



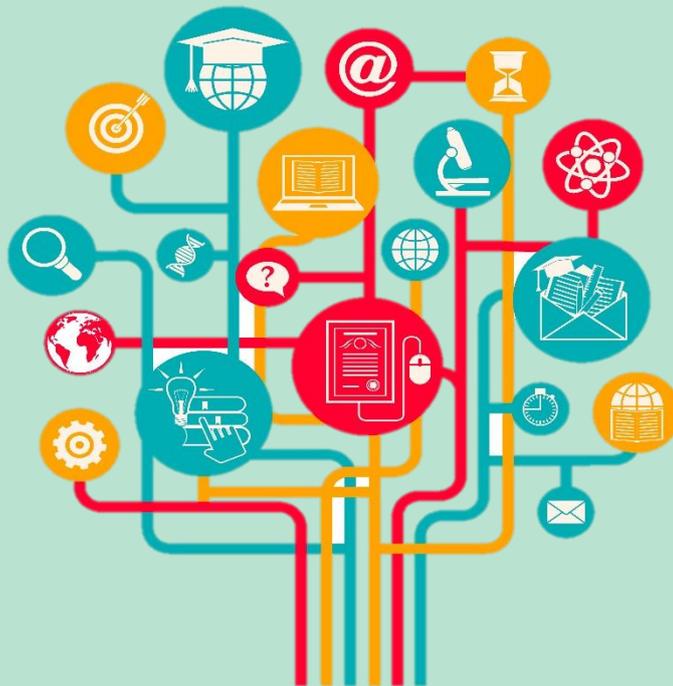
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AWARDS Project

Autonomy And Well-Ageing Reinforcement For The
Adult People With Down Syndrome

INTELLECTUAL OUTPUT 4

TRAINING MODULE ON VOCATIONAL EDUCATION, EMPLOYMENT AND SOCIAL PARTICIPATION FOR ADULTS WITH DOWN SYNDROME



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INTRODUCTION

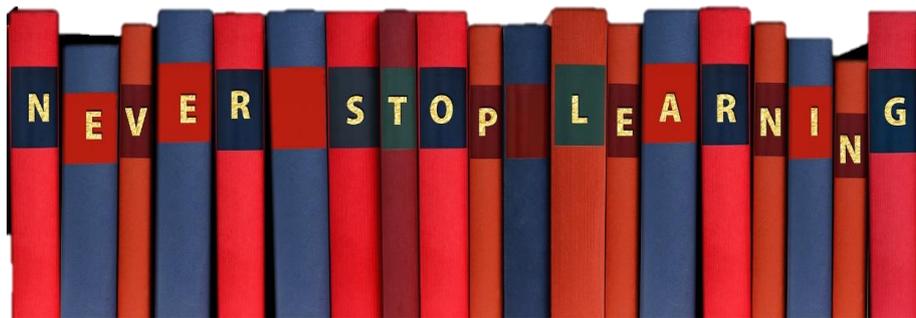
THE AWARDS PROJECT TRAINING MODULE ON VOCATIONAL EDUCATION, EMPLOYMENT AND SOCIAL PARTICIPATION FOR ADULTS WITH DOWN SYNDROME

The general objectives of this training module are to provide the necessary tools and competencies on education, employment and social participation to families and professionals working with adults with Down syndrome, so that they can guide and advise adults with Down syndrome and improve their autonomy.

Vocational Education in Adults with Down Syndrome and Employment & Social Participation Module will contain the basic subjects below:

- 1- Vocational Education and Training in Adults with Down Syndrome
- 2- Employment in Adults with Down Syndrome
- 3- Social Participation in Adults with Down Syndrome

UNIT 1 - VOCATIONAL EDUCATION AND TRAINING IN ADULTS WITH DOWN SYNDROME



THE OBJECTIVE OF UNIT 1

The objective is to provide families and professionals an overview of the importance of vocational education for adults with Down syndrome, the training opportunities and regulations that exist in this field at European level. With this, the aim is to help adults with Down syndrome to acquire, update, complete or extend their competences for their personal, social and professional development in teaching and learning contexts, considered as inclusive and socially responsible scenarios.



THIS UNIT IS MADE UP OF THE FOLLOWING TOPICS:

- 1.a. Importance of vocational training for adults with Down syndrome
- 1.b. Government policy for people with disabilities
- 1.c. Institutions providing vocational training for adults with Down syndrome
- 1.d. Local governments in vocational training for adults with Down syndrome
- 1.e. Non-governmental organizations in vocational training for adults with Down syndrome.

LEARNING OUTCOMES OF UNIT 1:

Learning outcome 1- The learners will be able to understand the importance of vocational training for adults with Down syndrome.

Learning outcome 2- The learners will be able to explain the policies that promote the vocational education and training for adults with Down syndrome.

Learning outcome 3- The learners will be able to comprehend on non governmental organizations that works on vocational education and training of people with Down Syndrome accross the European Union.

Learning outcome 4- The learners will be able to know the differences in vocational education and training between the local governments of the participating partners.

1.A. IMPORTANCE OF VOCATIONAL EDUCATION AND TRAINING FOR ADULTS WITH DOWN SYNDROME

For many years people with disabilities were kept at home, placed in institutions designed for them or isolated in other ways. When they were finally offered opportunities to learn in school or training programmes, these were often separate from those available to people without disabilities in jobs and training areas based on stereotypes of what disabled persons were capable of doing.

With the evolution of the human rights movement, the social model of disability emerged, which views society as creating barriers that prevent people with disabilities from fully participating in their communities and economies. Society has the obligation to remove these barriers and people with disabilities need to play a central role in the removal. Removing barriers may involve making the environment accessible, making information available, having laws and policies about inclusion and working toward changing attitudes about people with disabilities.

Inclusion means that people with and without disabilities participate in an activity together and interact on an equal basis.

For individuals with intellectual disabilities to live independently, and to play social roles successfully in their communities, they must be taught skill-based curriculum which is aligned to their individual needs. Based on the International labour organization (ILO) objectives and principles, various vocational training programmes are expected to be designed for individuals with disabilities to enable them meet the exigencies of life after schooling (Munkholm & Fisher, 2008). The Vocational education and training prepares people for work and develops citizens skills to remain employable and respond to the needs of the economy.



When people with and without disabilities have opportunities to do things together attitudes about inclusion are positive. When people with and without disabilities spend time together in a vocational setting, as well as other settings,

they learn that:

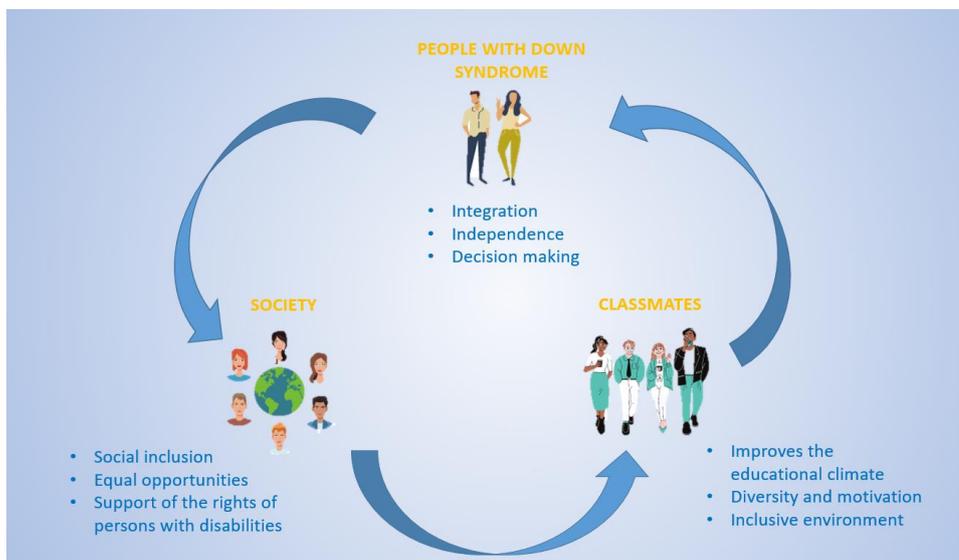
- They have common interests and goals.
- There is more than one way to accomplish something.
- By working on things together, everyone benefits.
- Acceptance and respect for diversity enriches the learning environment for everyone.

Trainers, when adapting how they provide instruction to a trainee with a disability, may see that other trainees appreciate and benefit from the adaptation as well. Some examples are:

- Beginning each session with a review of the previous session.
- Establishing a routine within a session that is consistently followed from session to session.
- Providing each trainee with an outline of what will be covered in the next session.

Positive views about inclusion have the potential to extend beyond the classroom and centre to families, community leaders, and employers. When administrators, trainers, and trainees share what is going on in an inclusive training environment, parents, spouses, employers, and community leaders may want to see for themselves what is happening and provide support.

- Parents, spouses and relatives will see that their family members are learning skills that will lead to jobs that pay.
- Employers will see that people with disabilities are capable of acquiring skills that employers value.
- Community leaders will see the potential for the size of the workforce growing, and know that growth will contribute to the economic vitality of the community.
- Many people will see the value of making all aspects of community life accessible to all.
- More people will be willing to work together, perhaps through advisory councils, to assist vocational training centres and other community locations to become inclusive.



