

# IC Life event 3 – 11/10/2018 & 12/10/2018 – Olomouc (Czech Republic)

## **1 Opening of the conference – Tatiana Matulayova**

This conference is a meeting of professionals, teachers, persons with disabilities and students. The main topic of this conference is work placements for people with intellectual disabilities.

## **2 Presentation of the ICLife Project – Aleidis Devillé**

The IC Life Project is a partnership of Thomas More, Lapland University of Applied Sciences, Utrecht University of Applied Science, University Palackeho V Olomouc and Inclusion Europe. The five outcomes of the project are to make life for higher education more inclusive for people with intellectual disabilities and can be found on [www.iclife.eu](http://www.iclife.eu).

The four approaches on treating people with disabilities are exclusion, separation, integration and inclusion. The dream of this project is to achieve true inclusion. Regular students are also part of the target group as their view on persons with disabilities broadens because of the life sharing experiences.

During this conference we emphasize the fourth outcome: 'how to organize work placement on campus for people with intellectual disabilities on campus'. Outcome 4 concerns work placement for people with disabilities on campus. In this outcome, we take three perspectives into account: the macro, meso and micro-level.

Macro-level: art. 27 of the UN-Convention for persons with disabilities mentions the right to work.

Meso-level: there are many possibilities to create a win-win situation within decent framework conditions.

Micro-level: start from capabilities and not from disabilities.

## **3 Implementation of the IC Life project at Palacky University – Tatiana Matulayova**

One of the main aims of a social worker is to create and support strong communities in our society. As a department of Social Work in this project, the main role will be the testing of the outcomes' results.

Three activities are put in the timeline:

### **a. Identify courses which could help testing such outcomes**

The summary of all papers will be translated into easy-to-understand language in order to be understandable for all students with a disability. Representative data collection by different universities to come to an assessment and report which will be translated into easy-to-understand language.

## **b. Cooperation of the voluntary centre of university of Palacky**

Create opportunities to achieve a cooperation of volunteership of a together-with and not a together-for.

## **c. Cooperation of the external partners (mainly NGOs)**

It's important to meet on a regular basis with the associated Czech partners in the National Monitoring Committee.

### **4 Employment opportunities for people with intellectual disabilities in the Czech Republic – Mrs Cuhlova**

A tool to gain and sustain for people with a disability was developed for the Labor Office that is implementing it. The tool is based on a balance diagnosis which is developed for the Labor Offices. The outcome is the establishment of a match between employer and the specific character of the person. There are about 70 working units where you can find help in consultancy.

Requalification is crucial. What suffices is that the client and employer organise a both theoretical and practical training by someone already doing the job. It may take the following steps: preparation in educational institute and preparation for work in placement on the basis of act 445 in order to finance the wage.

### **5 Life story – Organizace SPOLU**

The organisation tries to offer different work experiences to its clients with an intellectual disability. The progress is that clients get a fee for work and start negotiations on the job on extending working hours. An appreciative approach towards clients is part of the organization's roots. The organisation has existing agreements with several big employers.

### **6 Milestones of higher education for students with intellectual disabilities in the Czech Republic in 1992-1997 – Lenka Krhutova**

Up until the 90's, conditions were not established at universities at this level of education for persons with disabilities.

In 1992, the Tereza (Elsa) centre was established, aiming to penetrate into as many departments as possible. They formed the work centre that worked across the whole university. As a result, these centres boomed. The centres were funded by the annual subsidies, which makes funding uncertain every year.

In 2008, art. 24 obliged universities to be accessible for disabled students. Since 2009, society is challenged to be more inclusive thanks to current policy makers. Rules of accreditation were adapted and this means that the quality of teaching is now measured by the accessibility for people with a disability.

Nowadays, the Czech republic offers a lifelong learning program in which people can take courses without obtaining an actual degree. Lenka pleads for a learning context where persons with disabilities could attend the same courses interacting and learning together. They will not get the degree, but will celebrate the ceremony together!

