QOLIVET
QUALITY-OF-LIFE IMPACT OF
CARE, EDUCATION & TRAINING

Insights from the QOLIVET Project

QUALITY OF LIFE IMPACT OF
CARE, EDUCATION & TRAINING

epr
Learning & Innovating Together

Fundación
ONCE

EVTA

CHORX

CRPG

RehabGroup
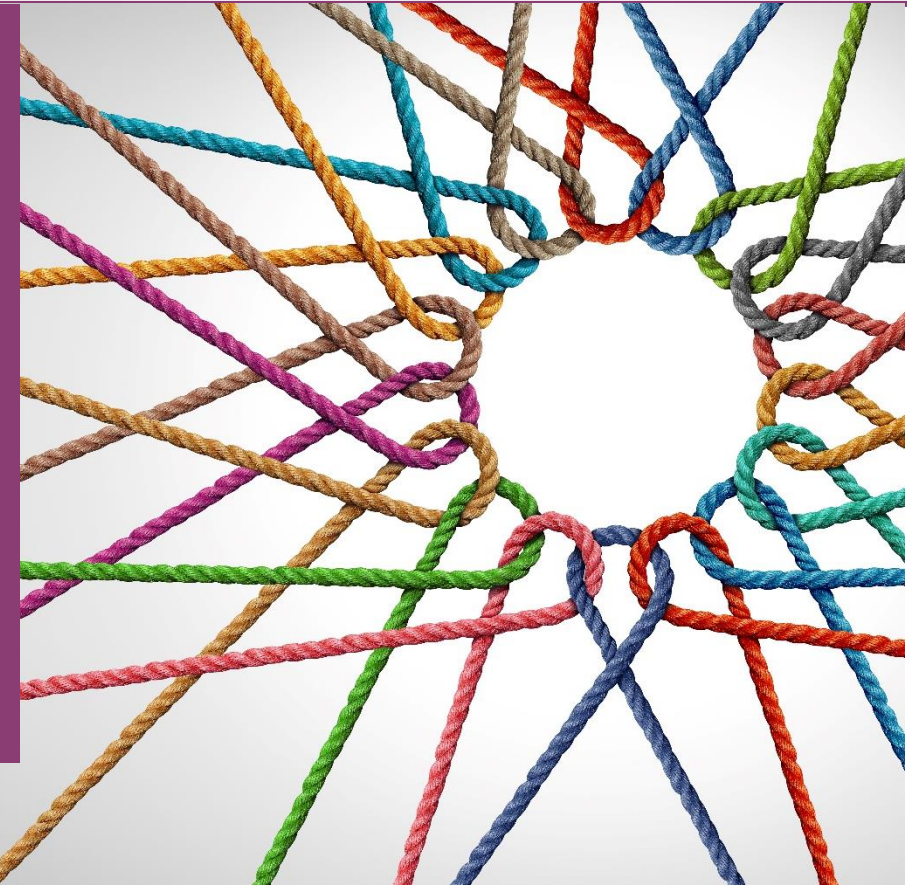
Project Focus

- How programmes and delivery mechanisms in community care, and in vocational education and training (VET), impact on the Quality of Life (QoL) of participants.

- Builds on a benchlearning process that has been facilitated and supported by the European Platform for Rehabilitation over a number of years

- Systematic search of relevant policies, research and assessment tools

- Synthesis Report

- Good Practice Guidelines

- Online Training Course

- A Resource Portal

- Online Assessment Tool

- While QoL was frequently specified as an intended outcome of rehabilitation and integration services, it was only rarely defined. or elaborated in terms of its content and meaning (Council of Europe Conclusion 2002)

- A wide range of types of services and terminology
  - Health and social care services
  - Independent living
  - Social care
  - Community living
  - Community integration

- The meaning of QoL was strongly influenced by the characteristics of the target participants and the types of services
  - Health Related QoL (HrQoL) vs. Social Care Related (SrQoL)
  - Type of Impairment/Complexity/Severity
  - Age
- Purpose of the service
  - Transition to the community
  - Transition to adulthood
  - Independent Living
  - Maintaining people in their current circumstances

- QoL is accepted as a clear outcome benefit of successful completion of vocational training and education

- Assumed that this impact is primarily achieved through occupational skills and higher qualifications

- No consideration of the QoL impact of VET on those who fail to complete a program successfully or who do not gain access on the first place?

