**IO1 – Resource 5**

“ImPACT for Disabled Adult Education”

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# **5.1 Partnership**

The Convention on the Rights of Persons with Disabilities (CRPD) sets out both general obligations and specific measures required for its implementation. A wide range of skills and competences are required to carry out these necessary steps, which include various activities such as legislative and policy reform; development of new and affordable technologies; development of outreach in accessible formats; conduct of training, including for professionals working in specific sectors; and provision of international cooperation. No single actor or stakeholder, working alone, can therefore implement the CRPD or achieve disability-inclusive development. For this reason, there has in recent years been increased recognition that partnerships between different stakeholders, which draw on the resources and varying competences of each, are critical for the advancement of the rights and inclusion of persons with disabilities. Multi-stakeholder partnerships are voluntary and collaborative relationships between various parties, in which all participants agree to work together to achieve a common purpose or undertake a specific task and to share risks and responsibilities, resources and benefits. A stakeholder is any person, group or organization that has an interest or concern in an organization.[[1]](#footnote-1)

### **5.1.1 What is a Partnership?**

A partnership is a formal arrangement by two or more parties to manage and operate a business, a program, a project. In a broad sense, a partnership can be any endeavour undertaken jointly by multiple parties. The parties may be governments, non-profits enterprises, businesses, or private individuals and the goals, objectives and operations of a partnership vary widely.[[2]](#footnote-2) Moreover, a partnership defines as a programme that has a high level of commitment, mutual trust, equal ownership and the achievement of a common goal and which includes the following elements: collaboration; mutual accountability; voluntary entry; and an assumption of equality.[[3]](#footnote-3)

### **5.1.2 What are the cross-cutting features of effective partnership?[[4]](#footnote-4)**

It may sound obvious, but the most common theme is the need for a shared goal. The key features of effective networks and these provide useful guidance for effective partnership:

* Goal directedness
* Clear and specific goals
* Structuring relationships around those goals
* A central planning and coordinating function.

The aspects of successful partnerships include: clarity of objectives; agreement on modes of operation; clear lines of communication and decision making; clear exit routes; suitable incentives within and between organisations; support among the partners institutions and, most importantly, trust between the partners.

The key elements of effective partnerships as:

* Entering into partnerships on a voluntary basis, with a common understanding of mutual benefit
* Establishing a shared vision and mutual trust
* Sharing resources, benefits, responsibility and risks, with a reasonable (relatively equal) balance of power
* The capacity of each partner to commit to joint working, with each partner bringing different, complementary types of expertise
* Endorsement from government and organisational leaders
* Joint planning with sufficient flexibility
* Consistent and effective communication
* Good systems for administrative support
* Monitoring progress (reassess, revise and recommit)

### **5.1.3 Characteristics of good partnerships [[5]](#footnote-5)**

A partnership is an agreement to do something together that will benefit all involved, bringing results that could not be achieved by a single partner operating alone, and reducing duplication of efforts. A successful partnership enhances the impact and effectiveness of action through combined and more efficient use of resources; promotes innovation; and is distinguished by a strong commitment from each partner. To achieve sustained success, it is essential that basic local parameters be created and agreed upon; equally essential are political will, resourcing, and the appropriation of funds.

Co-operation within a partnership is collaborative; it will be effective if the partners share a strategic vision, pursue compatible targets, and are all equal members in a predetermined organisational structure.

The notion of ownership is often used in this context to describe the emotional binding of the institutions and persons involved, which should ideally be with the partnership and not with other, outside organisations. Thus the partnership should be able to bring together different actors in collaborative action as well as in collaborative efforts to effect change.

### **5.1.4Partnership members[[6]](#footnote-6)**

Careful partner selection is essential for the partnership approach to be fruitful, to enable effective working relationships, and to ensure that partnership activities are sustainable.By identifying partners who will complement each other and strengthen the partnership’s goals, a solid foundation will be built. To achieve the partnership’s objectives it is important to bring in the different relevant parts of the public sector as well as the business, community and voluntary sectors. The size of a partnership should reflect its aims and the issues with which it is dealing. A list of potential partners:

