



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.

Businesscase:

Participation of clients is the ultimate goal the new to start ArbeidsTrainingsCentrum (ATC/Labour Trainings Centre) offers the possibility for participation on any level .

Within the ATC a number of client targetgroups will be brought together and thus existing 'separation walls' will tumble down.

With the differentiation of targetgroups and up scaling less vulnerability will be reached and services for this clientgroups can be continued.



This study receives financial support from the European Union Programme for Employment and Social Innovation "EaSI" (2014-2020). For further information please consult: <http://ec.europa.eu/social/easi>

Het ATC has to become a full fledged location that can compete with high quality standards, products and competitive prices. A combination of learning, training and working in all combinations.

To consummate the cooperation and develop the methods towards labourparticipation is an important sub goal.

The ATC moreover is the starting for a group of clients to participate in mainstream employment with a paid job. A number of eEmployers already committed to this aim!



Heliomare Education accommodates about 1000 students with a variety of disabilities, both physical, developmental and/or learning disabilities in 7 special schools and supports a considerable number of students with Special Educational Needs in mainstream schools. The students are aged between 4 and 20.

Successful transition into paid work is a major challenge for many of our students, in particular those with physical disabilities and/or learning difficulties. But also students with autistic spectrum disorders experience extreme difficulties in finding and keeping paid work. Heliomare Education has already quite some experience with programmes aiming at preparing and transit students with additional support needs into paid work, but for certain groups and individuals it remains extremely challenging getting paid work.

Within Heliomare Education practice-oriented and practice-relevant research projects are undertaken aiming at innovating and improving our services for these students and removing barriers which prevent them from developing their talents and becoming active and participating citizens. These research projects aim at involving practitioners doing research because they are, ultimately, making the difference in the lives of these students. However we recognize that a successful transition into paid work need close collaboration with a number of partners, e.g. local governments, social enterprises and local and regional initiatives which focus on these students. We may also learn from and develop with international partners new ways of re-designing and innovating our preparation for and transition into paid work.



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Organisational Information

Name of the Organisation: Heliomare/ De Hartekamp Groep

Country where the organization is located: Netherlands Heemskerk Noord Holland

Title of the Programme/Service/practice: ArbeidsTrainingsCentrum (ATC)

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Study Criteria	Description of the Study Criteria
I. Programme Information	
I (a) Goal of the Programme/s service	<p>State the goal of the Programme/Service in clear terms. Heliomare is a Dutch Rehabilitation Centre which provides a variety of services for people with physical and other disabilities. These services are provided on 40 sites in the region north of Amsterdam through five business units: Education, Rehabilitation, Housing day care activities for adults, Sports and Health and Vocational rehabilitation. De Hartenkamp Groep provides services in Living and daily occupation for clients of all ages with a mentally disability and covers 12 sites</p> <p>The main goal of this particular Service is: Participation in society and/by preparing our clients for work. The ATC is a cooperation and a new concept between these two service providers and combines daily occupation with labour and education. The clients experience a working environment and deliver products for market based prices</p>
I (b) Outcome Measures of the Programme	<p>State the Outcomes Measures for the children/adults involved.'</p> <p>30 daily occupation clients will be taking part in the services and a small number of them will move on to a company in the region The measurable result for this category lies in the field of experiencing a satisfactory activity combined with a better self esteem Also on yearly basis 30 students of Heliomare Education will start here and continue to experience work in a mainstream company. The measurable result for them lies in the (chance for) achievement of a real job</p>



