



# LIFE AND WORK IN THE TONČKA HOČEVAR CARE & WORK CENTRE

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# MOTIVE OF THE PRESENTATION



The Convention on the Rights of Persons with Disabilities, adopted by the United Nations in 2006, recognizes, among other rights, that of people with psychosocial disabilities to live independently in their communities.

Deinstitutionalization of mental health care is the process of shifting mental health care and support from long-stay psychiatric institutions to community mental health services.

Although the goals of deinstitutionalization are to prevent chronic disability, protect patients' rights, and reduce the cost of care, hospitalized mental patients have been moved to communities without the provision of supportive networks in the community.

In Slovenia, a combination of institutionalized and deinstitutionalized supportive network has proved successful.

## OUTLINE OF THE CASE STUDY



- ❖ Tončka Hočevar Care and Work Center – general presentation of a success story combining institutional and deinstitutional care for people with special needs (intellectual disabilities).
- ❖ Institutional part of the activities vs. deinstitutional part of the activities.
- ❖ Social inclusion service as a form of partial deinstitutionalization.
- ❖ Faith and Light Movement's contribution to deinstitutionalization.

## LIFE AND WORK



At the **Tončka Hočevar Care & Work Centre (CWC)**, they believe that every person—regardless of ability—deserves to live a meaningful, dignified, and fulfilling life.

Since their founding in 1968, they have been a public institution committed to supporting adults with intellectual and developmental disabilities through

**care,**

**guidance,**

**and employment under special conditions.**



# WHO THEY ARE



They are

a **public social care institution**

under the auspices of the **Ministry of Labour, Family, Social Affairs, and Equal Opportunities** of the Republic of Slovenia.

They provide three key services:

- **Guidance, care, and employment under special conditions,**
- **Institutional care,**
- **Social inclusion for people with disabilities.**

Their services are tailored to **adults with official disability status**, as defined by Slovenian law.

## A BRIEF LOOK AT THEIR JOURNEY



- **1968:** Their beginnings as an experimental day care and training centre.
- **1983:** First residential unit (Zelena jama).
- **1986:** Renamed to Tončka Hočevar CWC.
- **2022:** Launch of a new service—social inclusion of people with disabilities.
- **Today:** Over 350 individuals actively participate in their programmes across Ljubljana.

# THEIR PHILOSOPHY

They don't try to “normalize” people—they **normalize the conditions of life**. Every person deserves:

- Independence and participation,
- Privacy and a sense of home,
- Love, safety, and respect,
- Support according to their own abilities and pace.

Their services aim to bring **structure, purpose, and joy** to the lives of those they support.



# UNDERSTANDING INTELLECTUAL DISABILITIES



People with intellectual disabilities experience:

- Significantly **reduced cognitive functioning** (IQ below 70–75).
- Limitations in **adaptive skills** such as:
  - **Conceptual:** language, reading, time and money management;
  - **Social:** relationships, self-image, conflict resolution;
  - **Practical:** hygiene, cooking, transport, job tasks.

Support is individualized, long-term, and focused on their **strengths**.

# WHAT ARE ADAPTIVE SKILLS?



The level of **adaptive behavior** is defined as the level to which an individual is able to use cognitive potential in adapting to the demands of everyday life.

Well-developed or learned adaptive skills are reflected in a person's **independence in meeting daily needs** while taking into account environmental demands.

The concept of adaptive behavior includes:

- **Conceptual skills:** understanding and expressing language, reading and writing, time, money, number concepts, self-regulation of behavior;
- **Social skills:** establishing and maintaining interpersonal relationships, social responsibility, forming appropriate self-image, following instructions, respecting laws, resolving interpersonal problems, avoiding dangers;
- **Practical skills:** daily activities (self-care), vocational skills, health care, mobility, time organization (schedule, routine), safety, money management, telephone use.

# LEVEL OF ADAPTIVE SKILLS IN PERSONS WITH ID (1)



Persons with intellectual disabilities have differently developed individual abilities

## **In the area of conceptual skills:**

- They acquire the basics of reading, writing, arithmetic, and understanding of time and money;
- They need support in applying these in professional and personal life;

## **In the area of social and communication skills:**

- They are able to form friendships, sometimes even romantic relationships, but they cannot accurately perceive and interpret social cues;
- In expressing their needs and desires, they may require support or alternative communication;
- They usually need support in solving interpersonal problems;

# LEVEL OF ADAPTIVE SKILLS IN PERSONS WITH ID (2)



## **In the area of practical skills:**

- Despite significant developmental delays, they are capable of learning a certain degree of independence in self-care;
- They perform simple household tasks and light work;
- They require varying degrees of support in life and at work.