* Associations of towns and municipalities.
* Associations of political parties.
* Business sector (e.g. large firms, small and medium-sized enterprises [SMEs]).
* Chambers (e.g. agriculture, commerce, economic, employees, labour).
* Citizens’ initiatives.
* Consultants.
* Education or/and training organisations;
* Federal bodies (e.g. the Federal Office for Social Affairs and the Disabled);
* Federations (e.g. of trade unions, of industry);
* Financial institutions;
* Government institutions (on different levels and with different territorial responsibility, e.g. communities, provinces, countries);
* “Know-how” carriers;
* Non-governmental organisations (NGOs, e.g. local employment initiatives);
* Non-profit organisations (NPOs);
* Political institutions;
* Public authorities (national, regional, local);
* Public employment services;
* Regional development associations and management bodies;
* Representatives of employees and employers;
* Representatives of the civil society;
* Research institutes, universities;
* School boards;
* Social partners;
* Women’s spokespersons / gender mainstreaming experts.

### **5.1.5 The key points of partnership for the disability inclusion**

In some settings persons with certain types of disabilities are only given access to selected training options, based on stereotypical thinking and on the nature of the disability. For example, mobility impaired persons are often encouraged to learn computer skills, because they can sit; blind persons learn massage or telephone operators because sight is not needed. This approach places persons in training or jobs based on their disabilities, not their abilities and interest. You should discourage this as this perpetuates exclusion and segregation in another way. Assumptions also apply to women with disabilities, who face dual barriers to discrimination, based on their disability and their sex. Just as nondisabled women are often encouraged to study traditional jobs such as hairdressing or cooking, women with disabilities are often also encouraged to move into training areas that others feel are most appropriate for them. For example, deaf women may be put into art or sewing machine operator classes where hearing is not considered important when she may prefer learning welding.[[7]](#footnote-7)

Those seeking to form a partnership should begin by clearly identifying their desired outcome or goal. While in the context of the CRPD all actors should be seeking to advance realization of the rights, inclusion and the potential of persons with disabilities in line with the Convention, specific goals may vary tremendously. For example, one set of stakeholders may wish to advance implementation of the CRPD in its entirely, with a focus on international or regional solutions. Another set of stakeholders may be focused on implementation of one specific right or thematic area – for example, the right to education – at local level. It should be noted that a partnership which seeks to be against the stereotypes needs to aim in disability mainstreaming.

Once the desired outcome or goal has been identified, it is important to map the measures necessary for its achievement. How can the desired change be achieved? For example, is there a need for legislative or policy change? Is there a need for research, data and statistics? Is there a need for awareness-raising or advocacy?

By reviewing the situation and identifying the necessary measures, those seeking to form a partnership will also be able to map those actors best placed to act upon each. This can for example include considerations of which actors have the capacity to shape and adopt policy. Which actors are in a position to provide any necessary funding to advance the identified goal? Which actors are most knowledgeable regarding the situation of persons with disabilities? Which have the technical expertise required to address specific issues as relevant, for example in the case of accessible Information and Communication Technologies (ICTs)?

In many cases the achievement of a particular outcome or goal may require the involvement of various actors operating at different levels, as there are generally many levels at which policies are developed, decisions taken, budgets allocated and implementation carried out. The achievement of real results for persons with disabilities can therefore require involvement of international actors – including inter-governmental organizations and NGOs; bilateral cooperation; national-level governmental and nongovernmental actors, particularly DPOs; and municipal or local level government and non-governmental actors.[[8]](#footnote-8)

# **5.2 Convention on the Rights of Persons with Disabilities (UNCRPD)-The Rights of Persons with Disabilities in Education, Work and Employment**

### **5.2.1 Article 1-Purpose**

The **Article 1** of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), defines “persons with disabilities” the persons who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Moreover, the purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.[[9]](#footnote-9)

### **5.2.3 Article 5-Equality and Non-discrimination**

According to the **Article 5**[[10]](#footnote-10), persons with disabilities have the right to enjoy the equality and non-discrimination. Therefore:

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.

2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

### **5.2.4 Article 8- Awareness Raising**

1. States Parties undertake to adopt immediate, effective and appropriate measures:

a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities.

b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life.

c) To promote awareness of the capabilities and contributions of persons with disabilities.

