



Since the first experience in 1989 different pathways have been activated in approximately 40 different local communities, with a total of 776 people with DS involved in 2008.

The young people with DS meet in small groups during their free time with the assistance of educational operators.

The methodology employed is based on training in practical situations and on the active involvement of the pupils themselves. The goals of the courses is the acquisition of strategic capabilities to tackle common problems of everyday life and promote self-esteem and self-confidence in younger and adult people with DS.

Acquisition of mobility training: autonomy in the use of public transportation even in complex routes : with at least 80% of success rate.

Use of money in shopping;

Acquisition of capabilities to ask for help.

Increase in communication skills.

People with DS can achieve satisfactory levels of social autonomy, even in presence of mediocre teaching skills. An extra-school educational training aiming to cope practical problems, proved to be particularly effective even in promoting the desire of independence and self-assertiveness

Towards Full Social Participation

A Group Of 4 DS Adults & C.Dupas As Facilitator, Trisomie 21 FRANCE

094 BS Q121

Social inclusion can only be achieved through housing autonomy and work inclusion.

Trisomie 21 France has created two types of innovative and highly individualized services: the SAVS (Services d'Accompagnement à la Vie Sociale) and the Open SATs (Service d'Aide par le Travail Hors Murs).

The SAVS provide DS people with support towards independent living. They offer flexible, progressive and individual access to housing autonomy through three stages, each of them being independent and optional:

- various workshops within a training platform (budget, dietetics, housekeeping, sleeping outside home...)
- experimenting personal autonomy on a temporary basis in an ordinary environment, supported by the regular visits of a team of professionals but without any permanent presence of educational staff.
- living in their own flat on a permanent basis, receiving the same support as in the previous stage. These personal flats are found according to a series of criteria: work proximity, leisure activities, family and friends...

The Open SATs send DS people, protected by the status of 'handicapped workers', on secondments in ordinary firms. The ultimate aim being, in the long run, for these people to be directly engaged by the firms under a common law contract.

These services can be considered as bridges towards the full social participation of DS people. An ever-increasing number of people benefit from such devices and can now live in keeping with their personal project and in harmony with their previous experience of school inclusion and vocational training.

"Young And Enthusiastic", ICT-Based IADL Training

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095 BS Q121

To a much greater extent than others, youths with mental disabilities need to train skills in ADL (Activities of Daily Living). The content and responsibility for such training is, however, not clear. Our basic assumption is that many youths with mental disabilities can benefit from earlier and more IADL-learning and -training (Instrumental ADL).

In our project "Young and enthusiastic", we wanted to find out for which areas of IADL there is a need for ICT-based learning programmes, and which of these programmes are feasible to realize on common technology platforms (such as PC and/or mobile phones).

Requirements specifications for IADL-learning were acquired from literature, informant interviews and the expert group of the project. A national survey of available programmes in the areas of IADL was conducted. A web-based study was conducted to pinpoint the most important challenges for IADL learning and -training.

In Norway, there are few ICT-based training programmes addressing IADL. Available programmes typically support training in ordinary school subjects, clock etc., and the content is often at children's or beginner's level. Youths can often manage to use ICT-based tools, and the level of content has to be adjusted to meet their level of language, skills and needs.

More structured IADL-learning and training will benefit many youths with mental disabilities. They are highly motivated to use PCs and mobile phones. Thus, development of age- and capability-adjusted programmes for IADL-learning and training on these platforms is strongly recommended.

Down who? The Image Of People With DS In Italy

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In the last 20 years the image of people with DS has been modified very much in Italy, thanks to the school and all levels integration, but also thanks to the activities of all the associations.

To show how a person with DS is seen today and the most important causes of this change.

Analysis of medias and public opinion 'reaction' through DS people visibility in the last years in TV and cinema.

Introduction of specific communication actions (poster, campaigns, movies,) and fund raising events organized by the Italian associations.

Interviews to unpractised people .

From the right to exist to the achievement of a social role

- Bigger presence, bigger recognizability but with the risk of new stereotypes
- Between realism and optimism to look at the past with thankfulness, to look at the future with confidence
- The importance to listen to the protagonists
- Sharing experiences and look-out points

The importance of the experience of inclusion as a powerful factor of relationships and imagery transformation.

Usefulness to increase the communication channels.