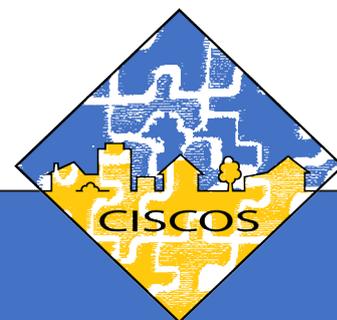




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# CISCOS - *Part 1*

## **Introduction to the CISCOS Training Material**

**Connecting inclusive social planning,  
community development and service  
provision for persons with disabilities / CISCOS**

# Connecting Inclusive Social Planning, Community Development and Service Provision for Persons with Disabilities / CISCOS

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## The CISCOS Training Package includes contributions from the following teams and its members:

### **Centre for Planning and Evaluation of Social Services (ZPE) / University of Siegen**

*Siegen / Germany*

Martin F. Reichstein | Johannes Schädler | Lars Wissenbach | Paul Anderson

Andreas Hohmann | Heike Krütt

### **European Association of Service Providers for Persons with Disabilities (EASPD)**

*Brussels / Belgium*

Claire Cambier | Asel Kadyrbaeva | Sasha Leone | Sandra Lima | Domenico Manente

Adriana Popa | Mélanie Soylu | Rachel Vaughan | Jeff van Hecke | Sydney van Ihering

### **SGH Warsaw School of Economics**

*Warsaw / Poland*

Piotr Błędowski | Pawel Kubicki | Magdalena Kocejko | Olga Pankiv

### **University of Seville / Health & Territory Research**

*Seville / Spain*

Marco Garrido Cumbreira | Sergio Sanz Gómez | Olta Braçe | David Gálvez Ruiz

### **CUDV Draga**

*Ljubljana / Slovenia*

Valerija Buzan | Barbara Hegeduš | Vojka Polc Lipovsek | Majda Maklin | Metka Novak

Matej Pelicon | Itana Parapid | Jana Petje | Tadeja Petje | Tatjana Popović

Barbara Rozman | Rok Usenik | Sabina Zupan

**Hand in Hand Foundation**

*Budapest / Hungary*

Lucia Csabai | Adrienn Gazsi | Akos Pordan

**City of Lund / University of Lund**

*Lund / Sweden*

Lena Bråberg-Svensson | Maria Derand | Petter Eiring | Anne Jüriado Kammenhed

Lilian Müller | Bitte Rydeman | Malin Sjögren

**Panagia Eleousa**

*Messolonghi / Greece*

Christina-Maria Karampela | Mina Kyziridi | Ioulia Lakka | Theofani Tsimpouraki

**Disability Federation of Ireland**

*Dublin / Ireland*

Toni Gleeson | Joan O'Connor | Áine O'Sullivan | Meredith Raley

**Text review**

Kirstie Crail

*Amsterdam / The Netherlands*

**Layout**

University of Siegen – UniPrint

*Siegen / Germany*

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# **1 Introduction:**

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**CISCOS Background,  
Consortium and Results**

# 1 Introduction: CISCOS Background, Consortium and Results

The United Nation's Convention on the Rights of Persons with Disabilities (UN CRPD) was accepted by the General Assembly on December 13th, 2006 and entered into force on May 3rd, 2008. Since then certain key articles of the UN CRPD have been further specified through General Comments adopted by the UN Committee on the Rights of Persons with Disabilities, with the mission to assist States Parties in fulfilling their obligations under the Convention<sup>1</sup>. In particular, three of those documents are of specific importance for the argumentation of this paper: General Comment no. 2 on Article 9 "Accessibility" gives very precise indications of what accessibility and universal design strategies should look like; General Comment no. 5 on Art. 19 "Living independently and being included in the community" is explicitly relevant for local planning and development of community services. This comment defines what is meant by the right to live independently and be included in the community. General Comment no. 7 on Art. 33 "National implementation and monitoring" stresses the obligation to involve persons with disabilities and their organisations in the Convention's implementation and monitoring process.

