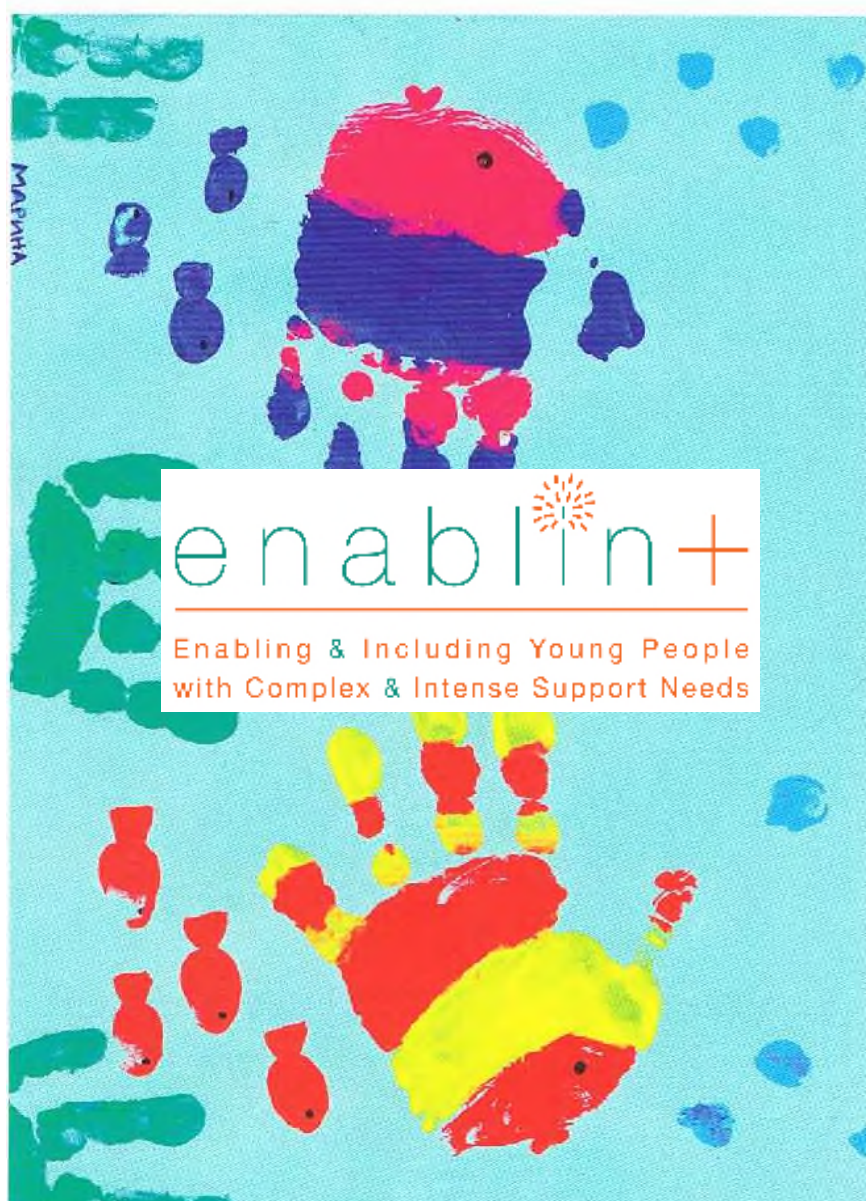




Executive Agency, Education, Audiovisual and Culture



Final Report

Public Part

## Project information

Project acronym:	Enablin+
Project title:	Enablin & including Young People with Complex & Intense Support Needs
Project number:	541981-LLP-1-2013-1-BE-LEONARDO-LMP
Sub-programme or KA:	LEONARDO
Project website:	<a href="http://enablinplus.eu/en">http://enablinplus.eu/en</a>
Reporting period:	From 01/01/2014 To 30/6/2017
Report version:	Final report
Date of preparation:	30/11/2017
Beneficiary organisation:	University of Antwerp
Project coordinator:	Jo Lebeer
Project coordinator organisation:	University of Antwerp
Project coordinator telephone number:	03 265 25 29
Project coordinator email address:	<a href="mailto:jo.lebeer@uantwerpen.be">jo.lebeer@uantwerpen.be</a>

This project has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

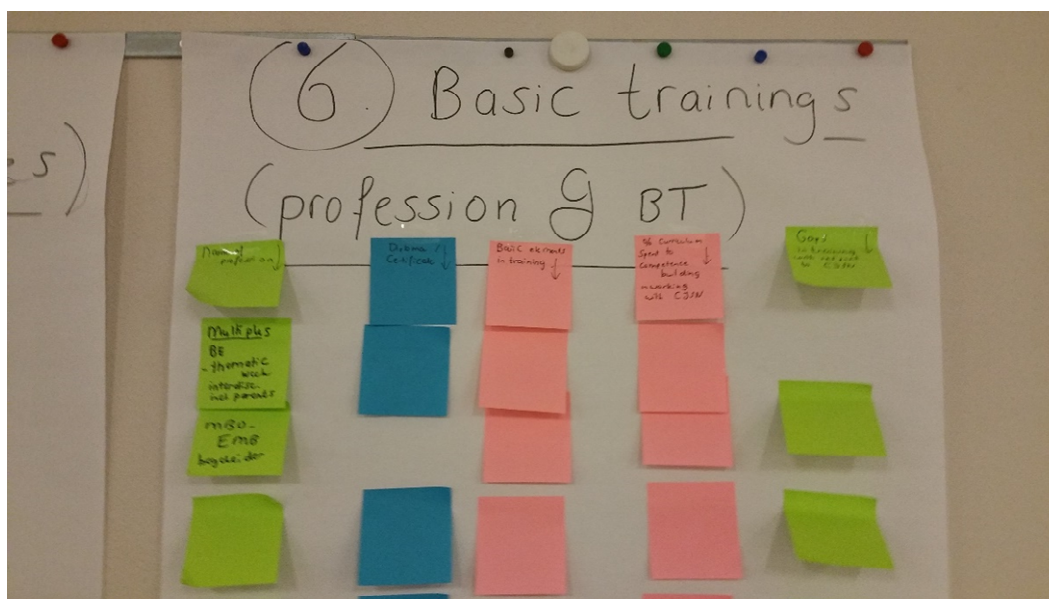
Drawing cover page: courtesy of Karin Dom Foundation, Varna, Bulgaria, partner of Enablin+ project

© 2008 Copyright Education, Audiovisual & Culture Executive Agency. The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

## Executive Summary

The project ENABLIN+ is addressed at the needs of children and youth with complex and intense support needs (CISN), their caregivers and supporters. It developed an interdisciplinary in-service training, where professionals and parents of various professional backgrounds learn together, with the aim of improving inclusion, promoting de-institutionalisation and enhancing quality of life of the children with CISN, at various age levels. It responds to urgent needs for training, signalled in richer as well poorer EU member states, to meet the increasing demands for supporting children with CISN and comply to the 2006 Convention of the United Nations on the rights of persons with disabilities, forcing countries to take measures of de-institutionalisation and to organize the possibility of including children with a disability in normal schools & life. Present vocational training insufficiently prepares professionals to deal with these issues. There is a need of transdisciplinary collaboration of all concerned: parents, teachers, daily-life supporting staff, medical & rehabilitation staff and vocational training staff.

To that purpose, we did a needs study, we searched and described examples of good practice; we developed a set of training modules in EN, NL, FR, IT, RO, HU and BG languages, oriented at support needs assessment, staff attitudes, beliefs and conceptual systems, enhancing children's communication capacities, daily life activities, behaviour regulation, activation and participation in learning and inclusive schooling. We tried out this new training in various countries in "pilot trainings", in different modalities and formats. We organised a train-the-trainers course in Milan in September 2016. We did many "dissemination activities": four newsletters, we wrote professional articles, we presented at national and international conferences and we published a training handbook with a DVD in eight languages.



