



Projet ORA (Orienter Autrement)

Common European synthesis of transfer and of territorial diagnosis



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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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July 2013

1. The beginning context in which the transfer took place

Nowadays we are witnessing a profound change of policy objectives in lifelong education and guidance related to the existing policy in the labour market area and to the concept of long term employment of labour force. Accordingly, it is necessary to reorganise the guidance services which should be accessible not only to young people who complete their studies, but to all citizens at all stages of their lives.

According to OCDE (2004), professional guidance corresponds to services and activities addressed to persons of any age, in order to help them take the right decisions in education and professional training area, for the purpose of managing their professional development.

Lifelong guidance process allows any person to obtain services, assistance and advice in order to meet his/her personal aspirations. These services delivered in a set of structures, specialised mostly in educational and vocational guidance, are integrated into broader social, educational and political approaches, in order to respect the lifelong European guidance objectives.

The great importance of guidance services is proved by: the increasing demand from users, including the public services; the increase in demand from parents regarding information about trainings and guidance services available to their children; these are considered a guarantee to entry into the labour market; the existence of a large number of people who encounter specific difficulties to professional development and for whom the effectiveness of guidance services is an important step towards employment.

The findings above prove that vocational guidance represents nowadays a public, political, social and economical stake (since it involves the competitiveness potential in Europe) which concerns the whole working population – without distinction.

At the beginning of 2000, the issue of guidance quality was marked in the most of the European Commission speciality reports. These reports highlight the particular difference between the objectives of public action and organising services implemented in this regard.

In certain countries, the quality of vocational guidance is verified by quality indicators fairly broad. These include: representation, advertising, feedback systems, and assurance of quality procedures.

In this context, the reevaluation of AQOR indicators (see below) and their transfer to new areas and new target audience represents a very important action, implemented in order to achieve the objectives of the new European policy for vocational guidance.

AQOR indicators

As an instrument transferred in the project ORA, the guide of quality indicators in guidance AQOR (Amélioration de la Qualité en Orientation- Quality Improvement in Guidance) was elaborated within the Leonardo Da Vinci-funded European project intitled DROA (Developing Active Guidance Network), between 2003 and 2006. The project aimed to improvement of quality systems, of professional practices and guidance services by developing a commun culture of guidance actors in European regions. The beneficiary is at the heart of the process and the project developed the approach and service quality in order to meet the beneficiary's demand. AQOR indicators can bu used as a base to assist detecting changes, in order to improve the guidance. They can serve as a comparison of results in relation to the services and the practices.

For further details: <http://www.aqor.droa-eu.org>

1.1. The description of local working groups

Setting up local working groups started in 2011 and it represented a key moment for the project ORA. In this sense, the following steps have been completed:

- Formulation of an invitation to a first meeting-session of the ORA project presentation. The invitation was sent to both public institutions and non-governmental organisations which are involved in the disabled persons protection and social inclusion;
- At the first meeting, the ORA project aims and objectives were presented and approved by participants throughout their adherence and engagement in project actions;
- For those who have expressed their willingness to engage in achieving the the project goals, working meetings were organised and held. There have been addressed issues such as :
 - Presentation of local specific activities in vocational guidance area of persons with disabilities (PWD);
 - Presentation of some statistical data concerning the situation on the labour market of persons with disabilities;
 - Realisation of an inventory of legislation in area of vocational guidance and support provided to persons with disabilities;
 - Correlation of ORA project objectives and of European policies in areas of protection, integration and social inclusion of PWD;
 - Definition of key steps needed for the career guidance of persons with disabilities and presentation of *AQOR Indicators Guide*.

While selecting local partners, two aspects were taken into account: on the one hand, the degree of their representativeness within the network of actors involved in social and vocational inclusion of PWD; on the other hand, their belonging to different activity sectors, each of them bringing a range of complementary skills.

The local project partners have been selected as follows: partners who act in the educational area, in the vocational inclusion area, in the area of guidance and vocational training of persons with disabilities, in economic sector and in medico-social sector.

