

The socio-professional integration in
IMPRO

A collective project

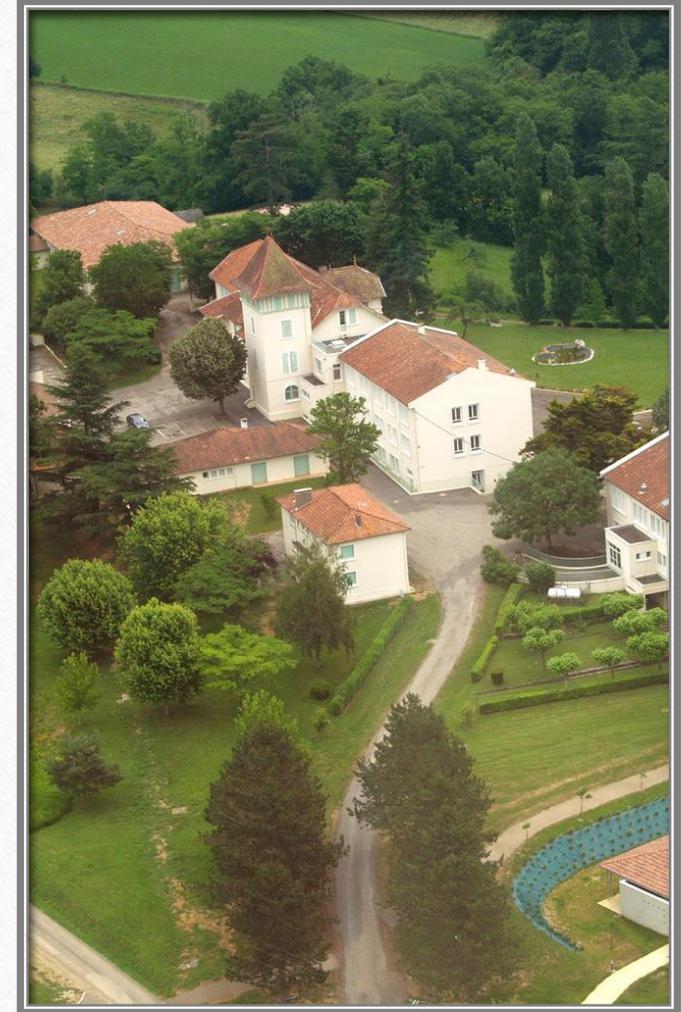
General presentation
COMPLEXE DE PAGES

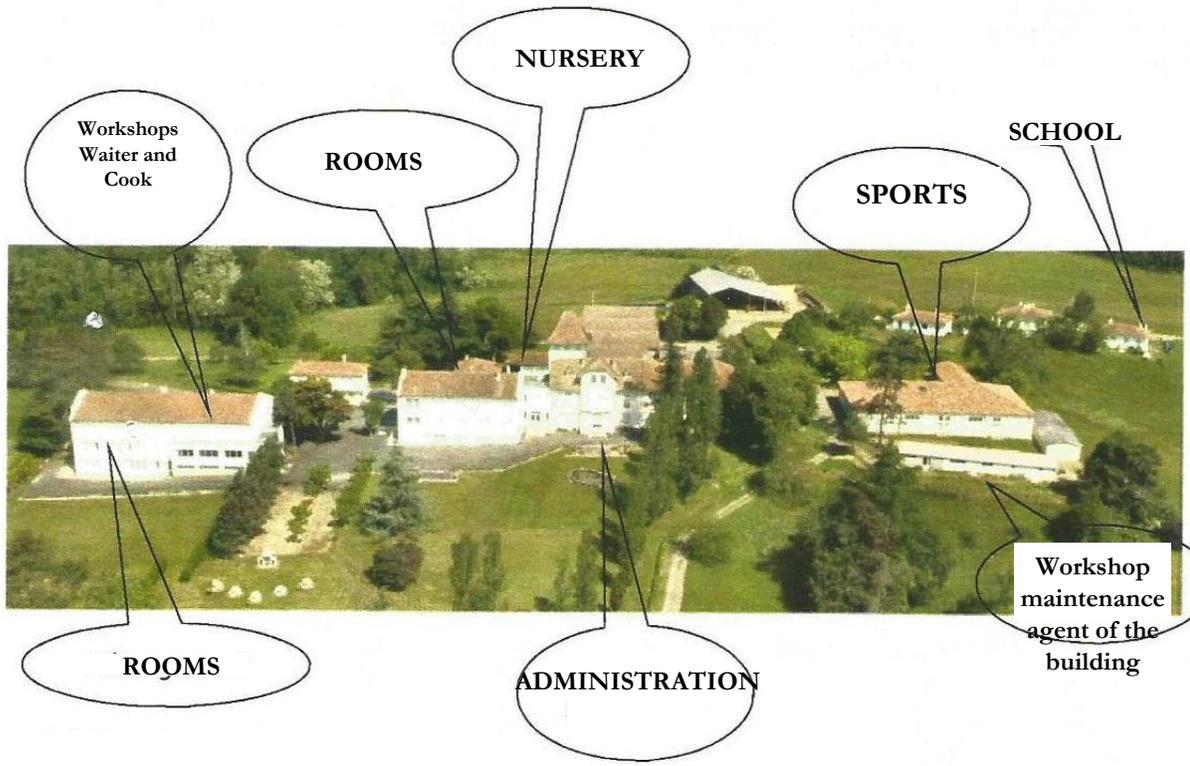
Location: Municipality of Beaumarches, department of Gers, Midi-Pyrenees area, large south west of France.

Pages complex manager association: AMASSAG (Mutual Agricultural Association of health and social actions of the Gers) private rights association.

Financiers: ARS (Regional Agency for health) and General council.

Description of the structure: An IMPRO, medico professional institute (boarding, canteen, school, or teaching unit, professional workshops, medical care and para-medical), an ESAT establishment and support services through work, (lodging, restaurant, laundry vineyards and green spaces) .





Missions and objectives of the association:

- To facilitate social inclusion of people with disabilities taking into account their wishes and their competences.
- Accompany to autonomy of people experiencing handicap.
- Contribute to the well-being or at best be its people.

Public welcome:

- Agreement 25 adolescents and young adults (age 18) for the IMPRO and adult for the ESAT .
- The MDPH (House of handicapped persons) address the adolescents and young adults to the IMPRO after the decision of the CDAPH (Rights Commission and independence of disabled persons).
- The IMPRO welcomes teenagers presenting a medium or mild intellectual deficiency with or without associated disorders.



Presentation of IMPRO

6 sectors in synergy

The **health sector** is composed on the structure of a psychologist, a nurse, a speech therapist and a psychomotor

On the outside hospitals (Tarbes and Auch) and clinical (Aire sur l'Adour), medical practices (Plaisance du Gers), CMP (psychological medical centers), the psychiatric clinic for adolescents to Auch, surgeries of speech therapists, physiotherapists, dentists, dermatologists, opticians.

The **school or teaching unit** is made up of two specialized seconded teachers of National Education, a sports educator employed by the AMASSAG. Young people are prepared to CFG (General training certificate), included in SEGPA or professional high school for those who can attend an outside schooling.

Shall enjoy, the most difficulty, of internal schooling and acquire useful skills school has a future social independence.



The professional sector is made up of three technical educators providing three vocational training qualification level 5 (agreement Ministry of Labour): cook, waiter, waitress, maintenance agent of the building.

The educational sector is made up of 6 boarding educators framing youth in collective life moments (meals, lift, evenings, activities Wednesday after-noon). They form a young domestic autonomy (meal preparation, linen management, the household, body hygiene) and accompanying to participate in sports and outside cultural associations.

The administrative sector is made up of a director, an educational department head, a secretary.

The social sector is made up of a social worker who helps young people in all their administrative demarches and job search.