---

# Table of Contents

<b>1. PROJECT OBJECTIVES.....</b>	<b>5</b>
<b>2. PROJECT APPROACH.....</b>	<b>6</b>
<b>3. PROJECT OUTCOMES &amp; RESULTS .....</b>	<b>9</b>
<b>4. PARTNERSHIPS .....</b>	<b>15</b>
Partner 1 University of Antwerp.....	15
Partner 2 Bureau Nijland Kroes.....	16
Partner 3 CESAP .....	17
Partner 4 Babes-Bolyai University .....	18
Partner 5 ASFA Association St-François d'Assise .....	18
Partner 6 Karin Dom Foundation.....	19
Partner 7 Fondazione Don Carlo Gnocchi .....	20
Partner 8 Universidade de Evora .....	21
Associated partners.....	22
How and why this partnership? .....	23
<b>5. PLANS FOR THE FUTURE: SUSTAINABILITY .....</b>	<b>24</b>
<b>6. CONTRIBUTION TO EU POLICIES .....</b>	<b>25</b>

# 1. Project Objectives

1. To promote quality of life of children and young adults with complex dependency needs by increasing social and educational participation, facilitating activities, learning and development; by raising awareness of those supporting them, that it is possible and worthwhile to activate them, and by creating a shift of mind in this sense.
2. To enhance the quality of support as well as contribute to de-institutionalisation and inclusion, by increasing self-efficacy of parents and professionals working with children and young adults with complex dependency needs, in accompanying them towards a more inclusive and active life
3. To develop interdisciplinary in-service training modules for professionals and parents working with this target group, to enhance competencies in cognitive activation, increasing autonomy, activities in daily life, communication, behaviour regulation and in inclusive education
4. Professionalizing staff of mainstream schools in welcoming children with complex dependency needs
5. Strengthen parents-professionals cooperation
6. Empower parents and professionals



*Figure 1: A picture of a “Together to school” class, founded by Alies Kap (mother of four, one of them, Laura, has multiple disabilities). This summarizes all the project’s objectives. This is an innovative example of good practice regarding the striving for an inclusive and participating life style, integration of care and education, empowering parents, interprofessional collaboration. This examples has been included on the DVD of good practices, which accompanies the training manual*



## 2. Project Approach

The first step was to clarify the problematic issues regarding living conditions, care and education of children and youth with complex dependency needs: who are they, what are the needs? We did a literature research and collected information from partners; we did a survey/ questionnaire/interviews with parents/ caregivers/ doctors/ rehabilitation staff; collected existing research; and we used existing videotapes of situations. We used the ICF (International Classification of Functioning) as a basis to describe difficulties and needs of people with complex dependency needs with regard to activities and participation in different domains of life

Then we defined what are good systems of continuous support for people with complex and intensive support needs, at different age levels (early intervention – pre-school age – school age); clarify underlying resistances against deinstitutionalisation and inclusion, as well as belief systems regarding activation and inclusion; described and exchanged examples of good practice combining adequate support as well as initiatives in activation and participation in education and other domains of society, and we did a research on the training needs of supporting staff; what are the required competencies to work with children with intensive support needs.

Based on data gathered in this way, we developed an interprofessional “common core” training oriented at awareness raising and skills training, and based on a quality of life improvement paradigm. The training has been piloted in the various partner countries, in various formats.

To ensure a wider dissemination, we organised a train-the-trainers course, we published a training handbook and DVD, we presented at national and international conferences and we published articles and newsletters.

The Principal components (work packages) of the project were:

1. **Workpackage 1:** a **study on assessment of needs** of children with intensive support needs, the needs of their families, the needs of the staff dealing with these children, training needs. We started with an international partner meeting in Antwerp, in conjunction with the organization of a regional mini-symposium where all the stakeholders of this sector have been invited. After that, a scientific team constructed questionnaires. These were sent to parents, support staff, rehabilitation staff. The goal was to have answers to 50 questionnaires per partner, totalling 400, but we got a total of 600
2. **Workpackage 2:** Search and describe **examples of good practice**; first define what is good practice, define the criteria, based on the criteria of quality of life. Videos have been made, suitable for training purposes. The results are also described in a report and article, as well as in a final project book.
3. **Workpackage 3: Develop a set of training modules** in EN, NL, FR, IT, RO, HU and BG languages, based on the needs’ assessment research. The training is based on four conceptual frameworks: the UN Convention on the Rights of People with a Disability, the Quality of Life Paradigm, the Capability approach, and the Support Paradigm. It consists of 6 modules which raise awareness and train skills in dealing with children with the severest disabilities and support needs, as regards support needs assessment, staff attitudes, beliefs and conceptual systems; developing daily life support skills, enhancing children’s communication capacities, activities and participation, in view of the goals of inclusion and de-institutionalisation. We made a training manual with a DVD; this describes the training scenario, content, examples of good practices and the underlying frameworks. The 13 videos are introduced and explained in this manual. The manual is available in eight languages, in the format of a hard-copy book and DVD, and as pdf online and with a password-protect video website.
4. **Workpackage 4:** we experimented with **pilot training** modules, in the various partner countries. Modules differed from country to country, according to local/regional/national needs and possibilities: sometimes a 2 days training, or several mornings, a few weekends, or a whole “thematic week”.

5. **Workpackage 5:** we organized a **train-the-trainers' course** & conference in Italy in September 2016, with 60 participants, followed by a conference with 120 participants.
6. **Workpackage 6:** we took care of dissemination of results in many ways and modalities: we published four electronic and paper newsletters; we created our own website ([www.enablinplus.eu](http://www.enablinplus.eu)); we did mailing campaigns, we "networked" with the local/regional/national/international associations and organizations which are the true "stake-holders" of the sector caring for children with complex and intensive support needs, by involving them in needs assessment research, developing the training, making of videos regarding good practices and invited them to participate in national and international conferences, which were held back-to-back with the 6 partner meetings. Of course, the local/regional networks were also involved in the pilot trainings. We published articles in the professional press, and put all the results in a two book: a small, practical 8-language manual with DVD, and a larger English-only handbook, which is more theoretical.
7. **Workpackage 7:** In this workpackage, we thought about setting up a quality assurance system, an internal evaluation of each event, of the materials and of the cooperation. We also asked an external evaluator, a team of Manchester Metropolitan University (of a non-partner country), led by an expert in this target group (profound intellectual and multiple disability).

## Motivation to do this project

Children and young adults with complex and intense support needs (CISN), sometimes called "profound intellectual disability" or "polyhandicapés", or "multiple disabilities", are difficult to put into one project category. They have indeed multiple needs: they are difficult to include in regular schools, they need a lot of care and attention, staff is usually ill prepared and parents have many needs too. According to the 2006 Convention of the United Nations on the rights of persons with disabilities, countries that ratified this convention now have a duty of deinstitutionalising children and to organize the possibility of including children with a disability in normal schools, to promote social inclusion. This is not obvious, especially for youngsters who have severe and multiple difficulties in daily activities of self-care, learning, communication, mobility, as well as in participating in education or other activities. First, these children often do not get adequate early intervention and parent support; later, they are often taken care of in separate environments. In some countries, education is very rudimentary. An often heard complaint is that there is never enough staff. Inclusion policy is still lacking. In most countries, except Italy and Norway, they are not usually integrated in regular environments. Dedicated professionals, who support or teach these children, do not necessarily know the means or ideas how to assist these children in mainstream schools or other inclusive settings. Parents are in need of help. Another problem reported is the lack of activation of many children with serious intellectual disability. Staff and children of mainstream schools are not accustomed nor prepared to accommodate these children.

The reason why these situations continue to exist can be found in a lack of belief that it is possible and worthwhile to activate children, even with severe intellectual impairment; that it is possible and worthwhile to take inclusive initiatives and that in the long run quality of life of everyone (including those who support) can be enhanced. Other reasons that the target group is usually neglected in training initiatives might be that they do not represent an economic power and it is easier to do passive caring than active involvement.

Deinstitutionalisation needs to be accompanied with training of all people involved, and on all levels. People who work with children and youth with intensive caring needs are insufficiently trained during their basic training. This happens at all levels: in vocational training, at university and colleges. Moreover, once at work, other needs of training arise while working. There is a need to develop ongoing training systems on the work floor. People do learn various techniques in their basic training, but what is lacking is a basic attitude and belief system, that it is important to activate the children from early on to give them experiences, that one believes they can learn; that people have an inquisitive, explorative attitude to look for solutions which work, that it is important to participate in life's opportunities as much as possible, including going to school, that the way you address these children matters, etc. Therefore, training needs to address attitudinal and ethical issues, as well as

practical aspects. It needs to work at a shift in belief systems and conceptual systems, as well as provide hands-on practical advice.

