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Ad Hoc Committee on the Rights of Persons with Disabilities

(CAHDPH)

Comité ad hoc sur les droits des Personnes handicapées

(CAHDPH)

QUESTIONNAIRE Good practices / QUESTIONNAIRE Bonnes pratiques

Replies to Questionnaire – compilation / Réponses au Questionnaire - compilation

Roundtable discussions during plenary of the 5th CAHDPH meeting on 5 to 7 October 2016
Table ronde organisée pendant la 5^{ème} réunion plénière du CAHDPH du 5 au 7 octobre 2016

CONTENTS/TABLE DES MATIÈRES

| | |
|---|----|
| RECOGNISING AND COMBATING MULTIPLE DISCRIMINATION OF PERSONS WITH DISABILITIES..... | 3 |
| Multiple Discrimination - FINLAND – VAMLAS FOUNDATION | 3 |
| Multiple Discrimination - SAN MARINO | 3 |
| Multiple Discrimination - SWEDEN | 4 |
| INCLUSIVE EDUCATION AND DISABILITY RELATED HUMAN RIGHTS TRAINING FOR PROFESSIONALS...4 | |
| Inclusive Education - FRANCE – LADAPT (NGO)..... | 4 |
| Inclusive Education - FINLAND – Finnish Central Association for Mental Health (NGO) | 5 |
| Inclusive Education – GEORGIA | 6 |
| Inclusive Education - ICELAND | 7 |
| Inclusive Education - MONACO | 8 |
| Inclusive Education - SAN MARINO | 10 |
| Inclusive Education - European Association of Service providers for Persons with Disabilities (EASPD) | 11 |
| REMOVING Stereotypes BY INCREASING PARTICIPATION OF PERSONS WITH DISABILITIES..... | 13 |
| Removing Stereotypes - BELGIUM..... | 13 |
| Removing Stereotypes - FINLAND – VAMLAS FOUNDATION..... | 14 |
| Removing Stereotypes - FINLAND – VAMLAS FOUNDATION..... | 15 |
| Removing Stereotypes - FRANCE – LADAPT (NGO) | 17 |
| Removing Stereotypes - FRANCE – LADAPT (NGO) | 17 |
| Removing Stereotypes - GEORGIA..... | 18 |
| Removing Stereotypes – ICELAND - The Role Centre (Hlutverkasetur) (NGO)..... | 18 |
| Removing Stereotypes – ICELAND | 19 |
| Removing Stereotypes - ICELAND..... | 20 |
| Removing Stereotypes - NORWAY..... | 20 |
| Removing Stereotypes - SWEDEN | 22 |
| Others | 23 |
| Legal Capacity - European Association of Service providers for Persons with Disabilities (EASPD) | 23 |
| Early childhood intervention – European Association of Service providers for Persons with Disabilities (EASPD)..... | 24 |

RECOGNISING AND COMBATING MULTIPLE DISCRIMINATION OF PERSONS WITH DISABILITIES

Multiple Discrimination - FINLAND – VAMLAS FOUNDATION

VAMLAS -supporting foundation of children and youth with disabilities, Finland. Member of rehabilitation international. Founded in 1889, the VAMLAS foundation is one of the oldest disability organizations in Finland and has a staff of about 30. VAMLAS promotes equal opportunities and inclusion of children and youth with disabilities, especially in the fields of Education and employment. VAMLAS provides expert services, conducts trainings, runs development projects, participates in research and acts actively in various networks promoting rehabilitation, Education and employment. VAMLAS also provides housing services for students with disability, and promotes inclusion in social life and hobbies by organizing summer camps and various events to support children and youth with disabilities to take part in social activities. VAMLAS signed the Finnish diversity charter.

Integration and social service utilization by immigrant families with disabled children in Finnish municipalities ETU - project 2013-2016

Introduction Immigrant families with disabled children face many challenges and marginalization in society. The legislation in Finland supports and guides the integration services for immigrants and there are many services available to these families. Nevertheless, characteristics of the service system may create barriers to service utilization.

The ETU project has developed training and practises that help professionals to work with immigrants and more importantly give immigrant families with disabled children tools to cope with various services and network with Finnish disability organisations and co-operate with Finnish families with disabled children.

The results have been very promising and the project is continuing with a local project that promotes inclusion of immigrant and Finnish families in a local NGO settings.

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Multiple Discrimination - SAN MARINO

Reconnaître et combattre les Discriminations multiples dont sont victimes les personnes handicapées (OSIG, égalité des genres, enfants, jeunesse, vieilles personnes)

objectif: réduire les différentes formes de Discrimination avec les enfants, apprendre à parler d'une manière positive et apprendre d'apprécier (reconnaître) tout comportement et toute action. Partager une pensée de la participation dans la diffusion de la réalisation d'un résultat individuel maintenant rapporté au groupe, à la fois à l'école et d'autre fois dans les ateliers organisés dans le temps de l'après-midi.

- ➔ une pratique nationale prometteuse au nom des autorités de l'État membre pour l'un des sujets ci-dessus et être prêt la présenter

L'organisation des rencontres avec les enseignants de l'école primaire et de l'école moyenne, et aussi avec les parents des élèves pour reconnaître et respecter différentes conditions de pathologie des enfants. Les services de santé avec les directeurs de l'école et avec les organisations des parents (NGO).

LIENS UTILES : EQUIPE UNITA' ORGANIZZATIVA COMPLESSA SERVIZIO MINORI

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Multiple Discrimination - SWEDEN

TARGET GROUP: THE PUBLIC AND RELEVANT STAKEHOLDERS FOR THE IMPLEMENTATION OF THE CRPD AND STRATEGY OF THE COE

Governmental assignment on living conditions for persons with dementia
Under 2016 the Swedish Agency for Participation in collaboration with relevant organizations of persons with disability and relatives/informal caregivers is carrying out a study to gain information on the living conditions of persons with dementia and to increase public awareness of their situation. This study is part of a Governmental initiative to increase knowledge and methods concerning care and support for elderly and persons with disabilities.

Within the study, information material concerning the needs of persons with dementia and type of support that can help them in relation to the shopping environment will be produced for grocery stores. The information material will include movies, booklets, folders etc.

It is envisioned that use of the information material will lead to the development of more cognitively accessible shopping environments where persons with dementia are met with a greater understanding and acceptance. Cognitively accessible environments can facilitate participation in the community.

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COMMENTS: IF THE PRESENTATION/S WILL BE ACCEPTED THE PROJECT MANAGER/S IS/ARE HAPPY TO COME AND PRESENT THE ACTIVITIES.

