sector as a means of addressing social needs
- Learn from best international practice to develop effective models of social enterprise in Ireland
- Be the authoritative source of essential knowledge in Ireland for managing, developing and supporting social enterprise growth
- To collaborate and partner with enterprise and local agencies to provide a fuller range of supports and services to their social enterprise clients, including good governance, financial sustainability and delivering and monitoring social impact

[SocEnt.ie](http://SocEnt.ie) | Irish Social Enterprise Network



### 3. European Union disability context

By 2020, one-fifth of the EU population is expected to have some form of disability. The EU and its Member States are committed to improving the social and economic situation of persons with disabilities, building on the Charter of Fundamental Rights of the EU and on the Treaty on the Functioning of the EU.

#### Legal basis



The rights of persons with disabilities are enshrined in the European treaties.

Article 10 of the [Treaty on the Functioning of the European Union](#) (TFEU), sets out that ‘in defining and implementing its policies and activities, the Union shall aim to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation’.

Article 19 also underlines that the Council may take appropriate action to combat discrimination based on, disability, among other things.

Article 26 of the [Charter of Fundamental Rights of the European Union](#) is dedicated to the social integration of persons with disabilities.

#### Convention on the Rights of Persons with Disabilities



The [United Nations Convention on the Rights of Persons with Disabilities](#) and its Optional Protocol were adopted on 13 December 2006. The convention is the first international legally binding instrument which sets minimum standards for rights for people with disabilities and the first human rights convention to which the EU became a party.

On 26 November 2009, the Council adopted its [decision](#) concerning the conclusion of the convention, which entered into force on 22 January 2011 for the European Union.

Further information is available in the European Commission [press release of 5 January 2011](#).

The core elements of the UN Convention are reflected in the [European Disability Strategy 2010-2020](#).

### European Disability Strategy 2010-2020



On 15 November 2010, the European Commission adopted the [European Disability Strategy 2010-2020](#), which aims at breaking down the barriers that prevent persons with disabilities from participating in society on an equal basis.

The European Commission's [working document](#) presents the specific objectives identified in the strategy and the actions envisaged to achieve them. Further information is available on the European Commission [website](#).

### [European Disability Strategy 2010-2020](#) distinguishes 8 priority fields of actions:

- [Accessibility](#) – customization of services and goods to disabled people;
- [Participation](#) – making sure that the disabled are using all benefits and rights which belong to them from EU citizenship, that are guaranteed in legal documents, treaties and others;
- [Equality](#) – commencement of equal opportunities and the fight against discrimination,
- [Employment](#) – increasing the share of disabled people who work in the labor market;
- [Education, training](#) – education-promoting actions and lifelong learning for young disabled people, ensuring equal access to education, which leads to full participation in society and the overall increased quality of life;
- [Social protection](#) – fight against poverty, exclusion, and promotion of dignified living conditions;
- [Health care](#) – equal access to medical services;
- [External actions](#) – promoting the rights of the disabled among EU enlargements states and establishing international programs about disability;

The adoption of the [European accessibility act](#) in 2019 is beginning the next phase of accessibility momentum.



## European Disability Strategy 2021-2030

In March 2021, the European Commission adopted the [Strategy for the rights of persons with disabilities 2021-2030](#).

The Strategy builds on the results of the previous [European Disability Strategy 2010-2020](#), which paved the way to a barrier-free Europe and to empower persons with disabilities so they can enjoy their rights and participate fully in society and economy. Despite the [progress made in the past decade](#), persons with disabilities still face considerable barriers and have a higher risk of poverty and social exclusion.

The objective of this Strategy is to progress towards ensuring that all persons with disabilities in Europe, regardless of their sex, racial or ethnic origin, religion or belief, age or sexual orientation

- enjoy their human rights
- have equal opportunities, equal access to participate in society and economy
- are able to decide where, how and with whom they live
- move freely in the EU regardless of their support needs
- and no longer experience discrimination

This new and strengthened Strategy takes account of the diversity of disability comprising long-term physical, mental, intellectual or sensory impairments (in line with Article 1 of the [United Nations Convention on the Rights of Persons with Disabilities](#)), which are often invisible.

Addressing the risks of multiple disadvantage faced by women, children, older persons, refugees with disabilities, and those with socioeconomic difficulties, it promotes an intersectional perspective in line with the [United Nations 2030 Agenda for Sustainable Development](#) and Sustainable Development Goals (SDGs).

The new strategy therefore contains an ambitious set of actions and flagship initiatives in various domains and has numerous priorities, such as

- accessibility: being able to move and reside freely but also to participate in the democratic process
- having a decent quality of life and to live independently as it focuses notably on the de-institutionalisation process, social protection and non-discrimination at work
- equal participation as it aims to effectively protect persons with disabilities from any form of discrimination and violence, to ensure equal opportunities in and access to justice, education, culture, sport and tourism, but also equal access to all health services
- the role of the EU to lead by example
- the EU's intention to deliver on that strategy
- promoting the rights of persons with disabilities globally

The Commission will support Member States in shaping their national strategies and action plans to further implement the United Nations Convention on the Rights of Persons with Disabilities and the EU legislation in the field. The European Commission calls on Member States to contribute to this new and reinforced Strategy as the framework for EU actions and for the implementation of the United Nations Convention on the Rights of Persons with Disabilities.

## Key disability initiatives

- the [European accessibility act](#), EU directive 2019/882 on the accessibility requirements of products and services regulations on the Rights of Passengers with Reduced mobility in main modes of transport
- [EU directive 2016/2102](#) on the accessibility of website and mobile applications of public sector bodies
- [EU disability card](#)
- [EU parking card](#)
- [EU directive 2000/78/EC establishing a general framework for equal treatment in employment and occupation](#)

The Commission also supports Member States in the implementation of the UNCRPD through the European Semester and with EU funds.

Some useful policy instruments are

- the [European Pillar of Social Rights](#), with principle 17 dedicated to persons with disabilities and disability concerns address in relevant principles
- the [European Semester](#), which provides a framework for the coordination of economic policies across the EU and provides information on the situation of persons with and without disabilities in the Member States

## Awareness raising

The European Commission is committed to raising awareness on the living conditions of persons with disabilities, the challenges they encounter in everyday life and tools to improve their lives. It also publicises its implementation of the UNCRPD.

To achieve this goal, the European Commission organises every year

- the [European day of persons with disabilities](#) conference
- the [Access City Award](#), which rewards cities which have made outstanding efforts to become more accessible
- the annual work forum on the implementation of the UNCRPD
- training for legal and policy practitioners on EU disability policy and legislation

## Support

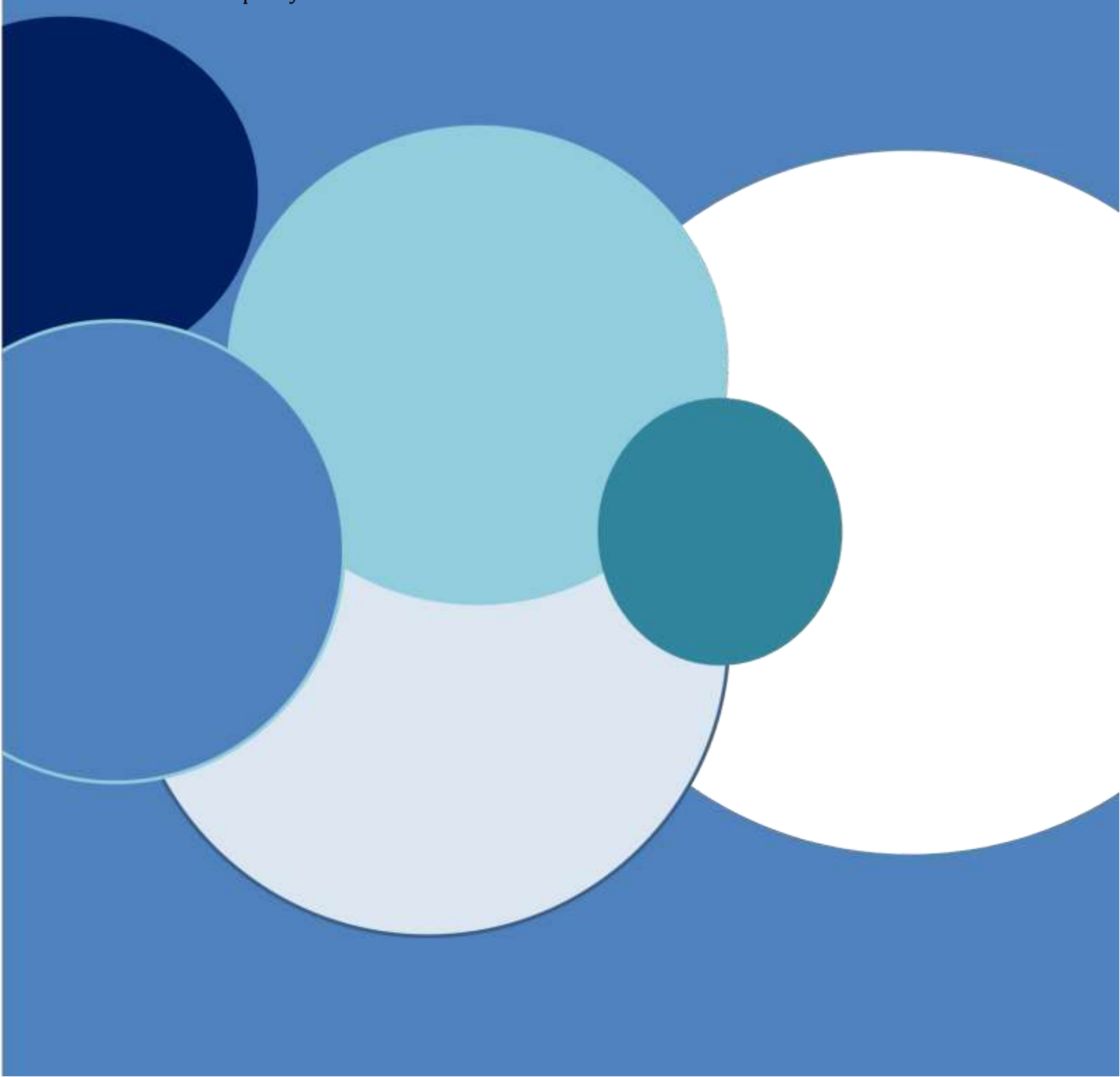
The EU provides financial support through an [annual grant to a number of EU-level disabled people's organisations \(DPOs\) and NGOs](#) (under the [rights, equality and citizenship programme](#)) to make their participation in EU-level processes easier. For example, they provide views on the development of EU legislation and policies. These bodies include

- [European Disability Forum](#)
- [Inclusion Europe](#)

- [International Federation for Spina Bifida and Hydrocephalus](#)
- [European Blind Union](#)
- [European Union of the Deaf](#)
- [Autism Europe](#)
- [Mental Health Europe](#)

The [European structural and investment funds](#) (ESIF) are the EU main financial instruments to strengthen economic and social cohesion. They help ensure social inclusion of the most vulnerable citizens, including those with disabilities.

The [Academic Network of European Disability Experts](#) (ANED) provides the European Commission with analysis of data and policies from the EU Member States. It manages DOTCOM, a database which monitors policy instruments related to the UNCRPD in the EU and Member States.



### 3.1. Good practices in Europe

The project partners collected some best practices in the field of European disability inclusion through the existing European network. You could find some examples below:

#### WORK INTEGRATION

COUNTRY	ORGANIZATION	PRACTICE
AUSTRIA	Promente Steirmark GmbH	One for all- the social local shop ⇒ « The Einer für Alle programme is a 'social local shop' that provides employment for persons with mental illnesses, while providing shopping benefits for people with low income »
DENMARK	Grundfos	Get a grip on practice ⇒ « Since 1968, Grundfos has promoted an inclusive workplace by employing people with disabilities and maintains a target of having at least 3 percent of its workforce comprised of disabled persons. Grundfos also has established « flexible workshops » to accommodate people with disabilities in which job requirements are adapted to each individual employee's ability to work »
FINLAND	Nokia	Company's Code of Conduct ⇒ « The company offers flexible work hours and accommodates people with health problems or moderate disabilities with shorter work days than others, if needed. »
FRANCE	Accor	Project Handicapte ⇒ « The project offers a course consisting of alternate periods of study and apprenticeships in a hotel or restaurant for disabled students »
	Carrefour	Human Resources Policy ⇒ « Carrefour's interest is to not only increase the number of disabled workers, but also assist them to retain and advance their employment status. »
	Sodexo	Spirit of Inclusion workshop ⇒ « The company's goal is to improve the quality of life for people with disabilities by providing the necessary training and workplace accommodations to ensure job success. »
IRELAND	Stewarts Care Ltd.	Supported employment service for service users in Stewarts Care

		<p>⇒ « The Job Advocacy Support Service (JASS) programme uses a person centred approach that involves the service user and their family [...] Service users have found employment ranging from retail to horticulture. »</p>
	Kare Organisation IRELAND	<p>Promoting employment for people with intellectual disabilities</p> <p>⇒ « Through the Kare employment program, individuals with a disability are responsible for driving the process. This includes deciding what kind of work they wish to do, the amount of hours they wish to work, and the type of salary they wish to receive. »</p>
<b>SERBIA</b>	Novitas Consult	<p>Enterprise for professional rehabilitation and employment of persons with disabilities</p> <p>⇒ « They employ almost exclusively people with disabilities, provide training for job training, engage in advocacy to improve the position of PwD, have been awarded several times at the national and international level for the social mission they carry out. »</p>
	Delhaize Serbia	<p>Working Integration Project</p> <p>⇒ « The company employs 263 people with disabilities, who attend various educational workshops, while 12,320 employees work to promote good examples and create an inclusive work environment.</p> <p>⇒ In 2018, they received the European Award for Diversity and Inclusion in the Workplace.</p>
<b>SPAIN</b>	La Fageda Fundació	<p>Quality Job Opportunities for Individuals with Mental Illness and Disabilities</p> <p>⇒ « All workers enjoy all social and labour rights, which means they are treated equally with all other workers who are not certified as disabled. »</p>
	Telefónica	<p>Telefónica's Human Resources</p> <p>⇒ Created a more inclusive environment for people with disabilities in its workplace through specific hiring and procurement guidelines.</p>
<b>SLOVAKIA</b>	WELLNEA s.r.o.	<p>A beauty salon for everyone</p> <p>⇒ « WELLNEA is a workplace for six disabled young adults. These six youth work with another 13 employees, many of whom are at risk of social exclusion</p> <p>It provides a complete service beauty salon, including hair-dressing, cosmetics, pedicures, manicures, and massages »</p>

<b>THE NETHERLANDS</b>	Buurtmarkt Breedeweg	All in one grocery store and meeting point ⇒ « Buurtmarkt Breedeweg provides persons with disabilities an opportunity to obtain meaningful work while providing the community with a much needed market. »
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### **Reference links:**

[https://www.easpd.eu/sites/default/files/sites/default/files/EVENTS/2015/Zadar/eas\\_001-15\\_en\\_ok.pdf](https://www.easpd.eu/sites/default/files/sites/default/files/EVENTS/2015/Zadar/eas_001-15_en_ok.pdf)

<https://www.ofi-am.fr/site/parameters?url=https%3A%2F%2Fparametersservices.ofivalmo.fr%2FgetFile%3Fid%3D5ec3790887dbf%26filename%3D5ec3790887dbf-document-5ec379088908b.pdf%26type%3D3>

[https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_150658.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_150658.pdf)

## **SCHOOL INCLUSION**

<b>COUNTRY</b>	<b>ORGANIZATION</b>	<b>PRACTICE</b>
<b>AUSTRIA</b>	Practice Centre of Pedagogical Training School, Vienna	“Mehrstufenklasse” project ⇒ « In the “Mehrstufenklasse” are 10 to 16 year old students in one class including children with disabilities. The inclusive education in that class is achieved by accepting the natural feelings and behaviour of children at their particular ages. This attitude is the most important attribute of the teachers and the students themselves in inclusive education. The primary resource is peer-learning. The children learn to reflect on their own work. »
<b>BOSNIA-HERZEGOVINA</b>	Association Inclusion of the Brcko District	“Integration of children with intellectual disabilities into regular schools” project ⇒ The Association focuses on preventing the institutionalisation of children and people with intellectual disabilities, integration of children and youth in regular elementary and high schools, education of parents and community about their rights, and education of teachers in schools. The Association opposes segregation and advocates for changes in the legislation to ensure that people with intellectual disabilities are not in a position inferior to other members of society.
<b>CZECH REPUBLIC</b>	Special School Prague 6	Preparation for Adult Life



		⇒ « The aim is to improve the work activities and environment that people with disabilities will encounter in their lives, by observing and debating them. »
<b>FINLAND</b>	The Service Foundation for the Deaf, Helsinki	<p>Preparation, Support and Guidance to Promote Young Hearing Impaired</p> <p>⇒ « The main objective of the practice is to support young, hearing impaired peoples in developing job and study skills, so that severe hearing impaired and deafblind students have better possibilities of finding on-the-job training and of becoming employed after their studies. The Foundation, as a multi-professional network, provides job training guidance and other activities to those students, targeting people who use sign language and face the risk of long-term unemployment. »</p>
	University of Jyväskylä	<p>National higher education accessibility project</p> <p>⇒ « This good practice guarantees equal opportunity for students to prove their skills and training capacity at all stages within their higher education and work environments. Each applicant will have accessibility, especially those with disabilities, illnesses or learning difficulties, or those belonging to a linguistic or cultural minority. »</p>
<b>FRANCE</b>	Collège Descartes-Montaign, Liévin	<p>Awareness Actions on Disabilities in Schools</p> <p>⇒ « The aim is to raise awareness amongst the pupils about the different forms of disability, through to adapted sports activities (such as wheelchair football), exhibitions and informative conferences. All these activities are linked to the question of accessibility, which enables participants to talk about and understand inclusion better. »</p>
<b>GERMANY</b>	Sophie-Scholl-Schule, Gießen	<p>Inclusive school for all children</p> <p>⇒ « Accepting and appreciating heterogeneity is emphasized in developing teaching methods, school rituals and activities. Multi-professional teams of teachers, educators and therapists work together and accompany all children during the school day and parents find many opportunities to cooperate with the school. »</p>
<b>ROMANIA</b>	The Rehabilitation Foundation "SPERANTA" & Educational Assistance and Resource Centre "SPERANTA", Timisoara	<p>"Open Doors" project</p> <p>⇒ « Speranta provides services for children with disabilities and their families, but also for teachers and professionals. Annually, over 250 children are being provided with necessary psychological, pedagogic, medical and social support. The most important recent achievements are : the IEN (Inclusive Education Network) and the new centre for inclusive education that addresses the rural area »</p>
<b>SPAIN</b>	Fundación ONCE	Your Education Has No Limits : Develop Your Future

