

# gambe



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Pilot projects



## Newsletter 4

AREAS, June 2008

### First local Forum on Mental Health Policies in Siret

On the 13 and 14-th of June First Forum Forum on Mental Health Policies took place in Siret organized by the local Psychiatric Hospital and "Orizonturi" Organization in Campulung. If these kind of forums represents something that is constant in the civil life of western cities, it is the first time that this kind of meeting is organized in Siret. The Forum for Local Policies in Mental Health was organized 3years ago in Campulung Moldovenesc with the help of Hamlet Trust.



This forum gathers together, for the first time beneficiaries of the mental health services, specialist, representatives of the main state institutions (schools), local authorities, NGOs and

mass media, trying together to find ways and paths to adequate policies in the field of mental health at the local level. Among the priorities found throughout the discussions was the change of the mentality for general population in order to avoid discrimination and marginalization. In order to accomplish that everybody agreed that activities like anti-stigma campaigns represent important means and they were successful as far. In the same time it is necessary to offer new perspectives about the mental health and the role that community can play in this field.

One of the projects that was presented was the GAMBE project as an example where people with psycho-social can be independent and effective in the community.

At the Siret meeting there was hospital staff from doctors to nurses, psychologists, social assistances, representatives of local schools, local social assistance service and local NGOs that work in the field of mental health. The forum was called "Pathways to Policies" and it will take place every 2 months.



On 10 June 2008 a meeting took place between Mrs. Dipl.-SP (FH) Doris Hagspiel, regional manager for work and social matters at the Regional Forum and the GAMBE team. The meeting was extraordinarily productive and the regional manager proved very interested in the GAMBE results and once again promised her full support. (The regional management is one of GAMBE's strategic partners.)

For this autumn Mrs. Hagspiel is planning a network event of all associations, organisations and companies with social interest and is offering us the opportunity of valorisation work.

As regards the test-runs in Austria for people with disabilities we will also revert to the networks of the regional management and are currently organising the information events.

The plan is for 10 – 15 people / volunteers who are provided with copies of the manual for community focussed integration to work through these over the summer. The GAMBE team also provides the accompanying coaching. Evaluation will take place in autumn by filling out the questionnaires. Subsequently the results will be integrated into the curricula.

The second target group (people with disabilities) will take on the evaluation of its curricula in co-operation with the pro mente clubhouse. As even now continuous PC-courses can be taught in its premises, we will fall back on the existing equipment. There are also a significant number of people who are interested in qualification.

Further valorisation activities are being planned. Articles for the community papers are being written in order to thus have more people participating in the idea of GAMBE and possibly gain additional support.




## TEST-RUNS OF THE CURRICULA FOR PEOPLE WITH DISABILITIES IN VALDELSA TERRITORY (Tuscany – Italy)

**Target group:** Curricula have been tested on 10 people with social-psychiatric disabilities and handicap

**Level:** 8 people at vocational training level 1: capable of finding and applying knowledge at basic levels, with the need of supervision in these tasks;

2 people at vocational level 2: capable of finding and applying knowledge at basic levels, without the need of supervision in these tasks.



**Location:** “La Valle del Sole” premises, in Casole d’Elsa (Italy) – also called Casa Fattoria (House-Farm)

#### **Module 4: Rural tourism and Hospitality (tourism and gastronomy)**

**Dates:** Test-runs of module 4 from April to October 2007 (except August)

La Valle del Sole began test runs in April instead of September 2007, as the other partners participating in test-runs, due to the fact that in order to test module 4 in rural tourism and hospitality, dealing with cultivation, care of kitchen garden and tourism hospitality, it was important to follow season's rhythms that in Tuscany start in spring and end in autumn. So the test-runs of module 4 were brought forward.

**Duration:** 6 months, 4 days a week (from Monday to Thursday), 6 hours per day (3 in the morning, 3 in the afternoon)

576 total hours, organized as follows:

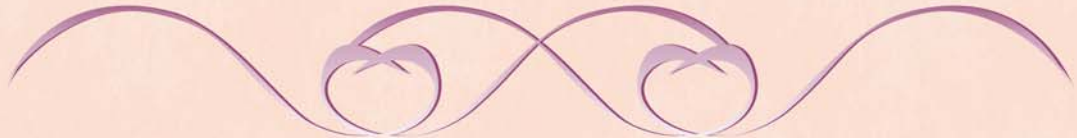
288 hours of practical activities in the kitchen, rooms, kitchen garden and animals’ shelters, developed in the mornings (every morning 5 people worked in the kitchen and rooms with 1 professional operator supported by a volunteer; 5 people worked in outside activities with a professional operator supported by a volunteer. Every morning they alternated the two groups.