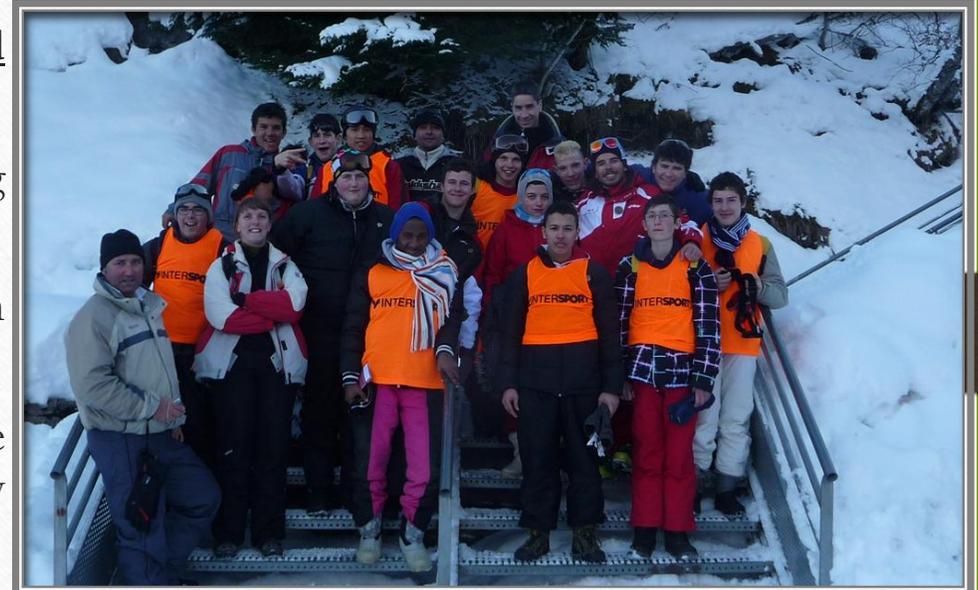
Of pedagogical projects related to the establishment project in order to promote the integration socio professional

The three objectives of the establishment project in connection with the teaching unit:

Objective 1 : “Opening up to the outside / maintain and develop the cooperations”

Working in partnership with cultural associations civic and sporting External:

- ERASMUS (International Action): to develop openness european culture.
- ECO-SCHOOL (national action) in order to practice in the whole complex of ecological and civic habits (waste separating, solidarity action towards Mali, energy savings).
- PLANETE Sciences (regional share) to develop the scientific demarches and experimentation (solar vehicle construction)
- ADDA (departementale share) promote access to culture (theater, dance)



Objective 3 : “to show off and develop competences through the course socio educational, of care, teaching and professional”.

- To support coordination inter sectors through the PAAP (project of reception and personalized assistance). The starting point of the project remaining aspirations of the young person and his family. This makes it possible to set up objectives in which each professional registers the actions to be carried out with the user. For the teachers, these actions are registered in the PPS (Personal Project of Schooling).
- Prepare inclusive education to allow access to an outside schooling.
- To set up a time of connection school / professional workshops, that makes it possible to the pupil to contextualize the knowledge.
- To support autonomy :
 - formation with the computer and internet patent (B2i)
 - formation with road education level 1/ level 2 (ASSR1 and ASSR2)
 - formation with the gestures of first aid (APS = level 1 / PSC1 = level 2).
 - Information with census citizen and Day Defense Citizen (JDC)



Thanks to prevention health environment (PSE) :