- VET programmes needs to include components and mechanisms intended to directly enhance personal capabilities, promote social inclusion, and increase wellbeing

- Personal Development
- Social Inclusion
- Employability
- Active Citizenship

| 1. Life satisfaction and Overall Quality of Life |
| 2. Personal development, Personal Skills, |
| 3. Self-esteem, Personal Dignity |
| 4. Social, Family, Personal and Interpersonal Relationships and Connectedness, Social networks and Friendships |
| 5. Choice and control over daily life, Self-determination, Independence, Person-Centred Planning and Coordination |
| 6. Emotional well-being, Positive Affect, Mental Health and Functioning, Absence of Challenging Behaviour or Psychiatric Symptoms |

7. Physical Wellbeing, Health and Functioning, Access to Healthcare
8. Material, Social and Economic Wellbeing, Physical safety, Access to Amenities, Freedom from Abuse and Neglect, Suitable Living Conditions, Housing
9. Social inclusion and Community based Activities
10. Social environment, Social engagement, Meaningful Activity, Community Inclusion
11. Employability, Employment, Participation in Work, Education or Training
12. Human and Legal rights, Equity, Freedom from Barriers and Discrimination, Privacy
13. Citizenship, Opportunities to Contribute to Society

1.	A sense of wellbeing; Life satisfaction and happiness; A sense of purpose, hope and motivation
2.	Personal Skills; Self-reflection and direction; Personal learning and development; Increased choice; Personal status; Participation in leisure activities,
3.	Self Confidence, self-esteem and feelings of control; Resilience; Coping with uncertainty and complexity; Dealing with challenges or change
4.	Learning how to learn; Life coping strategies; Critical and analytical skills; Problem solving; Creativity; Using existing knowledge and previous experience in a constructive way
5.	Respect for the diversity of others and their needs; Willingness to overcome prejudices and to seek compromise; Generating, adopting and adapting commitments and obligations to the community

|	
5.	Independent learning skills; Exploring new learning opportunities and life activities; Taking part in service learning; Participating in learning communities; Improved understanding of the concepts of 'lifelong learning'; A stepping stone into further education and training,
6.	Social and communication skills; Collaboration, assertiveness and integrity; Increased capacity to relate well to others and social integration; Social interaction, friendship, concept of family; Interacting, networking and working constructively with other people, Empathize and manage conflict in an inclusive and supportive context,
7.	Employability; Individual and/or collective economic development; Managing time and information; Excellent Punctuality, attendance and behaviours

8.	Establishing personal and community identities; Facilitating social and/or community development; Positive attitudes to voluntary and community activity; Collective action to improve society; Participating in environmental and political action
9.	Participation in political and civic life; Connecting to the structures of social, political and economic activity; Working within local, national and international structures; Responding constructively to government policies; Formal democratic behaviour
10.	Maintain physical and emotional well-being and positive physical and mental health; A health-conscious, future-oriented life, Improved health; Life expectancy; Protecting physical and psychological safety and health

- Recognise the multi-dimensionality of quality of life,

- Develop indicators for the respective quality of life domains,

- Base the assessment on objective aspects of QoL, on life experiences, circumstances and lifestyles,

- Focus on the predictors of quality indicators/outcomes,

- Use quality indicators as a basis for quality improvement, monitoring social inequality and making normative comparisons

- Whether to opt for a normed, standardised instrument, or a criterion-referenced tool.

- 31 tools were identified

- Significant progress has been made in developing tools based on the framework developed by the IASSIDD International Expert Group (Schalock, et al., 2002)