## **7 Why work? Employment for people with disabilities: opportunities and challenges – Raf Hensbergen**

Raf started with a few facts. There is a wide gap (appr. 20 %) of employment of disabled persons. The rate of employed people with disabilities is far lower in reality than what is presented by Eurostat, due to the fact that it doesn't include those considered unable to work. There is a lower level of education among people with disabilities

Existing challenges to face are the fear of loss or reduction of benefits preventing a person with disabilities to find employment (benefit traps); employers may hire persons with disabilities only for the sake of receiving the benefits, while in reality they do not engage them in work; people with disabilities face higher risks of losing their jobs than non-disabled people and the large group of persons with disabilities who do not have a job are the victim of far higher poverty and social exclusion rates. Last but not least the number of existing stigmas towards people with an intellectual disability are uncountable.

Opportunities lie in the development of more inclusive labour markets including investment on the short-term but, if done correctly, with a financial and societal return on the medium to long-term. Dr Beyers' research (2016) clearly argues that disabled people, government and taxpayers are likely to benefit financially in the long-term from greater investment in employment in the open labour for persons with disabilities. The following characteristics were attributed to persons with a disability by Dr Beyer: reliable and dependable, motivated, greater dedication and employer loyalty, lower turn-over and absenteeism, improved morale and customer relations, creating a market niche because of a supporting network and out of the box thinking.

Supported employment is a person-centered approach to assist individuals with disabilities to prepare, obtain and maintain integrated employment. The following fundamentals are zero tolerance towards exclusion, an inclusive and participative approach in all activities, empowerment, a fair wage, an on-the-job training and tailored support.

## **8 Support for students with special needs at Palacky university – Monika Smolikova**

There are different coordinators for all different disabilities. The providers of the services are assistants (students) which provide guidance and assistance in note taking, some employees that assist with the computer, 2 foreign language trainers who teach English and German to persons with a disability and 1 psychologist who organizes functioning assessments and counselling services both for students and employees. Most students with special needs have enrolled in the Philosophical and Educational departments. The service receives a yearly subsidy of approximately CsK 50000 (€ 2000).

The most important approaches are the proactive and positive behavioural one. This means that support is not focused on changing the person, but on changing the requisites in the student's environment.

## **9 Effective methods of supporting people with intellectual disabilities at the workplace– Anna Kaucka (Rytmus.org)**

Rytmus is a community interest company that works with employers and counsels clients in a transition program. The service was established in 1994. Their first target group are students

of special schools. Through a transition program, they offer individual support, maintain contacts with the client's network, plan activities and identify job opportunities after school. Their second target group are potential employers.

They use various tools to find a job: social media such as Facebook and LinkedIn, wide networking (lunch and dinners for employers), ... Rytmus is also setting up a train the trainers, but it's still early days.

Finally, faculty contacts are extremely important. These are examples of faculty activities: week for inclusion project, student events, ... Those activities are mandatory because of the conviction that it's natural to have vivid contact with people with disabilities.

### **10 Presentation of co-operation with an assistant mentor with intellectual disabilities in courses for people with intellectual disabilities (Anna Blazkova and Daniel Babis)**

The first objective of the organisation is to assist parents of persons with disabilities. At this moment, they have 7000 members.

Furthermore, the organisation organizes a three-month course on social skills. After starting as a student, there is an opportunity to become a co-trainer in a 6-months management skills course. A used method is film assessment to enable a true learning process for the potential assistant-teacher. The candidate takes the course, does an exam and the film assessment.

A successful candidate becomes co-trainer. Not only does he teach together with his colleague, he also regularly presents on conferences. This is a weekly course. Course uses methods such as drawings, clippings, flash cards, ... and are prepared as a team. The gradually increasing tasks of the co-teacher are: welcoming, introducing the program of the previous lesson, showing pictograms of terms, technical jobs such as filming the camera, writing on the blackboard, give feedback on what to do differently, praise individually, interact on group dynamics (someone is always talking, students are not talking, not interrupt other students, everyone respect to be on time...). As the collaboration process evolves, the teacher's part reduces. After each session, both teachers have a debriefing during which they both assess each other's qualities and learning points.

## October 12th

### 1 Active Citizenship through community living and support – findings from the DISCIT study – Jan Siska

The DISCIT study explored the situation in terms of active citizenship for individuals with disabilities and drew policy lessons from four groups of European states (Czech Republic, Serbia, Ireland, UK, Germany, Italy, Norway, Sweden and Switzerland). The aim of the study is to look at where they live and what autonomy they have on their living situations. Security, autonomy and influence were valued as how they were perceived by the citizens.