1.B. GOVERNMENT POLICY FOR PEOPLE WITH DISABILITIES

The policy framework will relate to the field of education, lifelong learning and training, as well as adult education.



The Convention on the Rights of Persons with Disabilities (CRPD) was adopted in December 2006 at the United Nations headquarters. It is the first comprehensive human rights instrument of the 21st century and marks a paradigm shift in attitudes and approaches to persons with disabilities.



Article 24 of the CRPD refers to education, with a clearly inclusive orientation. It states that States Parties shall ensure that persons with disabilities have general access to higher education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided for persons with disabilities.

At the European level, **the Strategy on the Rights of Persons with Disabilities 2021-2030** aims to increase equal participation and non-discrimination of persons with disabilities and contributes to the implementation of the **European Pillar of Social Rights**, which guides employment and social policies in Europe.



The Strategy supports the implementation of the UN Convention on the Rights of Persons with Disabilities by the EU and its Member States, both at national and EU level. This strategy builds on its predecessor (2010-2020), thanks to which the Copenhagen process was carried out, which is part of the "Education and Training" (ET 2020) strategic policy package and aims to contribute to the achievement of the education-related objectives of the Europe 2020 Strategy.

The process consists of:

- a political dimension aiming to establish common European objectives and reform national VET systems;
- the development of common European frameworks and tools that increase the transparency and quality of competences and qualifications and facilitate mobility;
- cooperation to foster mutual learning at European level and to involve all relevant stakeholders at national level.

1.C. INSTITUTIONS PROVIDING VOCATIONAL TRAINING FOR ADULTS WITH DOWN SYNDROME

Cedefop is one of the EU's decentralised agencies. Founded in 1975 and based in Greece since 1995, Cedefop supports the promotion, development and implementation of the Union policy in the field of vocational education and training (VET) as well as skills and qualifications policies by working together with the Commission, Member States and social partners. To this end, it enhances and disseminates knowledge, provides evidence and services for policy-making, including research-based conclusions, and facilitates knowledge sharing among and between EU and national actors.



[CEDEFOP | European Centre for the Development of Vocational Training \(europa.eu\)](http://europa.eu)

The **European Training Foundation** is a European Union agency that helps transition and developing countries harness the potential of their human capital through the reform of education, training and labour market systems, and in the context of the EU's external relations policy.



[Home | ETF \(europa.eu\)](http://europa.eu)

1.D. LOCAL GOVERNMENTS IN VOCATIONAL TRAINING FOR ADULTS WITH DOWN SYNDROME



SPAIN

Main features of the VET system include:

- in the last ten years participation in VET increased by more than 70%;
- in the same period, early leaving from education and training has considerably decreased but is still below the national target;
- in VET programmes managed by the education authorities, males are the majority of learners: 71.1% in basic VET, 56.9% in intermediate VET and 52.4% in higher VET programmes;
- 50% of VET learners are found in three professional branches: health, administration and management; information and communications technology; and sociocultural and community services;
- the number of apprenticeships/dual VET learners is slowly increasing but is still a minority option compared to school-based programmes.

Distinctive features

The Spanish constitution provides the right to education and retraining, which public authorities have to promote. Initial vocational education and training (VET) is the responsibility of education authorities; continuous training is the responsibility of employment authorities. The national system for qualifications and vocational training is the umbrella for VET programmes, leading to formal qualifications awarded by either the education or employment authorities: they share the same consultation bodies but the governance and objectives of their VET qualifications and programmes differ.

Mutual recognition of some parts of the training (modules), acquired in training programmes offered by the education or employment authorities, is possible as both take as reference the occupational standards of the national catalogue.

VET programmes are modularised and include compulsory workplace learning at the end of, or during, studies. Learners need to pass all modules to obtain the relevant qualification. However, modularisation allows partial certification and re-engagement from a lifelong learning perspective.

The introduction of basic VET programmes (ISCED 353) and direct access to intermediate VET (ISCED 354) programmes in upper secondary have opened up progression routes for youngsters at risk of dropping out of compulsory education and, in some cases, for adults with low or no qualifications. Adults may have their skills recognised or acquire a formal qualification through training. Key competences tests have been developed for advanced VET programmes and professional certificate access. VET programmes using online or virtual learning environments and platforms are being developed to ease access to VET.

It is possible to acquire VET qualifications through dual VET. The dual principle (apprenticeship contracts or other alternance schemes) has been implemented

nationally to increase VET attractiveness and support young people in transition to the labour market, though there are territorial differences in its implementation.

There are common regulations for validating skills acquired through non-formal and informal learning and work experience. These procedures empower citizens to engage in further learning and acquire full qualifications. Demand for recognition may be driven by company needs, social partner requests or minimum qualification requirements from sectoral regulatory bodies. Regional authorities can initiate public calls for validation of non-formal and informal learning, depending on local or sectoral labour market needs.



FINDLAND

VET in Finland comprises the following main features:

- competence-based approach;
- personal competence development plan for each learner charting and recognising previously acquired skills;
- VET teacher profession is attractive;
- early leaving from education and training is low and decreasing; leaving VET early is still more common than in general education;
- participation in lifelong learning is high, also due to VET participation.

Distinctive features:

National qualification requirements have been based on a competence-based approach since the early 1990s. Flexibility of vocational qualifications has increased, for example by diversifying opportunities to include modules from other vocational qualifications (including further and specialist vocational qualifications) or university of applied sciences degrees. More flexibility will allow students to create individual learning paths and increase their motivation for completing their studies. It is also meant to give education providers an opportunity to meet regional and local labour market demands more effectively. Studies in upper secondary VET are based on individual study plans, comprising both compulsory and optional study modules. Modularisation allows for a degree of individualisation of qualifications:

- a clearer range of qualifications that better meets the needs of working life;
- a single competence-based method of completing qualifications;
- competence-based and individual study paths for all.

The Finnish National Agency for Education reformed all 43 initial, 65 further and 56 specialist vocational qualifications in 2017-18. The fundamental goal of this reform was to reduce the number of qualification titles from 360 to 164 and offer broader programmes, strengthen the competence-based approach of vocational qualification requirements and the modular structure of qualifications. This supports building flexible and individual learning paths and promotes validation of prior learning.

A career as a VET teacher is generally considered attractive, reflected in the high number of applications to enrol in vocational teacher training programmes that invariably exceed intake. While up to a third of the applicants are admitted annually, there are major variations between different fields.



VET in Italy comprises the following main features:

- education and employment ministries lay down the rules and general principles but the regions and autonomous provinces are in charge of VET programmes and apprenticeship- type schemes;
- there are three types of apprenticeship with one type (Type 2) not corresponding to any education level but leading only to occupational qualifications recognised by the labour market;
- continuing VET is mainly directed towards employed people;
- the recent adoption of the national qualifications framework (January 2018) is a catalyst for re-designing qualifications.

Distinctive features

The Italian context is characterised by the presence of multiple institutional players at national and regional levels, in addition to the relevant role of the social partners.

Title V (article 117) of the Constitution provides for ownership either by the State, the regions or mechanisms for cooperation between the different institutions, in relation to the type of training supply:

- the State establishes general rules and determines the fundamental principles of education;
- the regions have legislative power over VET;
- education falls under the scope of concomitant legislation, except for the autonomy of education institutions.

In light of the interweaving of the different intervention areas, ministries of education and labour and the regions define formal agreements within the State-regions conference. The aim is to define matters of common interest, although at different levels of responsibility.

The implementation of Title V has not yet been completed; this increases the interweaving and the complexity of the different levels of system governance. The areas of activity which primarily apply to the jurisdiction of the education ministry and those which primarily apply to the labour ministry and the regions and autonomous provinces, are to be kept distinct. However, many activities and interventions require consultation between the different institutional players.

Reference should be made to the role of the social partners, who contribute to defining and creating active employment policies, especially in relation to VET (in particular lifelong training).



VET in Poland comprises the following main features:

- high decrease in participation in VET programmes at upper secondary and post-secondary levels (35.6% during 2005-2017 period) mainly due to demographic challenges and reduced interest in VET among young learners. However, during last several years a small increase in the share of students in vocational education can be observed;
- participation in VET programmes at the upper secondary level remains slightly higher than in general education;
- the share of the population with an upper secondary and post-secondary non-tertiary level of education, for both men and women, is much higher than the EU average;
- early leaving from education and training is significantly below the EU-28 average and has remained stable over the last decade;
- participation in lifelong learning remains well below the EU-28 average and has been stable in the past decade;
- the VET system has been under continuous reform over the last few years aiming to improve its quality and effectiveness.