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	<p>Please refer to the individual or “groeidocument”/ Growth Transition Document . See Appendix. And every year the school sends the data outflow of students to the Inspectorate of Education.</p> <p><i>Outcome measures may be qualitative or quantitative. There may be organisational outcomes that are used to measure the outcome performance. These measures may include number of clients, length of time in the Programme, level and types of participation/community engagement..</i></p>
I (c) Theory used for the Programme	<p>State the theoretical principles that underline the programme/service.</p> <p>Heliomare Education offers a considerable number of students a tailor-made program which prepares them for paid work, focusing on vocational training, internships in social firms and regular businesses and acquiring key competences which they need in this low-skilled and unskilled work. We succeed in getting a decent percentage of our youngsters into paid work, but we are working hard to improve on this. This calls for more collaboration with other partners, innovation of our curriculum and our transition services and involving more actively the social networks of our students.</p> <p>We think other partners can learn from us, just as we would like to learn from our partners for example “Hartekamp Groep”. Through the exchange of good practices all involved will be able to improve their teaching and support services and the learning experiences of the students. Collaboration with social firms in particular, should guarantee a more smooth and gradual transition process for those students who need more time to gain the necessary competences and self-esteem to enter the world of work.</p> <p>At Heliomare we uses the theory of PCP; Personal Centered Planning; nothing about me, without me!</p> <p>Employees of Heliomare trained by Professor Caren Sax, (San Diego State University)</p> <p><i>Examples may include rights-based approach; person-driven planning; family-driven planning; self-determination. Please specify whether theoretical principles specifically include community participation and engagement with mainstream society.</i></p>
I (d) Year Programme was initiated and milestones in development	<p>Identify the date when the Programme started.</p> <p>Part of the services started on 01-07-2015, the existing wood workshop of Heliomare was extended and prepared for an extra daily number of 10 clients (students of Heliomare and clients from the Hartekamp Groep) all together between 25-30 clients at work at this location in the meanwhile.</p> <p>Divers 'jobs' are possible including the maintenance/cleaning of the location by the participants themselves</p> <p>January 1 2016 will be the start of the second, larger site mend for especially students of Heliomare education</p> <p><i>Support information may include milestones, turning points, main changes to improve the practice. Please specify whether these developments increased community participation and engagement of your clients in mainstream society.</i></p>
I (e) Staffing patterns of the Programme	<p>Identify the number of staff by titles and responsibilities.</p> <p><i>The team will consist of in total 7fte's and will be 'self steering' including a coordinator on the working floor and a colleague that takes care for</i></p>



	<p>acquisition. Added with a group of volunteers. A region manager of one of the two service providers will be in overall charge. A steering group and project group have played an important role in a.o. implementation of this project.</p> <p><i>This information will describe the number of staff positions, position titles, position qualifications, and percentage of full time equivalency for each position.</i></p> <p><i>Please specify staff roles directly related to promoting community participation and engagement of your clients in mainstream society.</i></p>
I (f) Physical location of the Programme	<p>Describe the Programme's location(s).</p> <p><i>The site of the ATC is a business area, strategically central located in Heemskerk and very close by the planned location of the new to build KJC (child and youth centre, a combination of education and rehabilitation). The ATC will be housed in two buildings in this business area.</i></p> <p><i>This business area contains about 150 small companies (5-25 employees) and offers many integration/participation possibilities for our clients</i></p> <p><i>This information may include a description of multiple sites Accessibility and access to transportation may be included.</i></p> <p><i>Please specify whether the physical location of your programme contributes to the goal of community participation and engagement of your clients in mainstream society.</i></p>
II. Client Information	
II (a) Targeted clients admitted	<p>Identify the admission criteria including age, gender, disability, and any other qualifying characteristics.</p> <p><i>In the end about 60 clients/students together will be at work in one of the locations. Most of them will be physically active. A large number will continue (partly) directly to one of the companies in the business area. Education staff will support students towards an employer and job coaches will take the support for clients from daily occupation that has more possibilities for mainstream work.</i></p> <p><i>The client group thus is very mingled: people with born handicap, youngsters with only physical handicap, mentally handicapped or autism related handicaps</i></p> <p><i>This information includes number of clients admitted on an annual basis. Identify if they are admitted on the basis of specific sociodemographic characteristics.</i></p>
II (b) Number of clients currently in the Programme	<p>Identify the number of current clients in the Programme.</p> <p><i>Momentary daily about 16-18 clients (in total about 35 divided over the week) Indication is given by Law (AWBZ till 01-01-2015, WMO from 01-01-2015-now) One day a week six educations students are on the spot for internship.</i></p> <p><i>This information provides the actual number of clients by the selection criteria identified in the "Target Programme clients" study criteria. Cite the time period for this data.</i></p>
II (d)	Describe how the family members are oriented to and involved in the