- ⇒ « This project aims to raise awareness about disability issues, and to promote the active presence of people with disabilities in universities through educational awareness sessions involving students of compulsory secondary education. »

Public School Padre Jerónimo, Madrid

#### Strategies for students with special educational needs

- ⇒ « Public School Padre Jerónimo is a good practice example showing how to develop and adapt students' materials for the classroom in order to enable all students to be included in ordinary schools. It demonstrates how to elaborate work documents which support better coordination of school staff and more effective organization of the school. »

### Reference links:

[https://www.inclusion-europe.eu/wp-content/uploads/2018/02/Best-Practice-Education\\_EN-FINALWEB.pdf](https://www.inclusion-europe.eu/wp-content/uploads/2018/02/Best-Practice-Education_EN-FINALWEB.pdf)

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### DAYTIMES ACTIVITIES

COUNTRY	ORGANIZATION	PRACTICE
<b>BULGARIA</b>	Club "Water sports" – National Sports Academy "Vassill Levski"	<b>INTENSIVE COURSE ADAPTED SWIMMING</b> ⇒ « The aim of the project is to increase the possibilities for access to a range of adapted physical activities and sports (especially swimming) for persons with disabilities. The nature of the training activities includes education and training, recreation and health aspects. The benefits for the participants are : functional development, increased adaptation possibilities, physical and motor development, social inclusion and equal access to social services like sport. »
<b>DENMARK</b>	Danish Sports Organisation for the Disabled	<b>Project School Sport – Leisure, Life and Learning</b> ⇒ « Thanks to this project, children who have special needs can participate in sports provided by schools for special needs, after-school programmes and local sports clubs. The project combines pedagogical knowledge with resources from sporting clubs through public-voluntary partnerships. The school

assigns an employee and in cooperation with the local sports clubs, exercise activities adapted are proposed to the child. »

Danish Sports  
Organisation for  
the Disabled +  
Danish Army

#### WOUNDED SOLDIERS PROJECT

⇒ « The Wounded Soldiers Project is aimed at physically wounded soldiers. They are trained and motivated by specific sport consultants on an individual level in order to understand that their limits have not been (re)moved – they just need to apply a new approach to reach them. The concept combines pedagogical, psychological and physiological knowledge with resources from sport clubs. Activities include rowing, wheelchair basketball, archery, running, cycling, track and field, motor racing, triathlon and MMA. »

#### ITALY

University of  
Cassino & Italian  
Union of Sport for  
All

#### EXPORT-SPORT programme

⇒ « This programme aims to improve the social integration of people with a disability by being directly involved in a wide range of sporting activities. [...] Sport activities are also conceived as a means for promoting a higher level of integration among people with intellectual disability and the mainstream society. To this purpose, specific moments in which groups of people (e.g. pupils from school, university students, etc.) are directly involved in sport activities for disabled people are also promoted. »

#### LITHUANIA

Lithuanian  
Paralympic  
Committee &  
Lithuanian Olympic  
Committee

#### THE OLYMPIC DAY

⇒ Nine Paralympic events, such as basketball 3x3, draughts, chess, and darts, take place every year. Both Olympic and Paralympic athletes take part in a “one mile run”, and participate in the Olympic torch and flag’s relay. Overall an estimated 2,000 people participate, 150 of whom have a disability.

The Paralympic Committee makes use of the existing structures in Lithuanian school sport, in order to introduce disability sports to children. During meetings, famous national athletes with disabilities inform the children about their sporting career and play sport together with the children.

#### NETHERLANDS

European Disabled  
Golf Association &  
Netherlands Golf  
Federation

#### Play the game

⇒ Golf is a sport for everyone. In this regard the sport is also widely enjoyed by people with disabilities. In order to introduce the game properly, the Netherlands Golf Federation developed an advanced education programme for their golf professionals to teach people of all ages with physical limitations ; at the same time and to complete the circle, a course was developed to educate sports instructors at rehabilitation centres to introduce golf to their patients as part of therapy during treatment.

Gehandicaptenspor  
t Nederland +  
Landelijke

#### Project Special Heroes

⇒ Special Heroes wants children and young people with disabilities (6-19 years) to experience that sport and exercise

	Vereniging van cluster 3-scholen + NOC*NSF	can be fun, and to learn about sport and physical activity. The methodology of Special Heroes has three phases: 1) Within-school offering (regular PE classes), 2) After school/extracurricular offering (e.g., in sport clubs) 3) Aftercare for continuity. The sport activity offered varies depending on the wishes of the children.
<b>NORWAY</b>	Norwegian Olympic and Paralympic Committee and Confederation of Sports + National Sport Federations	<b>RECRUITMENT FROM SOUTH TO NORTH</b> ⇒ In this campaign, Per Christian Brunsvik and Steinar Andreassen Jensen were to handbike approximately 2,700 km from the southernmost point of the mainland of Norway to its northernmost point. The three-month trip was “accompanied” by 25 recruitment events (3,000 participants included 1,000 people with disability), eight seminars (500 participants), 18 school visits (1,000 pupils) and 50 meetings with municipality decision makers. The overall aim was to recruit 500 new athletes, alongside awareness-raising for disability sports at all levels.
<b>SLOVENIA</b>	National Paralympic Committee Slovenia	<b>SCHOOL SPORTS COMPETITION</b> ⇒ In Slovenia, primary and secondary schools have a strong multiple sports competition system from the local to the national level. Based on this system, and to overcome segregation and to integrate teenagers with disabilities in able-bodied sport activities, children with disabilities now participate at those school sport competitions and compete with the “able-bodied” teenagers at national level.
<b>SPAIN</b>	Spanish Sport Council	<b>SPORTS, WOMEN &amp; DISABILITY</b> ⇒ Girls and women with a disability don’t carry out as much sport as men in Spain. One of the most important reasons is a lack of information and knowledge about the possibilities of where and how girls and women with disabilities can participate in sport activities. In this regard a special promotion campaign addressed to girls and young women with a disability was launched to highlight the extensive possibilities of sport for disabled women in Spain. First actions included the production of a 12-minute video showing examples of nine female athletes with different disabilities, both at elite and grass-roots level.

### **Reference links:**

<http://unescoittralee.com/wp-content/uploads/2015/04/Disability-Sport-in-Europe-Good-practice-handbook.pdf>

[https://www.aevv-egwa.org/download/greenways4tour/G4T\\_Guide-to-best-practices-for-accessible-Greeways.pdf](https://www.aevv-egwa.org/download/greenways4tour/G4T_Guide-to-best-practices-for-accessible-Greeways.pdf)

<file:///C:/Users/MLINA~1/AppData/Local/Temp/KE-BL-19-001-EN-N.pdf>

## LIVING/HOUSING

COUNTRY	ORGANIZATION	PRACTICE
<b>BELGIUM</b>		The Flemish system of personal assistant budget enables persons with disabilities to organise the support they need by themselves. With the budget, they employ professionals to support them with all kinds of daily activities such as preparing meals, nourishing, transport, emotional support, etc.
<b>CROATIA</b>	Association for Promoting Inclusion, Zagreb	<p>Homes for independent living</p> <p>⇒ The key steps of the programme are:</p> <ul style="list-style-type: none"> <li>• Community-based housing in apartments in accordance with the choices of clients (1-5 persons share an apartment) with the degree of needed support provided,</li> <li>• Providing assistance and improving the competence of clients in day-to-day situations (handling money responsibly, keeping the apartment tidy, taking care of their clothes and laundry, use of the public transportation system),</li> <li>• Increasing the level of competence of the clients by enabling them to take part in the life of the local community (involvement in work, cultural, recreational, sport or religious activities).</li> </ul>
<b>HUNGARY</b>	Fecske Service	<p>FECSKE</p> <p>⇒ The FECSKE Service is a model program, which supports families caring for a disabled person's life and social integration. The service provides home care and accompanying services in a flexible and reliable manner to families caring for disabled persons.</p>
<b>SERBIA</b>	Centre for Independent Living, Belgrade	<p>Personal Assistance Service</p> <p>⇒ This project is an alternative form of support to people with disabilities. The aims were to estimate the demand for this type of support, identify changes that occurred in the lives of users, analyze and compare the quality of services provided through the Personal Assistance Service and to gauge institutional support.</p> <p>Thanks to The Personal Assistance Service, significant improvements in the quality of life of users has been noted. Users are starting to identify their real needs and to satisfy those desires that they could not satisfy before.</p>
<b>SLOVAKIA</b>	Slatinka Social Services Home	<p>Supported living flats</p> <p>⇒ The Home's clients, previously assessed as highly dependent on care, developed their independent living skills significantly following relocation. Many now live with little support. They are active in campaigning for the rights of other persons with disabilities in Slovakia.</p>
<b>SPAIN</b>	Plataforma Educativa	Plataforma Educativa

- ⇒ They offer guidance and support to people with intellectual disabilities and/or mental health issues. These people may live alone, in pairs or with other people (with a maximum of 4) and may require support related to autonomy, physical and material well-being, interpersonal relationships, personal development and social inclusion. They work based on objectives (welfare, educational, etc.) that are developed and prioritized, together with the user, and which can also be flexibly modified upon the user's requests.

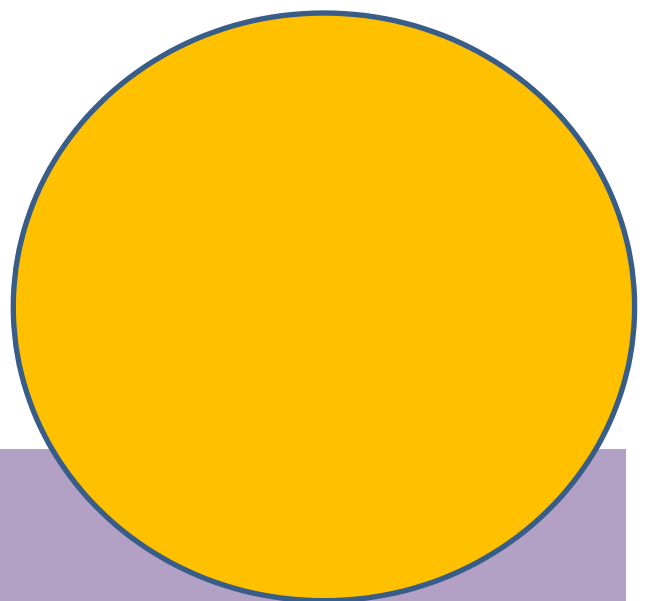
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[https://enil.eu/wp-content/uploads/2019/03/GoodPractice\\_web.pdf](https://enil.eu/wp-content/uploads/2019/03/GoodPractice_web.pdf)

### **INTERACTIVE MAP OF GOOD PRACTISES AND PROJECTS**

<https://www.makingitwork-crpd.org/our-work/good-practices-and-projects/map>





#### **4. Introduction to the context analysis**

To make the visits, meetings, and debates as rich as possible for participants in the different organisations during the learning activities, it seemed essential for partners to carry out research and preparatory analysis.

First, to make sure to use the same language, and to understand the same concepts, it was important to agree on some terminologies and definitions. To do this, project partners compiled a glossary that includes many of the terms and concepts that have been used and discussed throughout the project.

Secondly, it was also essential for us to carry out analysis work on the national/regional/local contexts of each partner. Indeed, knowing the legal frameworks, as well as the existing social structures allows us to better understand the existence and functioning of the existing organisations. More importantly, it allows participants to see how good practices can be transferred from one country to their own country.

Thus, the following two chapters allow us on the one hand to present the different contexts of the countries represented in legislative and social terms, and on the other hand the types of existing organisations that accompany the public with disabilities towards autonomy and socio-professional integration.

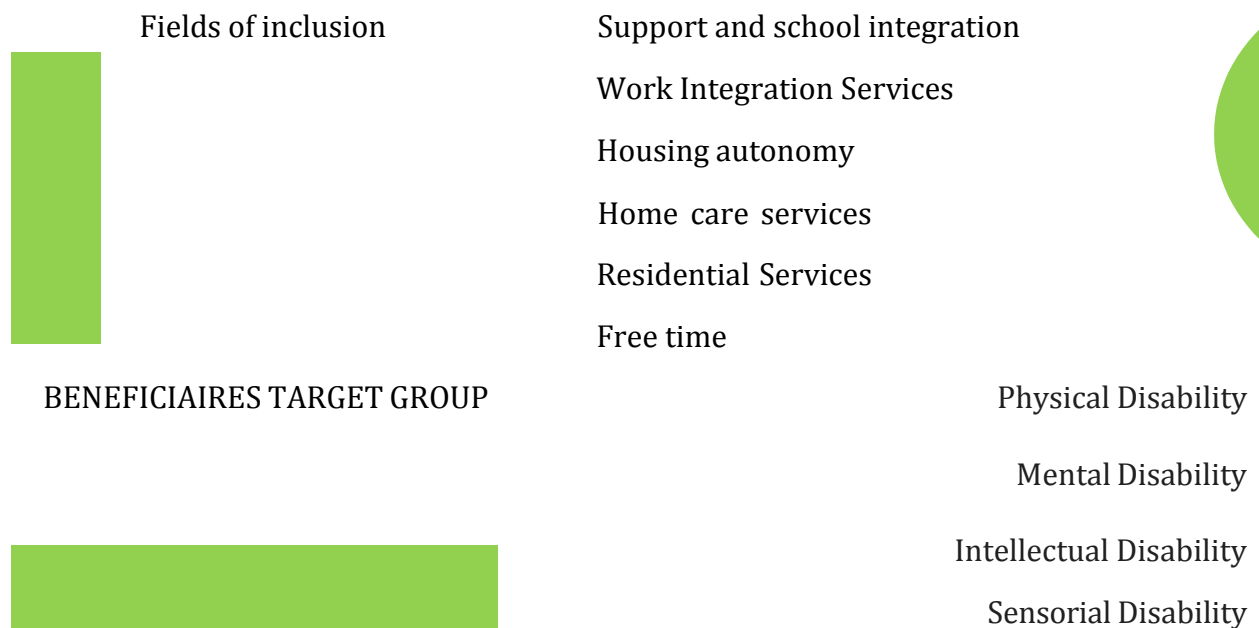
## 5. Partners context and good practices

In this chapter, two essential elements to the understanding of existing organisations in each European country member of the consortium are presented. On the one hand, this section presents the legislative context of each country (or region) concerning the autonomy and socio-professional integration of people with disabilities. On the other hand, there is a brief description of the various existing services to support this audience towards these objectives. So here there is a review of the different countries, in alphabetical order. The objective is not to compare or assess the situations of each country, but simply to report on the different contexts.

### Target<sup>1</sup> to which the services for social and work inclusion

Within the framework of the **FULL LIFE project**, three categories of disabilities can be defined as follow:

- **Physical disability** includes motor, sensory and speech disabilities
- **Cognitive disability** concerns intellectual disability and includes mental retardation, behavior disorder, attention deficit, specific syndrome (For example trisomy 21)
- **Psychic disability** concerns mental disability and includes mental disorder, psychosis, personality disorder, autism spectrum.



<sup>1</sup> The disabilities classification is based on the UNCRPD

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

## 5.1 BELGIUM

### Legal framework of the autonomy and job placement of people with disabilities

In 2009, Belgium ratified the **United Nations Convention on the Rights of Persons with Disabilities (CDPH)** and applied all provisions, without limitation or exception, to all constituent units of the Belgian federal states. Currently, Belgian legislation specific to persons with disabilities is divided between different levels of competence: **the Federal authority - Communities - Regions - Municipalities**.

At the federal level there are:

- The **Directorate General (DG)** of the Disabled Persons of the **Federal Public Service (SPF)** Social Security, which is responsible for, among other things, assessing the degree of disability of those who apply for support (adults and children) and allocating financial aid to them according to their level of disability.
- The **INAMI (National Institute of Health and Disability Insurance)**, which deals in particular with access and reimbursement to health care and compensation for sick and disabled people

At the community level (French, Flemish and German-speaking): Issues related to specialised and integrated education as well as sport for people with disabilities are addressed.

At the regional level, issues such as: accommodation, transport, training and employment, material aid are treated differently between the Flemish Region, the Brussels-Capital Region, and the Walloon Region. This document focuses mainly on the Walloon Region, where the RES network acts.

In the **Walloon Region**, the **AVIQ (the agency for a quality life)** is responsible for policies in terms of well-being, health, disability and family.

At the disability level, the agency is responsible for: 'disability awareness', policies on the reception and accommodation of persons with disabilities, help with home care, support for socio-professional integration through employment and training aids, accreditations and grants for services that receive, host, employ, training and advice and support people with disabilities.

Municipalities, on the other hand, are primarily concerned with helping people with disabilities fill out applications for recognition and financial support.

### Types of services for the social and work inclusion of disabled people

In the Walloon Region, the AVIQ offers:

- **Support** for the professional integration of people being recognised as disabled via:
  - Individual support
  - A one-week job discovery course

- One-off initiatives such as DUO Day, which allows a disabled person to spend a day with a worker from a partner company of the project.
- It proposes a **professional adaptation contract** for people who are able to work: it is a tripartite contract, which sets up a training process through practice in a company. AVIQ reimburses 70% of the amount paid by the company.
- It also offers **support for engagement** by offering:
  - An integration bonus allowing the reimbursement of 25% of the salary cost for up to one year.
  - A tutoring bonus, to encourage the company to appoint a tutor who continues to observe the integration of the disabled worker and, if necessary, proposes adjustments to the working situation for his disability.
- **Specific aids** are also requested in case of difficulties due to disability such as
  - A compensation bonus: to offset the cost of the measures it takes to enable the worker to perform his or her duties in the best possible way.
  - A workstation layout.

## Context and practices of social inclusion of disabled people

### SCHOOL INTEGRATION

Around 1970, a **law on special education** was passed. The organisation of special education is then organised according to the different types of handicaps. In 2009, the decree organising special education recognizes, supports and organizes the integration of students with special needs into mainstream education for all types.

This integration project is designed individually and collaboratively, taking into account the specific skills and needs of the student.

It is the French community that organises and subsidises special education and pays for the tuition costs of students with disabilities, which is not the case in general education. In this case, it is the AVIQ that helps parents.

The CAP 48 solidarity initiative 'accessible schools' also allows many young people with disabilities to continue their education, thanks to support given to pilot secondary schools that are committed to welcoming children with reduced mobility.

