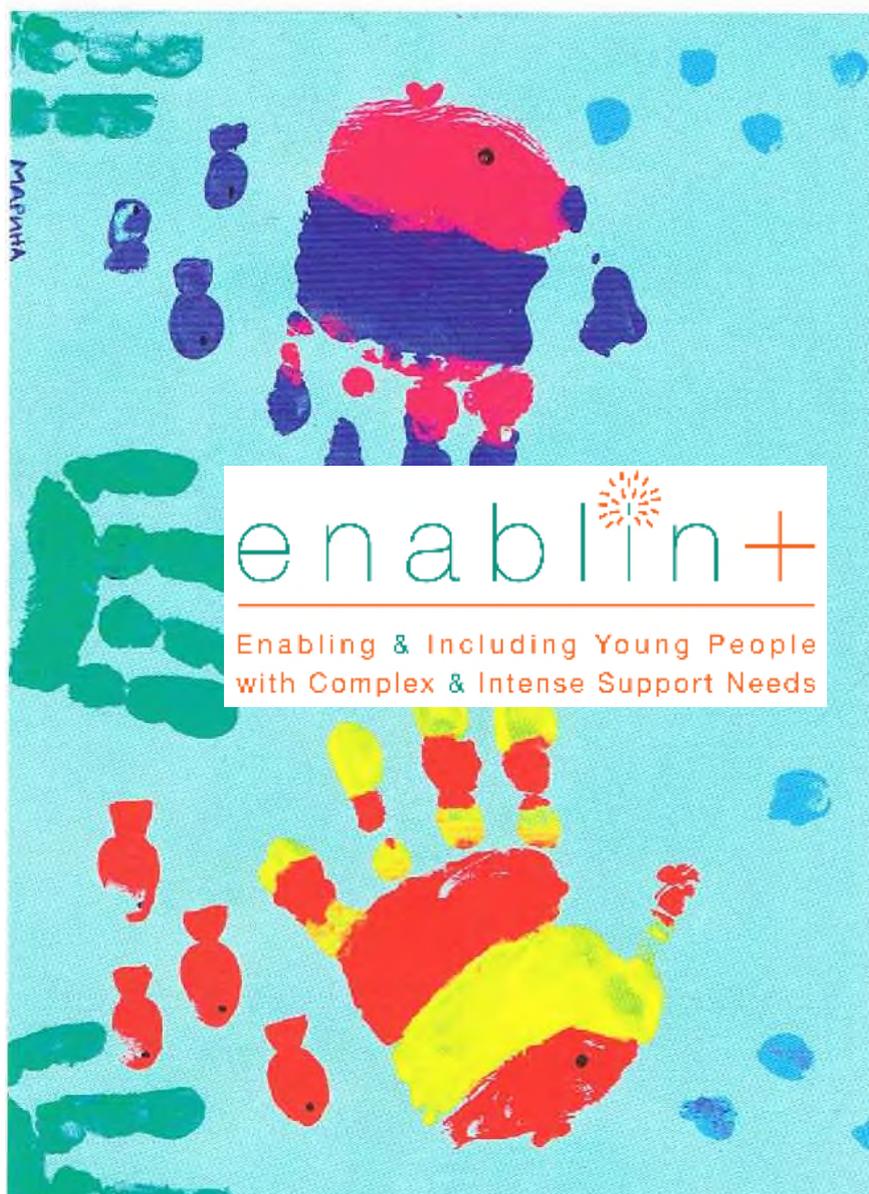




Executive Agency, Education, Audiovisual and Culture



Progress Report

Public Part

Project information

Project acronym:	Enablin+
Project title:	Enablin & including Young People with Complex & Intense Support Needs
Project number:	541981-LLP-1-2013-1-BE-LEONARDO-LMP
Sub-programme or KA:	LEONARDO
Project website:	http://enablinplus.eu/en
Reporting period:	From 01/01/2014 To 30/6/2015
Report version:	Progress report
Date of preparation:	July 2015
Beneficiary organisation:	University of Antwerp
Project coordinator:	Jo Lebeer
Project coordinator organisation:	University of Antwerp
Project coordinator telephone number:	03 265 25 29
Project coordinator email address:	jo.lebeer@uantwerpen.be

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Drawing cover page: courtesy of Karin Dom Foundation, Varna, Bulgaria, partner of Enablin+ project

Executive Summary

The project ENABLIN+ is addressed at the needs of children and youth with complex and intense support needs (CISN), their caregivers and supporters. It wants to develop a system of interdisciplinary in-service training, where professionals and parents of various professional backgrounds learn together, with the aim of improving inclusion, promoting de-institutionalisation and enhancing quality of life of the children with CISN, at various age levels. It responds to urgent needs for training, signalled in richer as well poorer EU member states, to meet the increasing demands for supporting children with CISN and comply to the 2006 Convention of the United Nations on the rights of persons with disabilities, forcing countries to take measures of de-institutionalisation and to organize the possibility of including children with a disability in normal schools & life. Present vocational training insufficiently prepares professionals to deal with these issues. There is a need of transdisciplinary collaboration of all concerned: parents, teachers, daily-life supporting staff, medical & rehabilitation staff and vocational training staff.

To that purpose, the project wants to do a needs study, search and describe examples of good practice, develop a set of training modules in EN, NL, FR, IT, RO, HU and BG languages, oriented at support needs assessment, staff attitudes, beliefs and conceptual systems, enhancing children's communication capacities, daily life activities, behaviour regulation, activation and participation in learning and inclusive schooling. Modules can be on-line as well as in real meetings. An international summer school will be organised. Results will be disseminated in newsletters, professional articles, a white book and DVD.

Table of Contents

1. PROJECT OBJECTIVES.....	5
2. PROJECT APPROACH.....	5
3. PROJECT OUTCOMES & RESULTS.....	6
4. PARTNERSHIPS	12
5. PLANS FOR THE FUTURE	21
6. CONTRIBUTION TO EU POLICIES	23
7. EXTRA HEADING/SECTION.....	FOUT! BLADWIJZER NIET GEDEFINIEERD.