2. Measures to this end include:

a) Initiating and maintaining effective public awareness campaigns designed:

i. To nurture receptiveness to the rights of persons with disabilities.

ii. To promote positive perceptions and greater social awareness towards persons with disabilities.

iii. To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market.

b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities.

c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention.

d) Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

### **5.2.5 Article 9-Asseccibility [[11]](#footnote-11)**

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces.

b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures:

a) To develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public.

b) To ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities.

c) To provide training for stakeholders on accessibility issues facing persons with disabilities.

d) To provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;

e) To provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public.

f) To promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information.

g) To promote access for persons with disabilities to new information and communications technologies and systems, including the Internet.

h) To promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

### **5.2.6 Article 19 – Living independently and being included in the community**

States Parties to the present Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement.

b) Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community.

c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

### **5.2.7 Article 20 – Personal mobility**

States Parties shall take effective measures to ensure personal mobility with the greatest possible independence for persons with disabilities, including by:

a) Facilitating the personal mobility of persons with disabilities in the manner and at the time of their choice, and at affordable cost.

b) Facilitating access by persons with disabilities to quality mobility aids, devices, assistive technologies and forms of live assistance and intermediaries, including by making them available at affordable cost.

c) Providing training in mobility skills to persons with disabilities and to specialist staff working with persons with disabilities.

d) Encouraging entities that produce mobility aids, devices and assistive technologies to take into account all aspects of mobility for persons with disabilities.

### **5.2.8 Article 21 – Freedom of expression and opinion, and access to information**

States Parties shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:

a) Providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost.

b) Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions.

c) Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities.

d) Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities.

e) Recognizing and promoting the use of sign languages.

### **5.2.9 Article 24-Education[[12]](#footnote-12)**

 1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity.

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential.

c. Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

c) Reasonable accommodation of the individual’s requirements is provided.

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education.

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring.

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community.

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

### **5.2.10 Article 27-Work and Employment [[13]](#footnote-13)**

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:

a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions.

b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;

c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others.

d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training.

e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment.

f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one’s own business.

g) Employ persons with disabilities in the public sector.

h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures.

i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace.

j) Promote the acquisition by persons with disabilities of work experience in the open labour market.

k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

# **5.3 Disability and Social Innovation**

Social investment is about investing in people. It means policies designed to strengthen people’s skills and capacities and support them to participate fully in employment and social life. Key policy areas include education, quality childcare, healthcare, training, job-search assistance and rehabilitation. Social innovation is part of the social investment package, and must be embedded in policy making and connected to social priorities, such as implementing country specific recommendations.[[14]](#footnote-14) Social innovation refers to new ideas that work in meeting social goals and this differentiates social innovation from business innovations. There are of course many borderline cases, for example models of distance learning that were pioneered in social organisations but then adopted by businesses, or for-profit businesses innovating new approaches to helping pesons with disabilities into work.[[15]](#footnote-15)

### **5.3.1 What is the Social Innovation? [[16]](#footnote-16)**

Social innovation means developing new ideas, services and models to better address social issues. It invites input from public and private actors, including civil society, to improve social services.

The BEPA[[17]](#footnote-17) (Bureau of European Policy Advisors) outlines the following three key approaches to social innovation:

* **Social demand** innovations which respond to social demands that are traditionally not addressed by the market or existing institutions and are directed towards vulnerable groups in society. They have developed new approaches to tackling problems affecting youth, migrants, the elderly, socially excluded etc.
* **The societal challenge** perspective focuses on innovations for society as a whole through the integration of the social, the economic and the environmental.
* **The systemic change** focus, the most ambitious of the three and to an extent encompassing the other two, is achieved through a process of organizational development and changes in relations between institutions and stakeholders.

**In general, social innovation approaches are:**[[18]](#footnote-18)

* Open rather than closed when it comes to knowledge-sharing and the ownership of knowledge.
* Multi-disciplinary and more integrated to problem solving than the single department or single profession solutions of the past.
* Participative and empowering of citizens and users rather than ‘top down’ and expert led.
* Demand-led rather than supply-driven.
* Tailored rather than mass-produced, as most solutions have to be adapted to local circumstances and personalized to individuals.

### **5.3.2 A stage model of social innovation[[19]](#footnote-19)**

Social innovations typically go through stages. They start as ideas, which may then be piloted or prototyped If successful there is a process of sustaining the new model in the implementation stage–perhaps as a new venture or as a new policy within an existing institution. The final stage is to scale up so that the new approach makes a real impact and becomes part of the norm.

