



## 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: Centre de Readaptation de Mulhouse**

**Country where the organization is located: France**

**Title of the Programme/Service/practice: CDI ISI Curriculum**

**Contact Information (Include the name and relevant contact data for the primary contact person who can provide technical expertise regarding this Programme):**

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Study Criteria	Description of the Study Criteria
<b>I. Programme Information</b>	
<b>I (a) Goal of the Programme/service</b>	<p>CRM provides IT development trainings but most of the big companies in the sector required an engineer level for their recruitment.</p> <p>Companies have to recruit people with disabilities to respond their legal obligation but failed to find good profiles matching to their demands.</p> <p>Problematic: Only a few part of our public is able to follow an engineer training without preparation, the level II is required at the entrance and most of them don't have it.</p> <p>To increase the number of potential students it has been decided in partnership with 4 companies to organize special curricula to allow people to reach the level required to enter the engineer training.</p> <p>We called it: <b>CDI ISI curriculum</b>.</p> <p>This programme fits to the needs identified by the companies of the IT sector and allows an entry in the engineer training courses in cooperation with the CNAM. It is possible to chain the two courses, CDI* in one year and ISI* for the two next years.</p>
<b>I (b) Outcome Measures of the Programme</b>	<ul style="list-style-type: none"><li>• 11 students have followed the first part of the curricula</li><li>• 7 have signed an Apprenticeship contract with a company for the engineer training</li><li>• Mobility problems, some partners had jobs in Paris area but people didn't accept to move</li><li>• This result encourage us to continue on this way</li><li>• We plan to organise a new action in 2015 and to extend the partnership to new companies</li></ul>



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<p><b>I (c) Theory used for the Programme</b></p>	<ul style="list-style-type: none"> <li>• Sourcing of the students by the CRM (testing, interviews)</li> <li>• Validation of candidates by the Partner enterprises (interviews)</li> <li>• (CDI) “Designer IT Developer” Training (9 months) EQF level 6 (The European Qualification Framework goes from one to height and allows comparisons between different countries; height is the higher level corresponding to a doctorate. One is corresponding to basic general knowledge)</li> <li>• Validation by the CNAM (engineering school) and contract with a company</li> <li>• (ISI) “Engineer in information system” Training (2 years) Apprenticeship contract (25% in vocational training centre, 75% in work experience). EQF level 7</li> </ul>
<p><b>I (d) Year Programme was initiated and milestones in development</b></p>	<p>1st group from 06/10/2014 to 08/07/2016 :</p> <ul style="list-style-type: none"> <li>• 11 students have followed the first part of the curricula</li> <li>• 7 have signed an Apprenticeship contract with a company for the engineer training</li> <li>• All the 7 people are still in the program</li> </ul> <p>2nd group will begin in Oct 2015 on the same organisation</p>
<p><b>I (e) Staffing patterns of the Programme</b></p>	<p><b>For the CRM:</b>  <b>Project manager and Training manager:</b>  Engineering and funding of the curriculum, planning, management of the pedagogic team  Sourcing of the students, relationships with the companies, Putting in relation students and employers  Animation of the group of partner enterprises (meeting, reporting, cooperation)</p> <p><b>Job-coaches</b>  Helping students without a company to find one, help for CV and interviews</p> <p><b>Teachers</b>  Dispense technical IT training and pedagogic support</p> <p><b>Multi-disciplinary team (social, medical)</b>  Social and medical support if needed</p> <p><b>Administrative support</b>  Administrative support, contract, invoices and payments</p>
<p><b>I (f) Physical location of the Programme</b></p>	<p>The training part of the program is located in the CRM</p>



<b>II. Client Information</b>	
<b>II (a) Targeted clients admitted</b>	Person with disabilities with an EQF level 5 or a good experience in IT development
<b>II (b) Number of clients currently in the Programme</b>	11 students have followed the first part of the curricula 7 are still in the programme
<b>II (d) Involvement of the Family members</b>	Not applicable
<b>III. Programme Activities, Services and Intervention</b>	
<b>III (a) Activities during the Programme targeted to the clients</b>	<p><b>Project managers and Training manager:</b> Engineering and funding of the curriculum, planning, management of the pedagogic team Sourcing of the students, relationships with the companies, Putting in relation students and employers Animation of the group of partner enterprises (meeting, reporting, cooperation)</p> <p><b>Job-coaches</b> Helping students without a company to find one, help for CV and interviews</p> <p><b>Teachers</b> Dispense technical IT training and pedagogic support</p> <p><b>Multi-disciplinary team (social, medical)</b> Social and medical support if needed</p> <p><b>Administrative support</b> Administrative support, contract, invoices and payments</p>
<b>III (b) Activities involving the family members</b>	Not applicable
<b>III (c) Activities involving community partners</b>	The partner enterprises (BNP Paribas, Thales, Cap Gemini Sogeti, EDF) fund the curriculum, manage work experience, and hire students in an apprenticeship contract
<b>III (d) Activities targeting community partners</b>	<p><b>Work in direction of the enterprises:</b></p> <ul style="list-style-type: none"> <li>Information about their employment obligation for PWD</li> </ul>