1. Project Objectives

1. To promote quality of life of children and young adults with complex dependency needs by increasing social and educational participation, facilitating activities, learning and development; by raising awareness of those supporting them, that it is possible and worthwhile to activate them, and by creating a shift of mind in this sense.
2. To enhance the quality of support as well as contribute to de-institutionalisation and inclusion, by increasing self-efficacy of parents and professionals working with children and young adults with complex dependency needs, in accompanying them towards a more inclusive and active life
3. To develop interdisciplinary in-service training modules for professionals and parents working with this target group, to enhance competencies in cognitive activation, increasing autonomy, activities in daily life, communication, behaviour regulation and in inclusive education
4. Professionalizing staff of mainstream schools in welcoming children with complex dependency needs
5. Strengthen parents-professionals cooperation
6. Empower parents and professionals

2. Project Approach

The first step was to clarify the problematic issues regarding living conditions, care and education of children and youth with complex dependency needs: who are they, what are the needs? We did a literature research and collected information from partners; we did a survey/ questionnaire/interviews with parents/ caregivers/ doctors/ rehabilitation staff; collected existing research; and we used existing videotapes of situations. We used the ICF (International Classification of Functioning) as a basis to describe difficulties and needs of people with complex dependency needs with regard to activities and participation in different domains of life

We also defined what are good systems of continuous support for people with complex and intensive support needs, at different age levels (early intervention – pre-school age – school age); clarify underlying resistances against deinstitutionalisation and inclusion, as well as belief systems regarding activation and inclusion; described and exchanged examples of good practice combining adequate support as well as initiatives in activation and participation in education and other domains of society, and we find out what are the training needs of supporting staff; what are the required competencies to work with children with intensive support needs, in view of the daily life support skills, enhancing activities and participation, in view of the goals of inclusion and de-institutionalisation. This has been done through questionnaires to parents, support staff, rehabilitation staff. The goal was to have answers to 50 questionnaires per partner, totalling 400, but we got a total of 600.

Based on data gathered in this way, a set of training modules will be developed, which addresses the needs and competencies.

The training will be piloted in the various partner countries. Data on expectations and after-training implementation and evaluation will be systematically gathered. To ensure a wider dissemination, a course for “train-the-trainers” will be organised in Italy, for which we will apply to individual mobility grant system in Life Long Learning (or the future Erasmus for all). In this way, more people will benefit.

The Principal components of the project are:

1. Start from a study on assessment of needs of children with intensive support needs, needs of their families, the staff dealing with these children, training needs. We started with an international partner meeting, in conjunction with the organization of a regional mini-symposium where all the stakeholders of this sector have been invited. After that questionnaires were constructed by a scientific team,
2. Search and describe examples of good practice; first define what is good practice, define the criteria, based on the criteria of quality of life
3. Develop a set of training modules in EN, NL, FR, IT, RO, HU and BG languages, based on the needs' assessment research, and oriented at support needs assessment, staff attitudes, beliefs and conceptual systems,

enhancing children's communication capacities, daily life activities, behaviour regulation, activation and participation in learning and inclusive schooling.

4. Experiment with pilot training modules, in the various partner countries. Modules can differ from country to country, according to needs. Modules can be on-line as well as in real meetings.
5. Organize a train-the-trainers' course & conference , to ensure an ongoing dissemination after the end of the project
6. Dissemination of results in many ways and modalities: in electronic and paper newsletters, mailing campaigns, networking with the local/regional/national/international associations and organizations which are the true "stake-holders" of the sector caring for children with complex and intensive support needs; participate in national and international conferences, set up training events, publish articles in professional and scientific press, and put all the results in a useful book with DVD, website.

Motivation to do this project:

Children and young adults with complex and intense support needs (CISN), sometimes called "profound intellectual disability" or "polyhandicapés", or "multiple disabilities", are difficult to put into one project category. They have indeed multiple needs: they are difficult to include in regular schools, they need a lot of care and attention, staff is usually ill prepared and parents have many needs too. According to the 2006 Convention of the United Nations on the rights of persons with disabilities, countries that ratified this convention now have a duty of deinstitutionalising children and to organize the possibility of including children with a disability in normal schools, to promote social inclusion. This is not obvious, especially for youngsters who have severe and multiple difficulties in daily activities of self-care, learning, communication, mobility, as well as in participating in education or other activities. First, these children often do not get adequate early intervention and parent support; later, they are often taken care of in separate environments. In some countries, education is very rudimentary. An often heard complaint is that there is never enough staff. Inclusion policy is still lacking. In most countries, except Italy and Norway, they are not usually integrated in regular environments. Dedicated professionals, who support or teach these children, do not necessarily know the means or ideas how to assist these children in mainstream schools or other inclusive settings. Parents are in need of help. Another problem reported is the lack of activation of many children with serious intellectual disability. Staff and children of mainstream schools are not accustomed nor prepared to accommodate these children.

The reason why these situations continue to exist can be found in a lack of belief that it is possible and worthwhile to activate children, even with severe intellectual impairment; that it is possible and worthwhile to take inclusive initiatives and that in the long run quality of life of everyone (including those who support) can be enhanced. Other reasons that the target group is usually neglected in training initiatives might be that they do not represent an economic power and it is easier to do passive caring than active involvement.

Deinstitutionalisation needs to be accompanied with training of all people involved, and on all levels. People who work with children and youth with intensive caring needs, are insufficiently trained during their basic training. This happens at all

levels: in vocational training, at university and colleges. Moreover, once at work, other needs of training arise while working. There is a need to develop ongoing training systems on the workforce.

People do learn various techniques in their basic training, but what is lacking is a basic attitude and belief system, that it is important to activate the children from early on to give them experiences, that one believes they can learn; that people have an inquisitive, explorative attitude to look for solutions which work, that it is important to participate in life's opportunities as much as possible, including going to school, that the way you address these children matters, etc. Therefore, training needs to address attitudinal and ethical issues, as well as practical aspects. It needs to work at a shift in belief systems and conceptual systems, as well as provide hands-on practical advice.