To realize this goal of inclusion and activation, there is a need of transdisciplinary collaboration of all parties concerned: parents, teachers, daily-life supporting staff, medical & rehabilitation staff and vocational training staff.

Solutions, which have proven their efficacy - inventions made by professionals or parents -, remain often local, because of language and organizational barriers. Local organizations could therefore benefit from an exchange at a European level. To achieve this goal, parents-professionals cooperation must be strengthened, and in-service training models should be developed which are of benefit to institutional supporting staff, regular school staff and parents, in approaches of intellectual activation and inclusion. Hence the name "ENABLING +", which has two aspects (enabling = the opposite of disability; it means: to allow the person to function).

*Target groups* are:

Indirect: Children and young adults with complex and intensive dependency needs with multiple impairments and severe restrictions in activities and participation in the field of daily life self-care, education, communication, mobility and leisure activities. A child may be defined as having complex needs if he or she has:

- Severe or profound disabilities in at least three of the following disability categories:
  - Motor impairment
  - Hearing impairment
  - Cognitive impairment
  - Speech and language impairment
  - Behaviour problems
  - Feeding problems
  - Additional chronic health needs
- Or severe or profound disabilities in at least two of the disability categories plus the need of at least two types of the following resources:
  - Therapy services
  - Additional educational resources
  - Nursing care needs
  - Social care resources
  - Mental Health services

Direct: staff of institutions, mainstream and special education staff, personal assistants for daily living, parents, medical & rehabilitation staff, representative organizations for the disabled, vocational training staff at secondary and continuous professional development level.

*Innovative aspects*

- The transdisciplinary character and multi-level learning
- The valorisation of expert knowledge by different sources: parents, daily care professionals, researchers, teachers, medical/rehabilitation staff etc.
- Training parents and professionals together, different hierarchical levels together: carers, teachers, parents, doctors
- Complementarity to basic vocational training which is taking place separately, and in-field training which is really interdisciplinary
- The needs- based and not impairment-based approach
- The definition of the target groups as "complex and intensive needs & dependency"
- The stress on inclusion, not only in social life but also in education
- the construction of training modules based on real needs
- A common framework based on the ICF, modifiability and inclusion paradigms.





### 3. Project Outcomes & Results

Del iv#	WP	Title	Description	Nature	Language versions
1	1	Who are they? Assessing the needs of children with intensive and complex support needs in eight European regions	The report describes the needs of children and youth and their families, who have complex support needs because of multiple and severe disabilities. A first part has some introductory texts on the history and evolution in concepts and practice of support. A second part relates the results of a survey in the 8 partner countries. A third part contains parents' viewpoints	R- report	Full: EN, FR Summary: BG, NL, IT, PT, FR, RO, HU
2	1	Who are they? Assessing the needs of children with multiple disabilities in eight European regions	This article summarizes the research about the needs of children with severe and multiple disabilities and their families. It reports the experience of 475 professionals and 166 parents in the 8 EU countries in terms of the profile of combined limitations and difficulties and the most frequent identified environmental barriers. Although there are wide differences in economic and other resources between the EU partner countries, the needs of families and professionals dealing with children with complex and intensive care needs are similar. Environmental barriers against full participation are high everywhere. This study provided the basic ideas to develop a common interprofessional/parent training.	R-article	EN
3	1	Enablin+ Newsletter 1	Newsletter 1 reports the works about needs assessment and various initiatives of partners. Available online on <a href="http://www.enablinplus.eu">www.enablinplus.eu</a> in EN, FR, BG, RO, HU, NL, IT, PT	Electronic and paper newsletter	EN, FR, BG, RO, HU, NL, IT, PT
4	2	Continuous Support Systems and Good Practices towards Inclusion, Activation and Participation of young people with complex and intense support needs	This report explores the systems of continuous support and methods facilitating activity and participation regarding children with complex and intensive support needs due to multiple and severe disabilities. <i>Part I</i> analyzes the existing systems of support in the different partner countries. <i>Part II</i> describes a selection of "examples of good practice" in the various partner countries, combining adequate support as well as initiatives in activation and participation in education and other domains of society, which comply, fully or at least partly, with the principles of "quality of life" as defined by Schalock & Verdugo.. <i>Part III</i> , presents a selection of relevant methodologies in supporting care & education of children with complex and intensive support needs	R- report	Full text EN, Summary: BG, FR, RO, PT, NL Missing summary in IT*
5	2	Good Practice towards Inclusion, Activation and Participation of young people with complex and intense support needs	Article based on the report on Continuous Support Systems and Good Practices, to be submitted in a European professional journal. This article reports some research into examples of good practices, where the framework of the UN Convention on the Rights of People with Disability with its emphasis on inclusion, participation, de-institutionalization, fully or partially, has become the source of innovative implementation. We present the process of arriving at criteria of good practice via a Delphi procedure and we briefly describe some examples of good practice on the way to implementation. Finally, we describe how these practices have formed a basis for developing the envisaged training.	R- Article in scientific press	EN
6	2	Needs assessment for in-service training of people working with children and youth with complex and intensive dependency	In this summary, we find out how professionals involved in support and care of children with CISON, are prepared during their study programmes, what they are missing and how trainings for professionals compensate the possible lack of information, knowledge and skills. Additionally we explore what competences are expected from the professionals involved and if, considering the paradigm shift towards continuous support, quality of life and	R- Report	EN,

Deliv#	WP	Title	Description	Nature	Language versions
			inclusion, training of these professionals should be based on training specific competences or rather on reflection on a new value system.		
7	2	Enablin+ <a href="http://www.enablinplus.eu">www.enablinplus.eu</a>	The project's website contains :home page, objectives, activities, partner's presentation, project's documents, forum, calendar	S	EN, BG, FR, NL, RO, PT, IT
8	3	Enabling Quality of Life through meaningful learning. Common Core Training for people supporting children with complex and intensive support needs	This report describes the development by the Enablin+ project partnership of a "common core training course", for all professionals dealing with children with multiple and severe disabilities , in 6 modules: (1) who are "they", the children with complex and intensive support needs? (2) Quality of life and support paradigm (3) design of a quality of life plan (4) basic attitudes and concepts regarding learning, development and inclusion ((5) communication and dealing with challenging behaviour (6) daily life activities and care. Describes content, scientific backgrounds, format, lesson plans scenario, suggested time-schedules, teachers, methods. The text exists in English, Dutch, French, Italian, Romanian, Hungarian, Bulgarian, and Portuguese. The text has been incorporated in the book "Enabling activity and participation (deliverable 14)	R- Report, on-line and on paper	EN, FR, NL, PT, IT, BG, RO
9	3	Video fragments of good practices in integration of support, care and education of children with complex and intensive support needs	Set of training videos to be used for teaching, about various relevant topics in care and support of children with complex and intensive support needs: about increasing quality of life, inclusive education projects, early intervention in an inclusive way, assistive communication technology, artistic inclusive activities, video portfolio assessment. Videos from The Netherlands, Belgium, France, Réunion, Italy, Bulgaria and Portugal. The videos are all subtitled in English and are on a DVD which is part of the book "Enabling Activity and Participation (deliverable 14). They can also be viewed on the website <a href="http://deseizoenen.be/Enablinplus/">http://deseizoenen.be/Enablinplus/</a> login Enablin+ Password: including1. Texts introducing, explaining and framing the videos are also part of this book	D – prototype of DVD	<i>Original:</i> NL, IT, PT, FR BG + EN subtitles Summaries & subtitles in EN, FR, IT, NL, PT, RO, HU
10	3	Quality Of Life And Integration Of Care & Education In Children With Complex And Intensive Support Needs: Recommendations To Policy Makers	The policy document is the result of a committee, which summarizes results of WP1, 2 and 3. It contains recommendations to policy makers in health, welfare and other relevant ministries. Children with serious and multiple disabilities are a special category because they need 100% support, often day and night. Passive caring for survival is just not enough. There are huge changes needed in current support systems, in order to make a more inclusive and active life possible, and thus comply with the UN Convention.	R	EN+ NL Translations into FR, PT, IT, RO, BG missing
11	4	Enablin+ Project Pilot Courses Try-outs	This document presents an overview of the try-out pilot courses held in 2015-17 of some of the modules of the common core training; programme announcement on websites of partners, on common websites, in leaflets	E-, Modular Courses	EN
			Leaflet of pilot course training week in Belgium (Dutch language)	E-, Modular Courses	NL
			Programme of Dutch language 2-day training pilot "Floreren & Stimuleren" organized by Quality of Life Centre Wijhe (partner 2) <a href="#">Quality of Life for people with CISON</a>	E- Events, Modular Courses	NL
			Programme of pilot Enablin+ course organized by CESAP in Paris. More info <a href="http://www.cesap.asso.fr">www.cesap.asso.fr</a>	E- Events, Modular Courses	FR
			Programme of 1 day workshop on Continuous Support System "Rare Disabilities" – Handicaps rares, organized by CESAP Paris <a href="http://www.cesap.asso.fr">www.cesap.asso.fr</a>	E- Events, Modular Courses	FR
			Programme of Enablin+ Pilot course at BABes-Bolyai University in Cluj-Napoca (Kolozsvár) Romania	E- Events, Modular Courses	HU
			Programme of Enablin+ Pilot course at ASFA, Réunion Island	E- Events, Modular Courses	FR