At the higher education level, the decree of 30 January 2014 on inclusive higher education imposes on universities and high schools the obligation to integrate students with disabilities and to put in place necessary accommodations to accompany them in their curriculum. The AVIQ also offers educational guidance for these students.

► **CAP 48**

**Target: Physical, Mental, Intellectual Disability**

The CAP 48 solidarity initiative 'accessible schools' allows many young people with disabilities to continue their education, thanks to support given to pilot secondary schools that are committed to welcoming children with reduced mobility.

CAP 48 is a very large association of volunteers that has been in existence for more than 60 years and which has the main objective of raising funds to support the integration of people with disabilities and the integration of young people in difficulty in Wallonia and Brussels. By 2019, it had raised 6.4 million euros!

## **WORKING INTEGRATION**

In Belgium, there is no obligation as such to hire disabled staff for private companies. Some recruitment policies may be proposed by the regions. For Walloon state-owned enterprises, the law requires one part-time person for every 20 full-time employees.

The AVIQ takes on various tasks to ensure the integration of people with disabilities into the labour market in collaboration with the Forem (Walloon public employment and training body) as well as the Regional Employment Missions.

In Wallonia, there is also the **E.T.A.: Adapted Work Enterprises**.

The ETA are companies that receive a minimum percentage of people with disabilities by law. They are active in many areas. These structures benefit from significant financial intervention by the public authorities.

In Wallonia, the **EWETA (Walloon Agreement of Adapted Work Enterprises)** lists 55 ETAs approved and subsidised by the AWIQ occupying some 10,000 workers, almost 91% of whom have an indeterminate contract.

Belgium has also adopted national legislation in accordance with the EUROPEAN directive 2000/78/EC. This Anti-Discrimination Law, created in 2007, prohibits discrimination in particular based on disability.

Finally, it can also be noted that the Belgian Constitution guarantees "the right to benefit, depending on the nature and severity of its disability, measures that ensure its autonomy and social and professional integration"

► **EWETA**

**Target: Physical, Mental, Sensory Disability**

The EWETA (Walloon Agreement of Adapted Work Enterprises) is a federation.

It lists 55 ETAs approved and subsidised by the AVIQ occupying some 10,000 workers, almost 91% of whom have an indeterminate contract.

Of these 10,000 workers, 85,000 are people with disabilities, most of them with mental, physical, sensory disabilities. Nearly 86% work in production positions while the remaining 14% share management positions (of which only 18% are disabled workers). The 30-49 age group is the most represented: it accounts for almost 65% of workers.

Total ETA sales in 2020 amounted to more than 361 million euros. Today, the total share of subsidies that ETAs receive is around 30% of the ETA's budget, with the remaining 70% having to be generated by economic activity.

## DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES

**Adult Day Care (S.A.J.A.):** A person with a disability who is not working can receive a day care service for 5 days a week, from 8:30 a.m. to 4 p.m. Various occupation activities are organised, supervised by educators.

**Specialised youth reception services (SAS')** welcome out-of-school youth (temporarily or longer) who, due to the severity of their disability, do not attend an ordinary or special educational institution. They most often welcome them during the day during the week, at varying degrees of intensity depending on the needs of the young person at a given time.

Based on the personal needs of the young person, these services provide medical and paramedical care. They also organise workshops and various activities or organise holidays.

**Specialised childcare services** for young people provide individual, educational, medical, therapeutic, psychological, and social care tailored to their needs. They aim at integrating the disabled person into school, social and cultural activities.

### Activities

In Wallonia and Brussels there is a computer tool called **Access-I**. It informs people with disabilities about the level of accessibility of cultural events, tourist infrastructure, sports, outdoor sites, bike tours etc.

To travel abroad, the '**autonomia' association** informs people with disabilities about holiday centres perfectly adapted to different limitations of mobility.

The AVIQ also offers a range of good leisure deals.

There are many initiatives and associations to help people with disabilities to participate in sport, a hobby, and access to culture.

The Walloon Region has set up a website called **WIKIWIPH** which offers a set of explanatory sheets containing all the aids for people with disabilities, in many areas, including access to leisure and culture activities. | Wikiwiph (aviq.be)

### ► **CREAHM-Liège Day Centre**

#### **Target: Mental Disability**

The CREAHM-Liège Day Centre (CJCL), SAJA, is a recognized permanent reception facility that is open five days a week for adult people with mental disabilities.

The activities on offer are mainly oriented towards artistic expression.

Workshops in painting, sculpture, music, theatre, engraving, dance, circus, etc. are led by artists and individual educational support is undertaken by a multidisciplinary teaching team.

It organises projects at a national and international level and supports the dissemination of its productions

## LIVING - HOUSING

In Wallonia there are the following:

- **Adult residential services for the night (S.R.N.A.).** These services welcome people with disabilities who are beneficiaries of a Day Care service who want accommodation or people who are unoccupied during the day for whom these services also develop day care.
- **Adult residential services (S.R.A.)** These are places of life increasingly reserved for people affected by a very high level of disability. They benefit from permanent therapeutic and educational supervision.
- **Supervised Housing Services (S.L.S.)** are aimed at adults of all ages or young people from the age of 16 with a mental disability. After setting up an individual project with the education team, these people leave the residential service for the supervised housing service where they can gain autonomy.
- For people who want to have their own home but need a third party to perform certain tasks of daily life, there is a service of Daily Life Assistance 'A.V.J service.' To meet this need, in the Walloon Region, there are **neighborhoods of houses located next to premises of an AVJ service** that employs staff capable of intervening 24 hours a day to help people when needed.
- For young people with disabilities between the ages of 3 and 18, there are **residential youth services (S.R.J)** that offer permanent day and night care in a suitable environment.

### ► Notre Village

**Target: Physical, Mental, Intellectual, Sensory Disability**

"Our Village" (Notre Village) is a residential home and day care service for people with disabilities.

Residential hospitality consists of 10 residential entities that accommodate a total of 200 people with disabilities.

The Village's Day care service organises many workshops and daytime activities. The beneficiaries are adults with mild to severe disabilities. Goals: to maintain learning, develop skills, enable personal development and integration into a collective achievement. The day care service offers an activity suitable for more than 170 people. It is divided into three poles: service - production, art, culture, sport - well-being



## 5.2 FRANCE

### Legal framework of the autonomy and job placement of people with disabilities

**The Law on Equal Rights and Opportunities, Participation and Citizenship of Persons with Disabilities of 11 February 2005** brings fundamental changes to meet the expectations of persons with disabilities:

#### **The right to compensation**

The Disability Act implements the principle of the right to compensation for disability, both in institutions and at home. The compensation benefit covers the need for human, technical or animal aid, accommodation or vehicle development, depending on the life plan formulated by the disabled person.

The disabled person has the right to compensation for the consequences of his/her disability, regardless of the origin and nature of the impairment, age or lifestyle. This compensation consists of meeting his/her needs, whether in terms of early childhood care, schooling, teaching, education, professional integration, home or work environment adjustments for the full exercise of his/her citizenship and capacity for autonomy, and the development or adjustment of the service offer, allowing the disabled person's family and friends to benefit from respite time, the development of mutual self-help groups or places in specialised establishments, assistance of any kind to the person or institutions to live in an ordinary or adapted environment. These adapted responses take into account the reception and support needed by people with disabilities who cannot express their needs alone.

#### **Education**

The Disability Act recognizes the right of every child with a disability to be enrolled in an ordinary school, in the school closest to his or her home.

#### **Employment**

The Disability Act reaffirms the obligation to employ at least 6% of disabled workers for companies with more than 20 employees, reinforces sanctions, creates incentives and extends them to public employers.

#### **Accessibility**

The Disability Act defines the means for the participation of disabled people in the life of the city. It creates the obligation to make buildings and transport accessible within a maximum of 10 years.

#### **Departmental Houses for Disability**

The Disability Act creates the Departmental Houses of Disabled Persons (MDPH). In each department, they carry out a mission of welcoming, informing, accompanying and counseling persons with disabilities and their relatives, granting rights and raising awareness of all citizens with disabilities.

## Types of services for the social and work inclusion of disabled people

Some measures taken at the 3rd inter-ministerial committee on disability (December 2019):

- **Lifetime right for beneficiaries of the disability compensation benefit** whose disability is unlikely to change favourably
- Introduction of a **single telephone number to break the isolation of carers** and deployment of new respite solutions for families
- Implementation from 2020 of the **first "evolutionary" housing units**, with the obligation of adaptable bathrooms => to adapt houses and flats in the case of a change in disability
- Digital deployment from the beginning of 2020 of the new **"Handiguide"** to identify accessible sports facilities close to home
- Expansion, by September 2020 at the latest, of **access to paratransit service + preferential rates in public transport services** for guides accompanying disabled persons
- **Improved access to healthcare**
- Launch of a **digital "employment/training" platform** dedicated to people with disabilities
- **Improved accessibility of cultural goods and services** through better access to adapted books, publishers' catalogues in digital format and non-linear audio-visual services + improving the portrayal of people with disabilities and disability in the audio- visual media

## Context and practices of social inclusion of disabled people

### SCHOOL INTEGRATION

The right to education for all pupils with disabilities is enshrined in the Education Code: "In its fields of competence, the State shall provide the financial and human resources necessary for the schooling of children, adolescents and adults with disabilities in ordinary schools".

The Guidance and Programming Act for the Recasting of the School of the Republic, of 8 July 2013, enshrines for the first time the principle of school inclusion. It includes provisions for teacher training, cooperation between national education and medico-social institutions and services, and training in digital tools for pupils in medico-social institutions and services.

To include people with disabilities in society, schools must provide an adapted environment to pupils according to their special needs.

*How to educate a disabled pupil in France?*

- Construction of a personalised schooling project => Goal: analyse the needs and evaluate the pupil's skills
- Implementation of the personalised project
- Monitoring and support of the pupil by the monitoring and schooling team

The different schooling paths:

- Schooling in ordinary schools **inclusive school**: Depending on the needs, “localised Inclusive Education Units” (ULIS) can provide support to teachers
- Schooling in a **medical and social institution**: schooling in a medical unit with educational and therapeutic care
- **Distance learning**: the national distance learning centre (CNED) provides schooling for pupils who cannot be fully or partially enrolled in a school because of their disability

### ► *La Maison de Sésame*

#### Target: Mental and Intellectual Disability

One person in 150 is affected, i.e., between 400,000 and 600,000 people with autism in France. 78% of autistic children have no access, or only partial access, to an education adapted to their needs. Autism affects all populations, regardless of their country, social class, or ethnicity.

The missions of “La Maison de Sésame” are:

- To ensure the early detection and care of children, adolescents and adults with autistic syndrome or autism-like disorders
- The specialised education of the persons in care and the continuity of care
- An ongoing relationship between parents and staff in the facility

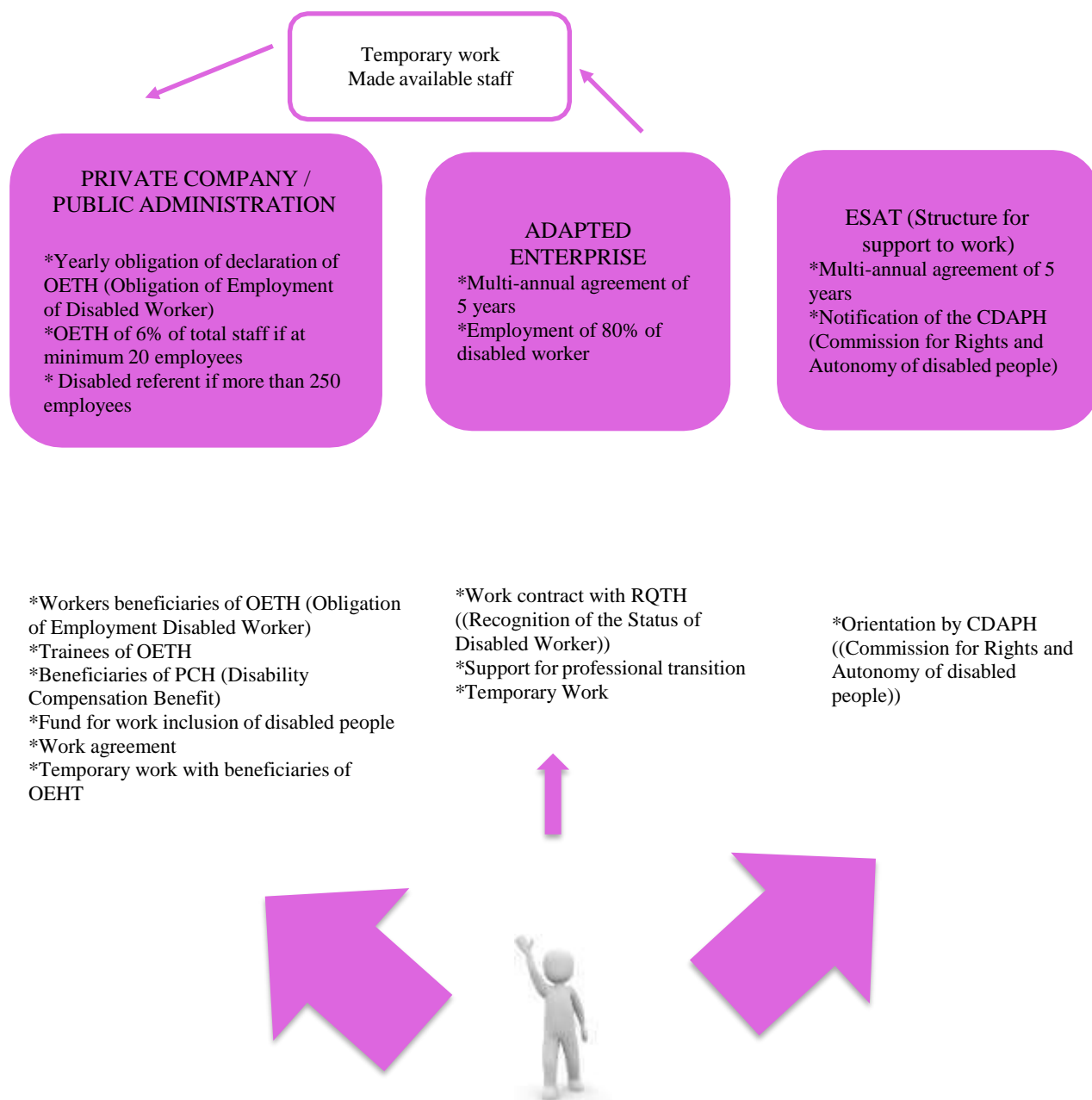
La maison de Sésame has several support objectives:

- To promote autonomy, maintain skills and develop potential in all areas (cognitive, personal and relational autonomy)
- To promote quality of life and health through the search for psychological, physical, affective, cognitive and social fulfillment and well-being
- To guarantee rights and participation by supporting access to citizenship and adult life
- To offer each resident a personalised and evolving support.

## WORKING INTEGRATION

According to the Labour Code, “Mobilisation for the employment of disabled workers concerns all employers [...] with at least 20 employees”. Employers must employ people with disabilities in a proportion of 6% of the total workforce. This law has been in effect since 1987. That same year, the association for the management of the fund for the integration of people with disabilities was created.

Regarding work and social inclusion of disabled people, you can see hereafter the main actors and services existing in France:



### ► **Action Philippe Streit**

**Target: Physical, Mental, Intellectual Disability**

The *Action Philippe Streit* is an association.

Its main objective is to offer a **complete ecosystem** for integration of disabled people and thus support companies which favour disability inclusion by providing:

- Transport, catering and accommodation services for people with disabilities
- An adapted and privileged working environment (for private and adapted companies)
- Access to care, sport and rehabilitation for people with disabilities but also an opening for all
- Access to culture for all and especially for people with disabilities

This ecosystem is offered at **any structure active in the field of disability**, which therefore promotes the **inclusion of people with disabilities** in the world of work in a concrete way.

- Recruitment and consideration of abilities beyond diplomas and skills so that any motivated person can join the teams and be trained
- Integration and training so that confidence, in the company but also and above all in oneself, allows employees to flourish
- Support at the workstation, in particular to ensure that it is adapted to the physical needs of each individual, but also in general to the well-being of the employees.

This association provides an adapted infrastructure as well as a range of services such as help in finding adapted housing, home/work shuttles and the presence of health professionals working on site.

## DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES

Temporary accommodation allows persons with disabilities of all ages to be accommodated in an establishment for a limited time. To be admitted, the disabled person must apply to the departmental house of disabled persons (MDPH). Participation in hospitality is sometimes required.

According to the Law in favour of Persons with Disabilities, 'social integration and access to sports and activities for minors and adults with physical, sensory or mental disabilities constitute a national obligation'.

The **sports HandiGuide**, created in 2006 on the initiative of the Ministry of Sports, is an interactive directory of sports facilities that declare themselves able to receive disabled sportspeople. This guide informs people with disabilities about the sports facilities available to them near their place of residence.

**"Destination for all"** is the only State brand that both enhances an area with an accessible tourist offer, in autonomy and/or with accompaniment, and guarantees the accessibility of daily life. Destination for all is a part of the Government's proactive policy in favour of accessible tourism initiated by the Inter-Ministerial Committee on Disability and the Inter-Ministerial Committee on Tourism.

**"Tourism and Disability"** is the only State label awarded to tourism professionals who are involved in a quality approach focused on accessibility to leisure and holidays for all.

### ► **AHVVES**

**Target: Physical, Mental, Intellectual Disability**

AHVVES (Association Handicap Valide Vivre Ensemble Solidaire) is a non-profit association of law of 1901 and is recognized as being of general interest. AHVVES was founded on 21 December 2001.

It is the outward opening of HandiEPS, created in 1995.

It seeks to promote the social inclusion of people with disabilities through physical and sports activities.

AHVVES is open to everyone. It is accredited Youth and Sports and affiliated to the Fédération Française Handisport.

The aims of this association are:

- promoting the social inclusion of people with disabilities, through, among other things, physical and sports activities
- encourage the evolution of mentalities, creating meetings between people with disabilities and people who are “able-bodied”.

This is implemented as follows:

- through common practices
- by raising awareness
- through a variety of physical activities offered regularly or occasionally with an outward opening.

## LIVING - HOUSING

Home support, family care or specialised establishments are all accommodation solutions for a disabled person. The choice depends essentially on the degree of dependence of the disabled people and their various needs estimated by the Commission of rights and autonomy of disabled people (CDAPH).

Once the assessment is completed, the CDAPH is able to determine the disability rate. After reviewing your file, the CDAPH makes decisions about the various rights of the disabled person. In particular, it decides on the housing issue. Depending on the need, the CDAPH can refer the disabled person to a specialised establishment or to the family home.