To realize this goal of inclusion and activation, there is a need of transdisciplinary collaboration of all parties concerned: parents, teachers, daily-life supporting staff, medical & rehabilitation staff and vocational training staff.

Solutions, which have proven their efficacy - inventions made by professionals or parents -, remain often local, because of language and organizational barriers. Local organizations could therefore benefit from an exchange at a European level. To achieve this goal, parents-professionals cooperation must be strengthened, and in-service training models should be developed which are of benefit to institutional supporting staff, regular school staff and parents, in approaches of intellectual activation and inclusion. Hence the name "ENABLING +", which has two aspects (enabling = the opposite of disability; it means: to allow the person to function).

Target groups are:

Indirect:

Children and young adults with complex and intensive dependency needs with multiple impairments and severe restrictions in activities and participation in the field of daily life self-care, education, communication, mobility and leisure activities. A child may be defined as having complex needs if he or she has:

- Severe or profound disabilities in at least three of the following disability categories:
 - Motor impairment
 - Hearing impairment
 - Cognitive impairment
 - Speech and language impairment
 - Behaviour problems
 - Feeding problems
 - Additional chronic health needs

- Or severe or profound disabilities in at least two of the disability categories plus the need of at least two types of the following resources:
 - Therapy services
 - Additional educational resources
 - Nursing care needs

- Social care resources
- Mental Health services

Direct: staff of institutions, mainstream and special education staff, personal assistants for daily living, parents, medical & rehabilitation staff, representative organizations for the disabled, vocational training staff at secondary and continuous professional development level.

Innovative aspects

- The transdisciplinary character and multi-level learning
- The valorisation of expert knowledge by different sources: parents, daily care professionals, researchers, teachers, medical/rehabilitation staff etc.
- Training parents and professionals together, different hierarchical levels together: carers, teachers, parents, doctors
- Complementarity to basic vocational training which is taking place separately, and in-field training which is really interdisciplinary
- The needs- based and not impairment-based approach
- The definition of the target groups as “complex and intensive needs & dependency”
- The stress on inclusion, not only in social life but also in education
- the construction of training modules based on real needs
- A common framework based on the ICF, modifiability and inclusion paradigms.

3. Project Outcomes & Results

Workpackage Type and reference	Deliverable title	Nature*	Dissemination level**	Language versions
WP1 DEL 1	Who are they? Assessing the needs of children with intensive and complex support needs in eight European regions	Report	PU	EN
WP1 DEL 2	Support of young people with multiple disabilities: 60 years of developments and adaptations	Article	PU	EN, FR
WP1 DEL 3	Enablin+ Newsletter 1	S	PU	EN, BG, NL, IT, PT, FR
WP2 DEL 4	Enabling inclusion and activity in children and youth with complex and intense dependency needs: Good practices and methodologies which really work (<i>draft version</i>)	Report	PU	EN
WP2 DEL 5	Children and youth with complex and intense dependency needs : examples of good practices continuous support systems regarding inclusion and activation	Articles; expected outcome	PU	EN, FR
WP2 DEL 6	What kind of in-service training do people working with children and youth with complex and intensive dependency, really need?	Report	PU	EN, BG, FR, NL, RO, PT
WP2 DEL 7	Website www.enablinplus.eu	O	PU	EN, NL (and sections in : BG, FR, RO, PT)
WP3 DEL 8	Curriculum for in-service Training for support to children with intense & complex support needs	Report (expected outcome)	PP	
WP3 DEL 9	Teaching videos support to children with intense & complex support needs	D	CO	EN subtitles; should be available only for trainers, in May 2016
WP3 DEL 8b	Policy document : caregivers and support needs for children with intense & complex support needs	Report	PP	EN, FR, NL, PT, IT
WP4 DEL 9b	Modular courses : in-service training «Supporting children with intense and complex support needs towards activity and inclusion»	Events	PU	EN, BG, FR, NL, RO, PT
WP6 DEL 13	Project leaflets: can be downloaded on www.enablinplus.eu	O	PU	EN, NL, PT, IT
WP6 DEL 14	Newsletter 2, due 30/9/2015	O	PU	EN, BG, FR, NL, RO, PT
DEL 16	Articles in special issue of Transylvanian journal of psychology on mediated learning theory and practice of Reuven Feuerstein	articles		
WP6 DEL 17	Children with intense and complex support needs : how to train parents and professionals: conference GoodPractices_WijheNL_March2015	E	PU	EN, NL

Workpackage Type and reference	Deliverable title	Nature*	Dissemination level**	Language versions
WP6 DEL 18	Children with complex and intense support needs, how to set up continuous support towards activity and inclusion	E	PU	EN, BG
WP6 DEL 20	Children with complex and intense support needs	S	PU	EN
WP6 DEL 21	Progress report ENABLIN+	R	PP, CO	EN

* R – Report; S - Service/Product; D - Demonstrator/Prototype; E – Event; O – Other.

** PU = Public; PP = Restricted to other programme participants (including Commission services and project reviewers); CO = Confidential, only for members of the consortium

4. Partnerships

							
University of Antwerp INCENA- Inclusion & Enablement	Expert Centre for Education & Care - Wijhe	Comité d'Etudes, d'Education et de Soins a.d. Personnes Polyhandicapées - Paris	Babes-Bolyai University Dpt. Applied Psychology Cluj-Napoca	Association St-François d'Assise – Pôle Handicap	Karin Dom Foundation – Varna	Child Rehabilitation service, Vismara Institute, Fondaz. Don Carlo Gnocchi - Milan	Centre for the study of Psychology & Education - Evora
Belgium	The Netherlands	France	Romania	Isle de la Réunion-FR	Bulgaria	Italie	Portugal