Del iv#	WP	Title	Description	Nature	Language versions
			Programme of Enablin+ Pilot course at Karin Dom Centre, Varna, Bulgaria	E- Events, Modular Courses	EN, BG
			The management of multiple disability in children: multidisciplinary approach and models of intervention; text of PowerPoint presentation in San Raffaele Hospital, Milan. Pilot course	E- Events, Modular Courses	IT
			Brief report of pilot Enablin+ course in Milan	E- Events, Modular Courses	EN
			Programme of Enablin+ pilot training in Évora, Portugal	E- Events, Modular Courses	PT
			Programme of Enablin+ pilot training in Évora, Portugal		EN
12	4	Experience with a new in-service training „common core” interprofessional programme “Supporting children with intense and complex support needs: enabling quality of life through meaningful learning”	The report summarizes the evaluations of the experience with the pilot trainings, and their effect on the trainees and possibly on children, organized in 8 partner countries.	R- Report & article	EN
13 a	5	Train-the-trainer course Enabling Quality of Life in Young People with Multiple Disabilities and Complex and Intense Support Needs: from Theory to Practice How to Train Multidisciplinary Teams and Families for a Better Quality of Life Programme & Abstract book	Booklet with programme and abstracts of an International course on Enabling Quality of Life, open to public participation of trainers of professionals and parents from all disciplines, which was held at the Don Gnocchi Foundation in Milan 22-23 September 2016.	E- International course & conference R- abstract book R- report	EN, IT
13 b		Corso di formazione per formatori Promuovere la qualità di vita di bambini e adolescenti con disabilità multipla e bisogni complessi di assistenza e cura: dalla teoria alla pratica. Come formare l'équipe multidisciplinare e le famiglie per migliorare la qualità di vita. Programma & Abstract	Libro con il programma e gli abstract di un corso internazionale, di professionisti e genitori che lavorano con bambini con disabilità multiple, tenuto nella Fondazione Don Gnocchi a S.M. Nascente di Milano, 22-23 Settembre 2016	R- abstract book	IT
13 c		Conference Enabling Quality of Life in Young People with Multiple Disabilities and Complex and Intense Support Needs: from Theory to Practice. How to Train Multidisciplinary Teams and Families for a Better	Abstract book and programme of the international conference on the Training of Professionals and parents of children with very complex and intensive support needs, open to public participation of trainers of professionals and parents from all disciplines, which was held at the Bicocca University in Milan on September 24 2016	R- abstract book	EN

Del iv#	WP	Title	Description	Nature	Language versions
		Quality of Life. Programme & Abstract book			
13 d		Conferenza «Promuovere la qualità di vita di bambini e adolescenti con disabilità multipla e bisogni complessi di assistenza e cura: dalla teoria alla pratica». Come formare l'équipe multidisciplinare e le famiglie per migliorare la qualità di vita. Programma & Abstract book	Libro con programma & abstracts della Conferenza sulla formazione di professionisti e terapeuti ( Genitori) di bambini con disabilità multiple, tenuto nell' Università Bicocca di Milano, 24 Sett. 2009	R- abstract book	IT
14 a	5	ENABILITY. Enabling Quality of Life in Young People with Multiple Disabilities and Complex and Intense Support Needs: Concepts & good practices	This is the summary of the training handbook, a compilation of more theoretical texts & project experiences in a book about 300 pages. It is destined to accompany the interprofessional training developed by the Enablin+ project group. It contains the most important results of the Enablin+ project based on research reports, articles, project descriptions, results of tryouts. It is meant to be used by those who are responsible for training the various professionals working in the field of children and youngsters with complex and intensive support needs – educators, auxiliaries, teachers, therapists, volunteers, and parents.	R: book	EN, 14a handbook: only EN
14 b		Enabling Activity and Participation. Supporting Young People with Complex and Intense Support Needs. Process book and DVD	This book is meant to accompany the training process of the trainer as well as the trainee. The book contains a suggested programme and working methods of the common core training programme based on quality of life. The attached DVD contains 13 examples of good practice, which illustrate various initiatives towards more inclusive participation and involvement in activities for the children. The videos are introduced in the book, and accompanied by reflective questions for the trainees, as well as background information regarding the examples of good practice. There are also introductory texts about the new paradigms, which form the basis of the project: inclusion, quality of life, support paradigm, interprofessional teamwork, activation and (inclusive) education. A paper version of the book and DVD can be ordered via <a href="http://www.enablinplus.eu">www.enablinplus.eu</a>	R: Book & DVD	EN FR NL RO HU BG IT PT
15	6	Project leaflets	A leaflet describing the project, downloadable on <a href="http://www.enablinplus.eu">www.enablinplus.eu</a>	S- Leaflets in pdf and on paper	EN, FR, NL, IT, BG, RO, HU, PT
16	6	Newsletter 2	Newsletter 2 describes results of partner meeting 2 & 3; local events, stories of kids, example of good practice, announce pilot IST course for 2015-16.	Newsletter online and on paper	EN, FR, BG, RO, HU, NL, IT, PT
17	6	Newsletter 3	Newsletter 3 describes results of partner meeting 4 & 5; local events, example of good practice, Report of TTT conference Milan.	Newsletter online and on paper	EN, FR, BG, RO, HU, NL, IT, PT
18 a	6	Transylvanian Journal of Psychology, Special issue: Clinical and educational applications of Reuven Feuerstein's Mediated Learning Experience Theory: current scientific evidence	This special issue of the Transylvanian Journal of Psychology is dedicated to the work of Prof. Reuven Feuerstein (1921-2014). This is relevant for the project Enablin, because Feuerstein was a pioneer in the field of overcoming barriers to learning: e.g. his central postulate is that "everyone is able to learn", regardless of the barriers from inside or from outside, e.g. the status of the brain damage, genetic damage, external circumstances, age, severity and duration of the problems. This is the theory of Structural Cognitive Modifiability and Mediated Learning Experience. Feuerstein's concept of "active modifying environment" is crucial, and is compatible with the UN Convention's main adagio of the right to live and learn in an inclusive learning environment.	R- Articles for publication in scientific journal	EN