For Europe, the UN CRPD was well received both on Union<sup>2</sup> and national level and has led to some positive developments with regard to the inclusion and participation of persons with disabilities in legislation, accessibility of public infrastructure and other important areas of social life including communication, building and spatial design, mobility, supply infrastructure and administration. However, when it comes to services for persons with disabilities in many countries, severe implementation gaps can be observed with regard

1 For an overview of all general comments see 'CRPD (General Comments)'.

2 See the debate on the Report on the implementation of the UN-CRPD by the European Union (European Commission, 'United Nations Convention on the Rights of Persons with Disabilities') at EU Work Forum 2019 (European Commission, 'Work Forum on the Implementation of the UN Convention on the Rights of Persons With Disabilities in the EU and Its Member States').

to transforming inclusive principles (e.g. Article 19 or Article 24) into inclusive practices. Despite available concepts and investment programmes on inclusion and deinstitutionalisation, the number of children enrolled in special schools remains high across Europe and is even increasing in some countries. The number of persons in large institutions for people with disabilities is still high throughout Europe and traditional institutional models are being continued in many countries. In addition, access to general health care and to the general labour market for people with disabilities continues to be characterised by discrimination across Europe<sup>3</sup>. In many European countries an additive pattern of change can be observed. Both an extension of inclusive forms of support for some persons with disabilities, mostly people with moderate impairments, and a continuing dominance of the institutional model of segregating services for people with more severe forms of impairments can be observed.

### 1.1 Basic assumptions of the CISCOS project

Such human rights deficits can be interpreted as problems of modernisation in society or as a „cultural lag“<sup>4</sup>. When reflecting on processes of social change the sociologist William G. Ogburn observed about a hundred years ago that while automotive technology was already quite advanced there were no suitable roads to actually use it. Ogburn described the tensions that this caused in society resulting from discrepancies between available knowledge of effective technologies and limited practical options for individual mobility. Accordingly, with regard to inclusive social infrastructure for persons with disabilities today one can observe „cultural lags“ that also create tensions in society. There are modern support concepts with many new opportunities for people with disabilities available, but the existing institutional practices cannot realise them on a broad scale due to the lack of infrastructure and capacities to support these innovations.

3 cf. Ramberg and Watkins 2020; Šiška and Beadle-Brown 2020; For an overview on state party's reports and concluding observations of the CRPD see 'CRPD (State Party's Reports)'.

4 Ogburn 2010.

In the past years, researchers have produced important knowledge to describe, explain and complain about the ongoing persistence of traditional models of segregating care or segregating education practices for persons with disabilities in many European countries (cf. Crowther 2019). Less attention has been paid to questions on how change processes with regard to organisational dimensions of institutional models of care in services for persons with disabilities can be facilitated successfully and what role local political levels could play in that regard.

Consumer demands for inclusive services also leads to tensions in the organisations that provide disability services. Established as enterprises operating in relative stability, especially in the third sector of national economies, the core business of many disability services is still based on care. Special institutions for clearly defined client disability groups now face new legal regulations and calls for innovative conceptual answers and organisational transformations. Many decision-makers in service-providing organisations have become aware of and fear high transitional costs when they start shifting their operation profiles towards integrated community services. They find themselves stuck between their established routines and new service practices like supported living or supported employment schemes, that require a shift of resources. This dilemma is not only unsatisfying for clients but also dysfunctional for a sustainable strategy for provider organisations.

It seems that the implementation mechanisms related with the UN CRPD<sup>5</sup> are based on too narrow an understanding of national implementation that cannot comply with the complexity of necessary change processes on multiple levels. The focus on national reporting alone does not automatically lead to more accessibility, equal participation or inclusive services on the ground. It cannot be expected that such innovative requirements and guideli-

5 See: Article 35 UN CRPD

nes automatically diffuse from national to sub-national levels, triggering respective change processes at ground level where the day-to-day interaction of people takes place.