Partner 1 University of Antwerp

P1	BE		University of Antwerp, project INCENA (Inclusion & Enablement); coordinator Contact persons: Jo Lebeer & Beno Schraepen, INCENA Study Centre for Inclusion & Enablement Department Primary & Interdisciplinary Care, Faculty of Medicine & Health Sciences, Campus 3 Eiken R3.13, Universiteitsplein 1, B-2610 Wilrijk ; tel+ 32 3 265 25 29 jo.lebeer@uantwerpen.be
----	----	-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Centre who effectively participates in this project is called INCENA (Inclusion & Enablement). This belongs administratively to the Faculty of Medicine & Health Sciences, Department of Primary & Interdisciplinary Care/ Disability Studies Research Group of the University of Antwerp. It also has a home at the Department of Social-agogical Work of the ArtesisPlantijn (AP) University of Applied Sciences, which belongs to the AUHA, the Association of University and Higher Education Colleges of Antwerp. INCENA provides bachelor training of “special needs educators” at the AP University of Applied Sciences; we contribute to undergraduate training (bachelor and masters of medicine and nursing) at the Medical Faculty in disability matters, and we provide various courses in continuing education in the domain of disability with rehabilitation professions, special and regular teacher training, educators & other support staff, project development in the domain of social inclusion and inclusive education.

Training in post-graduate and undergraduate levels, development of didactic materials, coaching projects, research and networking.

Since 1993 we have been organizing professional post-graduate training in Feuerstein's Structural Cognitive Modifiability, Mediated Learning Experience, Instrumental Enrichment, We have done in-service training of teachers, educators & rehabilitation staff of children, adolescents and adults with learning difficulties and/or disabilities in the area of: modifiability of learning, plasticity of development & ecology, inclusive education. Workshops have been given in BE, NL, F, D, UK, ES, PT, IT, RO, HU, CZ, LV, NO, S, CH, TR, Hong-Kong, Brazil, Chile, Uruguay & Argentina. Courses in Mediated Learning Experience for parents of children with learning or developmental difficulties, and awareness raising activities about "learning enhancement and inclusion" have been done. We also have organized post-graduate training in the International Classification of Functioning, Disability and Health (ICF), in Behaviour Management for Caregivers of adolescents & adults with intellectual disability and/or autism; and a course about enhancing quality of life & inclusion in Down syndrome.

We developed didactic materials for teaching learning prerequisites; of trajectories for training educators of children, adolescents and adults with learning difficulties & training manuals. We set up and coach pilot projects in inclusive education and learning enhancement for children with developmental difficulties in mainstream schools; and we coach schools in transforming towards an inclusive, living and learning organization. We do research in the ecology of development of children & adults with neurological impairments; dynamic assessment of learning processes; implementation of ICF, epidemiology of autistic spectrum, follow up of Down syndrome, ethical issues in disability.

International networking

Internationally we participate in several international networks: InClues Network for Inclusive & Cognitive Education, International Feuerstein Institute (Jerusalem); International Association for Cognitive Education & Psychology IACEP; European Academy of Childhood Disability EACD www.eacd.org. We have collaborated in different European projects since 1992, all in the area of learning enhancement and inclusion: first a series of conferences within the HELIOS programme (1992-2000), project INSIDE (1998-2001); In-clues (Clues for inclusive & cognitive education) (2003-2006); Daffodil on dynamic and functional assessment (2008-2011) www.daffodilproject.org; Distinc (2010-2013). We were co-founder of the European Disability Forum and we function as a Disseminator of the inclusive assessment project of the European Agency for Development in Special Needs Education.

National networking

For the Enablin+ project, INCENA closely cooperates with professional and parents' organisations working in the field of profound and multiple disability in Belgium (among others: Multiplus, AP3, Belgian Rett Syndrome Foundation, Inclusie Vlaanderen, ApHRAM, GRIP, Lus vzw, Gezin & Handicap, etc.); with the Kinsbergen Centre, with schools and institutions giving support to children with PIMD; with the Cerebral Palsy Reference Centres of the various University Hospitals in Belgium; the BACD (Belgian Academy of Childhood Disability); with the Ministry of Education Policy Development Department, with the VAPH (Flemish Agency for People with a Disability), etc.

The Project coordinator+ collaborate in all work packages: needs assessment; research of good practices, competence definition, module development, pilot trainings, international training, publication and dissemination

Partner 2 Bureau Nijland Kroes

P2 NL



Buro Nijland-Kroes, Expert Centre for Education & Care, Wijhe
contact person Mia Nijland mia@nijlandenkroes.nl, in collaboration with CALIBRIS Wijhe. Tel 06- 23 67 9393

Participation in daily life is not obvious for children and youth with (complex or intense) dependency needs. For example, participating in education or work is not easy. They are also more limited in choosing leisure. Particular daily decisions are often (perforce) made for them instead of with them. Sometimes they need organizations that could help them. Nijland & Kroes is that kind of an organization. We provide support for the children and youth, but also for the parents, professionals or other educators.

We provide advice on (multiple) difficulties in care- or education. We also offer individual or psychological assessment, a separate environment, which acts as a second home, coaching or training. We do research, develop training modules and instruments and professionalizing staff. Our way of working is ordinary, workable and adapted. We aspire to organize the possibility of including children and youth with a disability in normal schools. With these activities, we promote social inclusion. The team of Nijland & Kroes consists of 15 staff. These are behavioural scientists, applied psychologists, coaches, trainers and other professionals. We are a team with a professional approach and a personal touch.

In our organization, we strive towards the greatest participation and independency that is possible for children en youth. We would like them to take part in family and peer activities, to become autonomous. Our motto presents our way of thinking: 'Where normal and special meet'. Where meetings take place, there is always space for movement and change. Whether it is about an advisement, an answer or solution, in our meetings we focus on the child in his or her situation and relatives. In this dynamism, Nijland & Kroes functions as a bridge. Through conversations and dialogues, we draw goals en help them to expend and achieve them. We offer opportunities in lasting results for development, education and connections. Our practical way of thinking and working suits perfectly in recent social trends and political decisions. In this way, we contribute to a professionalization of care and education, which is future-proof.