The aims and objectives are to explore the current living situation; changes in situation overtime and the extent of active citizenship in people with a disability; to identify barriers and facilitators to active citizenship across a range of areas: living situation, employment and political participation.

The methodology used consisted of three tasks: a review of the current situation of people with disabilities from existing sources of information, life course interviews with 200 people with disabilities in each cohort and semi-structured interviews with expert informants in each country.

During this presentation the most interesting ideas were: useful policy and funding mechanisms exist in many countries but are not issues of implementation; most interviewees reported at least some choice over where they lived; interviewees reported attitudinal and awareness barriers that went as far as bullying and discrimination; there is a lack of financial resources or good support to access the community, including a lack of support to work access and a lack of choice in what support, when, how and by whom it was provided.

#### a. What are the key facilitators

Just enough of the right support and an efficient use of resources

Positive attitudes and greater awareness – a holistic view of people and of disability

Involvement of people with disabilities in policy and at all levels of society

Focus on the values and principles of the UN Convention

Coordination and cooperation

#### b. Conclusions

Some way to go for many people with disabilities

Discrepancies between different disability groups: t

- those with ID are least likely to experience full community living and thus active citizenship
- those with most severe disabilities still likely to be directed to more institutionalized settings

- choice and control particularly limited for those with ID

Personal budgets and personal assistance schemes, where they existed, were most likely to be available for those without ID or with very mild ID

ANED (disability-europe.net)

On the site, you find dotcom: an online tool of the commission

## **2 Self-advocates and development of personal competencies – Zdenka Kozakova**

### What is self-advocacy?

Is learning how to speak either for yourself or another. To defend or advocate themselves or another.

Individual self-advocacy: enhancement of self-confidence, bear responsibilities,

Group self-advocacy: express wishes together.

Developed in the sixties in Sweden. The first self-advocacy group in the Czech Republic was established in 1998.

### Four models:

- Autonomous group
- Division group (eg. parent groups)
- Coalition group (self-governing groups of people)
- Human rights group

### **Practical activities on self-advocacy Other activities implemented in the faculty of education:**

Students are trained how to work with people with disabilities by doing a course together. Not only is this for Czech students, it also includes Erasmus students.

Blue bubble-project

Work placements abroad

Cooperation with the SPOLU-organization: field trip to the classrooms of the students, participation and presentation in the class

A coffee with: debate and discussion

Fund raising beneficial events

Retraining courses for people

Discussions for people with disabilities, parents and professionals: target group are the stakeholders

Film screenings on people with disabilities and discussion

### **3 First year of work of the monitoring body of the Convention on the protection of the Rights of Persons with Disabilities (including persons with intellectual disabilities) – Romana Jakesova**

To make clients sure they get what they are entitled to, they can go to the ombudsman.

People with disabilities are still denied in crucial human rights such as the parental right, right to vote, right of property.

What is the monitoring about?

To monitor systematic complaints on violations of the human rights.

Recommendations to preserve and defend the rights of persons with disabilities.

Ombudsman: advisory to clients and organizations defending their rights.

This means that the organization acts as a watchdog and protects all the articles concerned.

Example: article number 12 guarantees equality for all people. The Czech Republic still violates this article. In relation to the article they started the analysis as people with disabilities should be given the opportunity to be heard.

Even social workers are not aware of those rights, therefore they decided to examine the behaviour of the services surrounding persons with a disability.

A social worker e.g. is still convinced that a person with a disability is not able to vote for a correct candidate.

### **4 Social entrepreneurship in the Czech Republic and employment of people with intellectual disabilities – Petra Francova**

#### **Practical examples**

Second help: activities in second-hand clothes shop

Naproti: ice-cream bar

Jurta: wood-processing and porcelain

In order to achieve the main social target, it also needs an economical and environmental one.

Possible types

General social enterprises with a specific focus on integration: gardening and landscaping, food processing

## **Benefits of social enterprises for people with disabilities**

Status change

Economic change

Major life changing experience

### **5 How to build an inclusive campus? – Jeroen Knevel**

Jeroen presented a framework and monitoring instrument which is the fifth outcome of the IC Life project. The participants gave feedback in order to improve the instrument.