Del iv#	WP	Title	Description	Nature	Language versions
			In this volume, a number of invited scholars who have known him and worked with him (such as David Tzuriel, Robert Sternberg, Carl Haywood, Carol Lidz, Noami Hadas-Lidor, Hefziba Lifshitz, Jo Lebeer and David Martin), present reviews on the scientific evidence of Feuerstein's MLE and SCM theory, as well as on educational and clinical applications. It also contains two contributions of young PhD researchers presenting parts of their original empirical research, in order to show that the next generation carries on with the work Feuerstein has initiated.		
18 b		Teachers Perceptions About The Training Needs Of Professionals Working With Children And Young People With Complex And Intense Support Needs	In this article we use data collected with the «Questionnaire for professionals working with children and young people with permanent SEN» in Portugal. This questionnaire was answered by 208 Portuguese professionals, including 105 teachers. Its main purpose was to characterize teachers' perceptions about the training needs of the professionals working with children and young people with complex and intense support needs. Results were reported in an international Edulearn Conference in Barcelona and published in the <i>Proceedings of the Edulearn 15th Conference, Barcelona 2015: 7785-7792</i> .	R- article	EN
18 c		Predicting burnout in Portuguese teachers (non-specialist and 6 specialist): The role of stress and personal variables	This is an article reporting a study investigating the impact of age, academic grade, years of professional practice and stress on burnout in 7511 regular and special education teachers who work with all the students in Portuguese public schools. Results suggests the urgency of implementing additional training in stress management.		
18 d		Training needs of Portuguese professionals working with children and young people with complex and intense support needs	This paper published in the Journal of Intellectual Disabilities characterizes Portuguese teachers' perceptions (N=105) about the training needs of practitioners working with children and young people with complex and intense support needs (CISN). In this work, we use data collected using the Questionnaire for Practitioners Working with Children and Young People with CISN – Teachers' Perceptions. The results of content analysis showed that the most frequently mentioned themes were special education, intervention strategies, international classification of functioning, disability and health, educational legislation, and family support/intervention. In conclusion, training should focus on specific contents, should be for everyone (practitioners and non-practitioners), and should aim to improve	R - article	
19	1 & 6	Who are they? Children with complexes and intense support needs: Towards a more inclusive and more active high quality life	This bilingual (FR-EN) abstract book of the mini-conference, back to back with the 1 <sup>st</sup> partner meeting in Antwerp, on 31 <sup>st</sup> January & 1 <sup>st</sup> February 2014, has the same theme of the first work package, i.e. exploring and defining the needs of children with severe and multiple disabilities, looking at different alternatives to evaluate their functioning and quality of life, while looking at it from the viewpoint of professionals as well as parents. The full texts of these abstracts are published in the Needs assessment Report (N° 1) and the training handbook (N°14a)	E: Event R -abstract book S – products: ppts R - report	EN, FR
20	6 & 3	Developing an interprofessional training to increase quality of life of children with complex and intense support needs	Abstract book and report of the Mini-conference on the subject of training development, with invited speakers and open to public, back to back with partner meeting in the Netherlands, 26-28 <sup>th</sup> March 2015. The abstract book contains the report on discussions about training needs, goals and training contents for a new training to increase quality of life. Some examples of good practices in the Netherlands are also included.	Event Public event, mini-conference R - report R – Report	EN +NL
21	6	IV Conferencia Europea Educação Inclusiva – 1º Seminário Deficiência Intelectual - Children with complex and intense support needs; good practices towards activity and inclusive learning	Abstract book and report of a two-day conference on inclusive education Back to back with international partner meeting in Evora, 16-17 <sup>th</sup> February 2017. The first day had a more general programme on inclusive education and intellectual disability; the second day presented the results of the Enablin project: needs assessment research, good practice research, training development, research on training pilots.	E- Event Public mini-conference R- abstract book	PT, EN EN
22	4	Coaching towards positive change	This is a powerpoint of a lecture series at the Babes-Bolyai University in Cluj-Napoca from 17-20 <sup>th</sup> May 2017 on the subject of coaching professionals	E - Event seminar	EN



Deliv#	WP	Title	Description	Nature	Language versions
		<i>Becoming a better professional. How to Train Multidisciplinary Teams and Families for a Better Quality of Life</i>	towards inclusion. The full text is published in the manual (deliverable n° 14b)	S – powerpoint	
23	6	Dissemination of Enablin+ project results in Conferences.	Abstracts of posters and oral presentations, presented at international conferences organized by other International Associations, in Sweden, the Netherlands, Belgium, France, Austria, Italy, Denmark & Spain	E - Event seminar S- presentations	EN
26	6	Searching For Best Practices To Build An Inclusive Intervention. The International Project Enablin+ Approach	Report (article) of a series of seminars about good practices in integration of care and education of children with complex and intensive support needs in Portugal	E	PT
27	7	Enabling+ Quality assurance self-evaluation Report	The quality assurance plan describes criteria for evaluation and follow-up, of organized activities and products, based on a theoretical framework of quality assistance. It reports the result of self-evaluation by means of focus groups and questionnaires. In this way it is an internal partners' project assessment	R-report	EN
28	7	Enabling+ External Evaluator's report	The external evaluation report describes the results of the project, quality of products, evaluations by participants to courses, implementation impact, future prospects, dissemination degree, by an independent observer, not involved as a partner	R-report	EN
29	6	Newsletter 4	Report of Évora meeting + Announce publications	Newsletter	EN, PT, NL, IT, FR, RO, BG









\* R – Report; S - Service/Product; D - Demonstrator/Prototype; E – Event; O – Other.



Figure 2 the covers of the book and DVD, our most important sustainable “product” (deliverable 14b); the book is a training material, which serves trainers as well as students



## 4. Partnerships

							
University of Antwerp INCENA- Inclusion & Enablement	Expert Centre for Education & Care - Wijhe	Comité d'Etudes, d'Education et de Soins a.d. Personnes Polyhandicapées - Paris	Babes-Bolyai University Dpt. Applied Psychology Cluj-Napoca	Association St-François d'Assise – Pôle Handicap	Karin Dom Foundation – Varna	Child Rehabilitation service, Vismara Institute, Fondaz. Don Carlo Gnocchi - Milan	Centre for the study of Psychology & Education - Evora
Belgium	The Netherlands	France	Romania	Isle de la Réunion-FR	Bulgaria	Italie	Portugal

### Partner 1 University of Antwerp

P1 BE



University of Antwerp, project INCENA (Inclusion & Enablement); coordinator  
Contact persons: Jo Lebeer & Beno Schraepen, INCENA Study Centre for Inclusion & Enablement  
Department Primary & Interdisciplinary Care, Faculty of Medicine & Health Sciences, Campus 3 Eiken R3.13, Universiteitsplein 1, B-2610 Wilrijk ;  
tel+ 32 3 265 25 29 [jo.lebeer@uantwerpen.be](mailto:jo.lebeer@uantwerpen.be)

The Centre which effectively participates in this project is called INCENA (Inclusion & Enablement). This belongs administratively to the Faculty of Medicine & Health Sciences, Department of Primary & Interdisciplinary Care/ Disability Studies Research Group of the University of Antwerp. It also has a home at the Department of Social-agogical Work of the ArtesisPlantijn (AP) University of Applied Sciences, which belongs to the AUHA, the Association of University and Higher Education Colleges of Antwerp. INCENA provides bachelor training of "special needs educators" at the AP University of Applied Sciences; we contribute to undergraduate training (bachelor and masters of medicine and nursing) at the Medical Faculty in disability matters, and we provide various courses in continuing education in the domain of disability with rehabilitation professions, special and regular teacher training, educators & other support staff, project development in the domain of social inclusion and inclusive education.

Training in post-graduate and undergraduate levels, development of didactic materials, coaching projects, research and networking.

Since 1993 we have been organizing professional post-graduate training in Feuerstein's Structural Cognitive Modifiability, Mediated Learning Experience, Instrumental Enrichment, We have done in-service training of teachers, educators & rehabilitation staff of children, adolescents and adults with learning difficulties and/or disabilities in the area of: modifiability of learning, plasticity of development & ecology, inclusive education. Workshops have been given in BE, NL, F, D, UK, ES, PT, IT, RO, HU, CZ, LV, NO, S, CH, TR, Hong-Kong, Brazil, Chile, Uruguay & Argentina. Courses in Mediated Learning Experience for parents of children with learning or developmental difficulties, and awareness raising activities about "learning enhancement and inclusion" have been done. We also have organized post-graduate training in the International Classification of Functioning, Disability and Health (ICF), in Behaviour Management for Caregivers of adolescents & adults with intellectual disability and/or autism; and a course about enhancing quality of life & inclusion in Down syndrome.

We developed didactic materials for teaching learning prerequisites; of trajectories for training educators of children, adolescents and adults with learning difficulties & training manuals. We set up and coach pilot projects in inclusive education and learning enhancement for children with developmental difficulties in mainstream schools; and we coach schools in transforming towards an inclusive, living and learning organization. We do research in the ecology of development of children & adults with neurological impairments; dynamic assessment of learning processes; implementation of ICF, epidemiology of autistic spectrum, follow up of Down syndrome, ethical issues in disability.

International networking

Internationally we participate in several international networks: Inclues Network for Inclusive & Cognitive Education, International Feuerstein Institute (Jerusalem); International Association for Cognitive Education & Psychology IACEP; European Academy of Childhood Disability EACD [www.eacd.org](http://www.eacd.org). We have collaborated in different European projects since 1992, all in the area of learning enhancement and inclusion: first a series of conferences within the HELIOS programme (1992-2000), project INSIDE (1998-2001); In-clues (Clues for inclusive & cognitive education) (2003-2006); Daffodil on dynamic and functional assessment (2008-2011) [www.daffodilproject.org](http://www.daffodilproject.org); Distinc (2010-2013). We were co-founder of the European Disability Forum and we function as a Disseminator of the inclusive assessment project of the European Agency for Development in Special Needs Education.