INCLUSIVE EDUCATION AND DISABILITY RELATED HUMAN RIGHTS TRAINING FOR PROFESSIONALS

Inclusive Education - FRANCE – LADAPT (NGO)

Bonnes pratiques 2- Le développement de l'école de la vie autonome comme point important du

projet associatif 2016-2020 est basée sur le fait que l'on tous à apprendre de l'autre pour accompagner l'autre aujourd'hui et peut être nous demain. ce concept d'école s'adresse aussi bien aux personnes handicapées elle même qu'aux professionnels qui accompagnent. l'objectif de ces trois ans de formation doit permette à la personne handicapées de s'installer dans la ville de son choix. 150 personnes sont aujourd'hui installées sur toute la France.

Projet associatif 2016-2020

https://www.youtube.com/playlist?list=PLrcR8m43z3xm7ys_hBw33Xk_PmsVjFk0M

Inclusive Education - FINLAND – Finnish Central Association for Mental Health (NGO)

TARGET GROUP: Professionals and workers in NGO`s in Social and Health Care

Good practice: Empowerment coaching methods for professionals => For the subject 2.

Background

Every fifth person in Finland has depression during his or her lifetime. For half of them, the depression recurs. In Europe, about 25 % of population has mental disorders. According to a fresh study led by WHO, every US\$ 1 invested in scaling up treatment for depression and anxiety leads to a return of US\$ 4 in better health and ability to work.

The national plan for mental health and substance abuse work in Finland defined the core principles and priorities for the future and the plan emphasized that the client's status is reinforced. In the final report, it was suggested that such work methods should be imbedded where experience experts and next-of-kins are included.

Objectives

The aim of the Work and Training Coaching of the Finnish Central Association for Mental Health is to prevent social exclusion of citizens who have faced mental problems.

This is done by imbedding the Empowerment Coaching nationally. Coaching's are planned and implemented together with different organizations e.g. psychiatric policlinics, employment officials, social and health care professionals, teachers and students in universities of applied sciences and other associations. Empowerment Coaching offers solution-focused and empowering tools for professionals when encountering (ex)-patients. The aim of the professional training is to offer empowering coaching toolkit.

Methods

The development and implementation process includes the model of three experts: 1. a person with his/her own experience. 2. peer support person; expert by experiment. 3. employees of mental health. The available coaching's are 2+10 days for (ex) patients and professionals of mental health by using Dream Map and Keys for Changes methods and two-days coaching for professionals including also follow-up days.

Results

Based on experiences of the Empowerment Coaching the most important issues for mental (ex)patients are peer support, meaning mutual support and sharing the experiences. Other important issues are hope, practical knowledge for work and school and vocational possibilities, solution-focused and empowerment centered principles, person's own life expertise and goals.

The ways and methods of coaching are developed together with professionals from different organisations, peer support persons and (ex)patients. A book of Work Methods of Coaching was published in Finnish in May 2016, see: <http://mtkl.fi/julkaisut/tyokirjat/> .

Conclusions

Need for research of social effectiveness of Coaching; Tools for measurement for social effectiveness in all aspects of social life. Also good practices and meta-analysis of previous research and development projects should be strengthened.

There is a need for user experience based research, and a need for working methods for social and health sector where (ex)-patients and next-of-kins will be actively involved.

USEFUL LINKS: <http://mtkl.fi/in-english/> Work books: <http://mtkl.fi/julkaisut/tyokirjat/>

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Inclusive Education – GEORGIA

Ministry of Education and Science of Georgia on the way of developing Inclusive Education, one of the priorities was to develop the quality Education for deaf and blind students. Before 2007, the sign language was not used in an Educational process in Georgia, while the Educational process was focused solely on the development of the speech of the students. In 2014, with the support of the Government of Norway and the United States, the detailed processing of the sign language development has been launched.

- Developed signs are uploaded on the web. Page:
<http://ge.signwiki.org/index.php/Category:Dictionary>;
- Developed dictionary for I,II and III grade students: <http://www.zhestikoni.ge/>;
- Developed alternative curriculum for Deaf and hard of hearing students;
- handbooks in Sign Language;
- Educational resources in math and Georgian language;

Free training modules for:

- Sign Language for interpreters;
- Sign language for parents;
- Teaching and learning methodology for deaf students;

In Georgia printed school text books in Braille for students with visual impairments was launched

only in 2013. For 2015-2016 academic years, all blind students on the basic level of Education are provided with Braille text books, also with the applicable Educational resources. In 2015-2016 academic years, three blind students were given the opportunity for the first time to study in a public school instead of a boarding school. The students are provided with applicable Educational resources and specialists.

Alternative curriculum for blind students has been developed and piloted at boarding schools.

Teacher Professional Development Center in Georgia implements following training modules:

- To teach Brail;
- Teaching and Learning methodology of Blind and visual impaired students;
- Mobility and Orientation;

USEFUL LINKS: WWW.YOUTUBE.COM/WATCH?V=SIJP4HMEAUU;

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The head of Inclusive Development Division of the National Curriculum Development Centre at the Ministry of Education and Science

Inclusive Education - ICELAND

Inclusive Education and vocational diploma program at the University of Iceland.

TARGET GROUP: Children and young people with disabilities

The general rule is that children in pre-primary and compulsory schools have the right to attend a mainstream school operated by the municipalities close to their home. Parents can also choose another mainstream school, public or independent, according to the municipality's rules and regulations. According to law on secondary schools it is obligatory to offer suitable Education for all pupils up to the age of 18 but individual schools are highly selective when it comes to accepting pupils. There are few special schools in Iceland and the number of pupils attending special schools is low. At the pre-primary school level there are three schools offering specialised services for children with disabilities such as blind, deaf and autism. At the compulsory level, there are three special schools, two in Reykjavík and one in Akureyri, all for pupils with disabilities and behavioural disorder. There are also special units organised for certain types of disabilities within regular schools but these units are not a free choice of the parents but based on diagnoses and specialised criteria accepted by the authorities. There are no special schools at the upper-secondary level.

The National Curriculum Guides from 2011 describe the policy on inclusion, especially at the compulsory school level and the curriculum for the pre- primary level implies inclusion as the goal at that level. According to the National Curriculum Guide the basic principle in school operations in Iceland involves universal involvement, access and participation of every pupil in school activities. Inclusive Education is a continuous process that aims at offering good Education for everyone, respect is shown for the diversity and different needs, abilities and characteristics of the pupils and

an effort is made to eliminate all forms of Discrimination and disintegration at school.