Considering this background, the CISCOS project is based on the following important assumptions:

- That implementation of complex policies such as the UN CRPD needs a multi-level approach with a strong focus on local levels. Actors on local levels face demands for conceptual and organisational changes in their routines. In order to cope with these new challenges on local levels politicians, administrators, service providers, disabled people's organisations and other civil society actors need new knowledge. Local social planning can function as a frame for collective learning.
- The organisational structure of inclusive service models differs from institutional care. Shifting organisational structures needs competence in change management that can be acquired by training.
- Inclusive service models need different staff qualifications compared to institutional care. A shift in working formats needs professional personnel with assistive competencies that can be acquired by various forms of training.
- Inclusive service models need caring communities with a high degree of sensitivity regarding discrimination risks of persons with disabilities and active day-to-day solidarity. Knowledge and competence of how to activate self-help groups and how to strengthen civil society engagement for inclusion and full participation can be acquired by training.
- To change local conditions towards inclusion and full participation of people with disabilities good cooperation between all relevant actors, coordinated by the local government is needed. Knowledge and competence for organised collective learning processes can be acquired by different forms of training, in which government representatives should also perceive themselves as learners.

Based on these assumptions the CISCOS consortium partners have developed a comprehensive curriculum and a tested set of training materials that comply with the complexity of knowledge and competence needed for systematic implementation of the UN CRPD in a municipality or district. For this work, the consortium used the potential of its partnership consisting of three universities, three organisations of service providers, one disabled people's organisation (DPO) and one municipality from eight different European countries. As a result, the curriculum package is now available in an English version and six national language versions (German, Hungarian, Polish, Slovenian, Spanish and Swedish). The national versions are adapted to the different developmental pathways that shape the disability policies and service systems of each country involved.

## **1.2 Cross-sectoral approach of the CISCOS training package**

The CISCOS Training Package was conceptualised with a cross-sectoral approach to address mixed learning groups consisting of university students, professional care staff, DPO representatives and administrators. The different curriculum elements were didacticized in seminar programmes, adapted to national contexts and tested in seminars organised by consortium partners<sup>6</sup>.

Experiences from the national testing seminars were systematically analysed and led to different training formats that are now part of the comprehensive CISCOS Training Package. Experiences from the testing seminars showed that the joint learning model has been of high value for all groups of participants and provided students, practitioners and experts by experience with serious mutual learning options with practical relevance and authenticity of content and perspectives.

<sup>6</sup> Due to confinement and meeting restrictions testing seminars on curriculum element 3 in some countries had to be conducted as video-conferences only.

As a result of the project, a comprehensive training package is now available. Following an open concept, the package can be used both in academic and in-service training settings and contains a mix of face-to-face, online training, individual and group learning possibilities. With regard to academic frameworks, the CISCOS Study Course is conceptualised with a workload of 180 hours, corresponding to 6 ECTS. Due to its open character it can be integrated into the current curricula at both undergraduate and postgraduate levels and into existing or new adult and in-service training programs of professional training organisations.

### **1.3 CISCOS project partners**

With the CISCOS material, the consortium members aim to contribute to the modernisation of public infrastructure and services for people with disabilities towards more inclusion and full participation all over Europe.

The CISCOS consortium consists of the following partners responsible both for the universal English version and their respective national versions:

#### **1.3.1 Centre for Planning and Evaluation of Social Services (Germany)**

The Centre for Planning and Evaluation of Social Services (ZPE) is a scientific centre of the University of Siegen located in North Rhine-Westphalia (Germany). Since its establishment in 1997, it has become a well-recognized interdisciplinary scientific research centre engaged in research and consultation in social work, education, healthcare, and social policy. The ZPE is well connected with social work actors on regional and national level. On the international level, the ZPE is involved in European and other international research activities and experienced in research co-operation. In the CISCOS project the centre acts as coordinating partner.

### **1.3.2 European Association of Service Providers for Persons with Disabilities (Belgium)**

European Association of Service providers for Persons with Disabilities (EASPD) represents around 11.000 services across Europe and across disabilities. The main objective of EASPD is to promote the equalisation of opportunities for people with disabilities through effective and high quality service systems. EASPD and its members are committed to use and develop models of good practices to promote the respect, inclusion, rights based on effective participation and full citizenship for those it supports, following the principles enshrined in the UN-CRPD. EASPD and its members have long term cooperation and partnerships with user's organisations, employers, universities and researchers, education providers and authorities at all levels.