#### National networking

For the Enablin+ project, INCENA closely cooperates with professional and parents' organisations working in the field of profound and multiple disability in Belgium (among others: Multiplus, AP3, Belgian Rett Syndrome Foundation, Inclusie Vlaanderen, ApHRAM, GRIP, Lus vzw, Gezin & Handicap, etc.); with the Kinsbergen Centre, with schools and institutions giving support to children with PIMD; with the Cerebral Palsy Reference Centres of the various University Hospitals in Belgium; the BACD (Belgian Academy of Childhood Disability); with the Ministry of Education Policy Development Department, with the VAPH (Flemish Agency for People with a Disability), etc.

The Project coordinator+ collaborate in all work packages: needs assessment; research of good practices, competence definition, module development, pilot trainings, international training, publication and dissemination

## Partner 2 Bureau Nijland Kroes



Buro Nijland-Kroes, Expert Centre for Education & Care, Wijhe  
contact person Mia Nijland [mia@nijlandenkroes.nl](mailto:mia@nijlandenkroes.nl), in collaboration with  
CALIBRIS Wijhe. Tel 06- 23 67 9393

Participation in daily life is not obvious for children and youth with (complex or intense) dependency needs. For example, participating in education or work is not easy. They are also more limited in choosing leisure. Particular daily decisions are often (perforce) made for them instead of with them. Sometimes they need organizations that could help them. Nijland & Kroes is that kind of an organization. We provide support for the children and youth, but also for the parents, professionals or other educators.

We provide advice on (multiple) difficulties in care- or education. We also offer individual or psychological assessment, a separate environment, which acts as a second home, coaching or training. We do research, develop training modules and instruments and professionalizing staff. Our way of working is ordinary, workable and adapted. We aspire to organize the possibility of including children and youth with a disability in normal schools. With these activities, we promote social inclusion. The team of Nijland & Kroes consists of 15 staff. These are behavioural scientists, applied psychologists, coaches, trainers and other professionals. We are a team with a professional approach and a personal touch.

In our organization, we strive towards the greatest participation and independency that is possible for children en youth. We would like them to take part in family and peer activities, to become autonomous. Our motto presents our way of thinking: 'Where normal and special meet'. Where meetings take place, there is always space for movement and change. Whether it is about an advisement, an answer or solution, in our meetings we focus on the child in his or her situation and relatives. In this dynamism, Nijland & Kroes functions as a bridge. Through conversations and dialogues, we draw goals en help them to expend and achieve them. We offer opportunities in lasting results for development, education and connections. Our practical way of thinking and working suits perfectly in recent social trends and political decisions. In this way, we contribute to a professionalization of care and education, which is future-proof.

During the past year, Nijland & Kroes co-developed a specific EMB-training (oriented at people with multiple and profound disabilities) training offer for parents and professionals on MBO-level 3/ 4 (high school vocational training level). The new training is available for employees of schools and care institutions, who work with people who need intensive support in their daily life (also referred to as "the EMB group" in Dutch or PMD in English). Fascinating work that requires good staff. Nevertheless, we prefer the emphasis on the possibilities and opportunities of this target group. Supporting them needs interprofessional cooperation. We want to use

the offer both for the target group and the facilitators who work with them, in their strength. A good 'fit' between the two is needed and contributes to well-being, optimal development and participation in society. Facilitating such a 'Quality-fit' is what we seek with the new training. The offer is the first industry-certified training for *support assistants* in care and education. Interested parents can also participate.

The results of Enablin + will be included in the training and vice versa. This cooperation and the mix of input from all parties, will help keep the vocational training and future-proof. In addition, we hope that way the storms of transitions, youth care and appropriate education to resist and beautiful to create opportunities for the target group. Netherlands and Belgium are the active partners from Enablin + initially for training.

For further information, please see the website:

[www.mbo-emb.nl](http://www.mbo-emb.nl)

Twitter: @MBO\_EMB Facebook: MBO-EMB



**The role of Nijland & Kroes in the project is:**

1. Leader of workpackage N° 3
2. Support associated activities of the other workpackages
3. Host a partner meeting in NL

The project has appointed 3 staff members directly working on the project (1 senior en 2 junior) including 1 manager, 1 employee support staff and management. The project can also be supported by students of Applied Psychology and Special Education for research of different tasks such as: research of best practices, needs assessment, development and en management support.

In parallel to the project Enablin+ we have been involved with the development of a curriculum (as part of "Mytyl schools" for children with cerebral palsy) for professionals in care and education. This could be a great example for the project.

### Partner 3 CESAP

P3 FR



CESAP, Comité d'Etudes, d'Education et de Soins Auprès des Personnes Polyhandicapées, Paris. Contact person : Eric Zolla [ezolla@cesap.asso.fr](mailto:ezolla@cesap.asso.fr)

Founded in 1965 by a group of doctors, social workers and officials of the Assistance Publique - Hôpitaux de Paris (AP - HP), the Comité d'Education et de Soins Auprès des Personnes Polyhandicapées (« Committee of Education and Care Beside of people with multiple disabilities ») is a non -profit association public consists of anyone interested in the issue of multiple disabilities (families, doctors, professionals) and who works towards three mainly lines:

1. Promote the early care of children with multiple disabilities and their families and assure this care over time by managing structures
2. Promote research and study on multiple disabilities. These studies and research intended to support both researchers from various disciplines (medicine, psychology, sociology, education, etc.) As CESAP professionals and other associations of medical and social field.
3. Promote the development and training of the professionals who care for people with multiple disabilities through its training center "CESAP formation, documentation, resources"

CESAP is the founding member of the Groupe Polyhandicap France (GPF) - <http://www.gpf.asso.fr/> , a member of "comité de liaison et d'action des parents d'enfants et d'adultes atteints de handicaps associés » ( CLAPEAHA ) - <http://asso.orpha.net/CLAPEAH/> or the Association Nationale des équipes Contribuant à l'Action médico Sociale Précoce (ANECAMSP)- <http://www.anecamsp.org/>

## Partner 4 Babes-Bolyai University

P4 RO



Babes-Bolyai University, Department of Applied Psychology, Faculty of Education Sciences & Psychology, Cluj-Napoca, Romania  
Head of Department: Prof. dr. Istvan Szamosközi  
Contact person Mrs Dr. Reka Orban [reka.orban@ubbcluj.ro](mailto:reka.orban@ubbcluj.ro)

The Department of Applied Psychology of the Babes-Bolyai University is involved in:

- providing guidance for training educators of children, adolescents and adults with learning difficulties
- Intervention: personalized and differentiated education for children with developmental difficulties in mainstream and special schools
- Research: in Dynamic assessment of learning processes

Networking: Internationally we participate in several international networks: [Includes Network for Inclusive & Cognitive Education](#), [International Centre for the Enhancement of Learning Potential](#) (Jerusalem)

The role of UBB in the Enabling+ project is: leader of WP4 : testing the in-service training. This involves developing pre-and post-evaluation of the modular courses, implementing the courses, and publishing results. UBB will also be guiding the web-site development and management. UBB will cooperate with all other workpackages: data gathering, module development, implementation & dissemination

## Partner 5 ASFA Association St-François d'Assise

P5 FR



Association St-François d'Assise, Isle de la Réunion , Pôle Handicap  
60, rue Bertin - BP 840 97476 Saint-Denis Cedex –  
Tél. 0262.90.87.00 – Fax 0262.20.02.21  
Directeur, Contact person : Elisabeth Houot [diradj.cem.pfs@asfa.re](mailto:diradj.cem.pfs@asfa.re)

The Saint François d' Assise association or Asfa was created on June 6th, 1918 in Saint-Denis (Reunion island). Until the end of the 80's the Association developed simultaneously in parallel its hospital activity and its activity aimed at the elderly.

It is only from the 90's that the association started to invest in the medical and social field by reconverting a part of its health care activity and by creating and/or by starting again under its responsibility, a number of institutions and services intended to accompany children and adults in a situation of disability. It is the most important activity area of the A.S.F.A today. Finally, in 2000, a Training Department has been created to complete and to diversify the activity of the association.