Every pre-school, compulsory school and upper secondary school must create their own school curriculum based on the National Curriculum Guide with some flexibility; they must develop a general reception plan for every pupil, including SEN pupils. Every school receives a general budget, including general support to pupils from the municipalities. Schools are also responsible for self-evaluation and assessment of pupils and they have the freedom to organise the teaching strategies and choose suitable pedagogical methods. The pupils' Education and welfare is a joint task of the home and school and the cooperation should be based on mutual respect and trust, mutual exchange of information and joint decisions and responsibility. Emphasis is placed on cooperation between home and school concerning each individual, his/her study and welfare.

The Vocational Diploma Program at the University of Iceland

Historically, disabled people have lacked access to mainstream Education at all levels, especially students with intellectual disabilities. Postsecondary Education (PSE) for people with intellectual disabilities is a new idea in the Nordic countries and the college experience is traditionally and globally reserved for the elite or 'best' students. However, in autumn 2007 22 students with intellectual disabilities were admitted to the Iceland University of Education; for many this was their first time participating in inclusive Educational settings. The Iceland University of Education, has merged with the University of Iceland, and forms the core of the new School of Education which hosts the diploma programme.

The diploma program is a 60 ECTS² part time two-year program. The aim of the program is, on the one hand, to prepare students for specific jobs within the field of Education, in pre-primary schools (nurseries), after school clubs, libraries and within the field of disability and self-advocacy, which are the jobs School of Education provides training for on the other hand, the aim is to give them an opportunity for PSE. Furthermore, emphasis is placed on providing students with practical knowledge and skills in inclusive Education settings in order to promote their participation in society. Although the diploma programme is only for students with intellectual disabilities, the courses offered are available as mandatory or free electives to other undergraduate students at the School of Education.

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Inclusive Education - MONACO

GRUPE CIBLE: ENSEMBLE DES ÉLÈVES D'UNE ÉCOLE PRIMAIRE – SOIT 15 CLASSES D'ENVIRON 25 ÉLÈVES – TOTAL : ENVIRON 375 ENFANTS ÂGÉS DE 6 À 11 ANS

Ateliers de sensibilisation et d'éducation au Handicap à destination des scolaires de l'ensemble des classes d'une Ecole Primaire de la Principauté de Monaco animés par des travailleurs sociaux et des personnes handicapées.

Depuis 2 ans, l'ensemble des élèves d'une Ecole Primaire de la Principauté de Monaco bénéficie d'un programme de sensibilisation au handicap. Ainsi, une intervention d'1h30 est prévue annuellement dans chaque classe, animée conjointement par des éducatrices

spécialisées de la Division Inclusion Sociale et Handicap (Gouvernement) et une ou des personne(s) handicapées (détail ci-dessous).

A chaque niveau scolaire correspond une thématique spécifique d'éducation au handicap, ainsi les élèves pourront tout au long de leur scolarité dans cette école suivre l'ensemble du programme.

Programmation des ateliers de sensibilisation au handicap

Classes de CP (6 ans) - Thème abordé : « Handicap visuel - Vie quotidienne et l'alphabet BRAILLE »

1. Introduction et présentation du handicap visuel : en classe entière (15 min)
2. Atelier pratique (40 min) : en ½ classe par alternance
- Atelier KIM (toucher et identification) dans le noir animé par une des éducatrices et une personne atteinte de handicap visuel

- Initiation au Braille : écriture du prénom

3. Lecture d'un conte en Braille par une personne atteinte de handicap visuel - classe entière (35 min)

Classes de CE1 (7 ans) - Thème abordé : « Handicap moteur : accessibilité et sport adapté »

1. Introduction et présentation du handicap moteur : en classe entière (30 min) suivi d'un petit documentaire sur enfance et handicap moteur

Comment l'enfant vit avec son handicap ?
2. Atelier pratique : en ½ classe par alternance (1h)
Parcours moteur animé par une des 2 éducatrices
Sports adaptés (tennis et Handi Basket) animés par des sportifs atteints de handicap moteur

Classes de CE2 (8 ans) - Thème abordé : « Handicap auditif - Vie quotidienne et Langue des Signes (LSF) »

1. Introduction et présentation du handicap auditif : en classe entière (30 min)
2. Atelier pratique : en ½ classe par alternance (1 h)
- Jeu de mimes, atelier animée par une des éducatrices et une personne atteinte de surdité
Initiation à la LSF : signer son prénom

Classes de CM1 (9 ans) - Thème abordé : « Déficience intellectuelle - intégration scolaire et solidarité »

1. Introduction et présentation de la déficience intellectuelle: en classe entière (30 min) suivi d'un film sur l'intégration scolaire et la solidarité - Débat sur la solidarité
2. Atelier pratique : en classe entière (1h)
La solidarité : jeu des « scénettes » - théâtre d'improvisation - Jeux de rôles
Atelier animé par les deux éducatrices - 8 groupes de 3-4 enfants : 8 situations (7 min par groupe)
Objectif : exprimer les situations de vie quotidienne d'enfants en situation de handicap à

l'école - Jeux de rôles - A chaque situation jouée, petit temps de débat sur la scénette

 Classes de CM2 (10-11 ans) - Thème abordé : « Handicap et société »

Introduction et présentation des différents handicaps, de la reconnaissance de personne handicapée et de ce que la société prévoit pour ces personnes : en classe entière (30 min)

Brainstorming sur le Handicap

Les différents handicaps

La reconnaissance du statut de personne handicapée à Monaco et son parcours

Les différents métiers liés à l'accompagnement des personnes, aux aides matérielles et techniques (enfants, adultes)

1. Atelier pratique : en classe entière (1h)

Les aides matérielles : jeu des « petits inventeurs » - Atelier animé par les deux éducatrices 5 groupes : 5 énigmes de situation.

Objectif : inventer une aide technique qui répondra à l'énigme

Restitution des groupes et des « inventions »

2. Présentation des aides existantes - réponses aux 5 énigmes - en classe entière

En amont des ateliers, des temps d'information et de préparation sont organisés avec l'ensemble des enseignants.

Un petit livret est remis à chaque élève, pour chacune des journées, afin que les enfants puissent en garder une trace de l'atelier de sensibilisation et en discuter avec leurs parents.

Un reportage photo est également réalisé puis exposition.