It has been proposed to each of these institutions/organisations to contribute to the success of project actions, to the development of a common active guidance procedure of the PWD, by sharing expertise in education, guidance, training, vocational integration of PWD within the local/territorial labour network.

The institutions involved and the area in which they operate are:

Partner Institutions/organisations

	UBS France	APEI France	EWETA Belgium	PODKREPA Bulgaria	UPG Romania	APF France
Vocational insertion sector	ARPE (Association of Work Network from Pays de Lorient). This structure depends on the agglomeration community (a group of villages on one territory)		AWIPH (Wallonian Agency for the integration of disabled persons) (organisation for recognition of disability but also for the subsidy) FOREM (Regional employment agency. Here FOREM acts also as an insertion service)	- Employment agencies	Public Social Assistance Service of District Agency for Labour Force CITOPAH – Occupational Therapy Integration centre (Tatarai)	Pôle Emploi (Employment agency) Employment Centre
Guidance and training sector of workers with disabilities	ORA team of SFC of UBS SUIO-IP (Academic Information, guidance and insertion) of UBS CFA (Training Center for apprentices) from the city of Lorient, with a specific pedagogy by level for apprentices in difficulty Grafic Bretagne (Regional Association which implemented an accompanying system of PWD in the apprenticeship contract)		Adapted WORK Enterprises (ETA) from THE Wallonie Picarde Region Vocational Training Centre Accompanying Center Enterprises of training by work (EFT)		Echipa ORA Team of COOC from UPG Ploiești Motivation Foundation (Regional Organisation for the social integration of disabled people through actions which lead to independent and active living)	Pôle ESAT APF which includes the following institutions: - Rivery (80): 14 employees + 53 users - Lys-lez-Lannoy (59): 24 employees + 72 users - Calais (62): 15 employees + 58 users - Marly (59): 5 employees + 21 users Training Organisation Prefeel-RH
Economic sector, Employment sector		SEPH , Handicap Medef Association DIRECCTE		Trade Union Associations		
Medico-social sector	ESAT (Institution and service of help by working activity) Medico-social Institution which	APEI Valenciennes ESAT Workshops from Hainaut	Medico-social Centres Psychiatric Centre of Tournai	NGOs acting in the field of PWD rights' protection	DGASPC – District Department of Social assistance and child	

	<p>receives persons recognised as disabled workers and which proposes to have an activity in a sheltered environment</p> <p>Rehabilitation and Medical Centre from Kerpape which proposes a service of rehabilitation, of social and vocational insertion</p> <p>IME (Medical-Educational Institute) Specialised institution which receives children and teenagers with intellectual disabilities</p>	<p>APEI Valenciennes IME la Cigogne APEI SISEP APF Valenciennes MDPH Valenciennes</p>			protection	
Education sector	<p>CIO (Information and Guidance Centre)of Lorient</p> <p>ULIS (Localised unit for educational inclusion) which allows flexible and multiple learning opportunities for students with disability, in the school environment and more specifically in high school.</p> <p>L'ASH (School adjustment and teaching of disabled students). This structure is an academic Inspection section at the level of the department.</p>		Schools for specialised education		<p>CJAP – District Centre for psycho-pedagogical assistance</p> <p>Schools for specialised education</p>	

1.2. The partners expectations/needs in relation to the transfer

By bringing together a large number of institutions, with extremely varied competences in the field of education/training/ guidance/ vocational insertion of PWD, local working groups were able to cover a spectrum of fairly broad objectives, a spectrum that relates to: taking into account the word PWD, accessibility and information, the professionalisation of those involved in guidance of PWD, the access to the devices and to common low access and reinforcing bridges, skills development of PSH, networks resources.