Distinctive features:

Over the past three decades, Poland's education system has undergone several profound changes in its structure, forms of organisation and management, as well as of the core curriculum. As a result of these changes, distinctive VET features were developed:

- a flexible VET system allows changing pathways at any point;
- the classification of occupations for vocational education includes a list of occupations for which VET programmes can provide education. Each occupation comprises one to two qualifications that can be acquired in IVET and CVET. A VET qualification diploma can be issued only when all qualifications required for an occupation have been acquired (via State vocational examinations), together with a school leaving certificate;
- core curricula for all VET occupations included in the classification of occupations. Separate VET qualifications within specific occupations are described in the core curricula as a set of expected learning outcomes: knowledge, occupational skills, and personal and social competences allowing learners to handle their occupational tasks independently. Learning outcomes are linked to detailed assessment criteria;
- autonomy of VET schools in developing their teaching programmes, based on VET core curricula, and in choosing either subject-centred or modular programmes, which can be easily modified, depending on labour market needs;
- uniform external vocational examinations, centrally organised;
- vocational qualification courses allowing adults to acquire qualifications faster than IVET learners;
- validation of competences acquired in different learning contexts, including professional experience, by taking external examinations.



TURKEY

The Turkish Economic Reform Programme 2020–2022 provides the basis for progress in the form of measures for technical and vocational education and training (VET). These include the preparation of digital content and skills-based programmes; updating curricula in vocational and technical education; support for applications for inventions, patents, and utility models; and the establishment of a private sector cooperation protocol for vocational training and skills development. Turkey has developed policies and actions for the improvement of education and skills provision with a focus on improving the quality and equality of educational achievement at all levels, as evidenced by the latest EU benchmarks and acknowledged by the OECD ‘Organisation for Economic Co-operation and Development policy report’ (OECD, 2021).

Turkey conducted a VET mapping study, (2019) to assess at provincial level the capacities, employment opportunities and future investment plans of the regional sectors, and the current VET provision. The study will be used to adapt the future provision accordingly. Finally, Turkey is providing financial incentives for the establishment of private VET institutions.

VET is financed mainly by the central government budget, and it is a centralised multi-level governance structure. The MoNE, which is responsible for planning and implementing education policies, comprises numerous directorates, councils and boards. Formal VET is administered by the Directorate-General of Vocational Education and by the Directorate-General of Lifelong Learning. Post-secondary VET is under the responsibility of the Council for Higher Education. At the regional level, provincial and sub-provincial National Education Directorates in the 81 provinces are responsible for implementing VET regionally and locally. They are also engaged in the monitoring and evaluation of providers on behalf of the ministry. The Ministry of Finance and the MoNE agree on annual subsidies for VET schools in Organised Industrial Zones. Turkish Employers’ Associations play a big role in skills development, through their own funding or implementing EU- and other donor-funded projects. Most of the big employers’ organisations have VET departments that interact directly with public institutions. There are many innovative cogovernance and (co-)funding models in VET in Turkey, including revolving fund enterprises in VET schools.

1.E. NON-GOVERNMENTAL ORGANIZATIONS IN VOCATIONAL TRAINING FOR ADULTS WITH DOWN SYNDROME.

NGOs that promote training help the development and growth of people and themselves. The most obvious result of a training activity is the improvement of competencies, skills and tools for better professional performance.



SPAIN

Down España groups 90 entities, many of which are accredited as training centers and offer their users the possibility of developing training courses that allow them to obtain the necessary training to get a job. For example, **FUNDOWN** has a Vocational Training area, an inter-service area that develops its actions both in the Service for the Promotion of Personal Autonomy (SEPAP) and in the Employment and Training Service (SEFE). Its main objective is the orientation and professional training of users through vocational training actions that meet their needs, abilities and expectations and that, at the same time, lead them towards a life as autonomous as possible.

[fp \(fundown.org\)](http://fundown.org)

FINDLAND

Vamlas promotes diversity and inclusion of young people with disabilities in schools, studies, hobbies and working life. They have been working for equal opportunities since 1889.

They are experts in the employment, services and education of children and youth with disabilities. They run development projects, support research and are active in various networks promoting rehabilitation, education, and employment

POLAND

The Foundation for Developmental Support JA TEŻ®, (Me Too) dedicates its activities to the children, their families and caretakers; doctors, teachers and many other people in the society where children with disabilities live, and where they will live as adults.

[About Us — JA TEŻ \(jatez.org.pl\)](http://jatez.org.pl)

ITALY

AIPD is a reference at school level in the function of supporting families and sensitizing educational institutions in the path of integration of people with Down Syndrome.

[AIPD Bérigamo \(aipdbergamo.it\)](http://aipdbergamo.it)

TURKEY

International Down Syndrome Federation (Uluslararası Down Sendromu Federasyonu) which was established in 2017 is a strong non-governmental organization and has member associations in 34 countries and 21 cities in Turkey as well as 56 representative offices. International Down Syndrome Federation is an organization where dedicated to ending the social, physical and economic isolation of the people in Turkey and all around the world with vocational education and recruitment programs as well as sport and art activities. Some of variety vocational training programmes and recruitment programmes of International Down Syndrome Federation carried out for people with Down Syndrome:

Downchiefs Project

- It is a 23-weeks vocational training that took place for the first time in Turkey, in cooperation with the Turkish Cooks Federation and Tormurcuk Foundation.
- The DownChefs Turkey project continues in 12 cities with our 32 children with Down Syndrome under the auspices of the Turkish Ministry of Culture and Tourism.

Zucdown Turkey Project

- On December 25, 2017 the project was initiated in partnership with the Union of Glassware Manufacturers with 470 members.
- Within the scope of the project, 3 young people with Down Syndrome were employed in ZUCDER member Karaca, Korkmaz and Bernardo stores. The pilot region is Istanbul and the project was intended to employ 17 young people.

Down Make-Up Project

Down Make-up and Down Skin Care' vocational training project as a first in the world has kicked-off on April 29, 2019 in Istanbul, Grand Sheraton Hotel. The aim of the project is to provide vocational education and training for young people under the auspices Family Minister Republic of Turkey.

UNIT 2- EMPLOYMENT IN ADULTS WITH DOWN SYNDROME



THE OBJECTIVE OF UNIT 2

The objective is to provide families and professionals an overview of the importance of the inclusive employment in adults with Down syndrome.

The development of labour activity is a fundamental advance in the autonomy and full social inclusion of people with Down syndrome.

Families and professionals have a very important task as active agents in the process of incorporation into the labour market. This topic should serve as a reference tool to clarify those aspects that have a significant impact on labour integration.



THIS UNIT IS MADE UP OF THE FOLLOWING TOPICS:

- 2.a Employment policies for adults with Down syndrome
- 2.b Tips for the employment of adults with down syndrome
- 2.c Methods of employment for adults with Down syndrome
- 2.d Employment support institutions for adults with Down syndrome

LEARNING OUTCOMES OF UNIT 2:

Learning outcome 1- The learners will be able to explain policies that promote the inclusive employment

Learning outcome 2- The learners will be able to comprehend the different employment modalities that attempt to facilitate access to employment for people with disabilities.

Learning outcome 3- The learners will be able to understand the importance of employment support institutions in the inclusion of adults with Down syndrome in the labour market.

Learning outcome 4- The learners will be able to identify employment support institutions for adults with Down syndrome

2.A EMPLOYMENT POLICIES FOR PEOPLE WITH DOWN SYNDROME

People with Down syndrome have the right to work, as described in [Article 27](#) (Work and Employment) of the UN Convention on the Rights of Persons with Disabilities.

"States Parties shall safeguard and promote the realization of the right to work by taking appropriate measures, (...) including (...) encouraging employment opportunities and career advancement of persons with disabilities in the labour market, and supporting them in seeking, obtaining, maintaining and returning to employment."

A report from **McKinsey & Company** shows an important aspect when we talk about employment, and we would like to start with an excerpt from it.

"People with Down Syndrome generally have a positive impact on a number of "organizational health" dimensions such as leadership, external orientation (a positive impact on client satisfaction), culture & climate, motivation, and coordination & control. This impact has been measured in qualitative and quantitative surveys of leading organizations that have chosen to hire people with Down Syndrome. The positive impact people with Down Syndrome can have on "organizational health" also reflects on business performance, as it is known that there is a direct, mapped relationship between increased "organizational health" and business performance. As people with Down Syndrome can affect more than one of the dimensions that make up "organizational health", they are one of the numerous factors that can influence business performance."
(McKinsey & Company "The value that employees with Down Syndrome can add to organizations, March 2014)

One conclusion of this report is that people with Down Syndrome not only have the right to work, but also have a positive impact both on the working environment and on the business performance itself.



The public non-profit organization **Global Down Syndrome Foundation** has an article on their website named “Global experts share tips to help empower adults with Down Syndrome”. This article is not specifically intended for questions about employment but is nevertheless interesting why “empowering” is important for all people, not least in employment and work.

In the article we can read that all people who grow up reach at some point the age when conflicts of power and control arise. For most people, this occurs when they reach their teens, but for people with Down Syndrome this often occurs later in life namely in their late 20’s or 30’s. While siblings and friends might have already moved out, gone to college or similar, adults with Down Syndrome might feel stagnant in comparison.

This might be at the same time as the person with Down Syndrome search for a job opportunity and then it is important to understand the behaviour and how to help without helping too much.