The challenge for policy makers is to identify which ideas are the most promising to take to the pilot stage, and to identify which pilots are best able to improve on existing models of practice. Then selecting from among those pilots, the projects that should be implemented to become sustainable ventures and the ventures that should be scaled up to achieve systemic changes. It is important that regional authorities design programmes that stimulate a pipeline of projects at each stage which can then be promoted to the next.

The spiral model of social innovation showing the six stages [[20]](#footnote-20)



### **5.3.3 The Process[[21]](#footnote-21)**

A social innovation process consists of a sequence of activities that seeks to find solutions to a specific challenge. The process itself brings a new approach that has social impact in its means (process) and ends (solution). By developing a social innovation process, apart from the better solution created, other outcomes that have social impact are achieved such as common and shared better understanding of the local issue by a wider group of local stakeholders, communities’ capacity building, citizen resilience, new alliances, teambuilding or wider engagement locally.



### **5.3.4 Challenges[[22]](#footnote-22)**

Social innovation plays a crucial role in addressing several key questions:

* How to address societal challenges effectively and efficiently within a tight budget?
* What does strategic social investment look like and how can social policy support it?
* How to support people in lifelong learning to ensure adequate livelihoods in a changing world?
* How can innovative partnerships bring private and non-governmental resources to complement state funding?
* How to strengthen evidence-based knowledge in policy-making and reforms?

**5.4** **EU Case Studies of innovative partnership**

### **5.4.1 Case Study in Belgium**

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| --- |
| **Case study title:**[Inclusive Adult Education (CVO Inclusief)](https://www.thomasmore.be/praktijkgericht-onderzoek/mobilab-care/cvo-inclusief)*Example of an innovative partnership between adult education centres and service providers for persons with disabilities*  |

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| --- |
| **Timeframe: (i.e. the period in which the innovative partnership took place)**01/11/2017- 31/10/2019 |

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| **Location: [country, district, town]**Flanders, Belgium |

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| --- |
| **Description of the case study:** 1. **What were the objectives, activities and targets?**

**The project in brief**[Inclusive Adult Education (CVO Inclusief)](https://www.thomasmore.be/praktijkgericht-onderzoek/mobilab-care/cvo-inclusief) is an ESF funded project involving educational institutions focusing on adult education and lifelong learning and service providers for persons with disabilities from Flanders, Belgium.The aim of the project was to provide practical tools and guidance to mainstream adult education centers to be able to develop inclusive educational programmes for persons with intellectual disabilities in order to facilitate their transition to sustainable employment. The target group are persons with an intellectual disability that are eager to develop their capacities and find employment. The project was piloted in two adult education centers in Flanders and followed 6 adults with an intellectual disability in their training (educational programme followed by a practical internship). The experiences of the two adult educational centers in the project were collected in a step-by-step scenario/guidelines which can be used by other adult education centers to develop and open up more inclusive practices and programmes. The 6 students followed different specializations based on their personal interests, skills, and previous experience which were followed by practical internship placements to allow for more practical learning. Some of the students are 1. **What delivery modalities were involved?**

During the first lesson weeks, a "supporter" from project partners was present. The supporter helped the inclusive student familiarize himself/herself with the lesson and gave tips to teachers and sometimes also to fellow students. After a few weeks, support was only offered where necessary, which usually happened remotely. Support during the lesson was done in a natural way, from fellow students. Teachers indicated that this support is needed, especially at the start of the lessons, later also during the preparation of the internship and the supervision of the internship. The project investigated what is needed to make inclusive education for persons with intellectual disabilities possible. The result is a **roadmap that provides step-by-step guidance on how Centers for Adult Education can open up their courses to students with a disability.** The roadmap is intended for adult education in Flanders who, as part of their diversity policy, are looking for guidance on how to make their training courses accessible to people with intellectual disabilities. The roadmap contains a step-by-step plan which includes at each step the actors best fitted to be involved. The roadmap is only available in Dutch, here: <https://www.thomasmore.be/sites/www.thomasmore.be/files/Draaiboek%20CVO%20Inclusief%202%20december%202019.pdf> An inclusive Adult Education centre requires extra resources. Adult education centres that opt for inclusion can, in the first phase, use their own resources as efficiently as possible to promote inclusion. In this context we think, for example, of adapting or expanding the task of a care coordinator or of the learning path counsellor who draws up a plan for supporting students with specific educational needs. Extra resources are needed for activities such as: 1. Training teachers in Universal Design for Learning and inclusive teaching methods; education of persons with a (intellectual) disability
2. The preparation of a support plan and its follow-up
3. Adjusting materials (time investment, tools)
4. Coaching teachers
5. Coaching the inclusive student
6. Setting up an internship
7. **What was the situation before and what was the sequence of events/decisions which led to this innovative partnership?**

