



Services to people with disabilities in the mainstreaming environment in Europe

EPR survey

The survey items are designed to gather information about services to people with disabilities in the mainstreaming environment offered by members of EPR. In this study we are interested in learning about programmes and good practices that support inclusion of persons with disabilities in the mainstreamed environment in any of the following areas: early intervention, education, vocational training and employment, housing services and social care. Please note that, for each of these areas, we are only looking for **practices that support inclusion**.

By 'mainstreamed environment' we mean the common society, that is, environments that are not segregated or targeted to special groups. A regular school, the open labour market or a community facility that is opened to the general public are examples of 'mainstreamed environments'.

If your organisation offers several of these programmes or services, please select the one you consider more innovative or most successful and complete the survey. If you would like to provide information about an additional programme/service you can also do it by completing another survey (maximum two programmes/ services).

There may be some items in the survey that are not applicable for the selected programme or service. In these instances, please indicate "not applicable".

Although the term "programme" is used in this survey, it can be replaced with "service" or "practice" in all occurrences.



Organisational Information

Name of the Organisation: Fundação Afid Diferença

Country where the organization is located: Portugal

Title of the Programme/Service/practice: Transition to Active Life

Contact Information: Vanessa Ferreira email: Vanessa.ferreira@fund-afid.org.pt Tel: +351 214724040

Study Criteria	Description of the Study Criteria
I. Programme Information	
I (a) Goal of the Programme/service	The overall goal of Resources Center for Inclusion in Foundation AFID difference is to provide answers to students with special educational needs with significant limitations in terms of activity and participation in one or more areas of life, due to permanent functional and structural changes. Whereas the legal framework for special education defined by Decree - Law No. 3/2008, of 7 January, assumes clearly and unequivocally the promotion of quality education in an inclusive school model, establishing principles, values and fundamental instruments for equal opportunities.
I (b) Outcome Measures of the Programme	State the Outcomes Measures for the children/adults involved. Number of students supported. Number of sessions/treatments Individual goals achieved
I (c) Theory used for the Programme	State the theoretical principles that underline the programme/service. Inclusive methodology. Special education aims to promote educational and social inclusion, access and educational success, autonomy, emotional stability, and the promotion of equal opportunities, preparation for further study or for proper preparation for life after-school or professional.
I (d) Year Programme was initiated and milestones in development	Identify the date when the Programme started. Accreditation AFID Difference Foundation as Resource Center for Inclusion (CRI) - on May 2013



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I (e) Staffing patterns of the Programme	Identify the number of staff by titles and responsibilities. <ul style="list-style-type: none"> • 3 Speech Therapy • 2 Occupational therapy • 2 Psychology
I (f) Physical location of the Programme	Describe the Programme's location(s). The Resource Center for Inclusion (CRI) provides its services in the various groupings of schools in the geographic area covered by the municipalities of Amadora, Oeiras and Sintra.
II. Client Information	
II (a) Targeted clients admitted	Identify the admission criteria including age, gender, disability, and any other qualifying characteristics. Children and youths with disabilities, attending regular public school, aged between 6 to 18 years old, both gender.
II (b) Number of clients currently in the Programme	Identify the number of current clients in the Programme. An average of 186 students in the school year 2015/2016.
II (d) Involvement of the Family members	Describe how the family members are oriented to and involved in the Services provided. True technical and school meetings.
III. Programme Activities, Services and Intervention	
III (a) Activities during the Programme targeted to the clients	Describe the Programme activities that are targeted to the clients. In the action plan there is: <ul style="list-style-type: none"> • Speech Therapy • Occupational therapy • Psychology In the transition plan there is: <ul style="list-style-type: none"> • Student Focus • Goals in education, work, training, community participation, leisure and interpersonal relations • Resources, opportunities and services available • Services that the student will attend



III (b) Activities involving the family members	<p>Describe the services and involvement of the family members and other close friends and support persons working with the client.</p> <p>The services are focused in students and in helping teachers with strategies to improve the learning, not being directed to family or friend.</p>
III (c) Activities involving community partners	<p>Describe services or activities that involve community partners.</p> <p>This service is regulated by Ministry of Education and Science, through the General Directorate for Schools (DGEstE), and developed in partnership with the schools involved.</p>
III (d) Activities targeting community partners	<p>Describe services or activities targeting community partners.</p> <p>Not applicable</p>
IV. Public Authority/Legislative Information	
IV (a) Legal Basis for the Programme	<p>Identify the legal framework of the programme.</p> <p>Decree - Law No. 3/2008, of 7 January</p>
IV (b) Funding base	<p>Identify the source(s) of the funding for the Programme (i.e., the government agency providing the support), the percentage of expenses it covers, the rate of co-payment per client if existent, and the length of time for the funding.</p> <p>Ministry of Education and Science, through the General Directorate for Schools (DGEstE).</p>
V. Programme Directions	
V (a) Challenges with the Programme	<p>Identify challenges to develop the social participation and inclusion of your clients in mainstream society.</p> <ul style="list-style-type: none"> • The difference between the budget proposed by the organization and approved by the Education Ministry. • Aged buildings and lack of support for the purchase of materials.
V (b) Opportunities with the Programme	<p>Describe the opportunities that are available for the students and the organisation for developing and implementing the Programme.</p> <ul style="list-style-type: none"> • Individualized technical support to each student allowing the development of skills to be acquired • Increased awareness of teachers to the needs of young people with special educational needs



	<ul style="list-style-type: none"> • Taking the service directly to schools, supports families that do not have to look for the same technical support in a dispersed manner in the community, with no need of missing their work commitments to take their children.
V (c) Suggestions for strengthening the Programme	<p>Identify specific recommendations that will benefit other organisations that are replicating the Programme.</p> <p>Proximity work with teachers allows the technical support developed in the sessions to be replicated and grounded in students.</p>
V (d) Additional Programme comments	<p>Please give additional information to explain what makes this practice/service/programme particularly interesting or successful.</p> <p>The fact that this is a comprehensive methodology service performed in school, allows early diagnosis and intervention. This intervention model developed in partnership with social organizations that supports disability allows tracking from students in the educational model and sensitizing them for the transition to the job market in occupational or vocational training models.</p>