### **1.3.3 Szkoła Główna Handlowa w Warszawie (Warsaw School of Economics), Poland**

Warsaw School of Economics is the oldest university of economics in Poland and one of the leading universities of economics in Europe. SGH was founded in 1906 as the first public university of economics and management in Poland. It maintains close links with business community that facilitate conducting research projects. SGH is ranked Poland's top research university in economic sciences, with the grade of excellency awarded by Ministry of Science and Higher Education.

### **1.3.4 Universidad de Sevilla / Health & Territory Research, Spain**

The University of Seville is a 'Public Law' institution, founded in 1505 and the second biggest Spanish university by its number of students. Its academic offer includes degrees in Bio-sanitary, Scientific, Technological, Humanistic and Social areas of study as well as Expert and Advanced training courses endorsed by the University of Seville. In addition to this educational offer, the University holds academic and exchange partnerships with 850 institutions throughout the world. More than two thousand incoming and outgoing exchange students are monitored every year.

Health & Territory Research (HTR) is an innovative, international and interdisciplinary research group of the University of Seville made up of geographers, urban planners, environmentalists, psychologists and statisticians who research on urban health and its socio-economic, environmental and geographic conditions. HTR specializes in conducting representative population surveys, statistical data analysis, field studies and the use of spatial analysis tools, which contribute to the creation of scientific evidence and its dissemination through high impact publications. We also have experience working with important partners from the public administration, private companies, scientific societies and patient associations.

#### **1.3.5 CUDV Draga (Slovenia)**

CUDV Draga ('Education, Work and Care Center Draga), was established by the government of Republica of Slovenia as an umbrella organisation for training, education, occupation, health care and rehabilitation for more than 450 children, adolescents and adults with moderate, severe and profound learning disabilities and sensory impairments. The main aim of CUDV DRAGA is to give persons with mental impairments opportunities to learn, train, work and improve quality of life.

#### **1.3.6 Kézzenfogva Összefogás a Fogyatékosokért Alapítvány (Hand-in-Hand-Foundation) (Hungary)**

Hand in Hand Foundation has been working for the creation of a community in which people with disabilities can live with dignity since its foundation in 1993. The Foundation as a direct service provider reaches people with disabilities and their families with its legal aid and information service, its anti-discrimination signaling system, its labour market mediation service. It also supports the work of professionals through professional trainings, provides methodological service to social service provider organisations and assists families and professionals affected with various publications.

### **1.3.7 City of Lund (Sweden)**

Lund is a city in the southern Sweden and has around 90.000 citizens. The city is the capital of Lund Municipality in the county of Skåne.

### **1.3.8 Panagia Eleousa (Greece)**

Panagia Eleousa provides services for people with intellectual and related disabilities. The organisation has created structures and implemented innovative actions (facility of assisted living, counselling station, cultural club, 2 exhibition rooms-shops, Nautical Sports, Environmental Centre, etc). It provides education, lifelong care, vocational training and counselling-support services aiming at social rehabilitation, inclusion, development of personal and social skills and psychological support to 160 people with intellectual and related disabilities and to their families free of charge.

### **1.3.9 Disability Federation of Ireland (Ireland)**

DFI is the national umbrella body for voluntary disability organisations in Ireland, with over 130 associates organisations representing all aspects of disability. The main objective of DFI is to benefit the community by supporting the contribution, protecting the rights and valuing the roles of pwd in the community, encouraging their fullest participation in the society. DFI provides information, training and support, networking, advocacy and representation, research and policy development/implementation, and organisation and management development.



# **2 Description**

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**of the CISCO Training Package**

## 2 Description of the CISCOS Training Package

The CISCOS Training Package consists of a number of different curricular elements and a variety of teaching and learning tools relating to the training knowledge, competence and skills needed to implement the UN CRPD on local political levels.

As mentioned above, the CISCOS concept follows a governance approach. In our context, this means that policy-making in the local disability field needs the active cooperation of relevant actors representing public life, but also disabled people's organisations, service providers and community initiatives in different teaching formats. It is assumed that this cooperation will be coordinated by local governments, but needs competence that can be improved by learning. Therefore, the CISCOS Training Package addresses a mixed group of learners from different professional sectors and is open for a variety of teaching and learning formats. The different elements and tools are described in this document.