Currently, centres for Adult Education in Flanders (Belgium) are not inclusive enough for persons intellectual disabilities. The purpose of the project was to provide concrete guidance to such adult education centres to become more inclusive and open up their study programmes to persons with intellectual disabilities. The project also aims to make the government and other stakeholders aware of the fact that the right to further education, as described in the UN Convention, is also possible for people with a disability.1. **What were the outputs, outcomes and impact of the innovative partnership?**

At the project ended in 30 October 2019, the impact of the partnership cannot be fully measured at this stage. Nevertheless, all 6 students with a disability are either still following the training, a professional internship or are transitioning to assisted employment. **Information from the project coordinator:** *Frans is an Assisted Worker at the police in the city of Geel. One of his tasks is to maintain the bikes, which until last year was mainly about cleaning the bikes. He wanted to follow a specialized training to become a bicycle repairer to be able to do minor repairs on the bikes. Frans started last year his bicycle repair training in the School for adult education at CVO-HIK in Geel, Belgium. He did an internship at his work post. He is now also working on his own bicycle but wants to become even more proficient and has therefore entered the bicycle repair course again this year. Frans told his job coach that he would like to work in a bicycle shop. Contacts have already been made with a bicycle repair shop and he will start assisting the work there.*  |

### **5.4.2 Case Study in Romania**

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| **Case study title:** “SOCIAL SERVICES ABOUT AND FOR MENTAL HEALTH” |

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| **Time frame: (i.e. the period in which the innovative partnership took place)**24 months (April 1st 2014 – March 31st  2016) |

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| --- |
| **Location: [country, district, town]**Romania - Bucharest, Cluj-Napoca, Giurgiu and Ploiesti |

|  |
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| **Description of the case study:** 1. **What were the objectives, activities and targets?**

Estuar Foundation (a NGO), in partnership with the General Direction of Social Assistance and Child Protection District 6 (public institution), was implementing the project “Social services about and for mental health” for a span of 24 months, its general objective being that of increasing access to social services and providing both basic and specialized social services to vulnerable groups of people with mental health problems and to their families.   The specific objectives  of the project: Objective no. 1: Developing and offering specialized social services for 470 adults with mental health problems through two innovating instruments:  a „clubhouse” community center and a face-to-face, telephonic and online counseling national center (in Bucharest, Cluj-Napoca, Giurgiu and Ploiesti).Objective no. 2: Developing social services of support and prevention in order to strengthen private organization and public institution as suppliers of integrated social services. These services address to the families of people with mental health problems and reside in counseling for relapse and stress management. On the other hand, support and informative groups will be held for people with mental health problems who are hospitalized in psychiatric hospitals.    Target groups:* Adult persons with mental health problems: 670 users, out of which 200 users within the day centers, 70 users within the clubhouse center and 200 users of telephonic/online counseling, 200 patients of psychiatric hospitals.
* Families of people with mental health problems: 150 family members
* Professionals in social assistance, psychology, medicine: 100 professionals

**b) What delivery modalities were involved?** * Establishing a pilot „Clubhouse” center in Bucharest. The Clubhouse center is initially an American model, which was first set up in New York in 1948, under the name of Fountain House, through the initiative of a group of people with psychiatric history. It is an innovative concept of a day center which is exclusively dedicated to adults with mental health problems and based on community integration and development of life skills, while ruling out therapeutic services in favor of growing independent life skills.
* Developing a „Clubhouse” center.
* Daily activities held according to international ICCD standards
* Activities of reception, kitchen and administrative services for club members (people with mental health problems). Evening, weekend and holiday programs
* Offering support and information in accessing community and educational services
* Team meetings
* Developing a social business within the club – a teahouse for the local community
* Offering national services of psychological, social, and psychiatric counseling via a phone number and e-mail. The national service of psychological counseling will be realized by setting up centers of telephonic and online counseling in Bucharest, Ploiesti, Giurgiu, Cluj, for people with mental health problems and their families.
* Holding instructive and counseling activities regarding relapse management and stress management. The activity is aimed not only at families of people with mental health problems, (or personal carers), but also at professionals from the field of mental health (institutions, residential centers, etc).
* Organizing informative and support groups for adult people with mental health problems, hospitalized in psychiatric units, the aim being that of informing them about their rights and resources they can have access to, offering them structured activities of self-knowledge and increasing their compliance to treatment and their ability to manage the symptoms of their illness.
* Activities of transfer of expertise in case management – from GDSACP District 6 to Estuar Foundation.