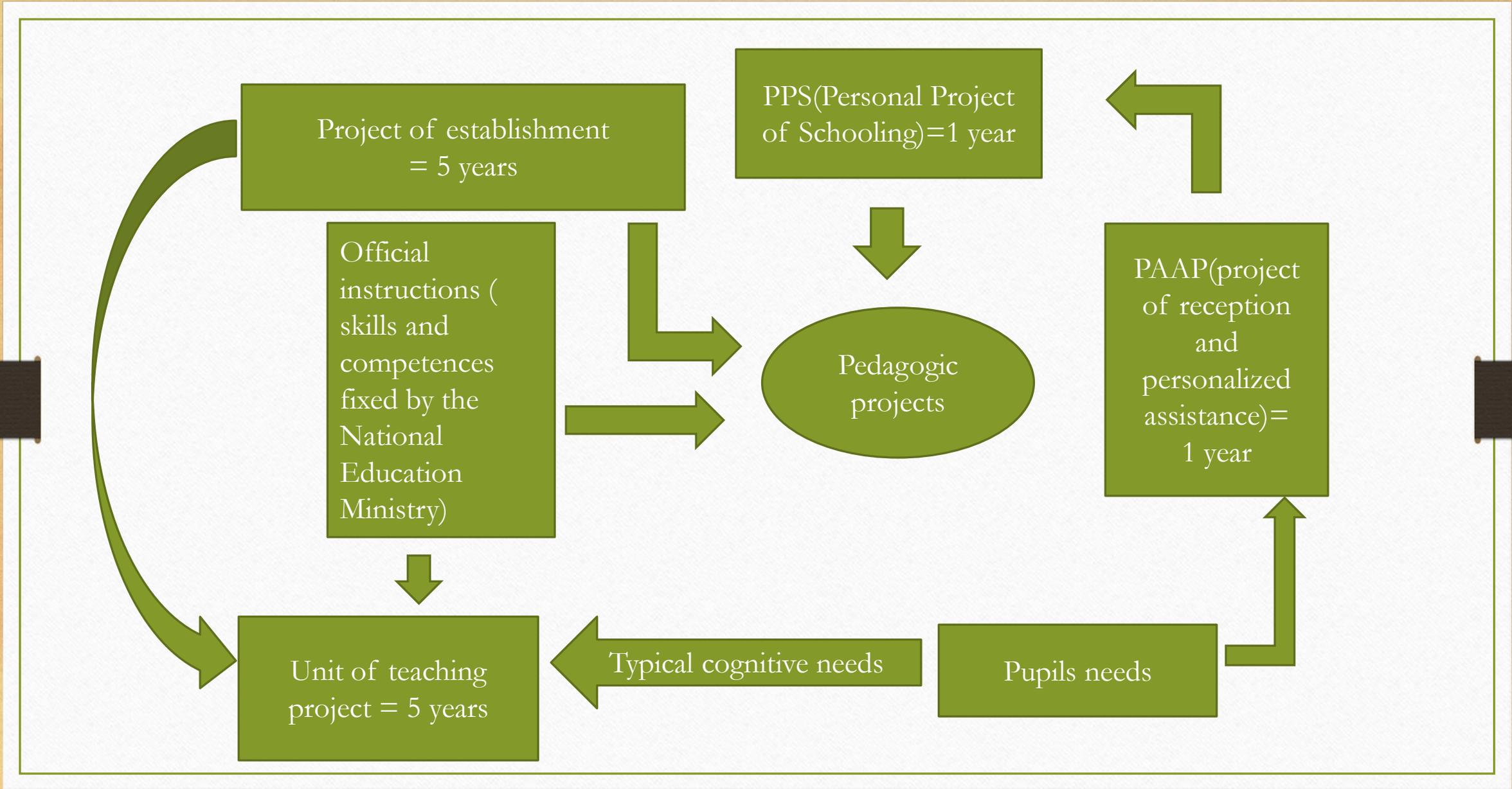
- prevention against the risks conduits (tobacco, alcohol, sexuality, food, Internet)
- prevention of risks related to the professional practice formation with economical acts (bank accounts, insurances, work contracts, invoices)
- formation with the work contracts

Objective 4:

“To improve quality of the reception and the assistance of the user by adapting human resources, the equipments and tools .

- Update of the website, valorization and diffusion of the actions setup in partnership with the pupils.