A concrete situation of each partner's expectations is given in the following table:

	UBS	APEI	UPG	EWETA	PODKREPA	APF
Partners Expectations / Needs	<p>Realise a finding and a diagnosis of the functioning of the network in the territory of Pays de Lorient</p> <p>Support a better knowledge between the network structures due to an interchange of practices and extend the local network of common and specialised low</p> <p>Implement a local dynamics based on the analysis of reality ways</p> <p>Allow a check of the blockage points and of the improving courses in guidance ways of PWD and improve the guidance quality of PWD</p> <p>Completion of work on key steps of the PWD active guidance</p> <p>Developing together a common product that won't be necessary a guide of indicators</p>	<p>Stimulate coordinating instances existing between the social world and the Insertion through Economic Activity (IEA)</p> <p>Improve the transparency of actors' network, as well as the transfer of information from institutional environment to the ordinary one</p>	<p>The exchange of experiences, methods, experiences, experimentations, arguments with other European regions, moving towards them or receiving them, in order to accelerate and develop the guidance process of PWD</p> <p>Continue and improve partners actions in a group of European experts in PWD guidance</p> <p>Develop guidance networks of PWD in Romania on local or regional territory</p>	<p>Facilitate the guidance of persons with disabilities, especially for improving the visibility of materials offer (find out blockage points within the key steps of active guidance)</p> <p>Improvement of the network by integrating other actors (especially the world of enterprises often absent from this debate), stenghtening the links between the actors who are already part of the network</p>	<p>The power to represent in an equitable manner all the key actors at international level;</p> <p>Create a cercle of experts to perform a global analysys at national level and to discuss the current stakes, which hinders the integration of persons with disabilities on the labour market</p>	<p>Facilitate the active guidance of PSH</p> <p>Achieving a state of facts and a diagnosis of the network functioning in the territory of Nord Pas-de-Calais</p> <p>Promote a better understanding between network structures thanks to an exchange of practices, as well as thanks to an expansion of loca network of common and specialised low</p> <p>Promote the exchange of good practices and common reflexions allowing accompanying of PWD in carrying out their project and their way</p> <p>Support and promote the bridges between the protected work environment and the ordinary one</p> <p>Allow PWD to define their choice of vocational guidance</p>

2. The transfer approach

2.1. The key steps of the approach

Starting from the features/profile of the partners involved in the project, we may find that the steps taken in the transfer of AQOR indicators were different:

The University Bretagne-Sud and the University Petrol-Gaz of Ploiești (higher education institutions which have as mission the initial and continuous training and which have a guiding/ guidance career centre, having common experiences in the transfer of AQOR indicators to new categories of target public, but without developing the direct activity with PSH) have had a similar approach, with the following stages:

	UBS	UPG
Key stages of the approach	<p>Presentation of the project objectives, the context and the European partners</p> <p>Distribution and presentation of AQOR-DAQOR instruments</p> <p>Organisation of debates on the main elements of AQOR approach: work on the network for two years, observing the operation, the exchange of good practices and experiences as well as the approach of progress and self-assessment</p> <p>European definition of guidance which the project is based on and which concerns a lifelong guidance process, including training, employment and continuing training</p> <p>Organisation of focus-groups on the issue of lifelong PWD guidance</p> <p>Visit of the local structures, in order to understand their functioning</p> <p>Participation to the meeting of professionals with users, allowing enriching the work with concrete examples of guidance paths</p>	<p>Identify criteria for assessing and for quality in guidance of PWD, indicators that are poorly represented at regional level</p> <p>Identify the existing procedures in quality management in services of guidance of PWD in Romania</p> <p>Analyses of quality indicators mentioned in <i>AQOR Indicators Guide</i> and the possibility of implementing them in the Romanian context of PWD guidance</p> <p>Detection of these aspects of the PWD guidance process for those who cannot establish the evaluation criteria</p> <p>Adjustement of AQOR indicators to the national specifics and to the specifics of PWD guidance process; the implementation of specific indicators</p>

APEI, APF and EWETA (organisations which work directly in the field of promoting the rights of PWD, of their social and professional inclusion) have gone over the following stages:

	APEI	APF	EWETA
Key stages of the approach	<p>Presenting ORA project and its goals, presentation of European partners</p> <p>The appropriation of active guidance approach by presenting the scheme of key steps realised by UBS</p> <p>Starting from this scheme, achieving a state of facts: positive points, obstacles, difficulties encountered</p> <p>Mentioning the ways for improvement by implementation of local experimetations</p>	<p>Identify key steps of guidance presented within the structures of APF and of future experimentation</p> <p>Identify the AQOR indicators and the existing indicators within the structures of APF</p> <p>Reflection about the experimentation: What? For whom? Why? How?</p> <p>Implement the experimentation</p> <p>Analysis of experimentation</p>	<p>Organise the debates in the framework of which most local partners have both evaluation grid and indicators which allow them to identify the process. These grids and indicators have presented, analysed, adn some of them have been improved</p> <p>Confront the results obtained through AQOR indicators</p> <p>Establish common indicators;</p> <p>Formalise the documents that identify all the actors</p> <p>People involved have a precise knowledge of the audience and the persons who have to be guided</p> <p>Create a larger network than the existing partners</p>

PODKREPA (Trade-union federation, involved in promoting/respecting the rights of workers and in removing the discrimination of any kind in the workplace of PWD) has gone over the following steps:

- Assert the rights of PWD and present them as vectors with positive role, as free and equal citizens who live in a democratic society;
- Initialise certain manners in order to change employees attitude related to PWD employment, to the adaptation of workplaces to the needs of this category of persons;
- Identify the obstacles encountered by the unemployed with disabilities (low level of professional experience, the existence of certain skills limited to the type/ degree of disability, insufficient information concerning professional integration opportunities and categories of requirement specific to different

activities). The conduct of information/training activities of PWD in order to facilitate their socio-professional insertion.

2.2. Obstacles and possibilities for improving the approach of appropriate AQOR indicators

The obstacles and the improving possibilities are specific and grouped, for each partner, in the following table:

	UBS	APEI	UPG	EWETA	PODKREPA	APF
Obstacles	<p>Information not always available, accessible, global nor understood</p> <p>A lack of accompanying before the Recognition status of Disabled Worker (RQTH)</p> <p>A lack of accompanying for the people ESAT guided by MDA (MDPH)</p> <p>A limited access to instruments and continuous training devices</p> <p>A lack of solutions for non-autonomous people who are more than 60 years old</p>	<p>A difficulty in understanding the interest of the evaluation approach of services quality: the partners do not understand that it can bring something new; they have the feeling that they are already implementing a quality service</p> <p>AQOR indicators are so numerous to be presented such as</p> <p>Irregularity of representatives invested in the local group: absence, change of representative ... They all have contributed to a difficulty of trust necessary for the reflexive situation</p> <p>Multiplication of local actors networks: PRITH, platform ARS...</p>	<p>Lack of confidence in the evaluation process</p> <p>The fear manifested in relation to the possible consequences of certain external evaluations</p> <p>Limited experience in the assessment of services quality in PWD guidance</p> <p>Insufficient resources, restriction of access to resources for financial reasons</p> <p>Perturbations produced in the reform in public policies area</p> <p>Difficulty to determine guidance professionals of PWD to voluntarily participate to this process of learning indicators</p>	<p>Institutional perimeters</p> <p>Lack of time to go "outside the framework " and to create a more efficient network , thanks to the increase of missions assigned to people who work in institutions and to field operators</p>	<p>Bureaucratic obstacles</p> <p>Clumsiness and lack of flexibility in the operation of existing structures</p> <p>Weak mobility and the moving off from the user's services</p> <p>Lack of access to public institutions adapted to PWD needs</p> <p>In addition, the access to public transport is difficult</p> <p>Lack of information and of accessible communication</p> <p>Social isolation and lack of motivation</p> <p>Ignorance of the employers of the situation of persons with disabilities</p> <p>Low awareness and poor interest from civil society</p> <p>Poor professional qualification</p> <p>Inappropriate education</p>	<p>Guiding disabled people in order to define their vocational project: when they benefit a specific guidance, PWD are often oriented from one institution to another</p> <p>Different guidance and accompanying ways for disabled persons are still unknown, even to the people and to professionals in guidance or in professional accompanying</p> <p>Links and bridges between the protected work environment and the usual one are still recent</p>