**c) What was the situation before and what was the sequence of events/decisions which led to this innovative partnership?**A low level od social services (both basic and specialized ones) to vulnerable groups of people with mental health problems and to their families.   **d) What were the outputs, outcomes and impact of the innovative partnership?**- a pilot „Clubhouse” center in Bucharest- a social business within the club – a teahouse for the local community- national services of psychological, social, and psychiatric counseling via a phone number and e-mail- counseling activities regarding relapse management and stress management.The impact on long term was an increased access to social services and providing both basic and specialized social services to vulnerable groups of people with mental health problems and to their families.    |

### **5.4.3 Case Study in Greece**

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| **Case study title:** «Access to Tourism – Promotion to Employment – Local activities of the Attica Region for the social integration of unemployed persons with disabilities in the touristm sector» |

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| **Timeframe: (i.e. the period in which the innovative partnership took place):**September 2012 - June 2014 |

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| **Location: [country, district, town]:** Greece, Region of Attica, Athens  |

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| **Description of the case study:** **Partner Coordinator:** Business and Training Consultancy Company ‘Ypostirixi’ EPE**Partners:** * National Confederation of Disabled People - N.C.D.P.
* Hellenic Association of Travel and Tourist Agencies - Η.Α.Τ.Τ.Α.
* Research Institute for Business & Education – IME & E
* Family and Childcare Centre – KMOP
* Panhellenic Federation of Associations of Parents and Guardians of persons with dsabilities - POSGAmeA
1. **What were the objectives, activities and targets?**

The purpose of the Action was the integration of 100 unemployed persons with disabilities (beneficiaries) in the touristic business sector. In particular, the Action aimed at the following: a) Employment of 20 beneficiaries through the establishment of new individual or corporate enterprises and the provision of support to them in their first business steps.b) Employment of 50 beneficiaries through the establishment of 9 Social Cooperative Enterprises in the following business activities:* + Information and attracting of tourists with disabilities (3 enterprises that would absorb 15 beneficiaries).
	+ Reception of tourists from the country abroad and (3 companies that would absorb 17 beneficiaries).
	+ Provision of specialized services to tourists with disabilities (3 companies that would absorb 18 beneficiaries).

c) Placement of 30 beneficiaries in existing touristic enterprises (either as employees or through programs for gaining work experience). The activities of the Action were the following: * **Activity 1:** Research of the local labor market for the identification of new employment opportunities for the beneficiaries of the Act.
* **Activity 2:** Networking of the beneficiaries with enterprises through the implementation of 4 Work Fora.
* **Activity 3:** Electronic networking of the beneficiaries with potential employers through an interactive web application accessible to persons with disabilities.
* **Activity 4:** Vocational training of 100 unemployed persons with disabilities on the organization and operation of a Social Cooperative Tourist Company and a Tourist Office.
* **Activity 5:** Taining of unemployed persons with disabilities in basic ICT skills with certification.
* Activity 6: Asynchronous, tele-training of 100 unemployed persons with disabilities english tourism terminology.
* Activity 7: Initial counseling - Reception and selection of beneficiaries for participation in the Action.
* Activity 8: Provision of counselling and support services by specialized professionals (social workers, psychologits) through individual and group sessions for the psychosocial empowerment and social integration of beneficiaries.
* Activity 9: Provision of counseling services for the work integration and employment of beneficiaries.
* Activity 10: Implementation of workshop on «modern service techniques for clients with disabilities in the tourist sector».
* Activity 11: Implementation of workshop on «combating discrimination against the employment of vulnerable groups – opportunities and motives for their employment».
* Activity 12: Visits of beneficiaries to tourist and travel agencies.
* Activity 13: Business Planning: Development of Business Plans for the establishment of Individual or Corporate Enterprises.
* Activity 14: Business Planning: Development of Business Plans for the establishment of Social Cooperative Enterprises.
* Activity 15: Operation of a Support Center for the Employment of Persons with Disabilities - Counselling support to new established enterprises in the early stages of their operation.
* Activity 16: Operation of a Support Center for the Employment of Persons with Disabilities – Counselling support to enterprises employing beneficiaries.