*Housing supply for people with disabilities:*

- **Ordinary housing:** ensure that people live in an adapted environment to be as independent as possible in their own home
- **Organised accommodation**
  - *Temporary accommodation in an establishment:* provide respite care + organise breaks for the family and friends.
  - *“Life home”:* establishment that welcomes disabled adults with some autonomy to offer them activities and events according to their disability.
  - *Hostel for disabled workers:* accommodation and support for working adults with disabilities. This type of accommodation is often linked to a work-support institution.
  - *Medical care home (FAM):* accommodation and support for severely dependent disabled adults who are unable to carry out everyday activities on their own.
  - *Specialised care home (MAS):* accommodation and support for severely dependent disabled adults who are unable to carry out everyday activities on their own. In principle, specialised care home (MAS) cares for slightly more dependent people than the population housed in a medical care home (FAM), but in practice, the population is more or less the same.

### ► La Fontaine des Jonchets

**Target: Physical, Mental, Intellectual Disability**

The home of life “La Fontaine des Jonchets” provides a home for people who are unable to work. They are welcomed in a pleasant environment, adapted and on one level, guaranteeing

their safety night and day.

A multi-professional team accompanies these people in the acts of daily life, offers them activities according to their needs and requests, in the respect of their personalised project.

The property has a temporary accommodation room.

This home forges numerous partnerships with associations and the locality to enrich its activities.

The team offers local support in a 24h/24h security framework:

- Hotel services (meals, linen, housekeeping)
- Support in the actions of daily life
- Health and care monitoring
- Internal and external activities

The establishment supports 55 adults with intellectual disabilities, including 15 in day care. 1 place is reserved for temporary reception.



## 5.3 HUNGARY

### Legal framework of the autonomy and job placement of people with disabilities

Currently the most important laws or policies for people with disabilities are the following documents:

- **Act No XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities**, the National Disability Program of Hungary
- Act on the **Ratification of the UN Convention on the Rights of Persons with Disabilities**

Hungary has ratified most international instruments, including those with provisions on people with disabilities, but it has yet to ratify the Revised European Social Charter (RESC) or Protocol No. 12 to the European Convention on the Protection of Human Rights and Fundamental Freedoms (ECHR). However, the Act on Equal Treatment and Promotion of Equal Opportunities (Equal Treatment Act) introduces a comprehensive anti-discrimination framework, which also covers people with disabilities. The act transposes the provisions of the European Union's Employment and Race Equality Directives into national legislation. It also establishes a new equality body, whose remit will cover all areas of discrimination, including discrimination on the grounds of disability. The main legislation on people with disabilities is the Act on the Rights and Ensuring the Equal Opportunities of People with Disabilities (Disabled Persons Act).

Strategically, important is the **Hungarian 2015-2025 National Disability Program** (Assembly, 2020) which is to determine the political tendencies of the coming years and to specify the main points of cooperation among the sectors and beyond state administration. The National Disability Program is to build on the experience of the report approved with Decision 70/2012 (of 16.10.) OGY of the National Assembly on the 2007-2010 Implementation of the National Disability Program and the Relevant Government Measures, and it meets the criteria under Government Decree 38/2012 (of 12.03.) on Governmental Strategic Management.

### Types of services for the social and work inclusion of disabled people

In Hungary, there are two different long-term services for people with disabilities, according to the level of dependency: **nursing fee** (ápolási díj) and **child home care fee**. For the long-term care services, a high level of dependency is required, e.g., people must be unable to carry out activities of daily life sufficiently in accord with their mental or physical health. The nursing fee is paid to the person who provides long-term care and permanent support for family members who are disabled, permanently ill, and in need of permanent care. It is provided by the district offices. The child home care fee is paid for the parent who is looking after their seriously disabled children in care. Persons with changed working capacity can receive services like rehabilitation benefit (rehabilitációs ellátás) and disability benefit (rehabilitációs ellátás). A person is entitled to rehabilitation benefit if he/she can be rehabilitated. The rehabilitation benefit may be provided for the rehabilitation period for 3 years maximum. If rehabilitation is not recommended or possible or the person reaches the retirement age within 5 years, a disability benefit can be requested.

## Context and practices of inclusion of disabled people

### SCHOOL INTEGRATION

The education policy in Hungary supports school integration as a political, social and pedagogical aim. **The amendment to the Act on Public Education of 1993** intends to enforce the anti-discrimination efforts in the process and activities of education and training. Education of students with special needs is supported by the government's intentions: according to the above-mentioned law students with special educational needs may attend mainstream schools. There is clear communication with the parents, who are also asked to participate actively in their children's education. Special schools and special classes are still prevalent, but the number of integrated students increases from year to year. Students with special educational needs (according to the last amendment to the Act on Public Education of 2003) are:

1. Students with physical or sensorial disabilities, mild and moderate mental disability, speech disability, autism, permanent and severe difficulties in the learning process because of disturbances of their individual development (dyslexia, dysgraphia, hyperactivity etc.), multiple disabilities.
2. Students with learning and behavioural difficulties.
3. Students with disadvantages.

Parents of students from category 1 are not free to choose a school; they receive a proposal from the expert committee. They may appeal against the decision, if they are still not satisfied with the new decision, they can initiate civil action. With the spread of inclusive education, the professional knowledge of teachers is increasingly needed in the main-stream schools. The special institutions' knowledge in special needs education (creating development programs, therapies, counselling) can help children participate in education.

#### ► **Addetur School**

#### **Target: Physical, Mental, Intellectual Disability**

Addetur School ([www.addeturiskola.hu](http://www.addeturiskola.hu)) is located in Budapest, the capital of Hungary and it is an integrated school for people with physical disabilities and non-disabled students offering secondary and vocational scholastic education. ([www.addeturiskola.hu](http://www.addeturiskola.hu)).

This school is unique in the country, both in terms of its student composition and its vision of integration. The purpose of founding the school was to establish a secondary school for students with disabilities and other disabilities (visually impaired, hearing impaired, autistic, learning impaired, from problematic social backgrounds, mental disorders) who could not be integrated. As a result of the school's successive inclusion pedagogical program and the complex team of several specialists, even young people (whom others have given up on) achieve good results in learning with the appropriate special help. They take a matriculation exam; they will have a profession and they can become "confident" adult people who take care of themselves.

## WORKING INTEGRATION

Regarding employment and job placement, the rehabilitation contribution is 9 times the minimum wage, which is HUF 1,341,000 in 2019, which must be paid by the employer in all sectors of the national economy if the statistical number of employees exceeds 25 and the employer does not employ at least 1 person with disability or so-called changed [BS1] working capacity employee.

The persons whose employment exempts the employer from the obligation to pay rehabilitation contribution are defined in a special regulation, the **Government Decree 177/2005. on Budget Subsidies Available for Employment of Changed Working Capacity Employees**. For the purposes of the employment obligation, only those persons can be considered as changed working capacity employees, whose daily work-time, based on their employment contract, reaches four hours and who have the expert opinion prescribed by the regulation. A person may be considered as a changed working capacity employee as long as the expert opinion certifying the health impairment is valid. The rehabilitation contribution liability is assessed, declared and paid to the relevant account of the Hungarian Tax Authority by the employer obliged to pay this contribution. The employment can be also found in **“sheltered employment places”**. There are two types of employment specified by the scheme – ‘long-term’ and ‘transit’. The long-term employment scheme is for people who are unlikely to ever enter the open labour market due to the level of their disability. The transit scheme is for those who may be able to work in the labour market and is intended to enhance their opportunities through professional education or skills development, or an improvement in their health.

### ► ***Strázsa Tanya***

#### **Target: Mental and Intellectual Disability**

Strázsa Tanya is a multi-activity social cooperative that serves the job creation, employment, training, and education of disadvantaged job seekers and the inactive in a disadvantaged area. Strázsa Tanya provides atypical forms of employment for disadvantaged, disabled people and inactive people.

The Strázsa Guesthouse is located in the heart of Kiskunság, in a cosy natural environment. This is the place to enjoy traditional hospitality in a 21st century environment, it has six hectares of land that provide for guests the silence and tranquility of the countryside. The guest house can accommodate 42 persons in eight rooms open from the long porch, while the attic offers a nice apartment with 3 bedrooms, a living room, and a kitchenette. All the rooms have a private bathroom.

There is a petting zoo, an international award-winning playground ideal for both able and disabled children, tenpin bowling, volleyball court and riding track. It hosts workshops and social events, the wellness section includes a jacuzzi, a salt room, a solarium, a sauna and a massage room and an outdoor pool. Fishing is also possible near the farm.

They organise integrated, cultural and leisure programs open to everyone on the farm.

They are organising an outstanding training (Strázsa Próba) which deals with the situation of young people with intellectual disabilities who have dropped out of public education. This

training on the Farm not only helps with basic life management tasks, but also provides work experience and builds contact with local residents in an empathic and sensitive way.

As an accredited employer, the Farm provides employment for young people with disabilities in the area.

## **DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES**

The **“Day Care”**, also named **rehabilitation centre**, is a specific form of a basic social service. It is recognized by the **Social Act provided by the Law 3/1993**. The Day Care services aim to provide social support to persons with disabilities close to their homes. The clients are usually adults who are not employed and who live with their families. The Day Care centres are accessible to persons with any type of disability, they are responsible for organising social activities and they also provide meals for service users. They also often provide some form of social employment. The Day Care centres are not always able to address the needs of clients, for example a person’s special sensory or communication needs cannot always be helped by the service. Therefore, many disabled people choose to seek assistance outside centres, through informal networks or their own families.

Daytime activities, leisure, social-life support and social activities, such as sports or cultural events for people with disabilities are usually organised by primary and secondary schools and NGOs.

Day centres can be reserved for people with physical disabilities or for people with mental disabilities.

They are often connected with residential facilities dedicated to the same target group. There are both public and private facilities, but they offer services for outsiders, in agreement with the public administration.

### **► MEREK**

#### **Target: Physical and Intellectual Disability**

MEREK is operated and financed by the General Directorate for Social and Child Protection, which is operated by the Ministry of Human Capacity. The goal of the MEREK is to help the social integration of people with physical disabilities through complex rehabilitation services. The professional programme was one of the first in Hungary to set the integration and independence of people with physical disabilities as its core mission.

Currently they offer rehabilitation services to about 200 people with physical and multiple disabilities employing 110 full-time personnel. For several of their service users, they offer rehabilitation services in the new day care rehabilitation division Tomorrow’s House (see at [www.holnaphaza.hu](http://www.holnaphaza.hu)).

New clients are assessed, and personal development plans are compiled and reviewed every 6

months. The maximum duration of stay at MEREK is 3 years that can be extended with another 2 years if necessary.

## **LIVING - HOUSING**

**Living Support** in Hungary is provided through services regulated in the **Social Act (3/1993)**, and services are usually provided by the state, churches, or non-governmental organisations. Although a range of services (for example, clubs for the elderly, subsidised meals etc.) are available, services more specific to persons with disabilities include **“support service”** and **“home assistance”** – the latter used mostly by elderly people.

The “supported living” is a relatively new legal category in Hungary, and aims to help persons with disabilities to live independently. Supported living is provided to persons with disabilities but also to psychiatric patients and those with drug or alcohol addiction. Typically, “supported living” services combine housing and social services provided by the same service provider.

**Long-term Institutional Care** and **Respite Care In Hungary**, there are around 39,000 persons with disabilities who live in residential institutions, including residential institutions for persons with disabilities or social care homes for elderly people. In fact, more than half of persons with disabilities in institutions live in homes for elderly people.

Temporary homes are residential social services that provide temporary accommodation for persons with disabilities due to their family circumstances or who have personal problems.

A long-term strategy has been set up to redeem residential institutions that care for a big number of persons and therefore, after having invested significant funds, major steps have been taken to disseminate the supported housing scheme.

### **► Patronus Ház** **Target: Mental Disability**

The Patronus Ház (House) is a new residential home that provides full care for 12 residents. The people living in the Patronus Ház are affected by autism and/or moderate intellectual disabilities. To preserve the resident’s private living space, they are accommodated in single rooms. In addition to the design of the spacious common dining-living room within the home, the residents can also use a sports room, a salt room, a relaxation room, and rooms suitable for arts and crafts.

When designing the garden, attention was paid to provide devices and solutions suitable for sensory sensitivity, therefore a spacious covered terrace, a bubbling place, several swinging possibilities, hiding places and a creative area, are available to enjoy leisure time.

<http://patronushaz.hu/new/index.php>

## 5.4 IRELAND

### Legal framework of the autonomy and job placement of people with disabilities

Under the **Comprehensive Strategy for People with Disabilities (2015-2024)**, the Government has committed to increasing the public service employment target for persons with disabilities from a minimum of 3% to a minimum of 6% by 2024.

There are no Irish laws compelling private companies to employ quotas of disadvantaged persons. However, the **Employment & Equality Acts 1998-2015** oblige employers to make reasonable accommodation for people with disabilities. This means they must make arrangements that will enable a person who has a disability to:

- have equal opportunities when applying for work
- be treated the same as co-workers
- have equal opportunities for promotion
- undertake training.

An employer doesn't have to recruit or provide training to a person who does not have the capacity to do a job. They must consider whether there are appropriate measures which they could take to support the person to do the job, e.g. effective/practical changes that the employer puts in place to enable employees with a disability to carry out their work, including:

- adapting the premises or the equipment
- offering flexible working times
- providing training or other supports
- adjusting attendance hours or allowing working from home
- assigning an employee certain tasks, and substituting others for equivalent duties, in consultation with the employee.

In order to know which appropriate measures to put in place, employers need to understand the practical needs of people with disabilities, and people with mental health difficulties.

An employer might not have to provide appropriate measures if the employer would suffer a 'disproportionate burden'. In order to establish what a 'disproportionate burden' is, several things are taken into account including:

- the financial cost of the measures
- other costs involved e.g. staff time or impact on productivity
- the size and financial resources of the business.

Before claiming that providing reasonable accommodation measures would be a 'disproportionate burden', they must look at the possibility of obtaining public funding, grants etc... If help is available to them, it might make the changes possible. Many reasonable accommodation measures would not necessarily have a cost implication – such as flexible work arrangements or facilitating part-time work.



## Types of services for the social and work inclusion of disabled people

Social inclusion services are delivered under the **Rehabilitative training** (training that is not linked to the labour force) of people with disabilities. Responsibility for the delivery of these services rests with the **Health Service Executive and the social economy agencies**. Rehabilitative training focuses on the development of life skills, social skills and basic work skills with the objective of enhancing the trainee's quality of life and general work capacity.

### **Work Inclusion**

**Employability** - the nationwide service provides an employment support service for people with a disability. It is a recruitment advice service for the business community. It will also give employers access to a pool of potential employees with varying levels of skills, abilities and training. The service provides:

**Ability Programme** - provides funding to 27 projects that bring young people (age 15-29) with disabilities closer to the labour market. The programme targets young people who are not currently work ready using a range of person-centred support. This type of work assists young people to identify and follow progression routes based on both their potential and their needs.



## Context and practices of social inclusion of disabled people

### SCHOOL INTEGRATION

Children with special educational needs may be in ordinary classes in mainstream primary schools or in special classes in these schools. They may get additional educational support from **special education teachers** and care support from **special needs assistants** (SNAs).

All schools have an allocation of special education teachers which they can use to provide additional support to children who need it. Support is provided taking into account a child's learning needs. It is no longer based on a diagnosis of a particular disability. The additional teaching may be provided in the classroom or in small separate groups. Some pupils may need additional one-to-one teaching for a specified period.

Parents or guardians no longer have to source or pay for assessments for their child to get extra teaching support in school and schools don't have to wait for these assessments to give children the extra teaching support they need.

The '**School Inclusion Model**' was expected to radically change the way Special Needs Assistants were allocated to schools. It envisaged a set number of SNAs in a given school, based on a general profile of that school's needs. It meant that schools would no longer apply directly for SNA support for individual children. (DEFERRED UNTIL 2022/23)

#### ► ***The Saplings Schools*** **Target: Intellectual Disability**

The Saplings Schools are co-educational specialist schools, providing quality education for pupils with autism and complex needs. Saplings Special School's philosophy of education is that all students are entitled to an appropriate education that will enable them to achieve their full potential and participate in their family and community life, celebrating everyone's dignity, uniqueness and right to an optimal education. Saplings schools aim to create a community where all pupils and their families feel they are understood, cared for, valued and respected.

In a typical Saplings school, operating with an administrative Principal Teacher, there are six class Teachers, twenty Special Needs Assistants, a part time Occupational Therapist and a Behaviour Consultant. In addition, to ensure a multidisciplinary approach, they work closely with Speech and Language therapists, Music Therapists, Medical and Nursing Personnel to ensure all the needs of the children are met.

## WORKING INTEGRATION

### Legal Context

The 6 strategic priorities of the Comprehensive Employment Strategy for People with Disabilities are to:

- build skills, capacity and independence
- provide bridges and supports into work
- make work pay
- promote job retention and re-entry to work
- provide coordinated and seamless support
- engage employers

The government has already implemented recommendations:

- the public service employment target of people with disabilities will be increased on a phased basis from 3% to 6%
- special public service for people with disabilities will be arranged to open up alternative recruitment channels for people with disabilities

### Financial context

There are supports for people with disabilities and employers.

- The Job Interview Interpreter Grant Scheme - for people with speech and hearing impairments who attend job interviews
- The Wage Subsidy Scheme (WSS) offers financial support for employers who employ people with disabilities
- Disability Awareness Support Scheme - grant towards the cost of training employees about disability awareness in the workplace
- The Employment Retention Grant Scheme assists employers to retain employees who acquire an illness or impairment
- The Workplace Equipment Adaptation Grant is available to employers who need to make adaptations to their workplace or purchase specialised equipment

### ► Green Kitchen Café & Garden Shop

#### Target: Physical, Mental, Intellectual and Sensorial Disability

The Green Kitchen Café & Garden Shop is a social enterprise that comprises a café serving cooked food and serves tea, coffee & beverages. Next door to the cafe is the garden centre and shop, which sells plants and shrubs, and a selection of houseplants and gifts.

The social enterprise provides training, work experience and employment for people with intellectual disabilities. They receive training in the café in basic culinary skills, barista, and front-of-house customer service skills. In the garden centre and shop they get experience of retail and customer service. The social enterprise works in partnership with the WALK PEER programme which supports young people to find employment. The Employment Facilitators work with the individuals to access training, work experience while developing their communication skills, writing their CV etc.

Many of these people go on to secure paid employment and have gained new confidence in themselves and their abilities.