The authors of the article, Brun Gelaro and Dennis McGurie, explains how this conflict manifest in behaviour.

1)Defiance and Opposition: Adults with Down syndrome are commonly stereotyped for being stubborn, but in many cases, defiance and opposition is how adults with Down syndrome attempt to exercise some control over their day to day lives. You may also notice the defiance and “no-saying” is not limited to undesirable activities, like chores or work, but it may also extend to include things they enjoy doing. If they are constantly pushed and forced to do these activities, they may no longer be enjoyable to the adult.

2)Regulating Pace: When adults with Down syndrome feel like their sense of self-direction is being infringed upon this may manifest in their overall pace. In the absence of power and control the thing they can manage is the speed at which they complete tasks— which sometimes results in extreme slowness and repetitive routines. As a result, rigid behavioural “grooves,” as Dr Dennis McGuire has described, and can develop as a way to maintain a sense of order and control.

3)Self-Talk: Self-talk can be a litmus test for stress and conflict in adults. When adults with Down syndrome are experiencing conflicts of power and control, you may notice their self-talk becomes more frustrated or upset and the frequency of self-talk increases. The adult may become more absorbed in their self-talk, and it will be harder to redirect them to other activities. Common self-talk themes when an adult feels powerless can include bossing people around, directing a scene, or acting out the role of a bully, teacher, or parent.

The good news is conflicts of power and control can be prevented and lessened! There are ways to work *with* a person instead of *for* a person so that adults with Down syndrome feel empowered and confident. Here are a few strategies to empower adults and reduce power struggles:

- Enhance self-determination by acting *with* instead of *for* adults with Down syndrome, which may include allowing them the opportunity to make—and learn from— minor mistakes.
- Include adults with Down syndrome in conversations about their future.
- Utilize tools that shift responsibility to them as much as possible, like cell phone reminders, visual cues, wall calendars, and daily to-do lists.
- Incorporate peer supports and mentors. No one likes to be told what to do by parents all the time!
- Make appointments with your adult w/DS and their support systems (schools, case managers, job sites) to go over Person Centred Planning so that your adult’s wants, goals, and desires are clearly known and are an important part of their considerations.

(Global experts share tips to help empower adults with Down Syndrome <https://www.globaldownsyndrome.org/global-experts-share-tips-help-empower-adults-syndrome/>)

With this in mind we can start to address an Employment Policy. Perhaps the artist Sting's song about the “employment chain” can give us some thoughts as well. With this song and video, he shows the world that there are a lot of different possible jobs, and the fact that if one employer hires a person with Down syndrome, the step for the next employer can be a little easier.

[THE HIRING CHAIN performed by STING | World Down Syndrome Day 2021 - YouTube](#)

Research on employment policy for disabled shows some important cornerstones that should be met for us to achieve a good and desirable result. It cannot just be words on a piece of paper, it needs to be completed for real and not just in theory.

The organisation ***Listen Include Respect*** has, in a very good way, addressed the key issues that needs to be part of every Employment Policy for employment of people with Down Syndrome. Their material is available in English and Spanish.

[Listen include respect](#) have “How-to Guides” with the following sections.

1. Communication
2. Information
3. Good support
4. Meetings
5. Consultations
6. Projects
7. Advocacy and campaigns
8. *Employing people and Inclusive organisations*
9. Leadership



2.B TIPS FOR THE EMPLOYMENT OF ADULTS WITH DOWN SYNDROME

Employing people and Inclusive organisations

We will start with the guide for **recruitment and hiring** employees



- a. Make sure your job descriptions are accessible.
This means they should be short, in clear everyday language and explain the job tasks. You should also include what a typical day in the job would look like.
- b. Remove your education requirements for your roles.
Many people with intellectual disabilities did not have access to education. Instead, ask about practical work and life experience instead.
- c. Create an accessible job application process.
For example:
Do not use complicated or long online forms. Instead of asking for a CV and cover letter, ask applications to send in a video of them talking about why they would be a good fit for the role.
- d. Look for unconventional places to advertise.
Advertise the job in different places including social media and reaching out to organisations that represent people with intellectual disabilities.
- e. Be flexible with the interview process.
Traditional interviews are not accessible to lots of people.

Giving the person interview questions ahead of time to help them prepare is a good way to make an interview more inclusive for people with intellectual disabilities.

Doing a job try-out instead is a different way to replace an interview with a different, more accessible method.
- f. Do not test in the recruitment process.
Forms of aptitude tests are discriminatory to many people with disabilities, including people with intellectual disabilities.
- g. Collect information about disability in the job application process and ask for feedback about your recruitment process.
This will help to understand who may be being excluded from applying.

h. Talk to organisations of people with intellectual disabilities.

Many organisations work on inclusive employment. They can help you to design an inclusive hiring process.

If people with intellectual disabilities already work for you, they can also help in selection, interviewing, and training of new staff.

Listen Include Respect also gives us useful resources for the hiring and recruitment process.

[Example Accessible Job Description](#)
[Accessible Job Description](#)

[Plain Language Contract](#)
[Workplan Template](#)

You will find more information about *Methods of employment for adults with Down syndrome* in the next chapter.

We continue with the guide for ***Giving good support at work.***



a. Get to know each other. Support works best when people know and respect one another.

Some things to talk to with a person you are supporting could be:

- who are we?
- what are we good at?
- what are we interested in?
- what are we working to achieve?
- what type of support is the person with intellectual disabilities looking for?

b. Make sure people with intellectual disabilities have choice and control.

Giving people with intellectual disabilities choices, listening, and acting on their decisions makes sure that they have control.

Good support makes sure people with intellectual disabilities understand the options they have and the outcomes of the different choices.

Support people should respect decisions even if you do not agree.

c. Help people with intellectual disabilities develop new skills.

Most people want to try new things. Developing new skills helps to empower people with intellectual disabilities.

One way to support people with intellectual disabilities to develop new skills is:

- break tasks or information down into small chunks

- give plenty of time
- set goals
- check in regularly

d. Give people with intellectual disabilities the right support when they need it.

Work together to understand when your support is needed and how much support to give.

People do not need support all the time. Giving too much support means people with intellectual disabilities might lose out on their independence.

Remember support needs can change over time and the type of support offered should change with them!

e. Give people with intellectual disabilities individual support that is specific to each person.

Just because one type of support worked with one person does not mean that it will work with a different person. Support is not 'one-size-fits-all'.

Consider how to give people options around their support.

Talk to each other and try different things to find out the best way to support. Give opportunities to check if support is still working well.

Good support takes time to get right. Be patient and do not give up!

f. Just because a person is not asking for support, it does not mean they do not need it.

If working with a person who appears not to engage or be able to express what support or other accommodations they may need, do not give up!

Continue to involve the person in any way that you can. Be friendly and attentive and try different approaches.

Being involved will help a person's confidence to grow and given time they may feel comfortable enough to share what they want and need to take part.

g. Some people with an intellectual disability may have been treated poorly in the past and may be worried about struggling with a new task.

This may mean they do not want to take a risk and try new things, even with support.

Take your time, introduce new tasks slowly, explain them carefully and build on the person's strengths and preferences.

Peer support can also be very helpful and can help people to feel more confident.

We find useful resources from ***Listen Include Respect*** for this unit as well. Read more about good support here. [Empower us: Good support](#)

The last guide within Employment and Inclusive workplaces is ***Creating an Inclusive workplaces***.

An inclusive workplace is a place where everyone feels respected and included.

It means all employees are valued equally, whether they have a disability or not.



- a. Make sure your recruitment processes are accessible for everyone. This means using easy to understand language in your job descriptions and contracts and removing parts of the process that discriminate, like testing in the interview process.
- b. Make sure everyone is paid fairly for their work. Many people with intellectual disabilities are paid less than people without disabilities for doing the same job. Some countries even have laws that make it legal to pay people with disabilities less than other people. This is discrimination.

Make sure your policies at your organization do not allow people with intellectual disabilities to be paid less because of their disability. Make sure your pay scales do not allow disability as a reason for pay variation.

- c. Make sure your organisation's aim and values are accessible and easy to understand.

Make sure your key documents and policies are in plain language or an easy read format so that every employee in your workplace can access and understand them.

- d. Make sure that everyone enters a new job on an equal playing field.

When training for new staff is not fully accessible and inclusive, a new employee with an intellectual disability is excluded from the start.

Make all your training for new staff fully accessible - in person training is better than virtual so that people can ask questions.

Consider creating additional tools for new employees like a document explaining the roles of others at the workplace so they can feel welcome and see how they fit into their new team from the beginning.

- e. Make sure there is zero tolerance of bullying or harassment in your organisation.

- f. Provide training to all employees on diversity and inclusion, including how to give good support to colleagues.
People with intellectual disability are the best people to lead this training as they can share their own experience. Local self-advocacy groups can help to deliver this.
- g. Make sure that all internal and external communication is accessible and easy to understand.
In a workplace, this means everyone should write their emails in plain language, staff newsletters should be fully accessible, and staff meetings must also use plain language and go at a pace where everyone can be included.