The objectives of ASFA are to provide care and support to: elderly in difficulties and/or dependent, children and teenagers affected by chronic pathologies; children, teenagers and adults with a disability. ASFA manages a dozen establishments and services distributed in three competence domains: a health care department; a medical-social department and a training department.

The medical- social department consists of:

1. A Medical educational institute (IME) (80 places) and a SESSAD [Home Care & Support Service] (30 places). 30 people can be residential here; there are 50 places for a vocational training and 30 in a home support service.
2. A Center of Early Medical and Social Intervention (CAMSP) (100 places), created in 1995, has for mission the screening and the early support regarding disability, rehabilitation and social integration of children in their environment. Two "satellite" centres of the CAMSP have been installed, to work as closely as possible to the needs of the populations, one in Saint Benoît and the other one in Saint-Paul. An extension is planned to strengthen our presence on the West and the East of the Island by a doubling of the capacity.
3. A Physical Rehabilitation Center (CEM) (100 places) and a SESSAD (36 places).  
All these services for children and adolescents with cerebral palsy and PIMD (profound intellectual and multiple disabilities) are grouped in Sainte-Suzanne. The project allows to improve the quality of care, for the children and the teenagers, with the implementation of a quality approach (identification of the missions, the service provided, the users and their family). It takes into account the evolution



of the needs of the population, in a methodological approach of an individualized project, centered around the triangle "education, learning and care"

#### The Training Department consists of :

1. An Institute of Training of Child Care Assistants (IFAP): the Institute trains every year 35 students. Their role is part of a global approach of the child, including supporting parenthood, with the aim of protecting and restoring its health and its autonomy, and favouring the social integration of the child in situation of disability, achieves of chronic disease or in situation of risk of exclusion
2. Paediatric Nurses' school: it was the first School of Paediatric Nursing which opened in the "ultra-peripheral" areas of France (the so-called "DOM", departments d'outre-mer, literally "Department situated beyond the oceans").  
it is approved for accomodate 17 students during 3 years. It forms since 2004, 17 professionals who want to specialize in the health of the child of the birth in the adolescence.
3. A Regional Institute of Training in Occupational therapy (IRFE). The IRFE is approved for accommodation facilities of 20 students, in partnership with the University of Réunion.



THE ASFA created a theatre company "Ti pas Ti pas "(step by step). In 2012 the group knew an enormous success about the famous festival of Avignon with its show "La vie c'est comme ça (that's life) ". This troop consists of 15 young people in situation of disability who are taken care within the Centres and medical-social services of SAINT - SUZANNE'S ASFA. Through dance and theatre workshops in particular, the artists have worked hard to set up this musical comedy, which tells the love story of "pépé Paul et mamie Rosie".

Look at this site to watch their performance: <http://www.asfa.re/accueil.php?centre=asfa&m=10&sm=1>

The role of ASFA in the Enablin + project:

- The contribution of data on the needs for the multi-handicapped children, and the needs for staff training (nurses and education staff), the organization of the continuous support
- Share the experiences of the theatre group with children / teenagers, as example of best practice
- Participation in 5 partners' meetings
- Collaboration with the creation of the modules of in-service training for the educational and supporting staff looking after multi-handicapped children
- Participation in the implementation of the modules of in-service training, and a project of activation and integration of multi-handicapped children
- disseminate the results of the project by organizing a colloquium / seminary

### Partner 6 Karin Dom Foundation

P6

BG



Karin Dom Foundation, Varna

contact person Apostol Apostolov [aapostolov@karindom.org](mailto:aapostolov@karindom.org)

Karin Dom was founded in 1996 with the mission to support the social inclusion of children with special needs and their families through professional services, advocacy, and raising public awareness. Over the years Karin Dom has become recognised as a 'centre of excellence' for providing services for children with special needs and their families. The team of Karin Dom consist of 50 staff, 35 of them are specialists working with children with background in physiotherapy, psychology, speech language therapy, special education pedagogy, social work. Every year, at least 10 people from Bulgaria and abroad volunteer at Karin Dom. The team of specialists participates regularly in national and international trainings for upgrading their qualification.

1. Karin Dom is a Centre for Rehabilitation and Social Integration of Children with Special Needs and Their Families. Our multidisciplinary team works with children with physical and intellectual disabilities, autism, learning difficulties, multiple disabilities. Professional services are offered to 35 children a day. We work with

180-220 children per year from the region and the country. For every child is made multidisciplinary assessment and elaborated an individual service plan. The services include early intervention for children aged 0-3, physiotherapy, occupational therapy, Montessori sessions, counselling, play-group therapy, parent support groups, therapy for children with autistic spectrum disorder, pre-school learning, basic life-skills programme, sensory room therapy.

## 2. Karin Dom is a Training and Resource Centre, licensed as a Vocational Training Centre

Our services include - on-site assessment of the needs of the trainees, sharing the goals of the training and the expectations of the trainees, developing training programs tailored to the trainees' specific needs, on-site seminars – lectures and demonstrations, seminars at Karin Dom – lectures, case studies, discussions, work in small groups, demonstrations of practical sessions with children, preparation and presentation of training materials, distribution of informational leaflets for parents, practical training and consultations to students, volunteers, parents, work meetings, conferences. The Centre offers a combination of theoretical and practical trainings for specialists working with children with special needs, mass teachers, assistants and parents. We are a Training and Resource Centre since the year 2001 and were encouraged by the European Commission to disseminate our experience to professionals in the country (this was a two year project awarded Grand Prix of the Delegation of the European Commission in Bulgaria). Throughout all the years we have invited foreign trainers – professionals having experience with children with special needs. Lots of our methods and practices are advanced for the country and they are not thought in Bulgarian universities. We are recognized as having expertise among professionals on a national level and provide trainings on a regular basis.

## 3. Karin Dom's Early Intervention Program – home-based service

This is the newest service that started in September 2010. Karin Dom's program serves children 0 to 4 who are at risk of or have a developmental delay or a disability. It follows the family-centered approach, working with parents and other family members to learn how to support their children in a natural environment. The program seeks to prevent the abandonment of children in institutions, thus contributing to the de-institutionalization process in Bulgaria.

The role of Karin Dom in the project is to host a partners meeting and to support the project's activities - needs assessment; research of good practices, make video samples of good practices, test training module, participate in international training, publication and dissemination.

## **Partner 7 Fondazione Don Carlo Gnocchi**

P7 IT



Fondazione Don Carlo Gnocchi, Milano, Centro di Riabilitazione Vismara (= service provider and vocational training organisation).

Contact person: Dr. Marina Rodocanachi [marinarodocanachi@gmail.com](mailto:marinarodocanachi@gmail.com)

Don Carlo Gnocchi Foundation is a non-profit Institution founded by Don Carlo Gnocchi, a priest from Milan who became known as "the father of the crippled" and beatified on 25 October 2009. After the Second World War Father Gnocchi took shape in 1945 for orphans and children with disabilities victims of war. In 1952 this activity became the Pro Juventute Foundation. Once the emergency for the disabled children during the war was over, the charitable goal of the Foundation was addressed to a more serious problem for children in those years: poliomyelitis. In 1955 Father Carlo started his last and greatest challenge, a pilot Centre representing the synthesis of his rehabilitation methodology.

The Institution during the years passed through different reorganizations and transformations:

- **NON-PROFIT CHARITY FOUNDATION (1952)**
- **IRCCS** (Scientific Institute for Research, Hospitalization and Care - 1991)
- **ONLUS** (Non- Profit Social utility Organization - 1998)
- **NGO** (Non-Governmental Organization - 2001)

Today the Don Carlo Gnocchi Foundation continues to take care of disabled children, who have acquired and inherited complex pathologies; of patients of all ages who need neuromotor, cardio-respiratory and oncology

rehabilitation; persons with multiple sclerosis, amyotrophic lateral sclerosis, Parkinson's disease, Alzheimer's disease or other crippling pathologies; of the not self-sufficient elderly, terminal cancer patients, patients with serious brain damage acquired or in a prolonged vegetative state.

Beside the social, medical, educational and health activities, the Foundation is active in scientific research, technological innovation, training at various levels and international cooperation. Credited as an Institution of Hospitalization and Scientific Care (IRCCS), particularly for the Centers of Milan and Florence, today the Don Carlo Gnocchi Foundation has more than 5700 operators amongst the personnel and professional collaborators, for whom there are constantly available training and updating programs. The services are provided through an accreditation with the National Health Service in about thirty Centers, grouped together in eight territorial Areas in nine Regions.