	UBS	APEI	UPG	EWETA	PODKREPA	APF
<p>Possibilities to improve the approach of AQOR indicators appropriation</p>	<p>Training of monitors / professionnals / educators</p> <p>Developing the autonomy throughout the entire socio professional path</p> <p>The actors of the local network strcutures have to be acquainted</p> <p>Opening of specialised structures for socio-cultural and professional environment and vice versa</p>	<p>The partners have to be valorised in their actions</p> <p>Besides, an ascending approach, which starts directly from the field action, seemed more appropriate. Indicators come out after making an inventory of what works and what does not work. After that we will be able to complete the list of several AQOR indicators</p> <p>Indicators concern different action levels : that is why it seems normal to mobilise persons such as educators and PWD</p>	<p>Create networks for PWD guidance in local public institutions which bring together psychologists, sociologists, social assistants integrated services networks through which customers can benefit. For this, the increased level of expertise of professionals in the field is essential.</p> <p>Ensure continuity of public policies through actions started in the area of guidance, notably towards training of PWD; in this respect, reconciliation between school and work is a key issue for the construction of a lifelong guidance approach . The draught of a quality assessment system, the basis of AQOR indicators, adopted to PWD needs and to Romanian reality, where the emphasis is on the self-assessment, on the cult of individual responsibility, on the development of corrective actions resulting from their choices.</p>	<p>Amplify the exchanges between the network members and its enlargement</p> <p>Transborder opening that allows this project (operation already started): individual meeting with operators (what is going to happen). Meeting between networks on both sides of the border (planned for May-June 2013)</p> <p>Exchange of trainees (in process, between APF partners for France and Prorienta for Belgium</p>	<p>A better knowing of labour market</p> <p>Improvement of services quality for disabled persons in order to optimise the access to information</p> <p>Provide an appropriate access for a professional guidance, for training and other services related on employment</p> <p>Provide more services for PWD to acquire more social skills</p> <p>Change the attitudes and the stereotypes of the society</p> <p>Improve the possibilities to participate at the social life</p> <p>Introducing the planning principle</p> <p>Amplify the principle to work within the network</p> <p>Improve the capacity and the possibilities to provide psychological help</p>	<p>Overcoming schemes and replacing the approach by sector with the approach by path</p> <p>Allow people to become actors of their guidance and of their professional way</p> <p>Developing relations between the existing structures and making visible and possible different existing guidance courses</p>

3. Conclusions

The analysis of transfer provided by the ORA project partners allowed some findings:

- The visibility of guidance stages is not always simple and clear for the disabled people;
- It is essential for actors to know each other;
- The implementation of an active guidance of PWD involves changes, in all respects, in current practices ;
- The network implementation allows sharing of knowledge and practices; it participates to the removal of "administrative separation";
- Personal involvement of participants (that means outside their main mission) is needful.

As for anyone, the disabled persons' paths and especially of adults aren't always straight, but rather they are characterised by moments of rupture, by return phenomena or changes in guidance. For disabled persons, there are some specific factors that are involved: autonomy, disabilities to practice certain activities, implementation of compensation devices, etc. More guidance is necessary and it is possible during the personal, professional and training way.

It is necessary that the information about taking responsibility and compensation, about existing services or component structures to be known, understood, complete and accessible to all, at all times of the way.

This element is inseparable from the notion of disability finding, which allows, if it is performed early enough, to implement solutions adapted to various situations of disability. The implementation of tools adapted for the assessment of abilities allows the improvement of takeover terms, if funding is possible.

Work is an essential space for PWD's life. It supports his identity; it contributes at his personal fulfillment. Beyond being a source of income, it is a vector for development, by its participation at social life and by the recognition of the

other. It is the reason for which any guidance system, whenever it's possible, must ensure the protection of labour law.

Accepting the disability by the person and by his entourage is, among other things, an issue to be taken into account during the way, because it's a long and indispensable process for the person involved and for his family. It is possible that blocking situations regarding the disability and the refusal of protected environment interfere sometimes. Anyway, we have to respect the dignity and the individual autonomy of PWD and his difference as being a part of the human diversity.

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