You can read more about this in ***Listen Include Respect*** [communication](#) and [accessible information](#) sections.



- a. Be flexible about how people can do their jobs. For example, some people might need flexible working hours or more time to learn new tasks.

This is called reasonable accommodation. It is every person's right to ask for adjustments that they need to do their job well.

- b. Make sure people have good support from their managers and colleagues so they can do their job well. Support is the extra help that a person may need to do a task, understand information, or develop skills.

People with intellectual disabilities may need extra support at work to:

- learn new skills
- understand information
- communicate with other people

The best people to support people with intellectual disabilities at work are their managers and colleagues.

Most types of support are just small adjustments that any colleague can deliver - for example, managers and colleagues can support an employee to manage their tasks and time by using an accessible workplan template.

- c. Regularly check in with all employees how they are feeling and if they need more support or adaptations.
- d. Measure how well you are doing at employing people with disabilities in your organisation. Plan to employ more people if you are not doing well.

Another useful resource for inclusive workplaces can be found here [Inclusive Workplaces Toolkit for Employers](#)

2.C METHODS OF EMPLOYMENT FOR ADULTS WITH DOWN SYNDROME

Determining an Employee & Employer Match

There are various types and places of employment, each with numerous tasks to be performed and skills required to perform them. The key to successful employment is to match individuals with Down syndrome with needed skills, tasks, and workplace culture – just like any other employment match. Like in any population, job seekers with Down syndrome have a range of abilities and personalities. People with Down syndrome are, in general, known to be dependable, structured, loyal, enthusiastic, and most of the time, social and interactive. It has been reported time and time again that individuals with Down syndrome generate “inspiration” and “spark” in the workplace.

This part of the unit focuses on the different employment modalities that attempt to facilitate access to employment for people with disabilities. The two main existing modalities, open employment and sheltered employment, are complementary, and currently people with disabilities resort to these routes depending on the opportunities they offer.

The **term sheltered workshop** refers to an organization or environment that employs people with disabilities separately from others, usually with exemptions from labor standards, including but not limited to the absence of minimum wage requirements.

Supported Employment consists of a set of services and actions focused on the person, mainly individualized, so that the person with a disability can access, maintain and promote him/herself in an ordinary company in the open labor market, with the support of professionals and other types of support.

Supported Employment consists of:

- Training the worker in the actual job position.
- Training the worker in the specific tasks and in a specific environment
- Ensuring a good learning process.

How does it work?

Supported Employment works through the support provided to the worker within the company.

This support is provided through the job coach. The job coach is in charge of accompanying the person with a disability throughout the process of social and labor integration.

It not only involves learning the tasks in the workplace, but also the development of complementary skills: autonomy, social relations....

At the beginning, the support provided will be more intense. This support will be gradually withdrawn, until only supervision remains.

The figure of the natural support is also very important. This natural support will be a co-worker on whom the person with a disability can rely on when the job coach is not present.

Stages

1. Assessment of the user
2. Prospecting in companies
3. Job analysis and evaluation
4. On-the-job adaptation and training
5. Follow-up and assessment

Within the different alternatives that are presented, we must differentiate the Occupational Center, whose purpose, according to LISMI, is to ensure occupational therapy services and personal and social adjustment to people with disabilities who cannot be integrated in a company or in a Special Employment Center. Given their marked temporary or permanent disability, the Special Employment Center and, as the best path to integration, Supported Employment and Self-Employment, ending the process in Normalized Employment (Jordán de Urries, 1998).

2.D EMPLOYMENT SUPPORT INSTITUTIONS FOR ADULTS WITH DOWN SYNDROME

FINLAND

- a. *The Finnish Down Syndrome Association* is available in Finnish and Swedish and can be found here. [Finnish Down Syndrome Association](#)
- b. *FAIDD – The Finnish Association on Intellectual and Development Disabilities (Kehitysvammaliitto)* Kehitysvammaliitto serves as a strong agent and pioneer of change in work towards a Finland where everyone is equal.
- c. *The Ministry of Social Affairs and Health (MSAH)* in Finland [MSAH](#) is responsible for preparing legislation on occupational safety and health care, and policy development on occupational safety and health and wellbeing at work for people with disabilities. Activities to support employment are arranged for people with disabilities, as well as rehabilitative work activities to help maintain working capacity.

TURKEY

- a. İŞKUR

Citizens who certify that they are deprived of at least 40% of all body function losses according to their disability with a disability health board report from authorized health institutions can register as "disabled".

<https://www.iskur.gov.tr/>

- b. [Uluslararası Down Sendromu Federasyonu](#)

SPAIN

- a. [Down España](#)

ITALY

- a. [Rosa Prístina foundation](#)
- b. [Associazione Italiana Persone Down](#)

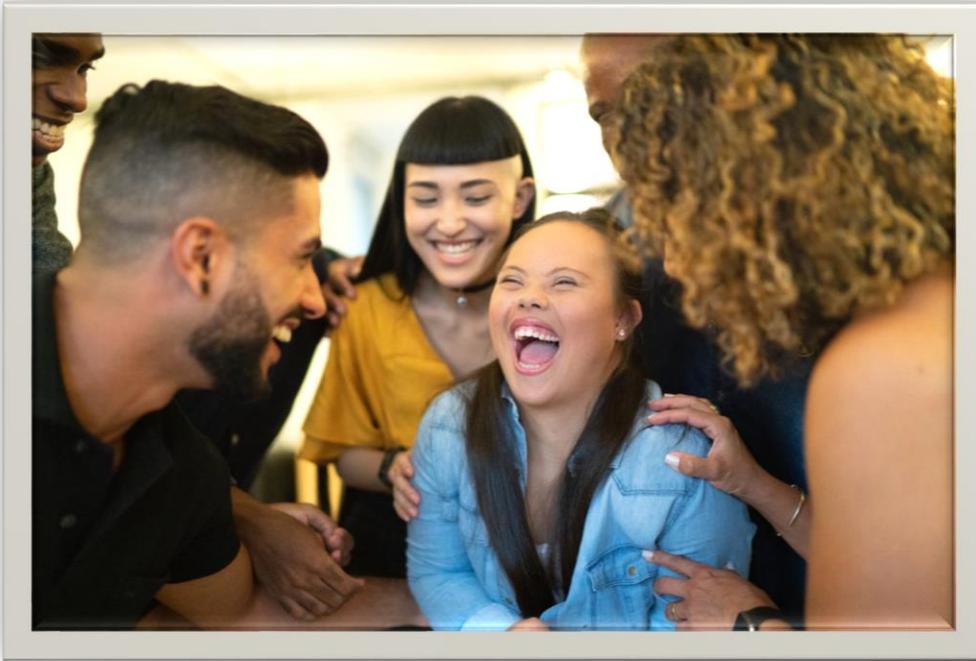
POLAND

- a. [JA TEŻ](#)

INTERNATIONAL

- a. [Down Syndrome International](#) are working with a global network of member organisations to advocate for ***inclusive employment*** and is a source we used a lot in this research.
- b. [Pizza, Pasta — And Purpose In Life](#) an article from Global Down Syndrome Foundation.
- c. [HappyDowns](#) offers guidance to caregivers of teenagers and adults who have Down Syndrome. They want to help you and your loved one to live your best lives.

UNIT 3 - SOCIAL PARTICIPATION IN ADULTS WITH DOWN SYNDROME



THE OBJECTIVE OF UNIT 3

People with Down syndrome are full citizens of society, like any of us, who relate and interact not only with their family, but also with other people in their immediate environment (community). The objective of this topic is to open the range of possibilities, to make the group visible and show their capabilities, as well as to empower and develop skills through the implementation of actions that enhance their participation in society.



THIS UNIT IS MADE UP OF THE FOLLOWING TOPICS:

- 3.a. How to improve the social participation of people with Down Syndrome
- 3.b. Policies that promote the social participation of people with Down Syndrome.
- 3.c. Policies against social exclusion
- 3.d. Participation in non-governmental organizations in Adults with Down Syndrome
- 3.e. Adults with Down syndrome and the mass media

LEARNING OUTCOMES OF UNIT 3:

Learning outcome 1- The learner will be able to comprehend on social participation difference between people with Down Syndrome and their peers.

Learning outcome 2- The learners will be able to explain the ways of improving the social participation of people with Down Syndrome.

Learning outcome 3- The learners will be able to explain the policies that promote the social participation of people with Down Syndrome.

Learning outcome 4- The learners will be able to explain the policies against social exclusion.

Learning outcome 5- The learners will be able to comprehend on non governmental organizations that works on participation of people with Down Syndrome across the European Union.

Learning outcome 6- The learners will be able to understand the importance the people with Down Syndrome to using the technological digital devices.

Learning outcome 7- The learners will be able to explain and apply the important points about to write, film or photograph a piece about a person with Down syndrome.

SOCIAL PARTICIPATION IN ADULTS WITH DOWN SYNDROME



What is Social Participation

Social participation is the involvement of individuals in community projects and entails giving all individuals the opportunity to participate in activities that can have a positive effect on their health or lives in general.