The participation of Don Gnocchi Foundation to the Enablin + project involves the UNIT OF CHILD NEUROLOGY, PSYCHIATRY AND REHABILITATION who deals with 7 centres and 5 ambulatory services for child rehabilitation and education, with one of these five centres: VISMARA INSTITUTE in Milan.

## Partner 8 Universidade de Evora

P8 PT



Universidade de Évora. Centre for Research in Education and Psychology from the University of Évora (CIEP-UE)  
Contact person Prof. Adelinda Candeias [aac@uevora.pt](mailto:aac@uevora.pt)  
Colégio Pedro da Fonseca | Apartado 94 | 7002-554 Évora  
[ciep@uevora.pt](mailto:ciep@uevora.pt) | tel: +351 266 768 052

The University of Évora was the second university to be established in Portugal. After the founding of the University of Coimbra in 1537, it has been felt the need for another university to serve the South. The University of Évora is one of the universities in the Portuguese public higher education system and therefore aims:

- The production of knowledge through scientific and artistic research, experimentation and technological and humanistic development;
- The socialization of knowledge, providing to the traditional student population and the working population, the academic qualification at bachelor's, master's and doctorate, ad hoc training courses and informal training throughout life;
- The transmission of knowledge to the community in order to innovation and business competitiveness as well as the modernization of public services and social and cultural development of the community as a whole;



Centro de Investigação em  
Educação e Psicologia da Universidade de Évora

The Centre for Research in Education and Psychology from the University of Évora (CIEP-UE) started activity in 2007 and was created by researchers from the Departments of Education and Psychology, from the University of Évora, and develops R & D activities in these areas.

The CIEP's research team coordinates several research projects with external funding, whose results have been published nationally and internationally at various events and scientific publications.

Having as main concerns the investigation in the field of Education and Psychology and respective interfaces, the following research groups, as defined in 2013, reflect the organizational structure of his scientific activity:

- Group A: Educational Policies, Institutions and Territories
- Group B: Development, Learning, Inclusion and Well-being
  - B1 Line Learning, Teaching and Assessment
  - B2 Line Development, Risk and Inclusion
  - B3 line Welfare, Psychopathology and Development

The B3 Line was created in 2014 to respond to the investigation that has been achieved in the context of the factors responsible for the welfare and the psychopathology throughout the development. The CIEP-UE publishes the journal Education: Issues and Problems since 2005 and regularly organizes colloquia and conferences in order to strive for scientific debate concerning the major issues that the current organization and social project lay in the fields of education and psychology.

The UE/CIEP train bachelor & masters & PhD and organize post graduate studies (totalling 2000 students) in the field of Education, Psychology, Special Education and Psychomotor rehabilitation. 40% of the income comes from projects. Within the NUFOR (we also provide continuing education in the domain of disability with rehabilitation professions, special and regular teacher training, educators & other support staff, project development in the domain of social inclusion and inclusive education. The UE participates in international programmes within Erasmus (mobility of students and teaching staff), European research funding and other international research funding, Life Long Learning projects, Health and Social Affairs.

Past & present activities of CIEP and NUFOR include:

- Training:
  - Since 2002 Professional post-graduate training in Special Education and Psychomotor Rehabilitation.
  - In-service training of teachers, educators & rehabilitation staff of children, adolescents and adults with learning difficulties and/or disabilities in the area of: Dynamic assessment; Inclusive education, Portfolios, ICF. Workshops have been given in Brazil, Spain, Italy, Belgium, Swiss, United States of America.
  - Coaching with parents from children and adults with disabilities (enabling parents to enabling children), in association with the national association 'network of parents'.
- Development of didactic materials for teaching learning prerequisites; of trajectories for training educators of children, adolescents and adults with learning difficulties & training manuals
- Intervention: Pilotproject inclusive education for children with developmental difficulties in mainstream schools; Coaching schools in transforming towards an inclusive, living and learning organisation
- Research in Dynamic assessment of learning processes, the implementation of ICF in Portugal, the use of Portfolio to improve more inclusive assessment and education.
- Networking: Internationally we participate in International Association for Cognitive Education & Psychology IACEP; and DAFFODIL Group - [www.daffodilproject.org](http://www.daffodilproject.org). National: we are partners in a national network – Oficinas de Pais – that works in coaching to enabling parents of children with disabilities.

University of Evora/CIEP as a partner collaborates to all work packages: needs assessment; research of good practices, competence definition, module development, pilot trainings, international training, publication and dissemination. The Portuguese team is constituted by professionals and parents. Professionals come from institutions/associations (University of Evora, APPACDM and CERCI) that represent special needs support centre working with severely affected children and parents' organisation (Dar Resposta: [www.darresposta.com](http://www.darresposta.com)).

## **Associated partners**

Each partner collaborates in its own region with a local/regional/national network, which consists of vocational training providers (in continuous learning system); service providers and parents' organisations

The Enablin+ Consortium works together with all experts dealing with the target group of children with CISEN, e.g. the Special Interest Group of the IASSID (International Association for the Scientific Study of Intellectual Disabilities) for Profound and multiple disabilities; specialists in alternative communication members of ISAAC; expert-centres for children with CISEN such as Multiplus (University of Leuven); SUSA (Université de Liège, de Mons); parents associations in various countries; Inclusion International; Réseau Lucioles in France, etc.

### How and why this partnership?

- To be multidisciplinary (education, school, medicine, rehabilitation)
- To have parents as well as professionals as a source of knowledge
- To have training institutions, who can easily organize in-service training modules
- To have research institutions with students doing master theses to do the research
- To have service providers who can apply the modular training and report experiences.



*Figure 3 The international partnership at the occasion of the partnermeeting in Cluj-Napoca, Romania, September 2015, standing in front of the Psychology House. The big challenge in European partnership is to create a partnership which immediately has to start working as a team, in order to be effective in setting and reaching common goals. This is a real challenge! Moreover, none of the partners was an English native speaker, yet English was the shared language – however not for everyone, so all had to be translated from English to French and vice versa. Some of the partners knew each other for a long time, others were like blind dates. But the whole functioned very well.*



## 5. Plans for the Future: sustainability

The website [www.enablinplus.eu](http://www.enablinplus.eu) will continue to be operational.

In the Netherlands, as a spin-off of Enablin+, a Quality of Life Centre has been created, which will organise services to families, schools and service centres, to coach them towards inclusion, and integration of care and education.

It will also continue to offer the courses developed in Enablin+

In Belgium, Multiplus KULeuven, AP College, University of Antwerp and University College of Ghent will continue to train students in various contributing disciplines, along the lines developed by Enablin+

In France, CESAP will also innovate training formats and content and continue to train.

Similarly, in Portugal, the training will be offered in under- as well as postgraduate formats.

All partners will continue to approach politicians to raise awareness about the need guarantee support in inclusive situations, and to promote inclusive high quality lives.



*Figure 4 Pomarinho Pedagogical Farm in the province of Alentejo, Portugal, managed by the Cerebral Palsy Association, an inclusive farm where children with and without disability learn, play, eat and enjoy life together. An example of learning inclusive environments.*

## 6. Contribution to EU policies

The project demonstrates the added value of a European approach: expertise is not confined in one country. The partners had already experience in internationalisation, and hence know the benefit of it: by inviting trainers from abroad, by going to conferences, by participating in international networks. The domain of children with intense support needs is very broad, and expert knowledge is scattered among different places. Inclusive education for this category of children is very rare, practically only in Italy and Portugal. Therefore, it is very important that their experience will be shared. Solutions that work in one country will be of value in another. Thanks to the Enablin project, there are now more initiatives towards inclusion in the other countries

The project contributed to EU policies of: prevention of social exclusion, anti-discrimination (because of disability), *inter-sectoral collaboration* (education, health & welfare), mobility of professionals from education and other domains.

The results of the project have been translated into the various partners' languages, so that they are now available on a local level. By involving all partners in common developmental work, we facilitated the creation a system of in-service training for workers in the disability sector, which can be used all over Europe. By involving policy makers, we made an effort to implement the results on a national level. Project partners are aware of the need to translate recommendations and results into local cultural embedding.

As a side effect, partners learnt to express themselves in a different language; they learnt to know and value each other's work.