Involvement of the Family members	<p>Services provided.</p> <p>Family is a participant in the PCP-meeting . Not only the family but the student invites his / her social network in which people can mean something for the future. They have a say because they know the student best. Also in the execution of the plan developed, and the changes, the family is actively involved.</p> <p>In addition, family is welcome at the ATC as a volunteer, there is a fair and a store / shop where relatives can order.</p> <p><i>This information describes specific approaches that involve the family members in the services. This may include involvement in planning and developing the outcome measures.</i></p>
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III. Programme Activities, Services and Intervention

III (a) Activities during the Programme targeted to the clients	<p>Describe the Programme activities that are targeted to the clients.</p> <ul style="list-style-type: none"> • Hospitality ; catering, lunch service • Wood: o.a making furniture • Garden and park maintenance on the outdoor courts • Packing department : pack and stickers of goods • Printing : all kinds of printed material such as leaflets, brochures, school guides , business cards , signs , lettering, • Warehouse : Manage inventory • Auto Clean Department <p><i>In the wood workshop clients produce wooden products such as garden furniture, toys etc. on demand. They also play a role in selling these products or promote them during fairs.</i></p> <p><i>Once the second location is opened the range of activities to be chosen from can be extended also on demand in relation to the question of customers</i></p> <p><i>These activities will be different according to the Programme. For example an Inclusive Education Programme may include support to the design of individualized educational plans, ongoing support to the educational and medical needs of the child, disability awareness-raising activities for the school community, among others.</i></p> <p><i>Describe if all clients go through the same activities or if programmes are individualised based on the clients' needs.</i></p> <p><i>Please specify how activities developed contribute to the goal of community participation and engagement of your clients in mainstream society.</i></p>
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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><i>In the beginning the position of the clients wish and/or possibilities is central, but when he or she is partly dependent on family or others, the ins and outs of the individual program will be discussed in cooperation with all involved.</i></p> <p><i>This information will describe services that are provided with and/or for the family members. This may include modifications of the home, support social and recreational activities in non-education and non-work experience activities, and addressing issues of living independently.</i></p>
III (c) Activities involving community partners	<p>Describe services or activities that involve community partners.</p> <p><i>The power of this project is the direct cooperation between both business units daily occupation of Heliomare and De Hartekamp Groep and education part of Heliomare. Contacts are made with companies in the business area and in the region this is to realise the best possible adjustment between the offering of services and the demand. Close cooperation with councils is a absolute condition because of the fact that due to new rules and regulations/laws the council a.o. will have to pay for the services which Heliomare and De Hartenkamp Groep will be offering to their clients.</i></p> <p><i>The project also offers possibilities for work and participation in the labour market for this specific target group of people with a distance to the labour market due to their handicap.</i></p> <p><i>This information will include descriptions of how education institutions, vocational and apprentice training, employers or other community service organisations, etc. are involved in an ongoing basis on your Programme.</i></p>
III (d) Activities targeting community partners	<p>Describe services or activities targeting community partners.</p> <p>Community partners will be informed especially about the possibilities and the emphasis will no be at the limitations of our clients (which used to be common) This is supposed to be an eye-opener: there is much more possible with much less effort than most possible partners know/expect..</p> <p>Clients themselves are trained for upgrading their self-esteem and getting knowledge about the chances they have. Not only during lessons Social Skill, Citizenship and Sex Education (LHBT) but throughout school time ownership and control are in the transition to work an important framework within Heliomare.</p> <p>Questions are: What is expected of me? What are my options? What am I good in and what (qualities) do I already have?</p> <p><i>This information will include descriptions of activities or practices that your organizations sporadically undertakes in order to raise disability awareness or develop linkages with education institutions, vocational and apprentice training, employers or other community service organisations.</i></p>
IV. Public Authority/Legislative Information	
IV (a) Legal Basis for the	Identify the legal framework of the programme.