**b) What delivery modalities were involved?** **Activity 1:** The research conducted under activity 1 provided useful results about new employment opportunities for the beneficiaries.**Activities 2** (4 Work Fora) **and 3** (Electronic networking) gave the opportunity to all beneficiaries to assocciate themselves and interact with potential employers in the tourist sector and receive information about this sector, its functions, demands and specificalities. **Under the training Activities 4**, **5 and 6** 100 unemployed persons with disabilities were equiped with knowledge and skills useful in the tourist sector. Under Activity 4 the beneficiaries received a 68 hour training (54 hours theory and 14 hours practice at tourist agencies) on the operating procedures of tourist agencies, social entrepreneurship, communication, disability services, health and safety at work, job search techniques, etc. Under Activity 5 the beneficiaries received a 35 hour training in basic ICT skills and took an examination for the certification of their skills from a recognized certifying authority. In both training activities 4 and 5 the beneficiaries received also a training allowance of 6 € per training hour. Finally, under Activity 6 beneficiaries acquired knowledge on english tourist terminology through tele-training and the use of educational material enriched with multimedia. The main advantage of this training was that the beneficiaries were able to choose their own time and rhythm of studying depending on their individual educational and other needs. During the training the learners were supported by a tele-training supervisor and a help-desk operating for this purpose. Activity 7 was implemented at the launch of the Act with the aim of selecting the beneficiaries in a way that would ensure the transparency and regularity of the process. It was the first among the 3 key phases of counselling support activities: a) selection, b) support and c) monitoring of the beneficiaries.Activities 8 and 9 included counselling and support services which were provided by social workers and psychologists to the beneficiaries with the aim to strengthen their self-confidence and self-image, encourage them to take their own initiatives, support them in managing their life situations, and thus their social and occupational situation. Counselling and support services were provided also by specialized professional counselors and aimed to help the beneficiaries explore and understand their self, their abilities, their interests and their limitations. Also, the beneficiaries, with the support of the consultants, assessed their personal and professional background, defined their professional goals, developed their skills and received information and personalized guidance on labor market issues.The workshop on «modern service techniques for clients with disabilities in the tourist sector» implemented under Activity 10 lasted 30 hours and equiped beneficiaries interested to create their own individual enterprise with specialized knowledge on the promotion of products and services to clients with disabilities. Participants were also acquainted with new developments in the toursim business and learned advanced techniques that would enable them to make their work more efficient.The workshop implemented under Activity 11 was adressed to employers active in the tourist sector in the Region of Attica and interested to employ or cooperate with beneficiaries of the Act. Under Activity 12 beneficiaries visited tourist and travel agencies based in the Region of Attica. In total, 10 visits took place with the aim the beneficiaries to observe how the tourist and travel agencies operate in reality and receive practical information, both from employers and employees, who shared their working experiences, the problems they face and the ways they deal with them.Activities 13 and 14 were devoted on the Development of Business Plans where beneficiaries interested to start their enterprise learned how to prepare a business plan. Moreover, under Activity 14 support was provided for the development of business plan for 9 Social Cooperative Enterprises which would employ half of the beneficiaries of the Action. Activities 15 and 16 referred to the Operation of a Support Center for the Employment of Persons with Disabilities. This Center provided: a) technical and administrative support to beneficiaries in the early stages of the operation of their new enterprise and b) counselling support to employers active in the tourist sector who would employ persons with disabilities.**c) What was the situation before and what was the sequence of events/decisions which led to this innovative partnership?**The main reasons for the planning and implementation of the Act were: a) the high unemployment rates in the country; b) the fact that tourism was an area that could absorb a large number of workers with disabilities due to its high growth; c) the introduction - for the first time in the country - of an institutional framework for Social Economy (Law 4019/2011 - Government Gazette No. 216/A/30.09.2011); d) the increased interest of the state in issues concerning persons with disabilities, including "Accessible Tourism" or "Tourism for All", following the ratification by the Greek Parliament of the UN Convention on the Rights of Persons with Disabilities with Law 4074/2012 (Government Gazette 88/A/11.04.2012). The close cooperation of the Business and Training Consultancy Company ‘Ypostirixi’ with the National Confederation of Disabled People (NCDP) played a key role in the shaping of the activities and the finding of potential partners that could implement them. The partnership was built upon the partners' know-how and experience in issues such as disability, the labor market, training, counseling and tourism.**d) What were the outputs, outcomes and impact of the innovative partnership?**The results of the Action were the following:* 10 beneficiaries were hired by travel agencies.
* 20 beneficiaries tried to set up their own business but gave up efforts due to the severe financial crisis in the country and the heavy taxation.
* 20 beneficiaries wishing to set up a Social Cooperative Enterprise did not proceed due to the lack of adequate financial support by the state. The know-how developed in the framework of the activity was used by the partners of the Action for the implementation of other activities.
* Through the implementation of the Action it was found that the beneficiaries did not participate in other employment programs because then the disability allowance would be suspended. NCDP claimed for the introduction of a legal provision that would foresee the non suspension of the disability allowances in the event of participation in employment programs. Such a provision is now foreseen in Article 13 of Law 4331/2015.
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### **5.4.4 Case Study in Spain**