During the past year, Nijland & Kroes co-developed a specific EMB-training (oriented at people with multiple and profound disabilities) training offer for parents and professionals on MBO-level 3/ 4 (high school vocational training level). The new training is available for employees of schools and care institutions, who work with people who need intensive support in their daily life (also referred to as "the EMB group" in Dutch or PMD in English). Fascinating work that requires good staff. Nevertheless, we prefer the emphasis on the possibilities and opportunities of this target group. Supporting them needs interprofessional cooperation. We

want to use the offer both for the target group and the facilitators who work with them, in their strength. A good 'fit' between the two is needed and contributes to well-being, optimal development and participation in society. Facilitating such a 'Quality-fit' is what we seek with the new training. The offer is the first industry-certified training for *support assistants* in care and education. Interested parents can also participate.

The results of Enablin + will be included in the training and vice versa. This cooperation and the mix of input from all parties, will help keep the vocational training and future-proof. In addition, we hope that way the storms of transitions, youth care and appropriate education to resist and beautiful to create opportunities for the target group. Netherlands and Belgium are the active partners from Enablin + initially for training.

For further information, please see the website:

www.mbo-emb.nl

Twitter: @MBO_EMB Facebook: MBO-EMB



The role of Nijland & Kroes in the project is:

1. Leader of workpackage N° 3
2. Support associated activities of the other workpackages
3. Host a partner meeting in NL

The project has appointed 3 staff members directly working on the project (1 senior en 2 junior) including 1 manager, 1 employee support staff and management. The project can also be supported by students of Applied Psychology and Special Education for research of different tasks such as: research of best practices, needs assessment, development and en management support.

In parallel to the project Enablin+ we have been involved with the development of a curriculum (as part of "Mytyl schools" for children with cerebral palsy) for professionals in care and education. This could be a great example for the project.

Partner 3 CESAP

P3 FR



CESAP, Comité d'Etudes, d'Education et de Soins Auprès des Personnes Polyhandicapées, Paris. Contact person : Eric Zolla ezolla@cesap.asso.fr

Founded in 1965 by a group of doctors, social workers and officials of the Assistance Publique - Hôpitaux de Paris (AP - HP), the Comité d'Education et de Soins Auprès des Personnes Polyhandicapées (« Committee of Education and Care Beside of people with multiple disabilities ») is a non-profit association public consists of anyone interested in the issue of multiple disabilities (families, doctors, professionals) and who works towards three mainly lines:

1. Promote the early care of children with multiple disabilities and their families and assure this care over time by managing structures
2. Promote research and study on multiple disabilities. These studies and research intended to support both researchers from various disciplines (medicine, psychology, sociology, education, etc.) As CESAP professionals and other associations of medical and social field.
3. Promote the development and training of the professionals who care for people with multiple disabilities through its training center " "CESAP formation, documentation, resources"

CESAP is the founding member of the Groupe Polyhandicap France (GPF) - <http://www.gpf.asso.fr/> , a member of "comité de liaison et d'action des parents d'enfants et d'adultes atteints de handicaps associés » (CLAPEAHA) - <http://asso.orpha.net/CLAPEAH/> or the Association Nationale des équipes Contribuant à l'Action médico Sociale Précoce (ANECAMSP)- <http://www.anecamsp.org/>

Partner 4 Babes-Bolyai University

P4 RO



Babes-Bolyai University, Department of Applied Psychology, Faculty of Education Sciences & Psychology, Cluj-Napoca, Romania
 Head of Department: Prof. dr. Istvan Szamosközi
 Contact person Mrs Dr. Reka Orban reka.orban@ubbcluj.ro

The Department of Applied Psychology of the Babes-Bolyai University is involved in:

- providing guidance for training educators of children, adolescents and adults with learning difficulties
- Intervention: personalized and differentiated education for children with developmental difficulties in mainstream and special schools
- Research: in Dynamic assessment of learning processes

Networking: Internationally we participate in several international networks: [Includes Network for Inclusive & Cognitive Education](#), [International Centre for the Enhancement of Learning Potential](#) (Jerusalem)

The role of UBB in the Enabling+ project is: leader of WP4 : testing the in-service training. This involves developing pre-and post-evaluation of the modular courses, implementing the courses, and publishing results. UBB will also be guiding the web-site development and management. UBB will cooperate with all other workpackages: data gathering, module development, implementation & dissemination

Partner 5 ASFA Association St-François d'Assise

P5 FR



Association St-François d'Assise, Isle de la Réunion , Pôle Handicap
 60, rue Bertin - BP 840 97476 Saint-Denis Cedex –
 Tél. 0262.90.87.00 – Fax 0262.20.02.21
 Directeur, Contact person : Elisabeth Houot diradj.cem.pfs@asfa.re

The Saint François d' Assise association or Asfa was created on June 6th, 1918 in Saint-Denis (Reunion island). Until the end of the 80's the Association developed simultaneously in parallel its hospital activity and its activity aimed at the elderly.

It is only from the 90's that the association started to invest in the medical and social field by reconverting a part of its health care activity and by creating and/or by starting again under its responsibility, a number of institutions and services intended to accompany children and adults in a situation of disability. It is the most important activity area of the A.S.F.A today. Finally, in 2000, a Training Department has been created to complete and to diversify the activity of the association.

The objectives of ASFA are to provide care and support to: elderly in difficulties and/or dependent, children and teenagers affected by chronic pathologies; children, teenagers and adults with a disability. ASFA manages a dozen establishments and services distributed in three competence domains: a health care department; a medical-social department and a training department.