## DAILY DISABLED CENTRES AND OTHER DAYTIME ACTIVITIES

### Adult Day Support Services

These services are for people who have significant support needs arising from disabilities and require extra help to access community and services in line with their wishes and needs. Traditionally, all activities and supports were provided in a service location, mostly delivered either by the Health Service or by charitable organisations (funded by the HSE). This model of delivery is changing. Depending on the person's strengths and abilities, or the location of the service, individual service users may still receive some or the majority of their supports in one centre. However, the intention is changing to supporting people access mainstream services in the community where possible.

### Rehabilitative Training

These are training courses to help develop life skills, social skills and basic work skills. Each year, around 400 school leavers enrol in these training courses. Trainees attend these courses for two to four years and are supported to develop and review training plans in line with their needs and abilities. Rehabilitative training is intended to help participants progress to greater levels of independence and integration in their community. It may help in transitioning to mainstream post-school education and training or to specialist vocational training.

### ► LINC Programme

#### Target: Physical, Mental, Intellectual and Sensorial Disability

The LINC programme supports people with disabilities to be included socially within their communities and also supports them to engage meaningfully whilst following their own self-determined vision.

Service users in LINC are encouraged to engage in a range of activities that reduce stress and provide health and well-being benefits to all. These include strategies that support people to develop personalised strategies that enhance their capacities in the areas of exercise, stress management, nutrition, social valued roles, recreation, etc.

Service users are encouraged to develop social roles in their communities, to volunteer, have paid jobs, to build relationships, to enrol in mainstream education and to develop their areas of interest, all of which benefits mental health. The Personal Outcomes Measures system provides a structured format of identifying and developing personal goals for each service user and measures their progress towards each outcome. For service users that may present with complex health issues, person centred supports are developed to help them maintain positive mental health.

## LIVING - HOUSING

In 2012 the **“Time to Move On from Congregated Settings”** report was published. At the time there were more than 4,000 people with disabilities living in “congregated settings” (10 or more people sharing facilities). It became Government strategy to move all persons living in congregated settings to community-based living and supports; including:

- HSE Community Homes
- Social Housing (Local Authority & Approved Housing Bodies)
- Nursing Home
- Private Rental
- Family Home
- Palliative Care Setting

In 2019, 116 people moved on to new housing, leaving 1,953 still living in group accommodation.

### Financial Housing Supports

- **Rent Supplement** is a means-tested payment for certain people living in private rented accommodation who cannot provide for the cost of their accommodation from their own resources. It is a short-term income support for people in the private rented sector.
- **Housing Assistance Payment (HAP)** is a form of social housing support for people who have a long-term housing need. HAP is available in all local authority areas and will eventually replace long-term Rent Supplement. Tenants pay a weekly HAP rent contribution to the local authority, based on their income and ability to pay. Under the HAP scheme you can take up full-time employment and keep your housing support.
- **Social Housing Rent** is charged by social housing providers (either Local Authority or Approved Housing Body). The rent may either be a means-tested “differential rent” or a set amount in some AHB housing.

### ► **Tinteán**

#### **Target: Physical, Mental, Intellectual and Sensorial Disability**

Tinteán (Carlow Voluntary Housing Association)

Tinteán comes from an old Gaelic Irish phrase to mean “no place like home”.

Since its establishment in 1992 Tinteán has developed over 100 housing units in Carlow Town and other communities across County Carlow, located in the Midlands of Ireland. They provide homes for all categories of persons in need of social housing, i.e. for low income families, single people, older persons, and people with physical and intellectual disabilities. Housing for people with disabilities is provided within estates of “general needs” housing, either in Tinteán’s own developments or within private estates.

Tinteán works in partnership with The Delta Centre in Carlow who provide the social care and support services to people with disabilities who are tenants of Tinteán, living in housing located within the community.

## 5.5 ITALY

### Legal framework of the autonomy and job placement of people with disabilities

Italian National **Law 104/92 - protection of people with disability** - rules assistance and social integration as well as the rights of disabled. It promotes the integration of disabled people through benefits favoring inclusion of disabled persons in a social context. Through this law disabled people are entitled to receive various facilitations but not economic advantage. The law makes these benefits available: benefits for parents; work advantages; benefits for relatives; educational and scholastic support.

**Law 118/71 Civil Invalidity:** People with a permanent reduction of at least one-/third of working capacity (34%) or older than 18 with difficulties in performing the functions and duties of their age, are considered civil invalids. Civil invalidity is expressed by the percentage of working capacity reduction.

**Law 68/99 job integration:** favors the integration of people with disability into the working world, through targeted employment putting into evidence the personal working potential with actions suitable for a job placement. In Italy, targeted employment is ruled by Provinces dealing with various services related to the employment. Law 68/99 establishes that public agencies and private companies must employ from targeted employment (1) person with disability (with +46% civil invalidity) for every 15 employees. Disabled persons can be hired also by B Type Social Cooperatives.

**Law 381/91 rules Social Cooperatives.** Article 1 says that Social Cooperatives are created with the purpose of “achieving the general interest of the Community towards the human promotion and social integration of citizens”. There are three kinds of Social Cooperatives:

Type “A” management of socio-sanitary and educational services;

Type “B” management of disabled job placement;

Type “C” Consortia of A and B Social Cooperatives.

**Law 112/2016 about “After us”** – establishes a stable National Fund for assistance for people with serious disabilities (104/92) without family support. The actions financed by the fund are articulated by regional law and guidelines. The regional law - DGR 775/2017 – provides for a co-planning by public and private service aimed for: a) Skills development activity for the management of daily life and autonomy for facilitating detachment from the nuclear family. b) activities to develop housing autonomy housing. c) permanent residences (apartment group) and forms of social housing.

<sup>1</sup> The disabilities classification is based on the UNCRPD

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

## Types of services for the social and work inclusion of disabled people

In Italy there are several services for children and adults with disabilities:

- 1) **Pre-school and school support**, from 0-3 preschool services to high school, which provide educational services and social teaching; children and young people with disabilities attend classes together with classmates without disabilities.
- 2) **Home and territorial educational and help-care services**: individual and group educational programs, other types of interventions if necessary (rehabilitation, assistance, nursing).
- 3) **Day-care centres** for social integration.
- 4) **Housing communities and residential centres** for adults with disabilities without family unit;
- 5) **Health residences** for people with severe disabilities requiring health care;
- 6) **Activities and projects aimed the “After us” and self-help** aimed at creating housing autonomy paths.
- 7) **Job accompanying services**: vocational training, job placement services and services aimed at preparation for working life.

## Context and practices of inclusion of disabled people

### SCHOOL INTEGRATION

L.104/92 (national law) extends and guarantees to the disabled person the right to the school integration in common classes of all levels and in the universities. In these schools, specialist teachers who have completed a university education provide the supporting activities. To determine the need for school integration, the law 104/92 establishes the formation of a team of professionals who will assess the mode of school integration through the preparation of 3 official documents: 1) Functional Diagnosis (clinical history); 2) Functional Profile Dynamic (potential ability); 3) Educational Individual Plan (education-didactic individualised projects). The disabled support teacher is salaried by the State. According to the law, the students with certified disabilities can have educational supports too. The educational support is a Municipality expertise. School educational interventions include support for didactic, educational and playful activities; support in daily activities at schools (during lunch for example); promotion of inclusion with the class group; accompaniment for activities outside the school if foreseen (trips, sporting activities, other activities)

#### ► ARCA' educational and assistance activities from nursery school to high school Target: Physical, Mental, Intellectual and Sensorial Disability

Arca carries out educational and assistance activities from nursery school to high school. According to Law 104/92, the service consists in promoting the academical of student with disabilities, offering support for growth and training, ensuring the maintenance and/or



achievement of adequate levels of autonomy. The activities are carried out by educators who plan their work in collaboration with school staff based on a Personalized Educational Plan. The activities are carried out at schools where children/young people with disabilities are enrolled for the school year. All the activities take care of the students with disabilities needs and at the same time promote integration with classmates. The school educators work in synergy with the school, the families and the specialist services that oversee the case.

## WORKING INTEGRATION

Thanks to Law 104 / 92 in Italy there are work education projects targeted at people with disabilities. The supervisor of these services are the Municipalities; professional educators work within the services, the goal is activating job training placement that have the purpose of experiencing the work context with its rules, even if this does not turn into hiring. Arising from Law 68/99 there are experimental services (training internships) operated by the municipality or province, aimed at hiring: once compulsory education is completed, young disabled person with civil invalidity higher than 46%, can enrol on targeted employment and take advantage of training courses before employment. Moreover, in Italy the Regions can adopt ESF (European Social Fund) measures to increase the job opportunities of people, including people with disabilities. The Tuscany Region periodically announces the co-design of services financed by the Social Fund, for example on 2014-2020 Social Fund the Region has issued a call about *"Accompanying services at work for disabled and vulnerable people"*. Through these operational programs, it is possible to carry out projects that provide training, orientation, scouting and matching, internships in the company with the support of specialised tutors.

### ► **Attivi**

#### **Target: Physical, Mental, Intellectual and Sensorial Disability**

"Attivi" (English translation: active) is one ESF project promoted by Florence South-East Municipalities and Local Health Authority. The beneficiaries are disabled people according to L.104/92 the disadvantaged categories according to L.68/99 or people unemployed with psychiatric problems. The goal is social and work inclusion; the activities are training, orientation, scouting and matching, internship in company.

Another goal is to promote actions aimed to support social and work inclusion, in favour of young people at the end of the school. The intern has a job fair completely paid by the public authority. The project includes an internship in companies specially selected by the project operators. The objective of this path is to respond to create job opportunities for people who have already developed socio-relational and professional skills suitable for the professional offer of the territory. All activities are monitored by a tutor. Similar projects are present throughout the region.



## DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES

Daily disabled centres are semi-residential services governed by the Regions that determine the operating requirements. In Tuscany (according to the regional law 41/2005), people with psycho-physical or multiple disabilities who require educational/qualifying interventions for the maintenance and development of residual capacities and levels of autonomy, have access to day centres. The admission age is 18 years old. The daily Disabled Center is open from Monday to Saturday in the morning and in the afternoon. Users can participate, according to their project, part-time (only in the morning or only a few days a week) or full-time (every day non-stop). The professional figures who work in the daily disabled centres are: educators, personal assistants, entertainers or social workers for occupational activities. The minimum hours necessary for the various professional figures are established by the regulation of the Tuscany Region. The Centers are managed by the local health authority or by the municipalities. The inclusion in the day centre is decided by the Professional Social Service. The Centers collaborate with families, schools, local social and health services, and local associations.

### ► **CUS**

#### **Target: Physical, Mental, Intellectual and Sensorial Disability**

"CUS" Centre is managed by the Mugello Health Society with the proxy of the municipalities. The Centre is aimed at 24 disabled people residing in Mugello Area from 18 years old. The disability is ascertained in accordance with the 104/92 law. The Centre is open from Monday to Friday, from 9 am to 4 pm. Professional figures: 1 Educator/Internal coordinator, 2 educators, 5 social health workers, 1 cleaner. The centre provides for the realisation of single/group educational and laboratory activities. All activities are organised to meet the needs of individuals and the user group. Needs are identified from the "Quality of life" dimensions: emotional well-being, interpersonal relationships, material well-being, personal development, physical well-being, self-determination, social inclusion, rights. Typical activities of the Centre: carpentry, sewing workshop, bookbinding, cooking workshop, physical education, trips and outings on the territory, beauty project: improving personal care and attention to personal hygiene, soothing activities, creative activities, reading and writing, watching movies, educational games. Usually the Centre organizes daily trips and summer holidays.

## LIVING - HOUSING

In Italy, there are different types of residential structures for disabled people. with regional law 41/2005 in Tuscany there are:

- 1) **Healthcare residence**: aimed at people with serious disabilities, it mainly involves sanitary interventions. The professionals who work in this type of service are nurses, health and care workers, physiotherapists, animators/educators. The staff is present round the clock. The residence hosts people from 18 years old.
- 2) **Protected housing community**: social-health services aimed at people with high disabilities from 18 years old. Professionals: health and care workers, educators, nurses.

3) **Apartment group for the “during and after us” project:** experimental services, aimed at co-housing and to promote autonomy. Aimed at people with no serious disability, without family support, from 18 years old. The apartment can host 5-person maximum. Professionals: Educators and care workers. The type of path suitable for the person is established by the Multidisciplinary Evaluation Unit, a local team of social and health professionals who evaluate the best path for the person based on his needs and availability. The chosen path is included in the Individualised Educational and Welfare Project, a project that is checked at least every six months and as needed.

► **Il Girasole**

**Target: Physical, Mental, Intellectual and Sensorial Disability**

“Il Girasole” is a protected housing community with 2 apartments which can accommodate 8-9 people each from 18 years of age. It currently welcomes 17 people with disabilities with ages ranging from 32 to 70 years. Disabled people who live in “Il Girasole” attend a daily disabled centre or make work placements. The Housing Community has as its main purpose that of offering a housing situation based on the family model, in accordance with the needs of the individual with disabilities with proven inability to stay in their home (inadequate housing, difficulty of the family unit in ensuring adequate assistance, etc.). The community has a family dimension: everyone is involved, together with the educator-healthcare workers, in cooking, arranging and cleaning the house. Il Girasole is in the city centre, which is important for integration activities with the territory. Professionals who work there: Educators, care workers and nurses.

## 5.6 PORTUGAL

### Legal framework of the autonomy and job placement of people with disabilities

#### ► Employment and Support Program for the Qualification of People with Disabilities:

- Decree-Law no. 290/2009, of 12th October, amended by Law no. 24/2011, of 16th June, by
- Decree-Law no. 131/2013, of 11th September and by Decree- Law no. 108/2015, of 17th June, which republishes it;
- Order no. 8376-B / 2015, of 30th July, with the changes introduced by Order no. 9251/2016, of 20th July.

► **Law 49/2018, of 14<sup>th</sup> August, “*Maior Acompanhado*<sup>2\*</sup>” Regime** - In general, people over 18 can freely exercise their rights, fulfill their obligations, and take care of their assets, without needing the help of others. However, there are citizens who, for a variety of reasons (health, disability or behaviour) are unable to exercise these rights without the support or intervention of another person. This new regime is aimed, precisely, at the latter people. It allows them to choose who they want to be responsible for assisting and representing them in making personal or patrimonial decisions. This law promotes autonomy and enhances human rights of people with disabilities, in recognition of their human dignity.

► **Decree Law no. 129/2017, of 9<sup>th</sup> October, “*Personal Assistant - Independent Life Support Model*”** (MAVI<sup>3</sup>), defines the rules and conditions applicable to the development of the activity of personal assistance, creation, organization, operation and recognition of Independent Life Support Centers (CAVI<sup>4</sup>), as well as the eligibility requirements and the scheme for granting technical and financial support for pilot projects of personal assistance. Personal Assistance is characterized as a specialized independent life support service, through which support is made available to the person with disability or incapacity to carry out activities that, due to the limitations resulting from their interaction with the conditions of the environment, they cannot carry out by themselves. The activities of daily life and mediation in different contexts are, namely, in the field of hygiene, food, maintenance of health and personal care, travel and support in a labor context.

<sup>2</sup> “*Maior Acompanhado*” (no translation available in english).

<sup>3</sup> “MAVI” - abbreviation in portuguese language to designate “Independent Life Support Model”.

<sup>4</sup> “CAVI” - abbreviation in portuguese language to designate “Independent Life Support Centers”.

## Types of services for the social and work inclusion of disabled people

“Social Security Institute” is a public body that offers a set of measures to support people with disabilities. They can benefit from:

- **Disability Pension** – monetary support to compensate for the lack of wages due to a permanent incapacity for work
- **Social Benefit for Inclusion** - monetary support for people with more than 60% disability
- **Allowance for assistance** to children with disabilities
- **Family benefit bonus** for children and young people with disabilities.
- **Special Education Subsidy** - intended to offset expenses into specialized teaching equipment
- **Support products** for people with disabilities
- **Inclusion Desk** – service specialized in the themes of disability, which aims to elucidate people about existing responses and support.

Provision of a set of social responses:

- Occupational Activity Centers
- Home Support Service
- Family Reception
- Residential Reception
- Early Childhood Intervention
- Provision of a set of social responses.

In terms of employment, the public body “Employment and Vocational Training Institute” offers support to people with disabilities that are divided into the following areas:

- Support for Integration;
- Supported Employment;
- Employment Quota;
- Support products;
- Inclusive Employer Brand.

## Context and practices of inclusion of disabled people

### SCHOOL INTEGRATION

► **Decree-Law No. 116/2019, of 13<sup>th</sup> September.** It establishes the legal regime for *inclusive education*, the principles and norms that guarantee inclusion, as a process that aims to respond to the diversity of needs and potential of all students. Defines the specialised support to be provided in pre-school, basic, and secondary education, in the public, private and cooperative sectors.

► **Order No. 5291/2015, of 21<sup>st</sup> May** establishes the national network of Resource Centres of Information and Communication Technologies for Special Education as prescribing centres for support products from the Ministry of Education and Science within the scope of the Support Products Assignment System, its assignments, constitution and skills of the team, as well as the responsibility for monitoring the activity of these Centres.

► **Decree-Law No. 93/2009, of 16<sup>th</sup> April** approves the system for allocating support products to people with disabilities.

► **Decree-Law. No. 281/2009, of 6<sup>th</sup> October** creates the National Early Childhood Intervention System consisting of a set of institutional and family entities, to guarantee development conditions for children with body functions or structures that limit personal and social growth, and also their participation in typical age activities, as well as children at serious risk of developmental delay.  
It is developed through the coordinated action of the Ministries of Labor and Social Solidarity, Health, and Education, with the involvement of families and the community.

► **Decree-Law No. 90/2008, of 30<sup>th</sup> May** establishes a legal regime of Higher Education Institutions defining special conditions in access to higher education for young people with disabilities.

### **Resource Centre for Inclusion of the Cerebral Palsy Association of Porto**

#### **Target: Mental Disability**

The Resource Centre for Inclusion of the Cerebral Palsy Association of Porto has the general objective of "supporting the inclusion of children and young people with disabilities, by facilitating access to education, training, work, leisure, social participation and independent living, promoting the maximum potential of each individual, in partnership with community structures". The structuring principles of RCI are the back-up service, Coaching, definition of functional objectives, the existence of a Case Manager, intervention in natural contexts, and the habilitating of the child/youth and the contexts. This response targets children and young people with special educational needs (SEN), integrated into the 1st, 2nd, and 3rd cycle and high school in school groupings in the municipalities of Porto and Gondomar.