Some factors that encourage community participation include the traditional, religious, and social obligation for mutual help and the need to belong to a specific group. For people with a disability, community participation gives them a sense of belonging and increases their ability to live independently.

Disability community participation encourages members to work in areas that improve their life skills by participating in various activities such as shopping, communication, swimming, horse-riding, and cooking.

Benefits of Social Participation to People with Disabilities

Social interaction is crucial for our health and day-to-day life. If you or your loved one have any form of disability, community participation could be the key to leading an independent and happier life. Some of the benefits of social participation include:

- **Promotes independence:** Community participation allows individuals with a disability to interact with others and move independently without any support. This means your loved one won't have to depend on others to shop, eat, or interact with friends.
- **Improves social and life skills:** Social participation enhances the life and social skills of individuals living with disabilities. It allows people to engage in activities like planning and executing community projects and enhancing community engagement. As a result, their self-esteem increases, improving their communication and relationships with others.
- **Reduces the risk for mental disorders:** Due to social isolation and loneliness, people with disabilities are more likely to develop mental disorders, including depression, anxiety, and dementia. Through community participation, people with disabilities create a network of support systems that help them prevent mental illnesses.
- **Promotes positive attitude:** Social participation provides individuals with disabilities with a sense of belonging. These individuals develop a positive attitude by participating in community activities such as planning, building, communication, or horse races.

- Reduces further accidents: Community participation involves providing mobility services to people with moderate levels of disability like hearing or vision impairment and can help mitigate the risk of future accidents.
- Benefit the community as a whole: Participating in community projects and events is good for others and the community at large. Including people with disabilities in social projects, increases participation in the workforce.
- Breaks stereotypes: Unfortunately, there's a stereotype associate with people living with a disability that they may be less capable than others. Social participation creates a better network amongst individuals, thus, breaking untrue and unfounded stereotypes.

3.A. HOW TO IMPROVE THE SOCIAL PARTICIPATION OF PEOPLE WITH DOWN SYNDROME

To increase the social participation of people with Down syndrome, it is necessary to build spaces for real inclusion in all social areas: sports, leisure, sociability, civic participation, inclusive school, employment with support... To this end, models, guidelines, procedures and resources to support inclusive practices must be defined in all possible areas of life of people with Down syndrome.

Since participation in social is identified as a human right, it is important to set a goal of having people with intellectual disability experience inclusive leisure. To achieve this goal we must work to respect the inherent rights of people with intellectual disability and create a community that provides them with a variety of challenges experienced during their free time that they perceive to be manageable. There is value in creating an environment for people to engage in leisure within their communities that brings them meaning, enjoyment, and, ultimately, satisfaction. Social participating involves feelings of autonomy, a sense of competence associated with active engagement, and connections with others who are valued; therefore, there is merit in collaborating with members of the community (e.g., people with intellectual disability, their friends, family members, and service providers) to create a supportive context that fosters a sense of self-determination within a leisure context. As we consider the connection between social activities and healthy lifestyles, it is useful to provide leisure education that facilitates physically and mentally active social participaton that people with Down Syndrome can pursue in a casual or serious manner.

Some of the measures that can be carried out to enhance the social participation of people with Down syndrome:

1. Planning centered on the person, with an individualized itinerary with projection to an autonomous and independent life.
2. Planning of objectives, monitoring and individualized evaluation, based on the preferences and interests of the person.

3. Prior preparation of young people with Down syndrome to face the following life stages.
4. Coordination and dialogue of different community agents: families, institutions, companies.
5. Decision-making based on their own expectations.
6. Attention and support to the family as a real motor of change.
7. Design specific organizations as a bridge to the community.
8. Training, guidance and support for families to allow a greater role for people with Down syndrome in everyday life.
9. Raising awareness among families of the maturity, the capacity for autonomy and decision-making of people with Down syndrome.
10. Availability of natural supports (family, environment) and professionals (mediators) in times of need.
11. Accompaniment and support in real contexts.
12. Learning and performing ADLs (Activities of Daily Living) in the family home.
13. Support system focused on needs and expectations.
14. Training of mediators and other professionals specialized in promoting independent living.
15. Planning transitions, anticipating needs, obstacles and resources or supports.
16. Inclusive, real and sufficient social housing policies.
17. Deinstitutionalization accompanied by promotion of personal autonomy.
18. Development of models of independent living and full independent living models.
19. Development of personal support services.
20. Cognitive accessibility of housing policies housing policies, financial products, procedures, etc.
21. Participation in diverse community activities to maximize opportunities and experiences.
22. Training other natural supports (siblings, neighbors) to get to know other spaces of social interaction. social interaction.
23. Participation in self-advocacy programs.
24. Encouragement of volunteer work to promote personal autonomy. personal autonomy.
25. Model of quality housing for adult dependents. dependent adults.
26. Staying in a natural-community environment with support for as long as possible.
27. Recruitment of mediators, volunteering, as alternative alternative support for an autonomous life.

3.B. POLICIES THAT PROMOTE THE SOCIAL PARTICIPATION OF PEOPLE WITH DOWN SYNDROME.

One billion people or about 15% of the world's population experience some form of disability. Another billion live indirectly with a disability as member of a household. Persons with disabilities are more likely to be unemployed; and significantly more likely to be economically inactive. At an even greater disadvantage are persons with intellectual and mental health disabilities and women with a disability. Besides placing

persons with disabilities at a higher risk of poverty and social exclusion, these patterns combine to bring about significant social and economic losses, estimated at between 3 and 7 per cent of GDP. It seems it is not disability we need to fear, but the fear of disability itself.

The UN Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals cement a universal commitment not to leave the disabled behind. 172 countries have ratified the UN Convention. 195 countries have endorsed the SDGs. The Sustainable Development Goals (SDGs) framework includes seven targets which explicitly refer to persons with disabilities and six further targets aimed at the broader category of persons in vulnerable situations. The SDGs address essential development domains such as education, employment and decent work, social protection, resilience to and mitigation of disasters, sanitation, transport, and non-discrimination.

The items of UN Convention on the Rights of Persons with Disabilities that include social participation;

Article 19 - Living independently and being included in the community

States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

- a. Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;
- b. Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;
- c. Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

Article 29 - Participation in political and public life

States Parties shall guarantee to persons with disabilities political rights and the opportunity to enjoy them on an equal basis with others, and shall undertake to:

- a. Ensure that persons with disabilities can effectively and fully participate in political and public life on an equal basis with others, directly or through freely chosen representatives, including the right and opportunity for persons with disabilities to vote and be elected, inter alia, by:
 - i. Ensuring that voting procedures, facilities and materials are appropriate, accessible and easy to understand and use;

- ii. Protecting the right of persons with disabilities to vote by secret ballot in elections and public referendums without intimidation, and to stand for elections, to effectively hold office and perform all public functions at all levels of government, facilitating the use of assistive and new technologies where appropriate;
 - iii. Guaranteeing the free expression of the will of persons with disabilities as electors and to this end, where necessary, at their request, allowing assistance in voting by a person of their own choice;
- b. Promote actively an environment in which persons with disabilities can effectively and fully participate in the conduct of public affairs, without discrimination and on an equal basis with others, and encourage their participation in public affairs, including:
- i. Participation in non-governmental organizations and associations concerned with the public and political life of the country, and in the activities and administration of political parties;
 - ii. Forming and joining organizations of persons with disabilities to represent persons with disabilities at international, national, regional and local levels.

Article 30 - Participation in cultural life, recreation, leisure and sport

1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:
 - a. Enjoy access to cultural materials in accessible formats;
 - b. Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats;
 - c. Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.
2. States Parties shall take appropriate measures to enable persons with disabilities to have the opportunity to develop and utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of society.
3. States Parties shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.

4. Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.
5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:
 - a. To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;
 - b. To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
 - c. To ensure that persons with disabilities have access to sporting, recreational and tourism venues;
 - d. To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
 - e. To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

Social participation and Leisure is a Human Right

The experience of leisure has been consistently identified as a critical human right (e.g., CohenGewerc & Stebbins, 2007). For example, of the 30 articles associated with The Universal Declaration of Human Rights (UDHR) (United Nations, 1948), two articles were especially relevant to the basic human right to leisure. Leisure is specifically identified in Article 24 (Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay) and also is addressed in Article 27 (Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits). In addition to general human rights proclamations, documents specific to people with disabilities also highlight the importance and right of leisure in their lives. For example, at the Convention on the Rights of People with Disabilities (United Nations, 2006) are addressed sentiments the UDHR that focus on the rights of all people with disabilities to have full access to recreation and leisure opportunities available in communities and within inclusive contexts. The importance of guaranteeing the fundamental right of people with intellectual disability to experience leisure has been identified across the globe. The link between leisure engagement and the establishment of social connections identifies further support for the importance of leisure. To provide context for leisure as a human right there is value in identifying the current state of leisure engagement for people with intellectual disability and barriers encountered as they attempt to engage in leisure.