The medical- social department consists of:

1. A Medical educational institute (IME) (80 places) and a SESSAD [Home Care & Support Service] (30 places). 30 people can be residential here; there are 50 places for a vocational training and 30 in a home support service.
2. A Center of Early Medical and Social Intervention (CAMSP) (100 places), created in 1995, has for mission the screening and the early support regarding disability, rehabilitation and social integration of children in their environment. Two "satellite" centres of the CAMSP have been installed, to work as closely as possible to the needs of the populations, one in Saint Benoît and the other one in Saint-Paul. An extension is planned to strengthen our presence on the West and the East of the Island by a doubling of the capacity.
3. A Physical Rehabilitation Center (CEM) (100 places) and a SESSAD (36 places).
 All these services for children and adolescents with cerebral palsy and PIMD (profound intellectual and multiple disabilities) are grouped in Sainte-Suzanne. The project allows to improve the quality of care, for the children and the teenagers, with the implementation of a quality approach (identification of the missions, the service provided, the users and their family). It takes into account

the evolution of the needs of the population, in a methodological approach of an individualized project, centered around the triangle "education, learning and care"

The Training Department consists of :

1. An Institute of Training of Child Care Assistants (IFAP): the Institute trains every year 35 students. Their role is part of a global approach of the child, including supporting parenthood, with the aim of protecting and restoring its health and its autonomy, and favouring the social integration of the child in situation of disability, achieves of chronic disease or in situation of risk of exclusion
2. Paediatric Nurses' school: it was the first School of Paediatric Nursing which opened in the "ultra-peripheral" areas of France (the so-called "DOM", departments d'outre-mer, literally "Department situated beyond the oceans").
it is approved for accomodate 17 students during 3 years. It forms since 2004, 17 professionals who want to specialize in the health of the child of the birth in the adolescence.
3. A Regional Institute of Training in Occupational therapy (IRFE). The IRFE is approved for accommodation facilities of 20 students, in partnership with the University of Réunion.



THE ASFA created a theatre company "Ti pas Ti pas "(step by step). In 2012 the group knew an enormous success about the famous festival of Avignon with its show "La vie c'est comme ça (that's life)". This troop consists of 15 young people in situation of disability who are taken care within the Centres and medical-social services of SAINT - SUZANNE'S ASFA. Through dance and theatre workshops in particular, the artists have worked hard to set up this musical comedy, which tells the love story of "pépé Paul et mamie Rosie".

Look at this site to watch their performance: <http://www.asfa.re/accueil.php?centre=asfa&m=10&sm=1>

The role of ASFA in the Enablin + project:

- The contribution of data on the needs for the multi-handicapped children, and the needs for staff training (nurses and education staff), the organization of the continuous support
- Share the experiences of the theatre group with children / teenagers, as example of best practice
- Participation in 5 partners' meetings
- Collaboration with the creation of the modules of in-service training for the educational and supporting staff looking after multi-handicapped children
- Participation in the implementation of the modules of in-service training, and a project of activation and integration of multi-handicapped children
- disseminate the results of the project by organizing a colloquium / seminary

Partner 6 Karin Dom Foundation

P6

BG



Karin Dom Foundation, Varna

contact person Apostol Apostolov aapostolov@karindom.org

Karin Dom was founded in 1996 with the mission to support the social inclusion of children with special needs and their families through professional services, advocacy, and raising public awareness. Over the years Karin Dom has become recognised as a 'centre of excellence' for providing services for children with special needs and their families. The team of Karin Dom consist of 50 staff, 35 of them are specialists working with children with background in physiotherapy, psychology, speech language therapy, special education pedagogy, social work. Every year, at least 10 people from Bulgaria and abroad volunteer at Karin Dom. The team of specialists participates regularly in national and international trainings for upgrading their qualification.

1. Karin Dom is a Centre for Rehabilitation and Social Integration of Children with Special Needs and Their Families. Our multidisciplinary team works with children with physical and intellectual disabilities, autism, learning difficulties, multiple disabilities. Professional services are offered to 35 children a day. We work with

180-220 children per year from the region and the country. For every child is made multidisciplinary assessment and elaborated an individual service plan. The services include early intervention for children aged 0-3, physiotherapy, occupational therapy, Montessori sessions, counselling, play-group therapy, parent support groups, therapy for children with autistic spectrum disorder, pre-school learning, basic life-skills programme, sensory room therapy.

2. Karin Dom is a Training and Resource Centre, licensed as a Vocational Training Centre

Our services include - on-site assessment of the needs of the trainees, sharing the goals of the training and the expectations of the trainees, developing training programs tailored to the trainees' specific needs, on-site seminars – lectures and demonstrations, seminars at Karin Dom – lectures, case studies, discussions, work in small groups, demonstrations of practical sessions with children, preparation and presentation of training materials, distribution of informational leaflets for parents, practical training and consultations to students, volunteers, parents, work meetings, conferences. The Centre offers a combination of theoretical and practical trainings for specialists working with children with special needs, mass teachers, assistants and parents. We are a Training and Resource Centre since the year 2001 and were encouraged by the European Commission to disseminate our experience to professionals in the country (this was a two year project awarded Grand Prix of the Delegation of the European Commission in Bulgaria). Throughout all the years we have invited foreign trainers – professionals having experience with children with special needs. Lots of our methods and practices are advanced for the country and they are not thought in Bulgarian universities. We are recognized as having expertise among professionals on a national level and provide trainings on a regular basis.

3. Karin Dom's Early Intervention Program – home-based service

This is the newest service that started in September 2010. Karin Dom's program serves children 0 to 4 who are at risk of or have a developmental delay or a disability. It follows the family-centered approach, working with parents and other family members to learn how to support their children in a natural environment. The program seeks to prevent the abandonment of children in institutions, thus contributing to the de-institutionalization process in Bulgaria.

The role of Karin Dom in the project is to host a partners meeting and to support the project's activities - needs assessment; research of good practices, make video samples of good practices, test training module, participate in international training, publication and dissemination.

Partner 7 Fondazione Don Carlo Gnocchi

P7 IT



Fondazione Don Carlo Gnocchi, Milano, Centro di Riabilitazione Vismara (= service provider and vocational training organisation).