## **WORKING INTEGRATION**

Employment and Support Program for the Qualification of People with Disabilities:  
LEGISLATION AND REGULATIONS:

► Decree- Law no. 108/2015, of 17<sup>th</sup> June.

► Order no. 9251/2016, of 20<sup>th</sup> July.

The **Supported Employment** measure aims to support the exercise of a professional activity or the performance of socially useful activities, aiming at the development of relational, personal, and professional skills that facilitate the transition of people with disabilities, when possible, to the normal regime of work. It includes:

- Insertion Internship
- Employment-Insertion Contracts
- Protected Employment
- Open Market Supported Employment

The measure **Support for Integration, Maintenance, and Reintegration in the Labor Market** includes:

- Information, assessment, and guidance for qualification and employment
- Placement support
- Post-placement monitoring
- Adaptation of workstations and elimination of architectural barriers.

The **Inclusive Employer Entity Brand** is awarded to employers who contribute to the implementation of an inclusive labour market.

Financing of **support products** is a financial support for people with disabilities for the purchase, adaptation or repair of products, devices, equipment or technical systems of specialised production or available on the market that are indispensable to prevent, compensate, mitigate or neutralise limitations in activity and participation restrictions that hinder the access and frequency of professional training or obtaining and maintaining employment and career development.

**Job Share** - Law no. 4/2019, of 10<sup>th</sup> January, came to establish the system of employment share for people with disabilities, with a degree of disability equal to or more than 60%, aiming at their hiring by public and private sector employers.

#### ► **ValorIN**

##### **Target: Physical, Mental, Intellectual and Sensorial Disability**

ValorIN is a social innovation and entrepreneurship initiative, created by MADI in Vila do Conde, where people with disabilities and/or mental illness or other vulnerabilities provide services to companies involving manufactured tasks, in an assembly-line context. ValorIN provides services to companies in the areas of assembling sports equipment, stationery, connecting crystal pieces and fabric samples for lamps and toys, inspecting car parts, unwinding electrical cores, assembling cardboard partitions, stripping, and cutting stickers, and finishing shoes. The final goal is the labor integration of these people in the project's partner companies and/or other or local services. The work done to achieve this goal is carried out through a dual model, on the one hand promoting the training of personal and social skills and the enhancement of the image of people with disabilities and/or mental illness and on the other hand, labour/productive training in a controlled and supported environment.



## DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES

► **Decree-Law No. 18/89, of 11<sup>th</sup> January**, defined the regime of occupational activities and integrated support modality within the scope of social action, whose objective is to promote the personal development and social integration of people with disabilities to enable them to develop their skills.

- **Center for Occupational Activities** is a social response designed to integrate people with disabilities into society, through activities that foster their skills and contribute to their social and emotional balance.

► **Order No. 407/98, of 15th May - Socio-Occupational Forum** – is an answer, developed in equipment, aimed at people with disadvantages, transient or permanent, of psychic origin, aiming at their socio-family and/or professional reintegration or their eventual integration training programs or protected employment.

► **Decree-Law no. 136/2015, of 28<sup>th</sup> July**, defined the units and teams of integrated continuing care for mental health, for people with severe mental illness that results in psychosocial disability for the adult population and for childhood and adolescence.

- The **Socio-occupational Unit** is located in the community, in its own physical space, being destined to people with moderate and reduced degree of psychosocial disability, clinically stabilised, but with dysfunctionalities in the relational, occupational and social integration areas.

► **Ordinance No. 68/2017, of 16<sup>th</sup> February**, which establishes the national, regional and local coordination of units and teams providing integrated continuous mental health care (CCISM), as well as the conditions for the organisation and operation of the units and teams providing CCISM for the adult population and for children and adolescents.

### ► **AFUA's Social-Occupational Unit**

#### **Target: Physical, Mental, Intellectual and Sensorial Disability**

AFUA's Social-Occupational Unit is a structure protocolled with Social Security that is part of the Continuous Care in Mental Health Network. It aims to develop psychosocial rehabilitation programs for adults with moderate to severe psychiatric problems and chronic evolution, clinically stable but with dysfunctionalities in the relational, occupational, and social integration areas.

The services provided by the socio-occupational forum include psychosocial accompaniment, support and monitoring in activities of daily living, socio-occupational support, awareness raising and skills training for family members and caregivers, support for self-help groups, support and referral to training and professional integration services, promotion of socio-cultural and sports activities in conjunction with the community, support in health management and maintenance, support in financial management, exploration and participation in leisure activities, support for mobility in the community and support in the use of community resources.



## LIVING - HOUSING

### National Network of Integrated Continuous Care

#### ► Decree-Law no. 101/2006, of 6<sup>th</sup> June

The National Network of Integrated Continuous Care (RNCCI) results from a partnership between the Ministries of Labor, Solidarity and Social Security (MTSSS) and of Health (MS). RNCCI's objectives are to provide health care and social support in a continuous and integrated manner to people who, regardless of age, are in a situation of dependency. It is focused on the person's global recovery, promoting their autonomy and improving their functionality, in the context of the situation of dependency in which they find themselves. The creation of continuous integrated mental health care (CCISM) allowed the RNCCI to be extended to people with mental health problems by contemplating the existence of psychosocial rehabilitation structures, responding to situations with varying degrees of psychosocial disability and dependence resulting from severe mental illness.

The RNCCI in the scope of Mental Health contemplates the following types of response:

- Autonomy Training Residences
- Autonomy Training Residences - Type A (Childhood and Adolescence)
- Maximum Support Residences
- Moderate Support Residences
- Home Support Teams

The charges resulting from the functioning of the Network's responses are divided among the health and social security sectors according to the type of care provided.

#### ► Casas Primeiro

#### **Target: Physical, Intellectual and Sensorial Disability**

The program "Casas Primeiro" promoted by AEIPS, a mental health association, is inspired by the "Housing First", an American model that considers housing a basic human right.

It aims to support homeless people with mental illness, in renting and maintaining a stable housing integrated in the community, making available a diversified set of support services in the housing context.

This program aims to achieve the following outcomes:

- The access of homeless people with mental illness to individualised, community-integrated housing
- The maintenance and stability of these housing solutions
- The improvement of the program participants' individual quality of life and well-being
- The development of other individual projects at the educational or employment level, promoting greater social participation and autonomy of the project participants.

The program finances the rent, furniture and basic equipment, as well as water, electricity and gas consumption. Participants contribute 30% of their monthly income to pay the rent and household consumptions.

## 5.7 SERBIA

### Legal framework of the autonomy and job placement of people with disabilities

Summary of Serbian national law. **Law on professional rehabilitation and employment of persons with disabilities**. This law shall govern:

- promotion of employment to create conditions for equal participation of persons with disabilities in the labour market
- assessment of capacity for work
- professional rehabilitation
- obligation to employ persons with disabilities
- conditions for establishment and operation of enterprises for professional rehabilitation and employment of persons with disabilities and other special forms of employment and recruitment of persons with disabilities
- other issues relevant for professional rehabilitation and employment of persons with disabilities.

This law was created in May 2009. The principles it is based on are: observance of human rights and dignity of persons with disabilities, full participation of persons with disabilities in all spheres of life on an equal basis – in accordance with professional capabilities, promotion of employment of persons with disabilities on suitable positions and under adequate working conditions, prohibition of discrimination against persons with disabilities, equal rights and obligations, gender equality of persons with disabilities.

For the purposes of this law, a person with disability shall be the person suffering permanent consequences of physical, sensory, intellectual and psychiatric impairment or sickness which cannot be eliminated by any treatment or medical rehabilitation and faced with social and other limitations affecting his/her working capacity and ability to find or retain employment and who does not have the possibilities (or has reduced possibilities) to be included in the labour market or apply for employment on equal terms with other persons. An unemployed person with disability shall be the person of 15 to 65 years of age who has no labour relations or has not otherwise achieved the right to work, who is willing to work and accept professional rehabilitation for the purposes of employment and who actively seeks employment and is registered in the unemployment records with the organisation in charge of employment issues.

In accordance with this law, the person with disability shall be entitled to: have her/his status established and work capacity assessed; promotion of employment, labour and social inclusion and affirmation of equal opportunities in the labour market; professional rehabilitation measures and activities; employment under general conditions; employment under special conditions; active employment policy measures; employment in specially organised forms of employment and recruitment of persons with disabilities.

## Types of services for the social and work inclusion of disabled people

There are several services for people with disabilities in Serbia. In schools there is a program made to support the integration of children with disabilities such as the **personal assistance service**. Daytime services are available for children and adults, such as **day-care centres, home care, assisted living**. Caritas Šabac founded the first day-care centre in Serbia for persons with mental and intellectual disabilities; there were only day-care centres for persons with physical and sensorial disabilities before.

Working integration is regulated in Law on professional rehabilitation and employment of persons with disabilities. Persons with disabilities shall be employed under general or special conditions. Working integration of persons with disabilities is provided through **enterprises for professional rehabilitation of persons with disabilities and employment** in collaboration with job placement services.

## Context and practices of inclusion of disabled people

### SCHOOL INTEGRATION

Inclusive education is defined as a strategic commitment of the education system of Serbia starting from 2009 - **Law on the Fundamentals of the Education System**. The development of an inclusive education system is supported by new legislation, the establishment of new structures at the national, local and school level, trainings for teachers, additional financial resources aimed at school development, network development support, manuals and public promotions.

The most important elements of the legally regulated policy of inclusive education in Serbia are: prohibition of discrimination, segregation and all forms of separation that are not in the interest of a child with disabilities, new enrolment policy was established instead of testing children before starting school, examining those who are enrolled and the identification of children in need of special/additional support. New program policy - the possibility of education through individualization of ways of work or according to individual educational plans, New personnel policy: introduction of pedagogical assistants, setting competence standards for the profession of teacher, formulation of priorities of professional training. This law establishes the formation of expert teams for inclusive education, including representatives of parents of children from vulnerable groups in the parents' council. New financial policy - financing of schools by number of children ("money follows the child"), with an additional coefficient for children from vulnerable groups.

All the elements above have been introduced by law and bylaws since 2010/2011, which is therefore considered the first year of the introduction of inclusive education in Serbia.

#### ► ***The personal assistance service***

#### **Target: Physical, Mental, Intellectual Disability**

The personal assistance service is accessible for children with disabilities, i.e., with disabilities in development, who need special support to meet basic needs in everyday life, in the areas of movement, maintenance of personal hygiene, feeding, dressing and communication with others, provided that the child is included in an educational

institution, that is, school, by the end of regular schooling, including completion of high school.

The purpose of hiring a personal assistant is to provide the child with appropriate individual practical support for inclusion in regular schooling, and activities in the community, to establish a higher level of independence.

The program activities of the personal assistance service are realised through an accredited program, as part of a special service or as part of a day-care centre or home care service. The activities of the personal assistance service are planned and implemented in accordance with individual needs of the child in the field of movement, maintenance of personal hygiene, feeding, dressing, and communicating with others.

## **WORKING INTEGRATION**

Working integration is regulated in **Law on professional rehabilitation and employment of persons with disabilities**. Persons with disabilities shall be employed under general or special conditions. Employment under special conditions shall be deemed job placement with the employer with the adjustment of work activities and/or workplace. Adjustment of work activities shall be the adjustment of work process and work tasks. Adjustment of workplace shall be the technical and technological equipment of a workplace, instruments of labour, space and equipment in accordance with capabilities and needs of the person with disabilities. Adjustment may also include professional assistance to support the person with disability in initiation to the job or a workplace, through counselling, training, assistance services and support at the workplace, work monitoring, development of personal work methods and evaluation of efficiency.

The obligation to employ shall be the obligation of any employer with at least 20 employees to enter into labour relations with a particular number of persons with disabilities. If not, the employer is obliged to pay a financial penalty to the state or to make a contract of commercial-technical cooperation with an enterprise for professional rehabilitation and employment of persons with disabilities.

Main implementers of professional rehabilitation activities, in addition to the organisation in charge of employment issues, may be enterprises for professional rehabilitation and employment of persons with disabilities, educational institutions and other forms of organisations which meet the conditions, criteria and standards for implementation of professional rehabilitation measures and activities.

### **► SOCIAL SYNERGY**

#### **Target: Physical, Mental, Intellectual Disability**

Caritas Šabac has founded two enterprises for professional rehabilitation and employment of persons with disabilities.

"Elio" dry cleaning and laundry service is an enterprise that has existed for 11 years and has employed women from vulnerable groups since the beginning. Through the Elio laundry services in 2015, after the start of the day care centre for people with mental and intellectual disabilities "Sv. Sofija", the first persons with disabilities were employed. In 2020, laundry service Elio grows into the enterprise for professional rehabilitation and

employment of persons with disabilities “*Social Synergy*”. Today, “*Social Synergy*” employs 6 people with disabilities.

The second enterprise “*Avlija održivog razvoja*” in Bogatić dates to 2015 with the implementation of occupational therapies for day-care centre users. The first employment of persons with disabilities on agricultural holdings was the beginning of the social economy. Today “*Avlija održivog razvoja*” encompasses a complex with a kitchen, food production and fruit and vegetable processing, catering, distillery, greenhouses with vegetables. “*Avlija održivog razvoja*” employs 5 people with disabilities.

## **DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES**

In accordance with the **Law on social protection** Day-care centre services in Serbia are available for children and adults with disabilities who need daily care and supervision, and support in maintaining and developing potential. The purpose of the day-care centres is to improve the quality of life of users in their own social environment through the maintenance and development of social, psychological and physical functions and skills, in order to enable them to live independently as much as possible. Through the day-care service, users in an organised environment, and with the necessary supervision, meet development needs, acquire and develop life skills, personal and social responsibility for the development of independence, social, cognitive and other important functions. The day-care service realises a positive and constructive experience of being outside the family, and family members have free time to engage in work and other activities. The day care service is realised through designed programs, in planned and limited periods of time.

Home care service is available to children, adults, and the elderly, who have limitations in physical and mental abilities due to which they are unable to live independently in their homes without regular assistance in daily living, care and supervision activities, where family support is insufficient or not available. The purpose of home care is to support users in meeting everyday life needs, to improve or maintain quality of life.

Daytime services in Serbia are financed by local governments through a tendering process, and the services are provided by licensed service provider.

### **► Day care centre “Sv. Sofija”**

#### **Target: Physical, Mental, Intellectual Disability**

Caritas Šabac in 2015 opened the first day care centre (“Sv. Sofija”) in Šabac, for people with mental disabilities: since then, more than 50 people have become beneficiaries.

In 2017, cooperation with Bogatić Municipality was sealed through the establishment of another day care centre (“Sv. Jovan”).

Users of the two day-care centres Caritas Šabac founded are adults with mental and intellectual disabilities.

A multidisciplinary team is engaged in direct work with users, consisting of experts of various profiles, nurses, trained caregivers and volunteers. The aim of the service is to provide and meet the basic living needs of people with mental and intellectual disabilities, while respecting and nurturing the interests of users and their remaining capacities.

Caritas Šabac has been providing home care services since 2001 and so far about 2,000 users have been involved.

The users of the service are the elderly, adults with physical disabilities, adults with intellectual and mental disabilities, adults on postoperative / post-hospital treatment, adults with chronic diseases and adults in the terminal phase. The coordinator of social protection services, licensed professionals, licensed nurses, caregivers and volunteers are engaged in direct work with users.

The purpose of the home care service is to support users who have limitations of physical and mental abilities in meeting everyday life needs, in their own homes, in order to improve or maintain their quality of life and prevent placement in institutions.

## **LIVING - HOUSING**

Assisted living service is regulated in **Law on social protection**. There is one type of assisted living service in Serbia. Assisted living is available for a long time to people with physical disabilities, intellectual or mental disabilities, from the age of 15. The purpose of the assisted living service for people with physical disabilities, intellectual or mental disabilities, is to help and support in gaining the greatest possible degree of independence that enables them to have a better independent life in the community. Assisted living provides adequate accommodation, professional assistance and support for the fullest possible independence and inclusion of users in the community. The assisted living service is realised through the realisation of program activities which, in accordance with the assessment of individual needs and the needs of the user group: ensures a safe environment and monitors the safety of users; provides help and support in meeting everyday life needs; provides an environment in which a variety of social, educational, health, cultural, entertainment, sports and recreational services are available in accordance with the identified needs of users. The service provider provides other programs that are specifically tailored to the capabilities and interests of users.

### **► “Sv. Jovan”**

#### **Target: Physical, Mental, Intellectual Disability**

In Bogatić Caritas Šabac has an assisted living facility named “Sv. Jovan”. Users of the assisted living service are adults with mental and intellectual disabilities. There are two users in the apartment.

A professional worker and associate are engaged in direct work with the users of the supported living service.

The assisted living service for people with mental and intellectual disabilities ensures a safe environment and monitors their safety, provides assistance and support in meeting everyday life needs and provides an environment with a variety of social, educational, health, cultural entertainment, sports and recreational services in accordance with the identified needs of users.

Better quality of life is enabled by individually adapted contents, free expression of personal preferences, all with the aim of improving the personal independence of people with mental and intellectual disabilities, which enables them to have a better independent life in the community. The assisted living service is realised through designed programs and activities, in planned and limited time periods.



