



EUROPEAN BROCHURE

COMMON CULTURE OF THE ACTIVE GUIDANCE NOTION IN THE CONTEXT OF DISABILITY





Lifelong Learning Programme

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I. Presentation of the project and its objectives

Initiated by the European Think tank Pour la Solidarité (Belgium), the ORA- Orienter Autrement (Guiding differently) Project gathers seven partners from France, Belgium, Rumania and Bulgaria for a period of two years (2011-2013). It is part of the Leonardo Da Vinci European Programme- Transfer of Innovation.

The consortium consists of organisations specializing in lifelong guidance, adapted work organisations, federations representing enterprises of the adapted work sector, as well as an expert organisation in European project management:

- ▶ Pour la Solidarité – Belgium
- ▶ University of Southern Brittany (Bretagne-Sud) – France
- ▶ Walloon Federation of Adapted-work enterprises (EWETA) – Belgium
- ▶ APEI du Valenciennois – France
- ▶ ESAT APF Nord-Pas-de-Calais – France
- ▶ Ploiesti Petrol-Gaz University – Romania
- ▶ PODKREPA Labour Confederation – Bulgaria

Starting from the fact that in Europe, only half of the people with disabilities (PD) able to work have a job, it seemed essential to focus

on occupational integration and securing of career paths of these groups. People with disabilities are too often guided by default and lack support to draft their occupational project. Furthermore, practices developed by educational specialists and/or professionals specializing in people with disabilities should be made more visible and better recognized.



The **main objectives** of the ORA Project are:

- ▶ Drafting of an active guidance procedure to promote disabled people's integration, through a process that puts people with disabilities at the heart of the lifelong guidance scheme, and capable of making choices.
- ▶ Better visibility and complementarity between the network stakeholders in order to promote the integration of people with disabilities.
- ▶ Professionalisation of educational specialists/ professionals through a reflexive approach and exchanges on their guidance practices and training of persons with disabilities.
- ▶ Securing career paths.
- ▶ Creation of a European Charter for an active guidance of persons with disabilities.

The **target groups** of the project are:

- ▶ Persons with disabilities (any type of disability) who are able to work.
- ▶ Support professionals whose mission is to support people with disabilities in and towards employment.



The project is divided in **three main phases**:

- ▶ Making an assessment of the existing guidance systems in each partner country;
- ▶ Drafting of an active guidance procedure based on exchanges and practices;
- ▶ Experimenting this new guidance procedure, tested in each country with five persons with disabilities and five support professionals.

II. Adopted methodology for the research-action

The ORA Project adopts a transfer of the methodology developed by the Université de Bretagne Sud for the AQOR (Improving the Quality of Guidance- Leonardo Da Vinci Project- Transfer of Innovation lead by the PRAO - Rhône - Alpes Guidance Pole from 2007 to 2009) European Project and the resulting tool “Guide of indicators to improve the quality of Guidance in the Lorient County”.

Indeed, during this period the **AQOR Project** gathered guidance professionals in the Lorient County territory to draft a joint working method for two years. The working group then developed key steps for active guidance counselling as well as a common culture of active guidance.

The **methodology of the ORA Project** is implemented through a transfer of general guidance to the sector of lifelong guidance, employment and training of people with disabilities.

The approach is based on 3 main points:

- ▶ Exchanges and comparison of practices and network experiences in favour of the persons with disabilities' integration;
- ▶ Developing a common culture of the active guidance notion and quality approach on guidance;
- ▶ Recognition of support jobs and skills in the sector.

The needs and expectations of the persons with disabilities as well as the difficulties and leverages they have to face will be at the heart of the scheme.

The method of work is known as bottom-up: it refers to the practices and expectations of the field, conveyed by the European partners as the project progresses. The project chose to involve the partners' target groups, networks and territories throughout the project. This reflective method is a good opportunity to examine one's own practices.

Then, **each ORA partner creates and animates a local working group during two years**. This work in local groups is aimed at standardising the key steps of an active guidance process for persons with disabilities through an exchange of practices and experiences amongst the mobilized stakeholders.

The ORA Project is characterized by a **collaborative work** process between partners, as well as the **co-creation** of a common culture, transfer module and common methodology.



III. Common understanding of the Lifelong Guidance and Inclusion of people with disabilities notions: common definitions and criteria

The definition of a common culture on the notion of guidance and integration of persons with disabilities is a fundamental step in order to all share the same understanding on the topic and to accurately define its outlines.

It is important that all partners take ownership of this topic and use a common terminology. This work provides meaning to some concepts used throughout the project by the partners in transnational meetings and local groups.

Several collective and individual reflexion moments were needed to give life to this common culture and progressively get to know each other better and share common values.

1.1. Common definitions

In the framework of the ORA Project, **two key concepts** were discussed amongst partners in order to agree upon common definitions: **guidance** and **disability**. Each partner had the opportunity to express

himself on both concepts and on the elements that could not be ignored that had to appear in the chosen text.