Contact person: Dr. Marina Rodocanachi marinarodocanachi@gmail.com

Don Carlo Gnocchi Foundation is a non-profit Institution founded by Don Carlo Gnocchi, a priest from Milan who became known as “the father of the crippled” and beatified on 25 October 2009. After the Second World War Father Gnocchi took shape in 1945 for orphans and children with disabilities victims of war. In 1952 this activity became the Pro Juventute Foundation. Once the emergency for the disabled children during the war was over, the charitable goal of the Foundation was addressed to a more serious problem for children in those years: poliomyelitis. In 1955 Father Carlo started his last and greatest challenge, a pilot Centre representing the synthesis of his rehabilitation methodology.

The Institution during the years passed through different reorganizations and transformations:

- **NON-PROFIT CHARITY FOUNDATION (1952)**
- **IRCCS** (Scientific Institute for Research, Hospitalization and Care - 1991)
- **ONLUS** (Non- Profit Social utility Organization - 1998)
- **NGO** (Non-Governmental Organization - 2001)

Today the Don Carlo Gnocchi Foundation continues to take care of disabled children, who have acquired and inherited complex pathologies; of patients of all ages who need neuromotor, cardio-respiratory and oncology

rehabilitation; persons with multiple sclerosis, amyotrophic lateral sclerosis, Parkinson's disease, Alzheimer's disease or other crippling pathologies; of the not self-sufficient elderly, terminal cancer patients, patients with serious brain damage acquired or in a prolonged vegetative state.

Beside the social, medical, educational and health activities, the Foundation is active in scientific research, technological innovation, training at various levels and international cooperation. Credited as an Institution of Hospitalization and Scientific Care (IRCCS), particularly for the Centers of Milan and Florence, today the Don Carlo Gnocchi Foundation has more than 5700 operators amongst the personnel and professional collaborators, for whom there are constantly available training and updating programs. The services are provided through an accreditation with the National Health Service in about thirty Centers, grouped together in eight territorial Areas in nine Regions.

The participation of Don Gnocchi Foundation to the Enablin + project involves the UNIT OF CHILD NEUROLOGY, PSYCHIATRY AND REHABILITATION who deals with 7 centres and 5 ambulatory services for child rehabilitation and education, with one of these five centres: VISMARA INSTITUTE in Milan.

Partner 8 Universidade de Evora

P8 PT



UNIVERSIDADE DE ÉVORA

Universidade de Évora. Centre for Research in Education and Psychology from the University of Évora (CIEP-UE)
Contact person Prof. Adelinda Candeias aac@uevora.pt
Colégio Pedro da Fonseca | Apartado 94 | 7002-554 Évora
ciep@uevora.pt | tel: +351 266 768 052

The University of Évora was the second university to be established in Portugal. After the founding of the University of Coimbra in 1537, it has been felt the need for another university to serve the South. The University of Évora is one of the universities in the Portuguese public higher education system and therefore aims:

- The production of knowledge through scientific and artistic research, experimentation and technological and humanistic development;
- The socialization of knowledge, providing to the traditional student population and the working population, the academic qualification at bachelor's, master's and doctorate, ad hoc training courses and informal training throughout life;
- The transmission of knowledge to the community in order to innovation and business competitiveness as well as the modernization of public services and social and cultural development of the community as a whole;



Centro de Investigação em
Educação e Psicologia da Universidade de Évora

ciep | ue

The Centre for Research in Education and Psychology from the University of Évora (CIEP-UE) started activity in 2007 and was created by researchers from the Departments of Education and Psychology, from the University of Évora, and develops R & D activities in these areas.

The CIEP's research team coordinates several research projects with external funding, whose results have been published nationally and internationally at various events and scientific publications.

Having as main concerns the investigation in the field of Education and Psychology and respective interfaces, the following research groups, as defined in 2013, reflect the organizational structure of his scientific activity:

- Group A: Educational Policies, Institutions and Territories
- Group B: Development, Learning, Inclusion and Well-being
 - B1 Line Learning, Teaching and Assessment
 - B2 Line Development, Risk and Inclusion
 - B3 line Welfare, Psychopathology and Development

The B3 Line was created in 2014 to respond to the investigation that has been achieved in the context of the factors responsible for the welfare and the psychopathology throughout the development. The CIEP-UE publishes the journal *Education: Issues and Problems* since 2005 and regularly organizes colloquia and conferences in order to strive for scientific debate concerning the major issues that the current organization and social project lay in the fields of education and psychology.

The UE/CIEP train bachelor & masters & PhD and organize post graduate studies (totalling 2000 students) in the field of Education, Psychology, Special Education and Psychomotor rehabilitation. 40% of the income comes from projects. Within the NUFOR (we also provide continuing education in the domain of disability with rehabilitation professions, special and regular teacher training, educators & other support staff, project development in the domain of social inclusion and inclusive education. The UE participates in international programmes within Erasmus (mobility of students and teaching staff), European research funding and other international research funding, Life Long Learning projects, Health and Social Affairs.

Past & present activities of CIEP and NUFOR include:

- Training:
 - Since 2002 Professional post-graduate training in Special Education and Psychomotor Rehabilitation.
 - In-service training of teachers, educators & rehabilitation staff of children, adolescents and adults with learning difficulties and/or disabilities in the area of: Dynamic assessment; Inclusive education, Portfolios, ICF. Workshops have been given in Brazil, Spain, Italy, Belgium, Swiss, United States of America.
 - Coaching with parents from children and adults with disabilities (enabling parents to enabling children), in association with the national association 'network of parents'.
- Development of didactic materials for teaching learning prerequisites; of trajectories for training educators of children, adolescents and adults with learning difficulties & training manuals
- Intervention: Pilotproject inclusive education for children with developmental difficulties in mainstream schools; Coaching schools in transforming towards an inclusive, living and learning organisation
- Research in Dynamic assessment of learning processes, the implementation of ICF in Portugal, the use of Portfolio to improve more inclusive assessment and education.
- Networking: Internationally we participate in International Association for Cognitive Education & Psychology IACEP; and DAFFODIL Group - www.daffodilproject.org. National: we are partners in a national network – Oficinas de Pais – that works in coaching to enabling parents of children with disabilities.