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Inclusive Education - SAN MARINO

L'éducation inclusive et sur le handicap en lien avec la formation des professionnels sur les droits de l'homme

objectif: apprendre à penser, à vivre et à parler en une plus grande empathie avec les autres pour définir ensemble chaque activité et chaque chemin à faire (plus d'inclusion et de respect)

➔ une pratique nationale prometteuse au nom des autorités de l'État membre pour l'un des sujets ci-dessus et être prêt la présenter

L'organisation des rencontre avec les enseignants de l'école primaire et de l'école moyenne, et aussi avec les parents del élèves pour reconnaitre et respecter différents condition de pathologie des enfants. Les service de santé avec les directeurs de l'école et avec les organisations des parents (NGO).

LIENS UTILES : EQUIPE UNITA' ORGANIZZATIVA COMPLESSA SERVIZIO MINORI

CONTACT UTILE: RICCARDO VENTURINI

Inclusive Education - European Association of Service providers for Persons with Disabilities (EASPD)

TARGET GROUP: VET SCHOOLS/CENTRES

The UN Convention on the Rights of Persons with Disabilities includes two key principles, Universal Design and Reasonable Accommodation, according to which products should be designed to be usable by all people and be accompanied with specific accommodations, in order for the product to be accessible to the greatest extent possible.

Based on these principles, the project 'Inclusive Vocational Education and Specialised Tailor-made Training' number 527924-LLP-1-2012-1-BE-LEONARDO-LMP, or INVESTT, wanted to provide vocational schools with specific tips in order to guide all students towards the open labour market.

A teaching programme was thus produced in each partner country to help practitioners to create a universal design in their learning environment. This teaching programme was assessed through a cyclical approach, where it was first developed theoretically then tried and tested in the field throughout two years.

In this perspective, the project was developed in four countries representing different social cultures in Europe – Belgium, Norway, Austria and Slovenia. In each country, three partner organisations were involved, each with their specific expertise. The universities developed the theoretical framework, the schools implemented the teaching programmes and the service providers supported the national team with its expertise in special needs Education.

The research team has developed

- 1) a research paper developing the theoretical framework of the project, examining each Education system and how universal design and reasonable accommodation can be implemented;
- 2) a research paper evaluating the teaching programmes at country level, based on a series of interviews and questionnaires of stakeholders, including students, parents, teachers and potential employers;
- 3) the Strategy at European level which extracted from the national contexts studied suggestions for practitioners across Europe to develop a universal design in their own VET context.

The schools have implemented the teaching programmes from September 2013 until August 2015, and have all noted remarkable changes in the approach and practice of both teachers and students.

At the end of the school year 2013-2014, the teaching programme was thoroughly assessed and adapted following the remarks of teachers, students and families. The new version was then tested

between August/September 2014 and June 2015, after which the teaching programme were once again evaluated. A final version was then produced detailing how the teaching programmes with a universal design were implemented, accompanied by a list of reasonable accommodations.

We have in the end four teaching programmes with a universal design, one per partner country, along with four lists of reasonable accommodations. The recommendations from these four programmes were analysed and compared to lead to recommendations at European level.

Following the success of the teaching programmes' implementation in the schools, positive results in teaching outcomes and learner engagement were recognised and appreciated by all stakeholders. The schools were thus convinced by the benefits of having a learning environment with a universal design, and continue implementing and building on it, while sharing their success-stories with other schools in their country. This is having a spill-over effect, spreading the concepts developed in the project in the local and regional Education setting.

USEFUL LINKS: WWW.INVESTT.EU

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COMMENTS:

INVESTT was also committed to raising awareness on inclusive Education and universal design for learning. The project developed a large database of stakeholders and tried to foster stakeholder networks both at national level and at European level. An online knowledge centre was developed to bring together information on

- 1) the project,
- 2) the Education framework in 11 European countries,
- 3) models of good practices,
- 4) links to other relevant websites.

| | |
|---|----|
| European Association of Service Providers for persons with Disabilities (EASPD) | BE |
| Vlaams Verbond van het Katholiek Buitengewoon Onderwijs (VVKBuO) | BE |
| University of Leuven | BE |
| Scheppersinstituut | BE |
| Behandlungszentrum Aschau Gmbh | DE |
| Schule für Sozialbetreuungsberufe | AT |
| Center za usposabljanje, dela in varstvo Dolfke Bostjancic Draga (CUDV Draga) | SI |
| Institut Republike Slovenije za socialno varstvo | SI |

| | |
|---|----|
| Poslovno-komercialna sola Celje | SI |
| The National Service for Special Needs Education (Statped vest) | NO |
| University of Stavanger | NO |
| Gand videregaende skole | NO |
| Pädagogische Hochschule Salzburg | AT |

REMOVING Stereotypes BY INCREASING PARTICIPATION OF PERSONS WITH DISABILITIES

Removing Stereotypes - BELGIUM

« DG-Inklusiv » est un projet qui vise la sensibilisation des différents acteurs de la Communauté germanophone (DG) au handicap PAR des personnes en situation de handicap afin de favoriser une société dans laquelle le concept de l'inclusion est vécue.

La première partie du travail consistait à :

- former une équipe d'animateurs en situation de handicap ;
- élaborer, en étroite collaboration avec les futurs animateurs, la forme et le contenu des différents modules de sensibilisations visés ;
- créer des contacts et favoriser des échanges avec d'autres projets de sensibilisation ;
- établir des contacts pour organiser des stages de sensibilisation avec les différents acteurs de la Communauté germanophone.

Après la formation de l'équipe des animateurs, des modules de sensibilisation ont été mises en place.

Les sensibilisations ont toujours été adaptées au public ciblé ce qui engendre une bonne préparation des animateurs qui réalisent la sensibilisation ainsi qu'une adaptation permanente du contenu de la présentation.

Les sensibilisations varient ainsi entre 2 heures et 2 jours.

Une sensibilisation est, en général, composé de 3 parties :

1. mettre les participants dans une situation de handicap ;
2. évaluer et échanger le vécu avec des personnes présentant ce handicap;
3. élaborer avec les participants des pistes concrètes qui favorisent la participation des personnes handicapées dans leurs champs d'action. Présenter des suggestions de « bonne conduite ».

Ce travail est fait sur base des différents handicaps (moteurs, sensoriels, mentaux et

psychologiques).

Cette confrontation directe du public visé ainsi que l'échange avec les animateurs en situation de handicap favorisent une ouverture d'esprit des participants ainsi qu'une compréhension approfondie du handicap qui est ancrée par leur vécu lors des sensibilisations.

Au cours des dernières années, l'équipe d'animateurs du projet « DG-Inklusiv » organise, prépare et réalise environ 60 sensibilisations par année. Elle a su intégrer ses modules de sensibilisation dans différentes formations existantes en Communauté germanophone (entraîneurs sportifs, animateurs de jeunesse, etc.) ce qui favorise l'inclusion dans la société.