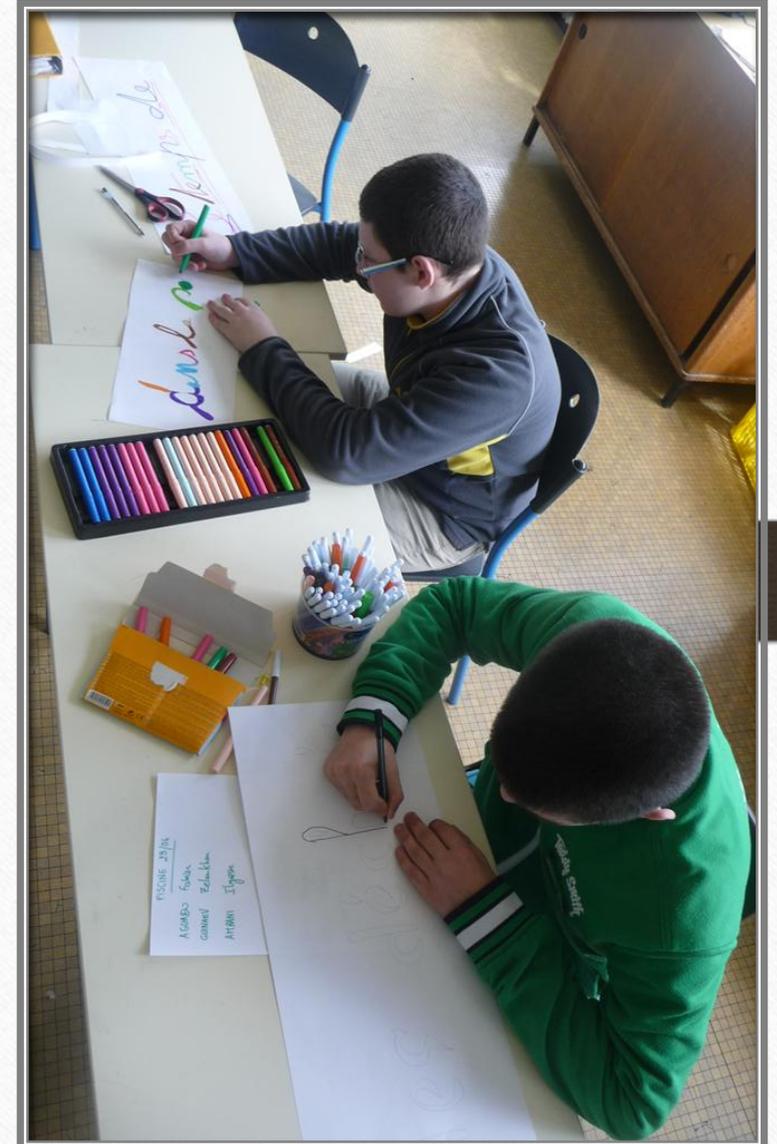
The approach of project, an adapted answer :

“At the beginning was the action” Henri Wallon, French sociologist

1 - Appropriation of a approach while taking part in every stage

a transferable approach of the teaching project towards the personal project

- first stage : exploration (searching informations)
- second stage : hierarchisation of the ideas
- third stage : specification (consideration of resources, constraints, possible partnerships, planning of the tasks)
- fourth stage : realization (report of work carried out)



2 - to give direction to the trainings :

- to support the transfer of knowledge, of competences and approaches in order to concrete realization (contextualisation of the knowledge)
- to reconcile the school and social knowledge to restore the link between the pupil and the trainings

3 – Implication a booster of autonomy :

- to take into account the pupils' ideas and aspirations to develop the specific originality to each individual
- to live an approach of project makes it possible to change and take self-confidence by the catch of responsibilities.
- completion of projects makes it possible to reach stages in the personal construction of the pupil and reinforces its capacity to be projected in a future on which he thinks of being able to act.
- to fight against a social determinism by acquiring more cognitive flexibility by requesting the adaptabilities.



4 – cognitive progress and socialisation by the work of group :

- off-centring of the individual by the cognitive conflict socio
- installation of democratic debates
- to live a levelling situation
- formation with the republican values (Europe)
- acceptance of the other (tolerance)
- development of a collective solution (solidarity).