### 2.1 The CISCOS Manual

The CISCOS Manual is the core part of the complete package. Its text contains all necessary information for persons interested in systematic implementation of the UN CRPD on a local political level. The CISCOS Manual is primarily conceptualised for the use of trainers or training organisations that are interested in developing a concrete course for a specific learning group. The Manual can also be used for self-learning, in addition to the CISCOS Massive Open Online Course (MOOC). The CISCOS Manual is divided into three curriculum elements:

**Curriculum Element 1 (CE1)** develops the human rights approach and the first set of tools of inclusive social planning. It focuses on the identification and selection of key stakeholders for inclusive projects, and the training of tools to put the planning process in

motion. If all the steps of the planning circle are successful, a culture of collaborative local governance will have been achieved in the community. Key stakeholders will be working together for social change, awareness will have been raised among the general public and local authorities will have compromised to develop accessible infrastructure. Now is the time to focus on the concrete community resources.

**Curriculum Element 2 (CE2)** is focused on community development, and its implication for service providers and people with disabilities. It aims to provide a reference point and guide for key stakeholders seeking to support community work for the promotion of social inclusion, social justice and equality and as an intervention for social change. These stakeholders include communities, community workers, programme implementers, employers, policymakers, funders, organisations, groups and community work educators.

**Curriculum Element 3 (CE3)** deals with the consequences of the implementation of the UN CRPD for existing local service systems in the process of modernisation. Although there is a request for the development of inclusive services among the European Union, two main barriers prevent it from happening. The first is the ongoing changes in the socio-economic environment and the second is the lack of knowledge and tools of service providers and local authorities. These aspects contribute to growing uncertainty about the process of developing inclusive communities. For service providers and local authorities, it is not a matter of whether inclusive services will benefit the community or not, it is a matter of whether stakeholders can endure the transitional costs from one model to another.

All elements in the manual are added with references and recommendations for further reading. Furthermore, the CISCOS Manual refers at various stages to didactical material that is composed in the CISCOS Workbook.

## 2.2 CISCOS Workbook and Toolkit

The CISCOS Workbook contains a set of working materials for individual or group work with tasks related to aspects dealt with in the respective curriculum elements of the manual. This could be ideas for PowerPoint presentations, tasks for group work, charts for data evaluation or video clips. Didactical and methodological advice and tips for trainers on how to present and discuss certain topics is also provided. The CISCOS Workbook is primarily conceptualised for the use of trainers or training organisations that are interested in developing a concrete course for a specific learning group. Like the CISCOS Manual, it is divided into curriculum elements: social planning, community development and inclusive transformation of service providers.

## 2.3 CISCOS Guide for Trainers

The CISCOS Guide for Trainers contains recommendations for persons interested in teaching a CISCOS course. The guide suggests a method to identify an adequate course format based on the characteristics of a specific group of participants. It gives suggestions for seminar programmes and working methods for teaching and learning.

In addition, the CISCOS Guide for Trainers offers information on content related literature, didactic material and a list of links to webpages of relevant organisations.

## 2.4 CISCOS-Knowledge Centre

The CISCOS Knowledge Centre on community planning and service provision is hosted on the EASPD e-learning hub. The EASPD e-learning hub has the highest accessibility standard, enabling access to the training material for persons with visual or hearing impairments. It contains downloadable general information on CISCOS related aspects. The CISCOS Knowledge Centre will be available for an unlimited time following the project launch.

## **2.5 CISCOS Massive Open Online Course (MOOC)**

The CISCOS MOOC is conceptualised for persons interested in self-organised online-learning of knowledge, competences and skills for systematic implementation of the UN CRPD on a local political level. It is divided into the CISCOS curriculum elements: social planning, community development and inclusive transformation of service providers. Each section contains a tool for self-evaluation (CISCOS Quiz). The CISCOS Massive Open Online Course can be downloaded via [www.easped.eu](http://www.easped.eu).



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