University of Evora/CIEP as a partner collaborates to all work packages: needs assessment; research of good practices, competence definition, module development, pilot trainings, international training, publication and dissemination. The Portuguese team is constituted by professionals and parents. Professionals come from institutions/associations (University of Evora, APPACDM and CERCI) that represent special needs support centre working with severely affected children and parents' organisation (Dar Resposta: www.darresposta.com).

Associated partners

Each partner collaborates in its own region with a local/regional/national network, which consists of vocational training providers (in continuous learning system); service providers and parents' organisations

The Enablin+ Consortium works together with all experts dealing with the target group of children with CISON, e.g. the Special Interest Group of the IASSID (International Association for the Scientific Study of Intellectual Disabilities) for Profound and multiple disabilities; specialists in alternative communication members of ISAAC; expert-centres for children with CISON such as Multiplus (University of Leuven); SUSA (Université de Liège, de Mons); parents associations in various countries; Inclusion International; Réseau Lucioles in France, etc.

How and why this partnership?

- To be multidisciplinary (education, school, medicine, rehabilitation)
- To have parents as well as professionals as a source of knowledge
- To have training institutions, who can easily organize in-service training modules
- To have research institutions with students doing master theses to do the research
- To have service providers who can apply the modular training and report experiences.

5. Plans for the Future

Based on research performed in workpackage 1 and 2, we will continue to develop workpackage 3, consisting in a transdisciplinary multi-level in-service modular training in the following topics: (1) quality of life and support needs assessment of children with (2) communication; (3) basic attitudes and concepts regarding learning, development and inclusion (mediation and instruction) (4) education (special and inclusive); (5) difficultly understandable behaviour, prevention and regulation; (6) learning basic self-care skills (nutrition, toileting, other); (7) how to organize a continuous support system, prevention of burn-out, ethical issues.

In addition, we will implement training initiatives, which are based on principles of UDL (universal design for learning) and which are accessible to students with special needs and organize a series of meetings with VET providers at secondary and continuous-training level, to discuss practical implementation possibilities, training formats, budgetary consequences

Several activities are planned (some of them are already underway):

- based on the data generated by research, develop a set of modules of post-graduate training for staff of mainstream and special education, support (caring) staff and parents
- make a set of teaching videos on each of the topics
- define the kind of certification
- organize a national seminar/working group with policy and other decision makers, who have influence on financing and employment in the disability sector, to take measures how to make the profession of caregiver or supporter more attractive,
- talk to authorities to recognize the certification;

As products we aim to get

- Modular in-service training program curriculum and scenario
- Set of teaching videos
- A guide on the different topics

Subsequently we will proceed to the Implementation of a pilot training “Supporting children with intense and complex support needs towards activity and inclusion” (WP4). The objectives are to test a new interdisciplinary in-service training programme for caregivers/supporters of children with intense & complex support needs; test contents, modalities of teaching, training format, interdisciplinary aspects, proportion contact meetings/ distance learning and independent learning, training videos, course scenarios ; and to evaluate the efficacy, feasibility, content and modalities of the IST module.

As activities we highlight:

- Develop a pre and post-test according to agreed outcome variables, to look at the effect of the modules

- Each country will organize a training with a 1 to 2 groups of professionals and parents
- Before and after the start of the modules, a questionnaire will be given
- adjust the modules
- pilots with children who have difficulties on this domain
- research: do a search before and after to test the effectiveness of this module
- partner meeting 4 in Cluj-Napoca

As products we aim to get:

- leaflets announcing the course programme
- revised module program
- Report on the implementation

In Workpackage 5 we will organize a Train-the-trainers course: “Support for children with complex and intensive support needs”, an International course, open to public participation of trainers of professionals from all disciplines, related to supporting children and youth with severe disability, and complex and intensive support needs. Trainers can be defined as broadly as possible; those who are going to train others, including parents. The objective is to train trainers-of-professionals and trainers-of-parents in the different modules, to increase dissemination. For this purpose we have planned several activities:

- prepare the programme of this course in September 2015
- partner meeting N° 5 in Rome, back to back with the course

As products we aim to get:

- international course training programme **6-7 May 2016, Rome**
- a book and USB-card with course content, presentations, video for teaching

In the final months of the project we will finish WP6: Dissemination & Valorisation. We will publish articles in specialty magazines, and the ENABLIN+ team will continue to update the website of the project. The project dissemination aims to make the contents known to a larger public, to promote the starting of local initiatives and to create awareness in politicians and other decision makers. Will still be written the Final report Enabling+ for the EU Commission, confidential and public part.

Portugal will organize the final partner meeting in Évora (Portugal) and conduct the final conference: Enabling Children with Complex and intense support needs.

In the last phase of the project (WP7) will be made the Enabling+ Quality assurance plan (The quality assurance plan describes criteria for evaluation, follow-up, activities to be organised, like focus groups, questionnaires, etc.), and the Enabling+ External Evaluator’s report. The external evaluation report will describe results of the project, quality of products, evaluations by participants to courses, implementation impact, future prospects, and dissemination degree.

6. Contribution to EU policies

The project demonstrates the added value of a European approach: expertise is not confined in one country. The partners have already experience in internationalisation, and hence know the benefit of it: by inviting trainers from abroad, by going to conferences, by participating in international networks. The domain of children with intense support needs is very broad, and expert knowledge is scattered among different places. Inclusive education for this category of children is very rare, practically only in Italy and Portugal. Therefore it is very important that their experience will be shared. Solutions that work in one country will be of value in another.

The project will contribute to EU policies of: prevention of social exclusion, anti-discrimination (because of disability), inter-sectoral collaboration (education, health & welfare), mobility of professionals from education and other domains.

The results of the project will be translated into the various partners' languages, so that they will be available on local level. It appears that the French website is much visited and responds to a need. This example merits imitation in other countries. By involving all partners in common developmental work, we will ensure that a system of in-service training for workers in the disability sector is created which can be used all over Europe. By involving policy makers, we make an effort to implement the results on a national level. Project partners are aware of the need to translate recommendations and results into local cultural embedding.