- It is the most appropriate choice for a framework that spans the community care and education and training sectors.
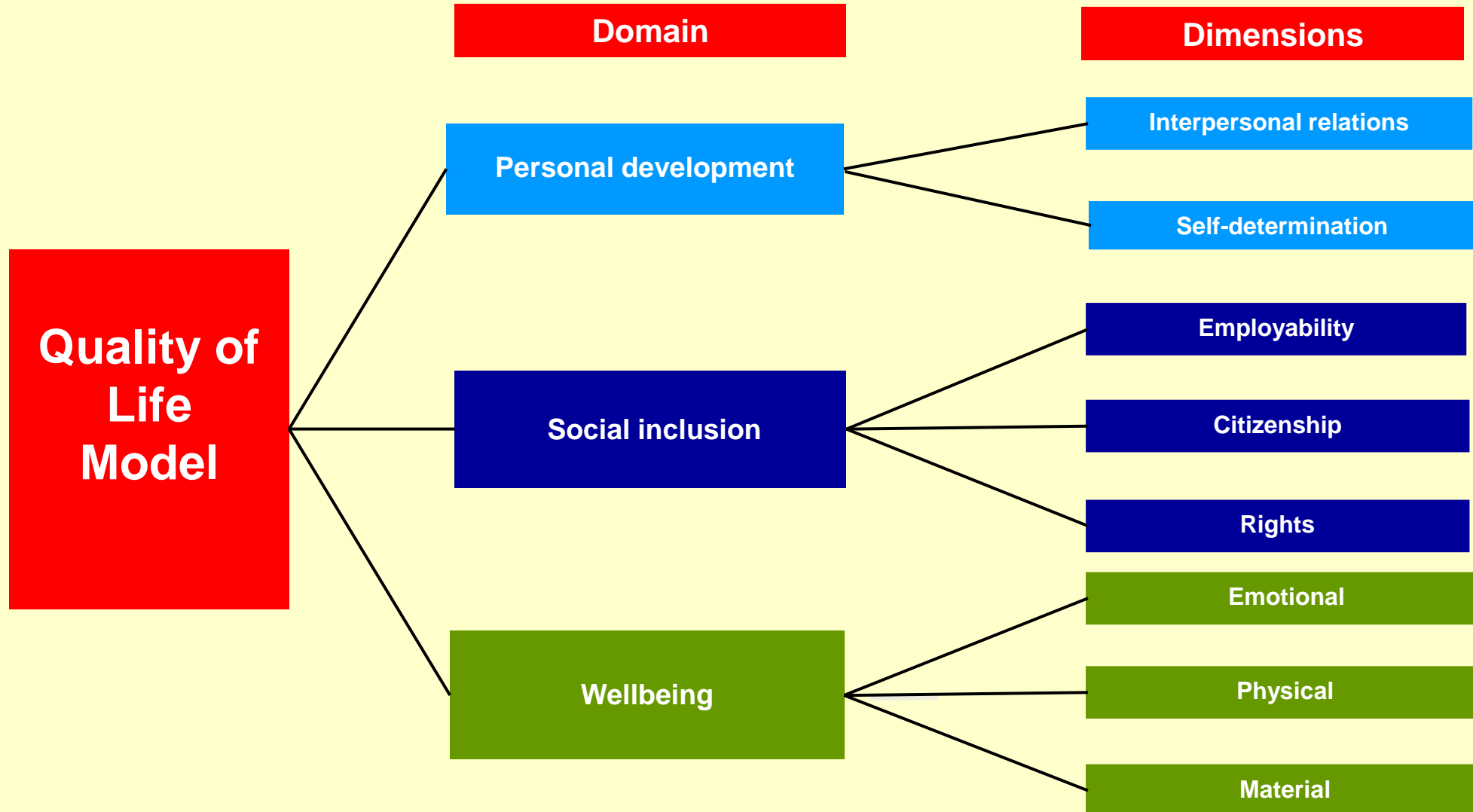
- **The GENCAT scale:** This is focused on social services and can be used with a wide variety of beneficiaries including persons with disabilities, older people, and people with mental health conditions. It facilitates an assessment of QoL outcomes by a third-party informant (proxy) nominated for an individual who is in receipt of services

- **The San Martin Scale:** This was developed later than the after the GENCAT. It is designed to be used for persons with significant disabilities, persons with severe and profound intellectual impairment, persons with autism and intellectual impairment, and persons with severe cerebral palsy

- **The Quality of Life Impact of Services Questionnaire (QOLIS):** This is also based on the IASSIDD model but adds an additional dimension to reflect the importance of employability in enhancing QoL.

- It differs from the GENCAT and the San Martin Scale on two characteristics

  - It is phrased in terms of the person who is the intended beneficiary rather than a third party

  - It is a measure of the extent to which a person perceives that participating in a program or receiving a support or intervention has enhanced their QoL

- Online administration
- 4 Modes of Administration
  - Individual
    - Independent
    - Mentored
    - Proxy
  - Group
- 3 Sectors
  - Community Care
  - Specialised VET
  - Mainstream VET

- 3 Versions
  - Staff
  - Full Participant
  - Screening Short From
- 5 Universal Design Options
  - None
  - Examples
  - Simplified Language
  - Simplified Scale
  - 3 Stage Assisted Decision Making

QIAT Quality Focus

The service impacts on the QoL of service users

		Service User Perceptions		
		Y	N	DK/NA
Staff Perceptions	Y	Congruent	Incongruent	Ambiguous
	N	Incongurent	Congruent	Congruent
	N A	Ambiguous	Congruent	Congruent