	<ul style="list-style-type: none"> <li>• Job retention</li> <li>• Professional evolution</li> <li>• Retraining</li> <li>• Vocational training</li> <li>• Recruitment</li> </ul> <p>The project manager organizes partnership to make easier the integration of PWD in in the world of work. Companies can contact the CRM to obtain information about the legislation or about adjustment of workspace for PWD. We can also clarify the way to keep a person in job after a disability through a professional evolution or a retraining. These information actions are free of charge for the companies, but are a good opportunity for the CRM to create links and to get new partners.</p> <p>For example caregivers from a partner hospital have benefitted from a secretarial training after their incapacity for this job and have been occupied at the reception area once the training finished.</p> <p>After a first contact and if the companies have needs, we offer them the possibility to send us their recruitments offers that our job coaches will disseminate to the corresponding training sections. Students will then have the possibility to apply (under cover of the CRM) for these proposals with a good chance to get an interview.</p> <p>Our Engineer curriculum is directly issued from this policy of partnership with companies, after a long period of relationship we have been chosen by CAP GEMINI SOGETI for their project of engineer curricula.</p> <p>But the most relevant success is that it significantly increase the jobs opportunities for our clients</p>
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**IV. Public Authority/Legislative Information**

<p><b>IV (a) Legal Basis for the Programme</b></p>	<p>In France integration of people with disabilities is enshrined in the legislation with a policy of quota.</p> <p>The law:  The article L.323-1 of the law of 10 July 1987 promoting the employment of the PWD plans the obligation, for every employer with more than 20 employees, to employ PWD full-time or partial time in the proportion of 6 % of the total staff.  This obligation is strengthened by the law of 11 February on 2005 and specified by the decree 2009-641 of 9 June 2009 pertaining to any company of the trade or non-trade sector.</p> <p>Five modalities to answer this obligation:</p> <ol style="list-style-type: none"> <li>1. Hiring a disabled person</li> <li>2. Provide traineeship periods to PWD</li> <li>3. Subcontract with the sector of the protected work</li> <li>4. Company can reach up to 50% of their obligation by</li> </ol>
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	<p>subcontracting with handicap- friendly companies.</p> <p>5. Sign a branch level agreement or a company level agreement</p> <p>6. To pay the annual contribution to the AGEFIPH</p>
<b>IV (b) Funding base</b>	<p>The program is funded by a group of 4 enterprises : Thales, EDF, BNP Paribas, CAP Gemini Sogeti 270 000 euros for 3 years.</p>
<b>V. Programme Directions</b>	
<b>V (a) Challenges with the Programme</b>	<p>The first challenge is to get funding from different enterprises for each new programme To find students corresponding to the level of the training required</p>
<b>V (b) Opportunities with the Programme</b>	<p>It is a good opportunity for the students to get a good job experience, to reach a high level of skills and finally to get a job through an Apprenticeship contract</p>
<b>V (c) Suggestions for strengthening the Programme</b>	<p>The support of all the stakeholders is required to achieve the final objective: a sustainable employment of the trainees.</p> <p>Establishment and maintenance of a network: It is a real network labour but with the time confidence is rising, the centre becomes a privileged representative to intercede for the people with disabilities.</p> <p>It is necessary to give time to time, results are sometime long to come, people and contacts in the companies can change, and it's an endless task. It is important to have a person in charge of this action but it cannot work without the help of all the professionals and especially from the teachers.</p>
<b>V (d) Additional Programme comments</b>	<ul style="list-style-type: none"> <li>• This programme fits to the needs identified by the companies of the IT sector and allows an entry in the engineer training courses in cooperation with the CNAM.</li> <li>• A work experience during the first year can be used as a trial period for the partner companies and as an integration period for the students.</li> <li>• During the first period, the persons have a “vocational trainee” status and are paid by the government.</li> <li>• During the next two years they have to sign a contract with a company and are paid by their employer</li> </ul>