## 6. Good practices for each typology of service

### 6.1 SCHOOL INTEGRATION

#### 6.1.1 AURÉLIE (Training center) - Belgium

AURÉLIE (Non-profit Association)		School integration (Adult education)
TARGET GROUP	<ul style="list-style-type: none"> <li>- Physical Disability</li> <li>- Mental Disability</li> <li>- Intellectual Disability</li> <li>- Sensorial Disability</li> </ul> <p>Adults - over 18 years of age with physical, sensory, psychological, mental or social difficulties. Motivated and ready to start a training process</p>	
SOCIAL MISSIONS ACTIVITIES	<p>Aurélie is a non-profit association. Its mission is to promote social and professional integration through training and work insertion. The training offered are in the field of automotive, logistics, construction, cleaning and catering.</p>	
SOCIAL WORK	<p>Aurélie employs a multidisciplinary team:</p> <ul style="list-style-type: none"> <li>- Training teachers</li> <li>- Psychologist, logopedic, neuropsychologist, ...</li> <li>- Social workers</li> <li>- Educators</li> <li>- Sometimes sports teachers (running, yoga...)</li> </ul>	
ECONOMICAL ACTIVITY	<p>Cleaning, Catering and Car workshop The annual amount is around 100.000 €.</p>	
FINANCIAL SUPPORT	<p>Around 90% of the financial support comes from public funding: 800.000 euro from the Aviq (Regional agency for quality of life for people with disabilities), and 200.000 euro from the Forem (Institution for work insertion) Around 10% comes from the income of the activities for customers. Most of the expenses are for Human Resources, the salary of the staff: the annual amount is around 850.000 €.</p>	

#### 6.1.2 IMP L'ESPÉREL - France

Institut Médico-Pédagogique (IMP) L'Espérel (ASSOCIATION D' HYGIENE SOCIALE DE FRANCHE COMTE)		School integration
TARGET GROUP	<p>L'Espérel is approved for the reception in semi-boardings of 42 children. These children, aged between 5 and 14, have a moderate intellectual</p>	



	<p>disability with or without associated disorders such as personality and language disorders; emotional, psychological and organic disorders; socio-educational deficiencies; and delayed physical development and motor skills.</p> <p>The IMP also welcomes children with pervasive developmental disorders without intellectual disability.</p>
SOCIAL MISSIONS ACTIVITIES	<p>Each child welcomed at l'Espérel benefits from educational, scholastic and therapeutic support adapted to his/her possibilities, desires and difficulties. It is a "place that allows the child to develop by learning". That is, it encourages the expression of the child's personality, the development of his or her abilities and aptitudes to live in a group; it facilitates his or her reintegration into school and society by making it possible for him or her to learn the requirements of daily life.</p> <p>It is the Maison Départementale des Personnes Handicapées (MDPH) (literally: Departmental House for the Disabled) that refers children to the IMP.</p>
SOCIAL WORK	<p>The functioning of L'Espérel is based on 5 poles:</p> <ul style="list-style-type: none"> <li>- <u>Administration</u>: manager, deputy director, management assistant</li> <li>- <u>General services</u>: chauffeur, maintenance craftsman, housekeeper</li> <li>- <u>Educational</u>: 4 teachers from Department for Education, caseworkers, educational monitors</li> <li>- <u>Medical</u>: psychiatrist</li> <li>- <u>Paramedical and sports</u>: psychologist, psycho-motor therapist, speech therapist, PE teacher</li> </ul>
ECONOMICAL ACTIVITY	NA
FINANCIAL SUPPORT	<p>The annual income of the Association (35 establishments including l'Espérel) is made up of membership fees, donations and subscriptions from its members and subsidies and funding from Europe, the State, local authorities, public establishments and, more generally, from any public or semi-public person contributing financially to the activities carried out by the Association.</p> <p>Annual amount is around 52.000.000 €.</p>

### 6.1.3 András Pető Training Primary School - Hungary

Semmelweis University, András Pető Faculty	School integration Living/Housing
TARGET GROUP	<p>The mission of the Institute of Conductive Development of the András Pető Faculty, Budapest, is to provide assistance to children and young adults with motor disabilities originating from damage to the central nervous system. Pető Institute offers intensive individual and group sessions to train clients how to overcome challenges of everyday life from simple actions to more complex activities: from lacing shoes through using cutlery to independent movement forms. The development programme adopts the special Pető method whose</p>

	essence is teaching those in need to adapt and integrate to circumstances of daily living.
SOCIAL MISSIONS ACTIVITIES	<p>Conductive education is a comprehensive method of learning by which individuals with neurological and mobility impairment learn to specifically and consciously perform actions that children without such impairment learn through normal life experiences. It aims at both rehabilitation and social integration.</p> <p>Children are encouraged to be problem-solvers and develop a self-reliant “ortho-functional” personality that fosters participation, initiative, determination, motivation, independence, and self-sufficiency.</p> <p>Most children with a diagnosis of Cerebral Palsy will go through traditional therapies and conventional educational programs. These programs are designed to provide children with a free and appropriate public education by providing supports that promote accessibility and inclusion to maximize their ability to learn and interact with their peers to the best of their ability in an educational environment.</p>
SOCIAL WORK	<p>The most striking difference between conductive education and conventional treatment is that it’s not a therapy, or a treatment. It’s a comprehensive method of learning by which individuals with neurological and mobility impairment, like Cerebral Palsy, learn to specifically and consciously perform actions that children without such impairment learn through normal life experiences.</p> <p>With conductive education, children may use specialized learning strategies to perform daily functions. They cognitively think through the process and emotionally connect to physical tasks to understand how to perform them successfully. The conductor is an educational rehabilitation professional who is trained to use the method of conductive education and support the habilitation of children with cerebral palsy or other impairments of the nervous system causing difficulties in motor development/performance or coordination.</p> <p>Conductors can participate in adult rehabilitation as well, specialized in motor development of those who have neurodegenerative diseases such as Parkinson disease or Multiple Sclerosis, or conditions after stroke, or cranial/brain injuries. Conductive education through its holistic approach supports its participants in developing as independent life as possible by coming over or learning to live with their difficulties.</p>
ECONOMICAL ACTIVITY	The activities provided are conductive education sessions, and occupation with parents.
FINANCIAL SUPPORT	The main financial source is public subsidy.

## 6.2 WORKING INTEGRATION

### 6.2.1. Action Philippe Streit - France

Action Philippe Streit (Association) VIPP & Philippe (Simplified joint-stock company)	Working Integration Daily center/ Daytimes activities Living/Housing
TARGET GROUP	<p>The Action Philippe Streit aims to offer a complete ecosystem and thus support companies by providing:</p> <ul style="list-style-type: none"> <li>- Transport, catering and accommodation services</li> <li>- An adapted and privileged working environment</li> <li>- Access to care, sport and rehabilitation</li> <li>- Access to culture</li> </ul> <p>This ecosystem is aimed at any structure active in the field of disability, which therefore promotes the inclusion of people with disabilities in the world of work in a concrete way.</p> <p>The services are provided to people with physical, mental and sensorial disability.</p> <p>Joining the ecosystem means being part of a real community that shares the same values, that is human-oriented and convinced that people with disabilities have their place in the world of work and can thus be taxpayers.</p> <p>Located in the Doubs, it is in Anteuil that the Action Philippe Streit was born, and it is not by chance. It is in this village steeped in history that the association draws its DNA and its strength.</p>
SOCIAL MISSIONS ACTIVITIES	<p>Through the creation of the company VIPP &amp; Philippe, there is a desire to offer:</p> <ul style="list-style-type: none"> <li>- Employment to people with disabilities and to prove that they have a place in the working world</li> <li>- Recruitment and consideration of abilities beyond diplomas and skills so that any motivated person can join the teams and be trained</li> <li>- Integration and training so that confidence, in the company but also and above all in oneself, allows the employees to flourish</li> <li>- Support at the workstation, to ensure that it is adapted to the physical needs of each individual, but also in general to the well-being of the employees.</li> </ul> <p>All this is possible thanks to the integration in the Action Philippe Streit ecosystem: the association provides an adapted infrastructure as well as a range of services such as help in finding adapted housing, home/work shuttles and the presence of health professionals working on site.</p>
SOCIAL WORK	<p>The ACTION PHILIPPE STREIT association carries out the global ecosystem development project which has seen:</p> <ul style="list-style-type: none"> <li>- The building of the first company VIPP&amp;Philippe which employed people with disabilities</li> </ul>

	<ul style="list-style-type: none"> <li>- The design and opening of the “La compagnie d’Arthur” micro-nursery in 2021 for children with and without disabilities</li> <li>- The final creation of the Sports Medicine Center by the end of 2022</li> <li>- The construction of a multipurpose catering and performance hall for 2023</li> <li>- The installation of new companies offering jobs to people with disabilities such as “KLIFF”, an adapted temporary work company subsidiary of Randstad, “PASS’PHIL”, a training organization for learning differently which will focus on the luxury and leather goods trades (project set-up in progress to start in 2023), and “LYSS”, an EA (adapted company) which will offer manual activities to its employees. 100 additional positions are expected by 2024 as part of this development.</li> </ul>
<b>ECONOMICAL ACTIVITY</b>	The association commits substantial funds to these actions and this development 2.020.000 euro in 2020, 650.000 euro in 2021, 2.600.000 euro in 2022 and 1.800.000 euro in 2023.
<b>FINANCIAL SUPPORT</b>	<p>The funds engaged are private funds coming Mr. Bernard STREIT (founder of the association), from local and national companies and now from crowdfunding.</p> <p>A call for donations from companies and individuals is made, in particular via the website <a href="http://www.actionphilippestreit.com">www.actionphilippestreit.com</a>, the association being able to benefit from tax advantages.</p> <p>The major items of expenditure necessary for the activity is investment in adapted infrastructure, equipment.</p>

### 6.2.2 Atelier Jean Del'cours or Village N°1 Entreprises - Belgium

<b>Village N°1 Entreprises (ASBL - SFS)</b>	<b>Working Integration</b>
<b>TARGET GROUP</b>	<p>We have 600 FTE</p> <ul style="list-style-type: none"> <li>- 60% are disabled people (physical, cognitive, slight psychic)</li> <li>- 22% are people excluded from traditional work circuit</li> <li>- 18% are persons who are not part of these two groups</li> </ul>
<b>SOCIAL MISSIONS ACTIVITIES</b>	As work place, we are giving our workers quality career opportunities, in an environment adapted to their needs, aiming the personal development through work
<b>SOCIAL WORK</b>	<p>With the help of our social assistance service – staff of 5 people (social workers and occupational therapist): Administrative assistance, housing assistance, debt mediation, adjustment of workstations, conflict management, work on absenteeism, behavior at work, ...</p> <p>The Goals are to increase the serenity at work and to ensure adapted work stations and conditions: adapted chairs &amp; tools, IT materials adapted to blind workers, circulation in the factory safe for the deaf workers (mirrors, lights...)</p>

	<p>The service supports workers throughout their career. The workers may change their functions or department of activities, following the evolution in time of their capacities, ambitions or constraints.</p> <p>Annual training plan on various topics as daily life training, technical skills training, training on the field, safety training and human behavior and relationships</p> <p>Due to its specificities and values, Village n°1 Entreprises is part of the social economy and induces a responsible social behaviour:</p> <ul style="list-style-type: none"> <li>-By responding to the needs of population (employees and customers)</li> <li>-By giving priority to the social dimension in the management of the company.</li> </ul> <p>The Human is placed in the centre of the project and of the economic activity.</p> <p>They firmly promote equality of chances and non-discrimination, training and support to personal development and attention to the well-being of everyone.</p>
<b>ECONOMICAL ACTIVITY</b>	<p>It is a group of enterprises that sells its services to other enterprises or organizations.</p> <ul style="list-style-type: none"> <li>- Packaging/Industrial activities: Packing, labeling and co packing, plastic wrapping and sealing, assembling and filling of displays, assembling and filling of gift boxes, electrical and technical assembling and food packaging (1000 m<sup>2</sup> refrigerated area)</li> <li>- Data digitization: Scanning of all document sizes (including A0++ plans), encoding of datas from all types of documents (civil registers, medical files...), indexation of documents and/or recognition of indexing fields and mailing/mail treatment</li> <li>- Call-center: Incoming/outcoming calls, calendar management and business actions or inquiries</li> <li>- Gardening: All the gardening services (creation/maintenance) for B2C, B2B and Public contracts</li> <li>- Cleaning: Daily and periodic cleanings (offices, shops, showrooms, factories, schools, collectivities...), floors polishing and windows</li> <li>- Ironing and housekeeping: Ironing service proposed to employees in partnership with other companies: laundry collected in companies and brought back once ironed.</li> </ul>
<b>FINANCIAL SUPPORT</b>	<p>The part of the public financing is link to the workers:</p> <p>Most of it is a part of subsidies linked to the level of disabilities (a % of the salary) via the AVIQ, or for our integration companies, the public subsidy is related to the lack of educational training, or the social level because they are mostly people far from employment.</p>

### 6.2.3 CRPG- Portugal

<b>CRPG – Centro de Reabilitação Profissional de Gaia</b>	<b>Working Integration</b>
TARGET GROUP	The target group are people with physical, mental, intellectual or sensory disability that intend to attend a program of rehabilitation and professional reintegration.
SOCIAL MISSIONS ACTIVITIES	<p>CRPG aims at the rehabilitation and reintegration of people with functional diversity associated with disabilities in active life, offering an integrated and personalized set of services within the scope of professional rehabilitation.</p> <p>It promotes the professional, family and social reintegration of people with functional diversity resulting from illness or accidents. Supports the development of qualifications and access to, and maintenance and resumption of, employment.</p>
SOCIAL WORK	<p>All the users/clients are supported in a person-centered way, helping them achieve their personal goals related to qualification and/or employment.</p> <p>The commitment of the organization, with the help of the rehabilitation and reintegration technicians, is to provide reference services to promote inclusive work contexts, mobilizing the contribution of people with functional diversity.</p>
ECONOMICAL ACTIVITY	Assistive products and forensic expert evaluation of the accidents/ illnesses' impacts on functioning.
FINANCIAL SUPPORT	The organization is financed by Public National financial sources. The main expenses of the center are related to social support and salaries.

### 6.2.4 Green Kitchen/WALK - Ireland

<b>WALK (Walkinstown Association for People with Intellectual Disabilities) (Registered Charity)</b>	<b>Working Integration Daily center/ Daytimes activities Living/Housing</b>
TARGET GROUP	WALK provides services to people with intellectual disabilities, including people on the autistic spectrum. Many of the WALK service users would have particularly challenging behaviors.
SOCIAL MISSIONS ACTIVITIES	<p>WALK's mission - "We are leaders in a movement for change, empowering people with disabilities to live self-determined lives in an equal and inclusive society".</p> <p>This is achieved by delivering a range of services:</p> <ul style="list-style-type: none"> <li>- <u>Employment</u> - WALK believes that everyone who wants to work, have a job and a career can do so, given the right supports. They facilitate individuals to fulfill their employment and</li> </ul>

	<p>career aspirations by supporting them to realize their potential, access opportunities and build their own natural supports.</p> <p>- <u>Training</u> - WALK endeavors to find and support opportunities for people to participate in any training or education that they believe will help them fulfill their goals in life.</p> <p>- <u>Community Living</u> - WALK believes that people with disabilities have the right to live as contributing members in the everyday life of their community. They support the development and maintenance of relationships which lead to the attainment and sustainability of socially valuable roles and natural support networks.</p>
SOCIAL WORK	<p>The service users of WALK are assigned a key worker, according to the service they are part of (i.e. residential, day services, employment service etc.). They will have an individual support plan in place that addresses all the aspirations of the individual.</p> <p>The staff includes Psychologists, Social Care workers, Educators. The key worker will be supported by an Assistant Psychologist to provide specific clinical support (supervised by a Consultant Psychologist).</p>
ECONOMICAL ACTIVITY	<p>The Green Kitchen Café &amp; Garden centre is a subsidiary company of WALK and operates a social enterprise. The café provides a range of hot &amp; cold beverages, cakes, snacks, and hot &amp; cold breakfast and lunch.</p> <p>The garden centre sells plants, flowers, gardening products and a range of seasonal gifts.</p>
FINANCIAL SUPPORT	<p>The disability services in Ireland are funded by the Health Service Executive which covers the majority of costs associated with the service provision.</p> <p>The employment service (Ability Programme) receives government funding (via Pobal).</p> <p>The social enterprise receives funding under the Community Services Programme (via Pobal), which covers staff costs for a manager and a number of “full time equivalent” operatives.</p> <p>Annual amount reference:  HSE 7.5million euro  Ability 200,000 euro  CSP 96,000 euro</p> <p>The organisation’s largest expense item is staff wages. Annual amount for staff costs is around 6.5million euro.</p>

### 6.2.5 VAI Project - Italy

<b>“VAI” (Independent Adult Life) “POLIS” (Project for work orientation and social inclusion)</b>	<b>Working Integration</b>
TARGET GROUP	<p>Companies that offer work compatible with the attitudes, requests and "passions" of the individual user are found.</p> <p>At the same time, once the location of the company has been assessed, the possibility of matching based on personal skills and</p>



	<p>autonomy is considered, so that the project does not present difficulties from a logistical point of view.</p> <p>The target group includes people with physical, cognitive, psychic and mental disability.</p>
<b>SOCIAL MISSIONS ACTIVITIES</b>	<p>The main activities are related to the integration into the world of work, such as work orientation, mapping of possible companies, tutoring and monitoring (social workers, companies, users and family members). It is important to mention that the development of basic and relational skills is one of the main missions.</p>
<b>SOCIAL WORK</b>	<p>Through guidance meetings, the educator performs the following tasks:</p> <ul style="list-style-type: none"> <li>- listening to professional interests</li> <li>- assessing aptitudes and skills, developing an individualized path.</li> </ul> <p>Subsequently, the educator takes care of making an analysis of the territorial resources and assesses the congruence between the subject's skills and the "performances" required by a given work situation.</p> <p>Companies that offer work compatible with the attitudes, requests and "passions" of the individual user are mainly found.</p> <p>At the same time, once the location of the company has been assessed, the possibility of matching based on personal skills and autonomy is considered, so that the project does not present difficulties from a logistical point of view.</p> <p>Once the company resource has been identified, job placement is activated. It can have multiple purposes, as observation of skills, employability, and more therapeutic and socialization purposes.</p> <p>The individualized route is designed to set the goals, the diverse activities to accomplish, the time schedule, and the daily hour amount.</p> <p>A company tutor is chosen in order to assist the resource following the individual project and to commit to referral of the resource and to maintain an open and constant dialogue with the project educators.</p> <p>The individual path is constantly monitored and checked both with the Social Services and the Company tutor.</p> <p>The whole work experiences are supported and strengthened by workshops for socialization and self - awareness of job. A group of resources, together with the educators, face themes and topics link to the job contest, through conversations, storytelling, games and simulations.</p>
<b>FINANCIAL SUPPORT</b>	<p>The financing is 100 % public, both from National and European sources.</p>

## 6.3 DAILY DISABLED CENTERS AND OTHER DAYTIME ACTIVITIES

### 6.3.1. County Wexford Community Workshop – Ireland

County Wexford Community Workshop (Registered Charity)	Working Integration Daily centre/ Daytimes activities Living/Housing
TARGET GROUP	The organisation is one of the south-east's largest providers of services to children and adults with an intellectual and mental disability and their families. They provide a range of support to over 200 people, from early childhood to older age.
SOCIAL MISSIONS ACTIVITIES	<p>To enable and empower people with disabilities to live the life of their choice to their utmost potential, through support, training and employment opportunities. This is achieved by providing community care services that encompass:</p> <ul style="list-style-type: none"> <li>- Community Inclusion Services</li> <li>- Vocational Training</li> <li>- Employment Services</li> <li>- Residential Community Designated Centres</li> <li>- Respite Community Designated Centre</li> <li>- Advocacy Support</li> <li>- Childcare</li> </ul>
SOCIAL WORK	Supports to people with intellectual disabilities are delivered primarily by social care workers, plus specific supports from trainers, psychology, career advisors etc. Individuals are supported to develop their own person centred plan, and then to achieve their goals.
ECONOMICAL ACTIVITY	<p>The organisation operates a number of social enterprises:</p> <ul style="list-style-type: none"> <li>- Garden centre</li> <li>- Restaurant</li> <li>- Sports facility</li> <li>- Design and picture framing service</li> <li>- Car wash</li> </ul> <p>The medium annual amount is 200.000 euro.</p>
FINANCIAL SUPPORT	<p>The delivery of social care services for people with disabilities is funded by the Health Service Executive.</p> <p>Vocational training is funded by grants from the County Education &amp; Training Board</p> <p>Community Employment Scheme is funded by the Department of Social Protection</p> <p>Provision of Childcare services is funded via the state agency Pobal</p>

Annual amount reference:

HSE 4.5 million euro

ETB 230.000 euro

CE 345.000 euro

Pobal 13.400 euro

The organisation's largest expense is staff costs: around 3.8 million euro per year.