288 hours of classrooms, where activities done in the morning were repeated from a cognitive point of view with the use of specific support materials (see some examples in the Power Point presentation) to allow participants to memorize actions and procedures. Participants worked in 2 groups (the ones who worked in the kitchen and rooms and the ones who worked outside) with the 2 operators of the morning supported by a third professional educator.

#### **Didactic material**

**used:** Elaboration of a specific curriculum in rural tourism and gastronomy by La Valle del Sole staff, with the following methodology: first it has been elaborated a theoretical summary of the module with indications on the professional profiles to train and the relative tasks, skills required and training contents. Given the low cognitive level of disabled people involved, after this first theoretical step, La Valle del Sole staff trained participants with practical activities (preparing recipes, cleaning rooms, toilets, setting and cleaning the table, cleaning animal's shelters, sowing, collecting fruits and vegetables,





irrigating etc.) and through the production of specific support materials (cook's game, vegetables' and kitchen tools' dominoes, kitchen and garden memory cards, kitchen bingo) that helped the memorization of practical contents. During the test-phase, all the contents trained were re-elaborated and the extensive version of the curriculum written. In that way the curriculum has been written so as to treat the different contents at the real level of people involved.

### **Module 3: ICT**

#### **Introductory remark:**

Only 3 on the 10 people participating in the test-runs can read and write, the other ones cannot concentrate on the use of the PC nor playing games nor drawing. After the initial test to analyze the ICT competences of all participants, in the months of September and October the 3 people who can read and write has been also in the ICT

**Duration:** September and October 2007: 3 people, 2 afternoons a week for 3 hours, 1 hour for participant for each meeting, with **personalized** support of a professional educator.


#### **Topics taught:**

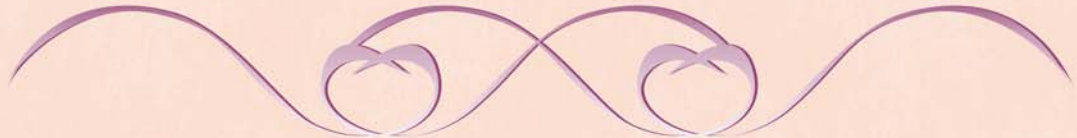
- start and stop the PC in the appropriate way
- open folders and files
- create new folders and files
- using the Word program to write the shopping list, the daily menu, the procedures followed for the preparation, the recipes and the fruit and vegetables descriptions present in the curriculum on rural tourism and hospitality
- using the Excel program to make simple calculations

### **Module 1: Promotion of competence in cultural skills**

**Dates:** From November 2007 to April 2008 (break for Christmas holidays from 21 December 2007 to 07 January 2008)

**Duration:** 6 months, 2 days a week (Monday and Wednesday), 3 hours in the morning.





From November 2007 to January 2008 activities were held dividing the participants in 2 groups of 5 people led by, each group led by one educator supported by a volunteer.

From February to April 2008 the topics treated in the groups have been repeated in a more in-depth way dividing the participants in 4 groups of 2/3 people of similar levels, with 1 and ½ hour meeting per group, led by one educator.

### **Didactic material**

#### **used:**

The didactic material on which the test-run have been based is the curriculum on “promotion of competence in cultural skills” elaborated by the German, that has been translated into Italian and adapted to the level of participants.

Following topics of the curriculum have been treated and adapted to the practical activities of the training in rural tourism and hospitality :

#### **Competence in writing:**

treated only the small groups of the 3 participants capable of writing.

- Copy and dictation of recipes, menus, shopping lists;
- Writing of job-application and CV working with worksheets to fill in
- Description of procedures to make a recipe, clean the kitchen, description of plants of kitchen garden


#### **Oral competences:**

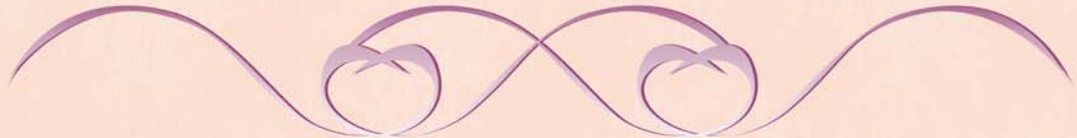
- Read and understand of texts: only the 3 people capable to read read by themselves, in the other cases the educator read;

The rest of oral competences foreseen in the curriculum (ability to communicate on the telephone, job interviews etc. have been tested in the test-runs of social competences – module 2;

#### **Mathematics:**

Basic calculation, rule of three- percentage calculation, fractions have been treated with only 2 people, the rest of participants are not able to make calculations.