Programme	<p>It is more and more the (legal) responsibility of the councils to work on participation of people with a disability. Tens of thousands of people with a disability need to be involved in the labour market the coming years. Every employer needs to have a certain number of 'disabled staff' For Heliomare and the Hartenkamp Groep this means more services to those clients in the field of (labour)education and possibilities to practice their skills</p> <p><i>This information should include, if available, the rationale for this legislative Framework.</i></p> <p><i>Please specify whether the legislation contains specific references to the goal of community participation and engagement of clients in mainstream society</i></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><i>The larger part of the income of daily occupation comes from former AWBZ-law (central government) and since 01-01-2015 from WMO-law (Councils) Moreover the rates are decreased also for transportation of the clients. Therefore the income for organisations like Heliomare and de Hartekamp Groep has dramatically diminished. Cooperation and up scaling is necessary to be able to continue our services. The emphasis of the services changes gradually from care to entrepreneurship which generates extra income by selling high quality products and/or delivering services against appropriate prices.</i></p> <p><i>Please specify whether there is funding targeted to support the goal of community participation and engagement of clients in mainstream society</i></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> <p>This information may include organisational and individual challenges. These challenges can be organisational, structural, person and/or community related challenges that your Programme faces to improve social participation of your clients in mainstream society.</p> <p>This project demands of both organizations a different way of looking at clients and work processes. In this approach the focus is much less on health care and much more on entrepreneurship. This business plan is more of a business plan with partly other income. This requires everyone involved a different way of working and thinking. This is a pilot project which entails some risks because not all income and expenses are fixed in advance. Therefore, the project requires space to dare to experiment, to ambition. The added value of the initiative lies not only in realizing 'De-compartmentalisation' and cooperation between organizations and target groups but also in the perspective that clients are commanded to do work that matters and for some to find a paid job. Participation as intended.</p>
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<p>V (b) Opportunities with the Programme</p>	<p>Describe the opportunities that are available for the students and the organisation for developing and implementing the Programme.</p> <p>A better education for the employers to get along with the young people Education for the trainer in our ATC. Heliomare has a large network of employers that we may use for finding jobs. social agreement: 125.000 jobs for disabled young people. Who cannot earn minimum wage: employee gets grant for under-production. (wage value) Finding ways in stimulating of (not) take-along amenities. (Employer – employee). More specific job training at the school. Collaboration with different social entrepreneurs; social enterprise</p> <p>This information should include organisational, structural, person and/or community related opportunities that your Programme has to improve social participation of your clients in mainstream society. .</p>
<p>V (c) Suggestions for strengthening the Programme</p>	<p>Identify specific recommendations that will benefit other organisations that are replicating the Programme.</p> <p>TALENT IS MEER THAN A FINAL GRADE/MARK</p> <ul style="list-style-type: none"> - Expertise in translating employee-needs to employers. - Focus on strong competences (also stimulated by government; advertising, grants, etc) https://m.youtube.com/watch?v=QFa01eq3Ddw&list=PLWn_yAIZ1SrJLVdtmJ2w0W5QfsJmOUVng - Realistic expectations on all sides; inform employer about sides of the student that have do be supported. - Advise Team: mixture of professionals who help to think witch program can be successful for a student. <p>The Link cites to a promotion video of RABO bank Netherlands, is subtitled and is arepresentative example.</p> <p>–</p> <p>This information may include “lessons learned”, practices that have applications for other Programmes, areas of change if replicating the Programme and changes in outreach, recruitment and services with the clients and their families and their community.</p>
<p>V (d) Additional Programme comments</p>	<p>Please give additional information to explain what makes this practice/service/programme particularly interesting or successful.</p> <p>The power of this project lies in the unique cooperation of all involved We must establish relations with employers and give them information of who we are. In the vicinity of the ATC are 140 companies operating!</p>