En plus des sensibilisations, un coaching sur demande est proposé au public qui a suivi une formation, afin de résoudre les problèmes d'inclusion vécu dans leur vie active.

Les efforts de l'équipe d'animation préparent la société de la Communauté germanophone à s'ouvrir également au public des personnes en situation de handicap et d'adapter leur(s) offre(s) aux éventuels besoins spécifiques de ces derniers.

C'est ainsi que « DG-Inklusiv » est devenu un partenaire stratégique important pour favoriser l'inclusion en Communauté germanophone.

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Removing Stereotypes - FINLAND – VAMLAS FOUNDATION

VAMLAS -supporting foundation of children and youth with disabilities, finland. Member of rehabilitation international. Founded in 1889, the VAMLAS foundation is one of the oldest disability organizations in finland and has a staff of about 30. VAMLAS promotes equal opportunities and inclusion of children and youth with disabilities, especially in the fields of Education and employment. VAMLAS provides expert services, conducts trainings, runs development projects, participates in research and acts actively in various networks promoting rehabilitation, Education and employment. VAMLAS also provides housing services for students with disability, and promotes inclusion in social life and hobbies by organizing summer camps and various events to support children and youth with disabilities to take part in social activities. VAMLAS signed the finnish diversity charter.

1. Comic work shops

This practise is developed together with the World Comics Finland Association. We first trained comic workshop trainers of young adults with disabilities. Then these trainers organized several workshops for different kind of audiences (kindergarden children, school pupils, members of parliament etc.) where the audience drew 4 picture strips of themes like equality, Discrimination,

friendship, differences. Afterwards all the best comic strips were presented in an exhibition in central Helsinki.

As a result the workshop trainers, who themselves were disabled youngsters, were seen as experts, trainers and professionals rather than just a target group. On the other hand the audiences/participants were drawing and writing about their own experiences of Discrimination (gender, disability, ethnic background, age) and how they saw it in a comic strip. This resulted good discussions about prejudices and Stereotypes and formed a good arena for tackling them.

This comic work shop project has been going on with our foundation for approx. 3 years and it has been a great success.

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Removing Stereotypes - FINLAND – VAMLAS FOUNDATION

VAMLAS -supporting foundation of children and youth with disabilities, finland. Member of rehabilitation international. Founded in 1889, the VAMLAS foundation is one of the oldest disability organizations in finland and has a staff of about 30. VAMLAS promotes equal opportunities and inclusion of children and youth with disabilities, especially in the fields of Education and employment. VAMLAS provides expert services, conducts trainings, runs development projects, participates in research and acts actively in various networks promoting rehabilitation, Education and employment. VAMLAS also provides housing services for students with disability, and promotes inclusion in social life and hobbies by organizing summer camps and various events to support children and youth with disabilities to take part in social activities. VAMLAS signed the finnish diversity charter.

2. RATKO model:

This best practice is about making employers and staff aware that people with disabilities belong to the workplace and that some of the jobs that constitute their activity can be occupied indiscriminately by disabled and non-disabled workers. Occupational activity is key to social inclusion of people with disabilities and they are as capable and efficient as any other workers. Discrimination against and exclusion of people with disabilities hinders business development and economic growth.

Best Practice

This case is all the more interesting that it features a smaller actor (VAMLAS has a total staff of about 30 people) teaching and pushing forward bigger actors. For instance, the Ratko model was adopted by Linnanmäki, Finland's largest amusement park: around 50 permanent year-round employees work at Linnanmäki, with over 600 seasonal employees during the amusement park season.

This model is a new kind a recruitment process that was designed by VAMLAS to help companies promote the employment of people with disabilities. In fact, employers and staff tend to perceive employment of people with disabilities as burdensome. Persistence of negative prejudice in respect

of people with disabilities is even more predominant among employers who have never hired any, thus reflecting the fact that reluctance to employ people with disabilities stems more from misconceptions and stigmas than from actual reality and experience. Moreover, it is quite common for employees to see their work as more demanding than it really is. According to many non-disabled workers, disability is often associated with dependency, inability to work, lower productivity as well as with the perceived extra cost of adjustments and management. From this point of view, the workplace appears to be unsuitable to persons with disabilities. The purpose of the Ratko approach is to make the adaptability of the job visible to the staff and employer.

One of the key principles of this model is to set up workshops with the personnel in order to build up or facilitate dialogue on diversity in the workplace. During those workshops, the personnel separate their side tasks and routine tasks from their core tasks. When this distinction allows the constitution of a fully-fledged job, then it is submitted to the employer or manager for approval. Formal assessment methods are then used to evaluate the job requirements. It is only when VAMLAS and the employer have identified jobs and profile requirements that VAMLAS seeks suitable candidates for those jobs. The assessment method used in Ratko model gives also an option to compare the skills of the job seeker and the requirements of the work. So, another assessment is then made on the respective skills of the potential job seekers. Hence the compatibility of the work and the skills of the job seeker and the possible need to adapt the work or work environment can be seen and taken into consideration before recruiting.

Therefore, chronologically, the Ratko model first focuses on the workplace and not on the employability of people with disabilities. The idea is to reveal to companies how easily they can open up to diversity and to persons with disabilities in particular. The message that VAMLAS wishes to convey and on which its action is based is that barriers faced by people with disabilities arise more from social stigma than from their intrinsic features. Society and the labour market tend to impair people with disabilities whereas occupational activity would empower them.

Results

Number of businesses impacted:

By now, Valmas has cooperated with 10 employers and 20 work communities. Furthermore, nearly 40 youth with disabilities have found a job and their place in work communities.

Linnanmäki Amusement Park first implemented the Ratko model in the summer of 2014 and four of its jobs were evaluated (including ticket sales, cleaning, etc). It led to the recruitment of 10 youth with disabilities. For the summer of 2015, Linnanmäki has recruited 17 youth with disabilities and has opened up more job opportunities (gardening, etc). Linnanmäki's implementation of the Ratko model is therefore evolving and growing over the years and it shows a dynamic and enduring approach to diversity management.

A number of businesses impacted by this best practice are actually bigger than Valmas itself, which brings an interesting dimension to this best practice. This case demonstrates that experience,

expertise and best practice sharing is a dynamic that can also operate from smaller structures to larger corporate groups. It is possible for smaller actors to build expertise on diversity management (VAMLAS addresses social inclusion of youth and children with disabilities for over 125 years) and, whomever the holder of that knowledge, the important thing is to share it and guide others towards inclusiveness.