The other participants have been trained to learn how to measure and weigh ingredients to make a recipe with different units of weight (for example: 1 cup of flour= 1 portion, 1 spoon of oil= 1 portion, etc.)

**General knowledge:**

Topics of society (human rights, international organization, constitution etc.) have been treated only with 2 people, with discussion with the educator. With the rest it has been worked on the rules of civil living and education (how to behave in a public place, when sitting at table etc.).

Geography has been studied with the use of food products labels:

each label indicates the geographical origin that is read by the operator and participants have been trained to find the region/ country in the map

**Human Body:**

The different part of body have been described by the educator and exercises have been done with different worksheets showing images of parts of the body to be described

Food, kitchen utensils and equipments, garden utensils and utensils, clothes have been studied though the memory cards produced for the module 4 . Moreover, the capability of participants to recognize the different objects and to pronounce their names have been tested through the use of lexicon worksheets

(see attachment 1.1, 1.2)


**Module 2: Social competences**

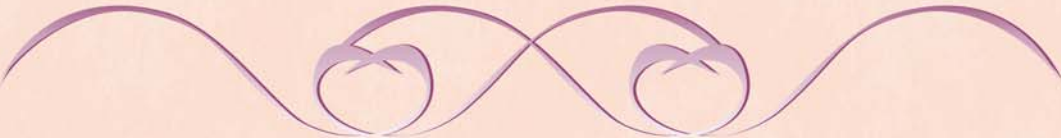
**Dates:** From November 2007 to April 2008 (break for Christmas holidays from 21 December 2007 to 07 January 2008)

**Duration:** 6 months, 2 days a week (Tuesday and Thursday), 3 hours in the morning.

From November 2007 to January 2008 activities was held dividing the participants in 2 groups of 5 people led by, each group led by one educator supported by a volunteer.

From February to April 2008 the topics treated in the groups have been repeated in a more in-depth way dividing the participants in 4 groups of 2/3





people of similar levels, with 1 and ½ hour meeting per group, led by one educator.

### **Didactic material**

#### **used:**

The didactic material on which the test-run have been based is the curriculum on “social skills” elaborated by the German, that has been translated into Italian and adapted to the level of participants through the use of exercises of observation, simulation and analysis verbally illustrated and explained by the educator and without the use of written exercise foreseen by the curriculum, as many of participants can not read nor write and the few capable of read and write can not maintain a long attention and concentration on written texts.

Following topics of the curriculum have been treated :

**Activities of body tension and relaxation** through the relaxation techniques of Jacobson and using the capacity to relax that favors the self-confidence and reduce the tendency to be contracted when the person must face an important happening (job interview, need to ask a favor etc.);

**Activities on breathing's awareness:** breathing and listening to the own breath;

**Activities on the voice:** recognizing different voice's tones, appropriate articulation of words, attention to the rhythm;

**Verbal and not verbal communication:** listening, attention, verbal and body communication (evaluation if verbal and body communication are on the same line), observation of body and description of what is seen and felt;

**Recognizing and expressing emotions** using graphic images showing different facial and body expressions or different actions, through simulation of different moods, working with drums to express different feelings;

**Correlation between message – action – objective:** activity on understanding a message, execute the right action to reach the objective;

**Activity on self-awareness :** both one by one in the group or the one in front of the other one in a couple, each participant completes the statements “I am”, “I feel”, “I want”, “I need”;





**Distinction between confident and uncertain behavior:**

observation of different ways of walking and moving, voice's tones, glances;

making and receiving appreciations, reacting to appreciations;

reacting in appropriate way to a refusal, avoiding aggressive reactions;

asking a favor with a clear and brief message;

reaching an agreement, a mediation;

simulating a confident/uncertain behavior to ask for something;

self-presentation

**Resisting temptations:** explanation of the meaning of temptation through practical examples and simulations (for instance, a person disturbs and another person must try to find a solution to the situation resisting the temptation to react in an aggressive way)

**Accepting criticisms:** explanation of the meaning of criticism through practical examples and simulations of situations to learn to react to criticism in a constructive and not aggressive way.

**Simulations of job interviews**

**Simulations of phone calls**

**Important remark!!!!** During the test-runs of social and cultural skills curricula participants continued to prepare lunch working in the kitchen and to care the kitchen garden and animals' shelters, so as to keep active the knowledge acquired on module 4 and be ready for the apprenticeships in farmhouses and other rural enterprises of the Valdelsa territory which they will start in April/May 2008.