3.C. POLICIES AGAINST SOCIAL EXCLUSION

People with disabilities are undoubtedly among the most vulnerable at risk of social exclusion. Poverty and social exclusion are inextricably linked, and a major cause of poverty is the lack of employment. For people with disabilities, the situation with regard to employment is far from ideal. On average, the participation rate of severely disabled people in the workforce is less than half that of able-bodied workers. Efforts have been made in most EU Member States to improve the participation rate but the obstacles to gaining - and retaining -employment, such as lack of access to education and to vocational training, limited availability of housing, assistive technology and accessible transport are still significant.



The major European level legally binding policy instrument is the Anti-Discrimination Directive, passed in 2000 by Council. The Directive will help to protect people with disabilities against discrimination in the workplace. It will also require employers to provide, where reasonably possible, facilities to permit people with disabilities to participate in the workforce. Directorate-General for Employment and Social Affairs has created a network of legal advisors who are monitoring the implementation of the Directive at national level.

A complimentary instrument is the National Action Plan to combat poverty and social exclusion, which each Member State produces. The NAPs, like the study's findings, reveal that significant improvements are still to be made in particular with regard to access to education and housing systems to make them more responsive to the needs of workers with disabilities.

Promoting the rights, and raising the level of awareness of people with disabilities has been also the main objective of the European Year of People with Disabilities 2003. The

challenge now is to deliver for people with disabilities not just life, but quality of life and to identify and provide opportunities for full social inclusion.

Social exclusion is a multidimensional phenomenon, which is linked not only to income and expenditure but also to activity status, educational attainment, housing, health, subjective assessment in making ends meet, and citizens' satisfaction with health and welfare services. Overall in the EU, there are certain groups of people who are at risk of poverty and social exclusion. These include people who are unemployed, the elderly, and disabled people. There is a growing need to collect comparable data and develop multidisciplinary and vertical indicators, which could capture the dynamic aspects of a changing EU Society. Co-operation must be developed between the European Commission, the Member States, in consultation with representative disability organisations, in order to develop harmonized research strategies and implement effective social policies. The fight against poverty and social exclusion constitutes one of the major objectives of the European Social Model. According to Article 137 of the Amsterdam Treaty, Member States are encouraged to develop initiatives aimed at improving knowledge, to exchange information, to promote new approaches, and evaluate good practices and to design new policies. Furthermore, Article 13 enables the Council to take appropriate actions to combat discrimination based on disability and invites the Community Institutions to take account "of the needs of persons with a disability when adopting measures" and implementing legislation. The Commission in its Communication "Building an Inclusive Europe", invites the Member States to strengthen their commitment and to promote greater solidarity for more inclusive economies and societies: "The challenge is not only to provide a better assistance to those excluded (or at risk of exclusion), but also to actively address the structural barriers to social inclusion thus reducing the incidences of social exclusion." The European Commission recognises that people with disabilities, confront multiple barriers in accessing the labour market, social services, education and face high risks of becoming poor and socially excluded. The Nice European Council has endorsed the need to develop common actions and policies addressed to specific groups like the unemployed, the elderly and disabled people. The multi-dimensional nature of the problem requires the development of a common strategy aiming at the assessment of the needs of disabled people. Despite the increasing literature on comparative research, in the area of disability, there is a considerable lack of comparative statistics on the living conditions of disabled people, the systematic discrimination, and the barriers with which they are confronted in their social and economic environment. Furthermore, the policies developed in each Member State are of a sporadic nature and vary significantly from one Country to another.

3.D. PARTICIPATION IN NON-GOVERNMENTAL ORGANIZATIONS IN ADULTS WITH DOWN SYNDROME

There are a lot of NGO in the EU to promote the development of a network for supporting the people with Down syndrome in all European nations, respecting the diversity of cultures and people. Their common denominator being the improvement of the quality of life for persons with Down syndrome and their families. The NGO's

promote the social participation of persons with Down syndrome and their families as well.

The one of the umbrella NGO's is The European Down Syndrome Association (EDSA).



EUROPEAN DOWN SYNDROME ASSOCIATION

The European Down Syndrome Association (EDSA) is a non-profit organization supporting and representing people with Down syndrome across Europe.

EDSA adopts, defends and promotes of the following values:

1. **Dignity:** the recognition of an individual's intrinsic value as a person, irrespective of sex, race, origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation.
2. **Inclusion.** The disability is not in the person but in the relations between the person and his or her environment. Inclusion, which is understood as full social acceptance of the individual with Down syndrome in the community, is the only way for his/her effective social integration and recognition of his/her rights as a citizen.
3. **Normalisation.** Normalisation is the acknowledgment of the right of each individual to a life as normal as possible, which should not differ from anyone else, notwithstanding the right to the support, necessary to meet individual needs. The consequences should be integration in the community, individual adaptation of services and education towards autonomy.
4. **Autonomy.** Education and rehabilitation should be directed towards fully developing the potentials of the person with Down syndrome in order to reach a maximum degree of autonomy and the full enjoyment of rights.
5. **Self-determination.** The ultimate consequence of autonomy is self-determination, i.d. the right to decide on one's own life. This is intrinsically related to the enjoyment of quality of life. This right transcends the person's disability and the support of individual needs which should be guaranteed; it should be reinforced in all areas of life.
6. **Quality of life.** The quality of life of persons with Down syndrome and their families is the point of reference in all actions and areas.
7. **Individualisation and specificity.** Persons with Down syndrome have the right to receive support according to their needs, their individual characteristics and to the medical, educational and social problems related to the syndrome.

EDSA is a member of the European Disability Forum (EDF) as well as of Down Syndrome International (DSI) and the Trisomy 21 Research Society (T21RS)

The following organizations are currently members of EDSA:

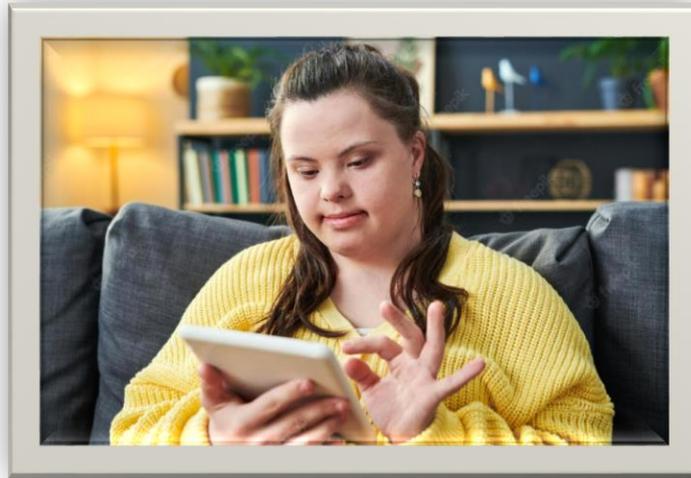
1. **Albania** Down Syndrome Albania
2. **Austria** Down-Syndrom Österreich
3. **Belgium** Down Syndrome Foundation Belgium
4. **Bosnia-Herzegowina** Zivot Sa Down Sy
5. **Croatia** Croatian Down Syndrome Association, Zagreb
6. **Czech Republic** DownSyndrom CZ
7. **Denmark** Landsforeningen Downs Syndrom
8. **France** Trisomie 21 France
9. **France** Association Française pour la recherche sur la Trisomie 21 (AFRT)
10. **Germany** Deutsches Down-Syndrom InfoCenter
11. **Greece** Down Syndrome Association of Greece
12. **Hungary** Down Association
13. **Hungary** Hungarian Down Foundation
14. **Iceland** Down Syndrome Iceland
15. **Ireland** Down Syndrome Ireland
16. **Italy** Associazione Italiana Persone Down
17. **Italy** CoorDown – Coordinamento Nazionale Associazioni delle persone con sindrome di Down
18. **Kosovo** Down Syndrome Association of Kosova
19. **Luxembourg** Trisomie 21
20. **Macedonia** Down Syndrome Center
21. **Malta** Down Syndrome Association Malta
22. **The Netherlands** Stichting Downsyndroom (SDS)
23. **Norway** Norsk Nettverk for Down Syndrom
24. **Poland** Fundacja Wspierania Rozwoju JA TEZ
25. **Portugal** Associação Portuguesa de Portadores de Trissomia 21
26. **Portugal** PAIS 21
27. **Romania** Asociatia Langown Down Oltenia Central Educational Teodora (ALDO-CET)
28. **Russia** Downside Up
29. **Scotland** Down's Syndrome Scotland
30. **Slovakia** Spoločnosť Downovho syndrómu na Slovensku
31. **Slovenia** DDSS Društo Downow sindrom Slovenija
32. **Spain** Asociación Síndrome de Down de Baleares (ASNIMO)
33. **Spain** Fundació Catalana Síndrome de Down
34. **Spain** Down España → presentation
35. **Sweden** Svenska Downföreningen
36. **Switzerland** Association Romande Trisomie 21
37. **Switzerland** Associazione Progetto Avventuno
38. **Switzerland** insieme 21
39. **Turkey** Down Sendromu Derneği
40. **Ukraine** Ukrainian Down Syndrome Organization
41. **United Kingdom** Down Syndrome Education International (DownsEd)
42. **United Kingdom** Down's Syndrome Association

Affiliate members

- **Israel** Yated-Children with Down Syndrome

- **Morocco** Association Marocain des Enfants Trisomiques 21 (AMET 21)

3.E. ADULTS WITH DOWN SYNDROME AND THE MASS MEDIA



To facilitate Access to Technology That can be Used for Leisure Engagement

The advantage of making technology available to people with intellectual disability is that the opportunity to connect with their community and the opportunity of their community to connect with them can be enhanced. Examination of the relationship between technology and people with intellectual disability identifies



the supportive role it plays in their lives and the positive impact of technology on self-determination. As an example, a particular type of technology, the smartphone, has a potentially important role in facilitating inclusive leisure for individuals with intellectual disabilities.