Follow-up:

Two of those impacted businesses started strategic diversity management implementation because they found that they had to change their existing practices (e.g. in HRM) to increase inclusiveness.

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Removing Stereotypes - FRANCE – LADAPT (NGO)

LADAPT, à travers son nouveau projet associatif, réaffirme que le "vivre ensemble égaux et différents" peut être une réalité pour tous valides, handicapés, enfants, jeunes, vieux, hommes, femmes quelque soit la couleur de peau, la sexualité, les croyances politiques, religieuses. Le respect, la compréhension et la tolérance sont majeurs avec l'éducation qui est certainement le meilleur ciment dans cette construction très fragile actuellement. Depuis bientôt 90 ans LADAPT a fait le choix de contribuer avec les personnes concernées de les aider à bâtir leur avenir et de disparaître dans leur vie ou de revenir au moment le plus opportun.

Histoire de LADAPT <https://www.youtube.com/playlist?list=PLrcR8m43z3xmqVfbj-ocA4IRP733vMKx>

Une action de sensibilisation par le biais de l'humour et la dénonciation qui cible le citoyen français par le biais des réseaux sociaux. "Kill la Bêtise" a été lancé le 3 décembre 2015 et pendant 3 ans sort de nouveaux messages illustrés par des images mais aussi des micro films de mise en situation sur des thématiques que le secteur du handicap peine encore à porter.

KillLaBetise <https://www.youtube.com/playlist?list=PLrcR8m43z3xmcpPqwLyMqXJF4weuziYSL>

La création d'ouverture de champs se veut une opération qui joue proximité, humeur, convivialité, image. ces opérations ont lieu dans des villes de moyens importances dans des cinémas commerciaux et se basent sur des soirées ouvertes à tous basées sur trois temps forts : le tour du monde des publicités où le handicap est abordé, un film "commercial" à destination d'un public large, on essaie de piocher dans l'actualité cinématographique (pas de documentaire) en passant d'un film d'action à un drame, une comédie..... une belle histoire où l'on croise le handicap. La soirée est animée par deux humoristes qui embarquent le public. l'objectif principal une bonne soirée où les gens rient, pleurent, échangent se parlent librement autour du vivre ensemble. LADAPT est là pour recevoir, écouter, ne pas donner de leçon, expliquer, casser les préjugés.

Ouverture de champ <https://www.youtube.com/playlist?list=PLrcR8m43z3xkARJSe9zUFW2SuiS-AHdbi>

Removing Stereotypes - FRANCE – LADAPT (NGO)

La semaine européenne pour l'emploi des personnes handicapées (20ème édition). LADAPT a créé en 1997, la semaine pour l'emploi des personnes handicapées, la vocation de cette semaine avait un double objectif créer le lien entre personnes handicapées et entreprises pour favoriser leur embauche, faire reconnaître la compétence de ces travailleurs, sensibiliser le monde économique et

faire comprendre aux entreprises leur rôle sociétale qu'elles auraient à jouer dans l'avenir.

SEEPH 2015 <https://www.youtube.com/playlist?list=PLrcR8m43z3xmiNKxJaJFbSIR-qXFiyt6U>

CONTACT UTILE: ERIC BLANCHET - DIRECTEUR GENERAL blanchet.eric@ladapt.net

COMMENTAIRES

Nous sommes prêts à nous rendre disponible pour présenter le projet global de notre association pour montrer les raisons pour lesquelles, il nous semble aujourd'hui important d'agir de la sorte que pour faire réellement bouger la société française. Ce sujet n'est pas qu'une question de spécialiste mais une question d'humain.

Removing Stereotypes - GEORGIA

The tendency during last few years shows that Georgian media channels are more involved to cover full spectrum of issues related to disability. The intensity of media coverage, diversity of the format and creativity tools is also increasing.

Some good examples of removing Stereotypes in Georgian media are:

- TV social advertisements of country's public Health organization, integrating disability issues in social video advertisements on different public health topics (such as immunization, tuberculosis, healthy diet and etc.). Where the persons with disabilities were represented in a usual way, just like other people, without highlighting their disabilities.
- The disabled persons as an anchorman in a TV TALK shows and Popular Musical contest.
- Self-presentation of disabled persons in a Popular TV shows,

In 2014 three competitors with disabilities were selected as finalists of the show „Nichieri“ (Georgia's got talent). By the public voting, winners became the pair of dancers one of whom is a person using wheelchair.

Their participation in the popular show significantly promoted changing wrong Stereotypes and attitudes to the PWD-s and encouraged many disabled persons despite of many barriers, more actively express themselves, fight for enjoying human rights and use their abilities and existing possibilities.

USEFUL LINKS:

www.georgianjournal.ge/entertainment/29316-fiery-performance-and-a-standing-ovation-winners-of-qgeorgias-got-talentq-revealed.html

CONTACT PERSON: Amiran Dateshidze adateshidze@moh.gov.ge

Removing Stereotypes – ICELAND - The Role Centre (Hlutverkasetur) (NGO)

TARGET GROUP: Persons with mental disabilities

Hlutverkasetur (The Role centre) is an activity centre for individuals that have lost important roles for various reasons. The main purpose of the centre is to gain or find valuable roles again by staying active. The purpose is also to fight stigma and isolation, to recover at one's own pace and choice, make friends, be a part of a group, to learn new things, to practice strengths, to promote mental

health and well-being. It offers peer support, helps individuals to influence their environment and become part of the society.

The centre opened as a rehabilitation centre in 2007. It is sponsored by the government, the welfare ministry, a work union, the social security fund, and Reykjavík city. After the financial crises in Iceland in October 2008 the centre opened its doors for those who had lost their jobs.

The staff consists of occupational therapists and part time employees with various backgrounds and users experience. The centre is open every day from mon. – fri. from 8:30 to 16:00. Occasionally there are special courses in the evening or during weekends.

Those you attend the centre are mostly individuals in recovery who are willing to take steps to join the labour market, to attend school or to find new meaningful roles in their lives. Everyone is welcome to the centre. People decide themselves what they do within Hlutverkasetur. The majorities of individuals that come to the centre have a history of mental health problems. Others that attend have lost their jobs during the financial crises and want to stay active or help others. Some come, simply to drink a cup of coffee and to meet other people. Some come to attend a wide range of seminars and workshops, like arts and crafts, psychodrama, drawing, yoga, relaxation, walking groups, clay, sing a long, drum circle, knitting, sawing, doing their own things etc. Most of the courses are open, so people can take part when they are up to it. People can get support from staff if they wish both counselling and practice help at the centre or in their own environment. Special projects in the centre are e.g. "User Interviewing User". This is a qualitative approach to evaluate mental health services based on service-user experiences, in a dialogue-based form. Service-users with own experience are trained to conduct focus-group interviews with specific service users about their experiences and opinions of services. Other projects are workshops held in different parts of Iceland in collaboration with the Red cross around empowerment issues.