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| **Case study title:**HÁBIL Educational Program |

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| **Timeframe: (i.e. the period in which the innovative partnership took place)**2017 - nowadays |

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| **Location: [country, district, town]**Spain, Andalucía |

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| **Description of the case study: (please describe the partnership in detail and use the following questions as a guide)*** 1. **What were the objectives, activities and targets?**

HÁBIL is an educational program which aims to develop Entrepreneurship Education among students with educational special needs in Secondary Education, Basic VET programs and transition to adult and work life programs. The objective of this educational program is to offer teachers working with functional diversity students an Educational Resource that allows the development of entrepreneurial skills among their students. This educational resource is focused on reaching the following general objectives:1. Training students on developing entrepreneurial skills and attitudes
2. Developing the four basic entrepreneurial skills: creativity, team work, communication skills, responsibility and organization
3. Promoting self-knowledge and personal and professional interest that guiding their work life
4. Developing initiative, ideation, planning, developing and assessment through a “micro-business” project
5. Offering students a learning experience that allows them to face with a greater security their labor integration
6. Supporting special education teachers an educational resource which gives answer to their real needs
7. Promoting Entrepreneurial Culture in Educational Centers
8. Investing in inclusive education and entrepreneurial ecosystem
	1. **What delivery modalities were involved?**

The HÁBIL educational program is based on the methodology below:* It is an educational resource based on facing challenges. Specifically, it is a tangible decision of an idea.
* The creative critical thinking is developed, in both creation as well as assessment of ideas.
* Students are trained on project management, through a methodological process that takes into account: ideation, planning, development and evaluation.
* The risk regarding setting up a micro business is considered, and the process is learned. What really matters is learning processes beyond productive success.
* There is an approach to the Entrepreneurial Education beyond classroom borders with the following proposals:
1. Relatives’ cooperation commitment, which means that it is intended that families support training on entrepreneurial skills developed in the classroom.
2. Investment on learning with the closes ecosystem to the students thanks to partners that can also participate in the project.
	1. **What was the situation before and what was the sequence of events/decisions which led to this innovative partnership?**

The HÁBIL educational resource about entrepreneurial culture is not limited to the creation of a micro-business, with the only objective of products sales, but it also invests on development of entrepreneurship people, by allowing them facing daily challenges and training them on vocational guidance and labor integration. * 1. **What were the outputs, outcomes and impact of the innovative partnership?**

This educational resource promotes the following results:* The student’s self-knowledge through an Entrepreneur Person Module which is made of the following subjects:
* Emotions
* Self-esteem
* Skills
* Entrepreneurship competences

- Approach to the labor work through the Professions Module and setting up micro-businesses. - Teamwork as a tool for socialization, responsibility, emotional management and commitment. - Decision-making involving stated challenges in the Micro-business Module |

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