New digital technologies, such as smartphones, have the potential to overcome many barriers experienced by people with intellectual disability; however, individuals with intellectual disability tend to have limited access to such digital technology. Bryen and colleagues (2007) explored the extent and scope of cell phone use by adults and children with intellectual disability, identified reasons for non-use, and delineated factors that predict the use of cell phones. The authors concluded that there is a clear gap in the use of cell phone technology between people with intellectual disability and the general population, and that the major barriers for people with intellectual disability using cell phones included expense, difficulty in use, and lack of perceived need. People with

intellectual disability have learned skills associated with using smartphones such as taking and looking at photographs and accessing videos that directly influence their leisure engagement. To develop smartphone technology that is as accessible as possible for people with intellectual disability it may be helpful to continually monitor software development to ensure that mobile web applications are created to facilitate cross-platform mobile access so that, no matter what type of phone a person may have, as long as they have access to a browser, they can download the application and then run the program directly on their device. Program upgrades can occur easily on the web site and seamlessly provide user updates.

Are you about to write, film or photograph a piece about a person with Down syndrome?

It’s important that you make sure people with Down syndrome are portrayed as real people. It is not helpful to make them out to be heroic, inspirational, victims, or sufferers.

This page may help you to present the person and their story in a sensitive and respectful way.

Before you start

Think about...	Because...
If it’s not essential to the story, do you need to focus on or include the person’s disability?	People with a disability are people first – they are not all the same or defined by their disability.
It is important that you give the person with Down syndrome a chance to communicate their experience within the story.	Otherwise, it implies they can’t speak or think for themselves.
Portraying the person as part of their community.	People with Down syndrome are not a separate class of people. They have jobs, friends, families, relationships and viewpoints.
Trying not to portray people with Down syndrome who achieve great success or physical feats as ‘heroic/inspirational’.	It suggests that it is surprising that people with Down syndrome can achieve great success.
Avoiding terms like ‘despite’ and ‘overcoming the odds/adversity’ when describing a person’s achievements.	It implies that people with Down syndrome are limited by their disability and unable to achieve success.
Trying not to portray people with Down syndrome who marry/ have a job/have children/undertake daily activities as ‘extraordinary’.	It implies that people with Down syndrome are not capable of these things.

Being careful not to portray having Down syndrome as a tragedy or an affliction/illness.	Every person with Down syndrome is an individual whose life is valuable and rich.
Trying not to divulge too much information about the person.	Those with Down syndrome, like others in the community, can be targets of violence and crime. Also, like people without a disability they choose to share personal information as they see fit.

Pre-interview

Along with your usual pre-interview research and preparation, some things you might like to consider when interviewing a person with a disability are:

1. Have you thought about the right interview location, e.g. accessible via ramps/lifts/accessible parking/accessible toilet? (if applicable!)
2. Will the interviewee require any additional support, for example an attendant carer or a sign language interpreter?
3. Instead of assuming what a person may or may not need – ask the person if they need anything.

During the interview

When interviewing a person with Down syndrome, it’s important to take a moment to think about your approach. Here are some key considerations to keep in mind:

1. Ask the person how they feel – every person is different and can view their disability differently.
2. Ask them how they would like their disability to be described.
3. Make sure you focus on the person during the interview, even if a carer, friend or family member tries to speak on their behalf. It is important the person with a disability is heard.
4. In many instances you will need to allow the person time to provide their answer.
5. Ask the hard questions (if the disability is central to the story) – don’t assume a person with a disability will be too sensitive to talk about the way they deal with certain tasks in their life.

Photos, video and TV



How people with Down syndrome are represented visually is just as important as the language used to describe them. This list provides a guide for photographing or filming people with a disability:

- Use photos that show the person with a disability in a way that is positive and respectful, not as a victim or someone to be pitied.
- Refer to the person’s disability only if it is critical to the story.
- Try not to include the person’s carer or family unless it is absolutely necessary to support the person or central to the piece – show them as independent.
- Avoid cutting away to equipment like wheelchairs when filming – focus on the person, as you would in any other interview, unless it is central to the story.
- Unless this is the focus of the story, try not to show the person in isolation. Many people with Down syndrome are active in the community.

Language

While it won’t always be possible, consider these language preferences wherever you can.

Some of the more common misused terms and recommended alternatives are provided here. The key consideration is to always put the person first, not the disability.

Do use	Instead of
Person with a disability Person with Down syndrome, for example: John has Down syndrome	Disabled/the disabled/victim of/ suffers from/handicapped/special/ stricken with/unfortunate
Person with an intellectual disability	Mentally disabled/intellectually challenged
Person with Down syndrome	Down’s person/Down’s child
Accessible toilet/accessible parking space/accessible entry	Disabled toilet/disabled parking space/ disabled entry

Person who uses a wheelchair	Confined to a wheelchair/wheelchair bound
Person without a disability	Normal/non-disabled

A final checklist

- A. Is the story about a person’s disability? If not, don’t mention it.
- B. Is the person or their disability described appropriately? (See language section)
- C. Does the piece use excessive emotive language? e.g. tragedy/triumph.
- D. Is the headline/teaser appropriate? Try to use the person first principle.
- E. Are the visuals sensitive and appropriate? (See photos, video and TV section).
- F. Are there quotes/grabs from the interviewee?
- G. What is Down syndrome?
- H. Do I need to contact Down Syndrome Australia for expert comment?

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MODULE EVALUATION QUESTIONS

- 1. Which of the following institutions is an EU agency that promote and implement the vocational education and training?**
 - A. BEFECOF
 - B. CEDEFOP
 - C. AIRFOP
 - D. CEDCAT
 - E. EUVETA

- 2. Which article regulate the righ to work in the UN Convention on the rights of persons with disabilities?**
 - A. Art 30
 - B. Art 22
 - C. Art 14
 - D. Art 27
 - E. Art 34

- 3. Which of the following letters is not a stage of the supported employment?**
 - A. Assessment of the user
 - B. Writte the curriculum
 - C. Job analysis and evaluation
 - D. On-the-job adaptation and training
 - E. Follow-up and assessment

- 4. Which of the following letters is not a benefit of social participación to people with disabilities?**
 - A. Promotes independe
 - B. Promotes positive attitude
 - C. Improve social and life skills
 - D. Increase money
 - E. Breaks stereotypes

- 5. Which of the following letters is no a tip to create an inclusive workplace?**
- A. Make sure your recruitment processes are accessible for everyone.
 - B. Make sure that you treat the person with a disability in a special way.
 - C. Make sure everyone is paid fairly for their work.
 - D. Make sure your organisation's aim and values are accessible and easy to understand.
 - E. Make sure there is zero tolerance of bullying
- 6. How many organizations are currently members of EDSA?**
- A. 42
 - B. 50
 - C. 37
 - D. 44
 - E. 52
- 7. Which of the following letters is not a learning outcome of the social participation unit?**
- A. The learner will be able to comprehend on social participation difference between people with Down syndrome and their peers.
 - B. The learners will be able to explain the ways of improving the social participation of people with Down syndrome.
 - C. The learners will be able to explain the policies that promote the social participation of people with Down syndrome.
 - D. The learners will be able to explain the policies against social exclusion.
 - E. The learners will be able to identify employment support institutions for adults with Down syndrome
- 8. What means VET?**
- A. Valve expansión thermostatic
 - B. Veteran
 - C. Vocational and education training
 - D. Vocalist and educative training
 - E. Vocational and elaborated training
- 9. How many countries have ratified the UN Convention?**
- A. 169
 - B. 181
 - C. 175
 - D. 172
 - E. 165



10. How many countries have endorsed the Sustainable Development Goals (SDGs)?

- A. 172
- B. 195
- C. 190
- D. 186
- E. 189

ANSWERS KEY

1. **Which of the following institutions is an EU agency that promote and implement the vocational education and training?**
B. CEDEFOP
2. **Which article regulate the righ to work in the UN Convention on the rights of persons with disabilities?**
D. Art 27
3. **Which of the following letters is not a stage of the supported employment?**
B. Writte the curriculum
4. **Which of the following letters is not a benefit of social participación to people with disabilities?**
D. Increase money
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10. **How many countries have endorsed the Sustainable Development Goals (SDGs)?**
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Autonomy And Well-Ageing

Reinforcement For The Adult People

With Down Syndrome

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