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Removing Stereotypes – ICELAND

The National Association of Intellectual Disabilities, Ministry of Welfare, National Broadcasting services (RÚV)

TARGET GROUP: General public

"With our Eyes"

"With our Eyes" is the first television program in Iceland where persons with intellectual disabilities work both in front of and behind the camera. In these programs, persons with disabilities lend their unique views on day-to-day issues. The show is written and conducted by persons with disabilities who welcome guests and conduct interviews. They have interviewed politicians, artists and people of all walks of life.

The program is broadcasted on RÚV (The National broadcasting services) and has run for five seasons. Season 6 will air on September 20th.

USEFUL LINKS: <http://www.ruv.is/thaettir/med-okkar-augum>, <https://vimeo.com/26001787>

Removing Stereotypes - ICELAND

Directorate of Labour, the National Association of Intellectual Disabilities and the Organization of Disabled in Iceland (ÖBÍ).

TARGET GROUP: Persons with disabilities, Employers

The project "Put abilities – all abilities – to use" was set up by the Directorate of Labour in collaboration with the National Association of Intellectual Disabilities and the Organization of Disabled in Iceland (ÖBÍ).

It was decided to follow up on an awareness raising campaign launched by the Ministries Rights monitoring Unit, the National Association of Intellectual Disabilities and ÖBÍ, which spotlighted that people with restricted work capacity could perform various jobs. Examples of these ads can be seen on youtube.com: <https://www.youtube.com/watch?v=PKYVXccDyzw>

In 2014 it was decided to follow up on this and for the Directorate of Labour to take part in the project. At the AGM of the Directorate of Labour on 4 November 2014 the Minister of Welfare officially launched this campaign. This was then followed up on with letters to state institutions and municipalities. The state and municipalities were the first target group but in 2015 the directorate opened a so-called job portal, where enterprises could register jobs and our task was to pass on these jobs to jobseekers with limited work capacity.

USEFUL LINKS:

<http://www.nordicwelfare.org/PageFiles/32024/In%20Focus%20Mental%20Health%20among%20Young%20People%20webb.pdf> (page 47)

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Removing Stereotypes - NORWAY

Target Group: Government, counties and municipalities, people working with persons with disabilities (to improve living condition for persons with disabilities), organisations for persons with disabilities, researchers

Research report and government run website with information about living conditions for persons with disabilities.

The report looks at

1) Variations on the living condition for persons with disabilities. The report differentiates between various types of disabilities such as intellectual, physical, sensory and mental disabilities. The report is divided in pre-decided topics such as work, Education, housing, economy, family and social relations, participation in local society and leisure time activities, health and transportation

2) Knowledge gaps

3) Actions to be taken in order to improve living conditions for persons with disabilities.

The purpose of the report is to fulfil Norway's obligation pursuant to the CRPD Article 31. Some findings: 1) Huge variations are found in living conditions between the various type of disabilities, 2) there are bigger gaps when it comes to work and Education than housing and social relations, 3) The living conditions for persons with intellectual disability and mental illness are worse than for persons with physical and sensory disabilities, 4) there is a shortage of knowledge and systematic documentation, except for working conditions, especially as regards personal economy and political participation.

The gap between what we know and what we should know is huge, and it is important that the data is systematic, useful, practical and not too expensive to retrieve.

In order to be able to monitor the situation of persons with disabilities in a systematic and practical manner, the Norwegian Directorate for Children, Youth and Family Affairs has developed a website which contains updated statistics, research and analysis about the subject.

The data presented on the website show that:

1) Persons with disabilities do not participate to the same extent as people without disabilities in the labour market 2) Education is an important prerequisite to obtain a job. However, people with disabilities have lower levels of Education compared to people without disabilities 3) People with disabilities are doing as well as people without disabilities in some areas, such as housing conditions 4) People with disabilities have more problems paying their bills than people without disabilities 4) People with disabilities participate less in regards to political and social issues 5) People with disabilities struggle more with using public transportation 6) People with intellectual and mental disabilities are more excluded from the society in general.

In conclusion: Living conditions for people with disabilities depend on the type of disability and the topic discussed. It is therefore important to have a good and systematic approach to determine their living conditions, and to follow the same persons over a certain period of time to see if there have been any changes during that time. The Norwegian Directorate for Children, Youth and Family Affairs' website is an important step in direction of a better monitoring system of the living conditions of people with disabilities.

Sources:

Report on Living condition for persons with disabilities by the Norwegian University of Science and Technology (2015), financed by the Norwegian Directorate for Children, Youth and Family Affairs.

The Norwegian Directorate for Children, Youth and Family Affairs' website:

www.bufdir.no/Statistikk_og_analyse/Nedsatt_funksjonsevne/

USEFUL LINKS: WWW.BUFDIR.NO/STATISTIKK_OG_ANALYSE/NEDSATT_FUNKSJONSEVNE/

CONTACT PERSON: JOSEPH VASQUEZ

Removing Stereotypes - SWEDEN

TARGET GROUP: THE PUBLIC AND RELEVANT STAKEHOLDERS FOR THE IMPLEMENTATION OF THE CRPD AND STRATEGY OF THE COE

Communication about the Convention on the Rights of persons with disabilities (CRPD) in Sweden

In May 2015 the Swedish government commissioned the Agency for participation (MFD) to conduct a communication project about the Convention on the Rights of persons with disabilities (CRPD). The project is conducted in collaboration with the Equality Ombudsman and with expert support from the Ombudsman for Children.

The purpose of the project is to prevent Discrimination of persons with disabilities by raising knowledge and awareness about the content of the CRPD and the rights for persons with disabilities.

The project

- a) conduct a communication project aimed at the public, civil servants (government, agencies and municipalities), private actors, women, men, girls and boys with disabilities
- b) disseminate information about the concluding observations from the CRPD. committee to Sweden 2014, to relevant governmental agencies, actors on state, regional and local levels, occupational groups with particular importance for the disability field as well as civil society.
- c) translate General Comments 1 and 2 from the CRPD committee into Swedish and disseminate them widely.
- d) actively disseminate knowledge and raise awareness to relevant governmental agencies and private actors about the changes in the non-Discrimination act on inaccessibility as a form of Discrimination.