### 6.3.2. Day care centre Sv. Sofija – Serbia

Day care center „Sv. Sofija”	Daily center/ Daytimes activities
TARGET GROUP	Beneficiaries of the Day care centre „Sv. Sofija”, located in Šabac, are adults with mental disorders and intellectual disabilities.
SOCIAL MISSIONS ACTIVITIES	<p>The aim of the service is to provide and meet the basic living needs of people with mental and intellectual disabilities, while respecting and nurturing the interests of beneficiaries and their remaining capacities.</p> <p>Through the day care service, persons with mental disorders and intellectual disabilities in an organised environment, and with the necessary supervision, meet developmental needs, acquire and develop life skills, personal and social responsibility for the development of independence, social, cognitive and other important functions.</p> <p>The service realises a positive and constructive experience of staying outside the family home. The service is realised through designed programs in planned and limited time periods. Acquisition of new knowledge and skills is achieved through structured activities selected in cooperation with the user and a professional team engaged to provide support to the beneficiary and his family.</p>
SOCIAL WORK	In the day-care centre, a multidisciplinary team is engaged in direct work with beneficiaries, consisting of experts of various profiles, nurses, trained caregivers and volunteers. The professional worker is in daily communication with the representatives of health and social care institutions and other institutions important for the beneficiary.
FINANCIAL SUPPORT	This service is a licensed social welfare service and according to law on Social Protection in Serbia it is financed by the City of Šabac. The annual amount is around 85.000.000 euro. The main cost is the staff, around 55.000.000 euro annually.

### 6.3.3 Espaço T - Portugal

<b>Espaço T - Associação para Apoio à Integração Social e Comunitária</b>	<b>School integration Working Integration Daily center/ Daytimes activities</b>
TARGET GROUP	<p>Espaço T - develops a work of social inclusion with people in situations of biopsychosocial vulnerability, including children, adolescents, adults and seniors.</p> <p>The target group includes people with physical, mental, intellectual and sensorial disability, children and adolescents, adults and seniors, the community in general, immigrants and refugees.</p>
SOCIAL MISSIONS ACTIVITIES	<p>The social mission is to promote social, cultural, and professional integration, through the development of artistic activities, personal and social development, as well as training support activities and the development of community projects.</p> <p>Espaço T provides artistic and personal development workshops, training, job support and social services.</p>
SOCIAL WORK	<p>Aiming to the development of artistic, cultural, psychosocial, and formative activities, the workshops involve a heterogeneous group, in a perspective of total inclusion.</p> <p>Taking into account the two areas of intervention (individual and social), Espaço T organizes activities in distinct spaces, paying attention to the dynamics of each one, and there is a continuous liaison work between all of them.</p> <p>The staff is composed by Social Workers, Teachers, Artists, Psychologists, Educators, Social Educational Instructors and PR – Public Relations managers.</p>
ECONOMICAL ACTIVITY	<p>Espaço T runs sustainability and financial empowerment projects: “Mercado do Vilar” and “Loja da Felicidade”.</p> <p>Whenever applicable, the users produce some artistic products made in the workshops to increase their own revenue. The annual amount is around 15.000 euro.</p>
FINANCIAL SUPPORT	<p><b>Espaço T</b> benefits from public funding: financial contribution from the state, subsidy from Social Security and European funds through project applications.</p> <p>The annual budget is around 300.000 euro.</p> <p>Around 150.000 euro are needed to cover the costs related to the human resources.</p>

## 6.4 LIVING – HOUSING

### 6.4.1 Assisted living Sv. Jovan- Serbia

Assisted living „Sv. Jovan”	Living/Housing
TARGET GROUP	Beneficiaries of the assisted living service are adults with mental disorders and intellectual disabilities. There are two beneficiaries in the apartment. This facility is located in Bogatić.
SOCIAL MISSIONS ACTIVITIES	The assisted living service for people with mental disorders and intellectual disabilities ensures a safe environment and monitors their safety, provides assistance and support in meeting everyday life needs and provides an environment in which a variety of social, educational, health, cultural entertainment, sports and recreational services are in accordance with the identified needs of users. Better quality of life is enabled by individually adapted contents, free expression of personal preferences, all with the aim of improving the personal independence of people with mental and intellectual disabilities, which enables them a better independent life in the community. The assisted living service is realised through designed programs and activities, in planned and limited time periods.
SOCIAL WORK	A professional worker and associate are engaged in direct work with the beneficiaries of the assisted living service. The professional worker is in daily communication with the representatives of health and social care institutions and other institutions important for the beneficiary.
FINANCIAL SUPPORT	This service is a licensed social welfare service and according to the law on Social protection in Serbia it is financed by the Municipality of Bogatić. The annual amount is around 9.200 euro. The major items of expenditure necessary are food and accommodation for beneficiaries.

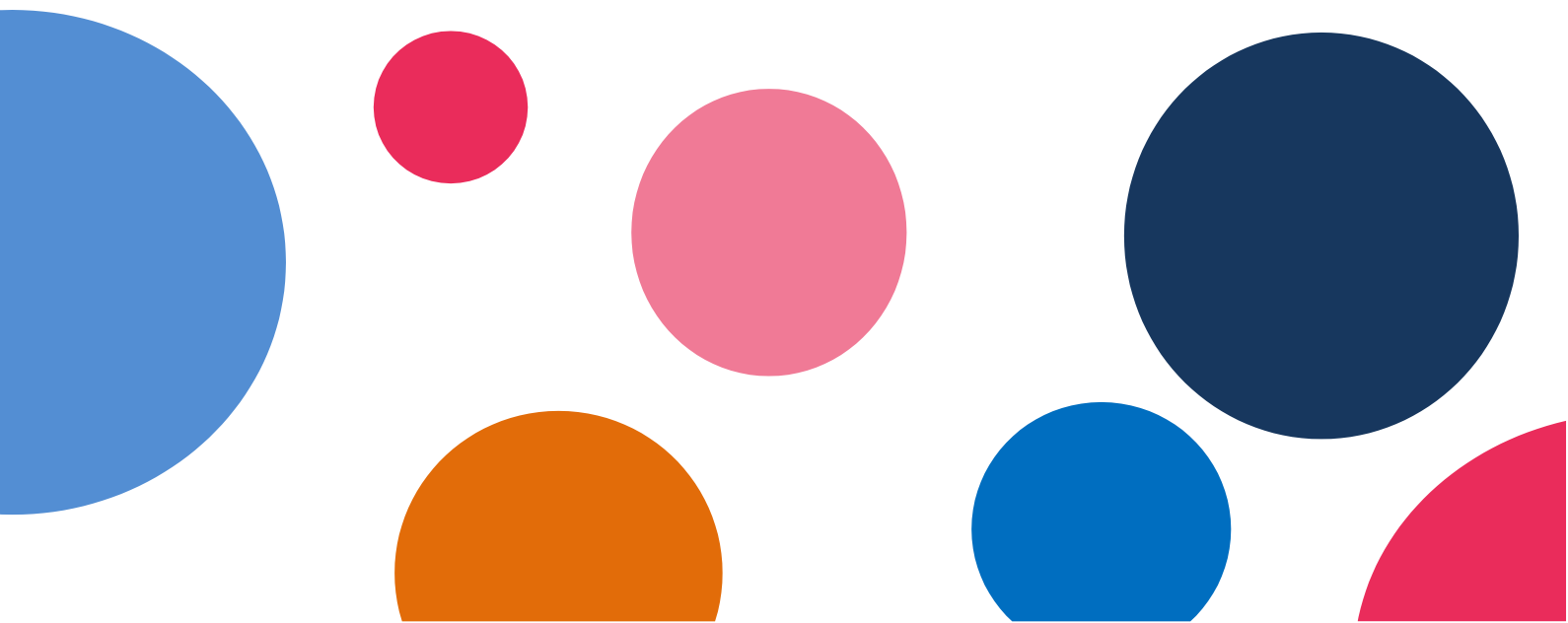
### 6.4.2 “Dopo di noi” - Italy

“P.A.S.S.I. DOPO DI NOI”	Living/Housing
TARGET GROUP	Disable people who can access the service are in the 18 to 50 age group. Disability is very diverse and includes both mental and physical disabilities or both. “DOPO DI NOI” works with both mild, medium mild, and severe disabilities. The groups for each experience of living autonomy are composed of 4/5 people, based on their characteristics and potential. Together they share the experience outside the family, everyone keeping their own personal commitments every day.

<p><b>SOCIAL MISSIONS ACTIVITIES</b></p>	<p>The activities have as general objective to enhance and experiment on an individual level the attitudes and skills of each disabled person they work with. They work especially on the development and improvement of relational skills and on the individual strengthening of domestic activities. Thanks to a context free from family dynamics, most of them, in a relationship of equality, are able to express themselves and deal with new paths of autonomy.</p> <p>In a more transversal way, the staff work in order to let the experience be known in the social context in which it is located, and this is why they encourage interaction activities not only in the housing context but also in external environments.</p> <p>Disable people experience life in the area where they live and where they are known; this helps them and gives them greater confidence to experience their personal growth.</p> <p>The apartments are located in strategic positions in order to facilitate the reach of basic necessities and more. This promotes the autonomy of movement of disabled people who have the ability to help themselves and allows them to experience the satisfaction and empowerment to independently carry out some tasks useful to the co-housing group: guests can go shopping, go to the bar and the market, in other words they can live the life of the neighborhood.</p>
<p><b>SOCIAL WORK</b></p>	<p>The working group is multidisciplinary and is made up of different professionals who satisfy the diversification of interventions measured and studied on the needs of each disabled person. Therefore, the OSS - Registered nurses (RNs) – staff is presents and monitors the disabled person's care and hygiene aspect, stimulating autonomy and giving support when necessary. The educational staff is responsible for observing and managing all aspects related to personal development and growth; implement educational projects that aim to enhance personal autonomy, helping the development of individual potential and increasing social and environmental relationships</p> <p>The working group is coordinated by a responsible figure who takes care of managing the different professional skills based on actual needs.</p>
<p><b>FINANCIAL SUPPORT</b></p>	<p>The activities are financed at 86% by public funding, and at 14% by private funding.</p>

### 6.4.3 Merek - Hungary

<b>MEREK (Mozgássérült Rehabilitációs Központja)</b>	<b>Emberek</b>	<b>Working Integration Daily centre/ Daytimes activities Living/Housing</b>
TARGET GROUP	The target group is the people aged 14-65 with a birth or acquired mobility impairment who need development and assistance in any area of their lives.	
SOCIAL MISSIONS ACTIVITIES	MEREK aims to achieve the greatest possible degree of social integration, employment, housing, independent living, thanks to individual and group sessions within the framework of individualized development programs. In MEREK are important the right level of communication, decision-making, planning, problem solving and tools to perform the tasks necessary for everyday life as independently as possible.	
SOCIAL WORK	The rehabilitation goals are formulated in the short and long term, broken down into tasks, developed within the framework of individual development, considering diagnosis, family relationships, the individual's motivation, and state of movement.  The staff is composed of educators, psychologist, rehabilitation therapist, nurses, social workers and manager staff.	
FINANCIAL SUPPORT	The institution receives basic state funding. This and the reimbursement fee paid by the beneficiaries provide most of the revenue.  Development employment in the institution is a separate state-funded area, founded by 31.5 million Hungarian Forints state aid. 1 million forints a year comes from the sale of products made in development employment  The main expenditure items are wages and salaries and their contributions (around 30 million forints), water and sewer, electricity, gas, food, tools needed for care: rubber gloves, cleaning agents, asset maintenance. Around 1.5 million forints is necessary to provide raw materials, work clothes, etc...	





## 7. Key message and inputs by the Erasmus+ “FULL LIFE” Project partners (2019-1-IT02-KA204-062207)

The following organizations, members of the Erasmus+ Project “FULL LIFE” consortium:

- ANARP – Associação Nova Aurora na Reabilitação e Reintegração Psicossocial, Portugal
- ARCA Cooperativa Sociale, Italy
- CARITAS SABAC UDRUZENJE, Serbia
- IDEIS - Institut de l'entreprise et de l'innovation sociale, France
- GALILEO PROGETTI Nonprofit KFT, Hungary
- RES - Réseau d'Entreprises Sociales, Belgium
- SOCENT Company Limited by Guarantee, Ireland

in accord with the aims of the [Strategy for the rights of persons with disabilities 2021-2030](#), adopted by the European Commission in March 2021, and the previous [European Disability Strategy 2010-2020](#), which paved the way to a barrier-free Europe

### Invite

- The European Commission
- The European Parliament
- The Council of the European Union
- The Ministries for Education, Labor, Social Affairs and Youth from the EU countries
- The Local Policy Makers

### To consider

the following key messages and inputs to be taken in consideration in the future actions and strategies, in order to better answer the needs of the persons with disabilities in Europe, to assure them enjoy their human rights, have equal opportunities, equal access to participate in society and economy, are able to decide where, how and with whom they live, move freely in the EU regardless of their support needs and no longer experience discrimination, and to empower persons with disabilities so they can enjoy their rights and participate fully in society and economy.

### The above mentioned organizations, member of the Consortium of the FULL LIFE Erasmus+ Project, considering and taking in consideration

\* The Union of Equality - [Strategy for the Rights of Persons with Disabilities 2021-2030](#), approximately 87 million persons have some form of disability in the EU, and still face considerable barriers in access to healthcare, education, employment, recreation activities, as well as in participation in political life.

\* The Union of Equality - [Strategy for the Rights of Persons with Disabilities 2021-2030](#) aims to promote the rights of persons with disabilities globally and to progress towards ensuring that all persons with disabilities in Europe, accessibility, having a decent quality of life and to live independently, social protection and non-discrimination at work, equal

participation and equal opportunities in and access to justice, education, culture, sport and tourism, but also equal access to all health services

- \* The following articles of the Charter of Fundamental Rights of the EU (the Charter):
  - Article 1 - 'Human dignity is inviolable. It must be respected and protected.'
  - Article 26 - 'the EU recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.'
  - Article 21 which prohibits any discrimination on the basis of disability.
- \* The Treaty on the Functioning of the EU (TFEU) requires the Union to combat discrimination based on disability when defining and implementing its policies and activities (Article 10) and gives it the power to adopt legislation to address such discrimination (Article 19).
- \* The United Nations Convention on the Rights of Persons with Disabilities (the UN Convention) requires States Parties to protect and safeguard all human rights and fundamental freedoms of persons with disabilities.
- \* The UN Convention on the Rights of Persons with Disabilities (UNCRPD), to which the EU is a party, affirms that persons with disabilities are entitled to live independently in their communities, to make their own choices and to play an active role in society. Every person deserves sufficient standards of protection for the civil, cultural, economic, political and social rights, included persons with disabilities, on the basis of inclusion, equality and non-discrimination.
- \* The EU Commission's European Disability Strategy 2010-2020 builds on the UNCRPD, the European Charter of Fundamental Rights and the Lisbon Treaty, and forms part of the Europe 2020 Strategy.

**Strongly advises for the following key messages and inputs to be considered in the architecture of the future strategies and policy for related to the inclusion, rights and dignity of people with disability:**

## **WORK INCLUSION**

- *to facilitate companies that hire people with disabilities, for example by creating an "inclusive company" brand / certification at EU level*
- *to guarantee the necessary financial support to companies that hire people with disabilities, in particular mental, intellectual and psychic, to ensure adequate accompaniment and coaching, not only in the first period of work insertion*
- *in the strategies and paths for job inclusion, to take into account both the relational (inclusion) and working (job position and tasks) aspects*
- *provide training and refresher courses opportunities for CEO, managers and HR staff, of profit-making companies, so that they can look at the inclusion of people with disabilities without preconceptions and fears*
- *to apply the national contract of the different work fields also in the employment programs of the disabled*

## SCHOOL AND TRAINING

- *guarantee inclusive school attendance for disabled people up to 18 years of age with spaces, adequate tools and specially trained staff*
- *foster full school integration, rather than special schools, by ensuring sufficient resources for support teachers*
- *introduce sex and love education for adolescents, including adolescents with disabilities*

## HOUSING

- *start autonomy paths very early, before young people are "too structured" within the family of origin*
- *guarantee respect and support for affection, sexuality and life as a couple*
- *drastically increase the economic resources available to public and private bodies for de-institutionalization, to increase the supply of housing in small communities and independent living*
- *reinforce the territorial diffusion of support structures, guaranteeing people with disabilities to reside in their reference area, close to their loved ones*

## SOCIAL INCLUSION

- *to sensitize event organizers (public and private, especially when financed with public resources) to the inclusion of people with disabilities in cultural and social events at local level*
- *strengthen the connection between voluntary organizations and associations that deal with people with disabilities and local decision-making bodies, creating periodic cooperation tables, to ensure that people with disabilities are represented at the local decision-making stage. event planning*
- *financially support local organizations in rural and peripheral areas, to guarantee access to all citizens with disabilities, not only those residing in urban areas*
- *plan and support inclusion strategies for disabled adults and elderly citizens, especially with intellectual, mental and mental disabilities, in the local area*
- *ensure provision and continuation of social welfare services and stable financing*

1 The resolution was developed during the Erasmus+ Project "FULL LIFE" (2019-1-IT02-KA204-062207 during 7 Short-Trainings in the project partners countries, between 2019 and 2022.

2 The participants are professionals in the field of education and management of facilities and services for people with disabilities.

3 The represented countries are: Belgium, France, Hungary, Italy, Ireland, Portugal and Serbia.

4 The resolution was adopted by all partners in July 2022.



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