- **GUIDANCE**

The following remarks have been formulated regarding guidance:

- ▶ Guidance needs accompaniment;
- ▶ Guidance needs a commitment from practitioners/ professionals;
- ▶ Guidance shall take the person's wishes into consideration as much as possible to realize his/her project and provide the means based on this;
- ▶ Guidance takes into account the individual capacities of each person, in particular in the case of PDs to whom a special attention should be paid.

It was decided that no new definition of guidance should be drafted in the specific context of disability, as the objective should in no way be stigmatisation but the access for all to all guidance services and tools throughout life. The guidance process has to remain the same for all, without discrimination.

The chosen definition highlights the “continuous” aspect of guidance, i.e. a process that lasts throughout life, evolves and enables the users

to build and carry out a personal and occupational project. It takes into consideration the process of Training, Integration, Employment, occupational transitions that may occur and makes people the driving force of their project.

The common definition of guidance for all the ORA partners takes over the text of the EU Council Resolution of 21 November 2008 (2008/319/02):

“A continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management skills.”

- **DISABILITY**

The concept of disability was also widely discussed. Terminology differs from one country to another and from one situation to another. Indeed, sometimes we talk about invalidity, incapacity or disability. In addition, disability recognition processes and the public perception of disabilities vary from one country to another.

It was decided that the chosen definition should be as wide as possible in order to include all the persons potentially impacted by the reflexions carried out throughout the project.

As far as duration and the kind of public are concerned, there should be no limitation, in order to better take into account all persons with disabilities.

The proposed definition was inspired by the definition of disability according to the French legislation 2005-102 of 11 February 2005 and on the Quebec “Disability Creation Process” (DCP) model:

Is a handicap any limitation of activity or restriction of participation to life in society, created by an environment that is not adapted to a person dealing with substantial, sustainable or permanent alteration of

one or several of physical, sensorial, mental, cognitive and psychical functions, multiple disability or an incapacitating health disorder.

This definition of disability highlights several aspects the consortium wants to put forward: disabilities are a topic directly linked to the environment, can happen at any moment in life, can evolve, be limited in time or not, and eventually can concern different kinds of limitations and alterations.



1.2. Essential criteria of the ORA Consortium

The ORA Consortium defined a certain number of criteria considered as essential in the field of active guidance and inclusion of persons with disabilities.

It is to be noted that the historical, institutional, economic and cultural background of each country should be taken into consideration.

The involvement of economic stakeholders and society in general is necessary to meet these criteria.

A. A lifelong guidance

The implementation of a lifelong active guidance process by a network of professionals on a territory provides a support as well as tools to build career paths and to manage occupational transitions. It enables everyone to be the driving force of their choice of study, training and occupational activities at any moment in life.

B. Users at the heart of the guidance scheme

Reflexions on active guidance of persons with disabilities must necessarily put the user at the heart of the process. Any occupational project identified for a specific user has to be “his” project, matching

his enlightened and freely expressed wishes as much as possible and guaranteeing his well-being.

C. Equal access to services for all

Equal opportunities are a fundamental notion in the active guidance of persons with disabilities.

An equal access for all to education and quality training should also grant them the possibility to access employment opportunities adapted to their life project and all existing services (VAE- Validation of Professional Experience, skills assessment...).

School or occupational integration towards the ordinary world should be a priority.

D. Integration- full participation in society

The full participation of persons with disabilities to society remains an important goal to reach. Competence development and job acquisition are ways to reach independence, decent living conditions and integration within the society.

The integration of persons with disabilities includes the possibility to exert one's right to a customized and secured path towards a quality job.

A full participation to society cannot be implemented within respecting some principles: solidarity, equal treatment and accessibility for all users.

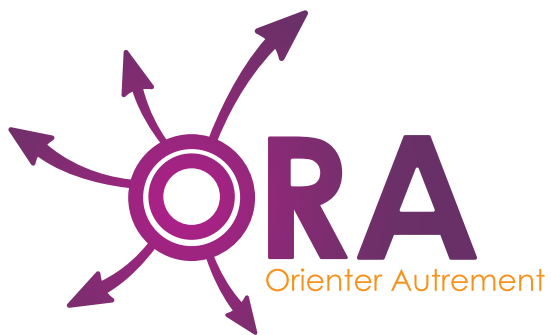
These questions need the active involvement of all users and of the individual/ person himself.

E. Networking

Networking between guidance and employment organisations and other organisations specialized in welcoming persons with disabilities, that intervene at different moments in life, enables the stakeholders to act all together, in the interest of the person towards the implementation of a life project, in order to avoid chaotic career paths. Inter-knowledge among network professionals is essential to create synergies in the interest of users.

IV. Partners of the ORA Project:

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