The project is conducted in close consultation with and participation of the disability movement according to the principle of "Nothing about us without us". We have strategic consultative meetings with representatives of the two disability federations.

The project's message is "My life". 2016 focuses on accessibility, 2017 focuses on employment and Education.

Activities

- CRPD-training packages: pilots have been conducted and packages are being elaborated for municipalities, county administrative boards and governmental agencies. The disability federations will appoint "ambassadors" with disabilities who will be co-presenters in the training packages.
- General comment no 1 and 2 have been translated into Swedish by a participatory process in which the disability movement was consulted throughout the process. First an external translator translated the texts that were sent out to the disability movement for comments and suggestions that were carefully documented and considered. Next there was one workshop per comment with participants from the agency and disability movement. The agency then finalised the translations and had them revised by a language consultant. The translations will now be summarized, produced in easy-to-read and translated into Swedish

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| <p>Sign Language. They will be posted on mfd.se, the government's website for human rights and Uppsala University website for human rights.</p> <ul style="list-style-type: none"> - Web module for Uppsala University's human rights training for civil servants: with the help of a human rights lawyer, together with experts from the disability movement we are contributing to the web human rights training. - EDF film DISCIT "Making persons with disabilities full citizens": we have made Swedish subtitles to the film and will make a Swedish voice over and Swedish Sign Language interpretation. - Almedalen politician week July 2016: one seminar on childhood and one on CRPD from a law and ethical perspective. - Human rights days November 2016: a seminar is being planned on Swedish disability policy from a CRPD perspective. - A digital campaign with the message "My life" is being planned. |
| <p>CONTACT PERSON: ARVID LINDÉN ARVID.LINDEN@MFD.SE +46761041525</p> |
| <p>COMMENTS: IF THE PRESENTATION/S WILL BE ACCEPTED THE PROJECT MANAGER/S IS/ARE HAPPY TO COME AND PRESENT THE ACTIVITIES.</p> |

Others

Legal Capacity - European Association of Service providers for Persons with Disabilities (EASPD)

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| <p>TARGET GROUP: POLICY MAKERS, STAKEHOLDERS, SUPPORT SERVICES, PERSONS WITH DISABILITIES</p> |
| <p>Between 2 and 3 % of the population of the world has an intellectual disability. Many persons with intellectual disabilities are restricted in their legal capacity. They have a legal guardian who takes some or all decisions for them. The UNCRPD confirms the right to full legal capacity in Article 12; to implement this right substituted decision-making should be abandoned in favour of supported decision making systems that assist persons in taking decisions in an autonomous way.</p> <p>EASPD would like to present models of promising practices on legal capacity and access to justice identified in the framework of the AJUPID (Access to Justice for Persons with Intellectual Disabilities). These models look at practical ways to implement Article 12 and 13 of the UN CRPD, considering the limitations provided by legal frameworks that are not yet in line with the provisions of the Convention and given the uncertainty of the governments on how to fully realise the 'paradigm shift' of the UN CRPD.</p> <p>The promising practices include models from Bulgaria, Finland, France, Hungary, Australia, Ireland, Israel.</p> |
| <p>USEFUL LINKS: WWW.EASPD.EU</p> <p>The booklet with the promising practices is available here: www.ajupid.eu/images/documents/promising_practices/BAG_AJUPID_UK_2015_BV.pdf</p> |
| <p>CONTACT PERSON: SABRINA FERRAINA SABRINA.FERRAINA@EASPD.EU</p> |

COMMENTS:

The United Nations Convention on the rights of Persons with disabilities (UNCRPD) confirms the right to full legal capacity and the right to access to justice in Articles 12 and 13. Persons with intellectual disabilities should be able to decide for themselves and access the justice system on an equal basis with others.

EASPD would like to present models of promising practices on how to achieve the transition from substituted to supported decision making which could path the way for future developments in the enjoyment of civil rights by persons with disabilities.

Early childhood intervention – European Association of Service providers for Persons with Disabilities (EASPD)

TARGET GROUP: DISABILITY STAKEHOLDERS, NGO PROFESSIONALS, FAMILIES AND CHILDREN WITH DISABILITIES

EASPD has researched Innovative Practices on Early Childhood Intervention (ECI) in cooperation with the Zero Project. The practices – focusing on Eastern European countries - can be of inspiration for other support services, decision-makers, and professionals willing to develop or improve ECI services and programmes in their communities.

Early Childhood Intervention (ECI) focuses on vulnerable children from conception until the age of six years. Infancy is a crucial developmental stage when an individual forms the core of his/her conscience, tests his confidence with his/her body, establishes intensive interpersonal bonds, develops the ability to trust and relate to others, and lays down the foundation for lifelong learning and thinking. Due to rapid brain development, which takes place in the early development of children, the benefits of ECI at this stage are unique and with often more impact than in later stages, both for children and their families.

In this field it is crucial for the development of the child and parents to benefit from community-based services that could provide support from the very early stages of life to both the child and his caregivers. A lack of support or placing young children in institutions not only hampers the child's development and causes or worsens developmental delays, but in the latter also places him/her in an ongoing state of dependency on institutional care throughout life. Breaking the cycle of institutionalisation and empowering young people to become active participants in our society begins with providing a nurturing and loving environment in the family, with the support of ECI services provided in the natural environment of the child.

Early Childhood Intervention can prevent risk factors (such as biological, neurological or social factors) from exerting negative influences on the development of children. For children with disabilities, ECI not only minimises and in many cases overcomes developmental delays, but also other secondary complications, such as malnutrition and chronic illnesses. Yet, Early Childhood Intervention (ECI) is far from being mainstreamed into national policies and financial support mechanisms for children with disabilities.

The promising practices include models from Bulgaria, Ireland, Moldova, Greece, Croatia, Armenia, Slovakia.

USEFUL LINKS: WWW.EASPD.EU/EN/CONTENT/EASPD-AND-ZERO-PROJECT-JOINED-FORCES-DEVELOP-RESEARCH-

[AND-EXCHANGE-KNOWLEDGE](#)

WWW.EASPD.EU

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COMMENTS:

EASPD would like to present the practices in the field of early childhood intervention along with the role different stakeholders may have in the development, set up and implementation of successful early childhood intervention practices aiming at inclusion and best development of the child as according to Articles 7, 8 and 25 of the UN CRPD and article 23 of the UN CRC.