# WHAT DO WE NEED FOR EFFECTIVE SUPPORT?

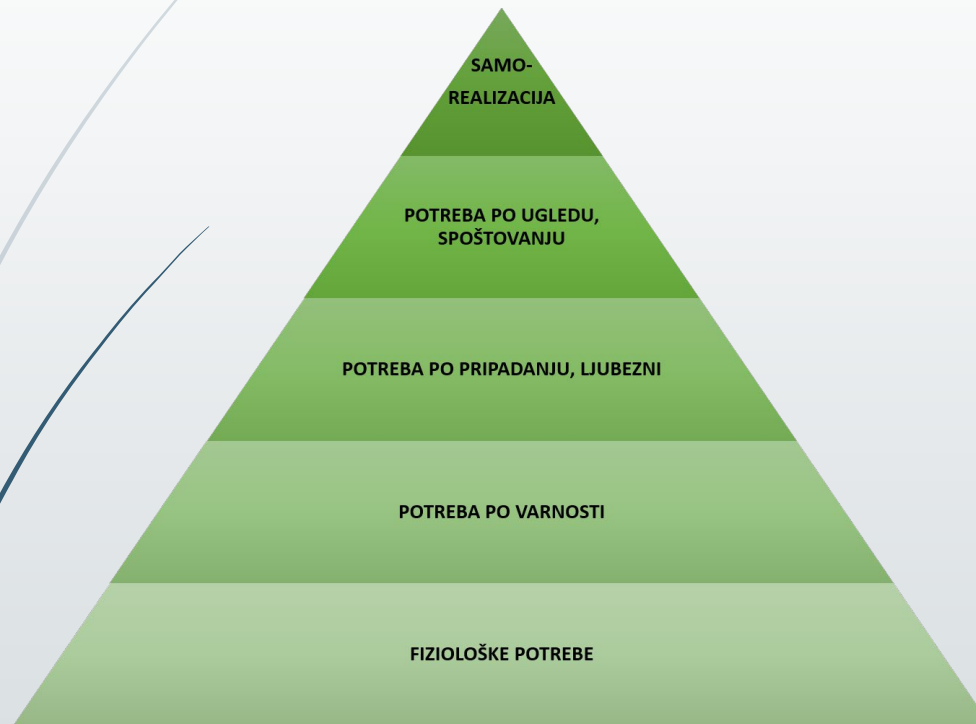
- Knowledge of deficits or weaknesses;
- Identifying the individual's strengths;
- Formulating an appropriate support plan or an individual plan.

The functioning of persons with intellectual disabilities and the quality of their lives can improve with effective, long-term, individualized support.





# BASIC HUMAN NEEDS



(self-actualization; need for esteem, respect; need for belonging, love; need for safety; physiological needs)

Needs are divided into **physiological** (water, food, sleep, etc.) and **psychological**.

To maintain health and well-being, **all needs must be met**.

If one or more psychological needs remain unmet for a longer period, this can contribute to the development of **anxiety, depression, or addiction**.

## 8 BASIC PSYCHOLOGICAL NEEDS (1)

- **The need to give and receive attention:** to some extent, we all need quality contact with other people;
- **The need for purpose, goal, and meaning:** a sense that our actions have a defined purpose or goal;
- **The need for belonging and community:** a sense of being part of something greater, working for the common good;
- **The need for challenge and creativity:** we need challenges, trying new things, exploration, learning;



## 8 BASIC PSYCHOLOGICAL NEEDS (2)

- **The need for intimacy:** the need for someone with whom we can share our dreams, ideas, expectations;
- **The need for control (mastery):** when life brings difficult situations or experiences, it's good to feel that we still have some control;
- **The need for status and position:** it is important to feel significant; to be recognized for being good at something;
- **The need for safety:** physical, financial, health, and social safety.



# THE CONCEPT OF NORMALIZATION



- The goal of normalization is **not to normalize people**, but to normalize **the conditions of their lives**.
- Normalization encourages us to accept intellectual disability like any other objective fact of life—it should become ordinary...
- We **adapt the environment or living conditions** so that a person with reduced abilities can live as normally as possible.
- Normalization does **not mean equal rights for all**, but **different rights for different needs**.
- At the same time, normalization also implies responsibility and the assumption of certain duties in accordance with the user's abilities.

We create conditions so that persons with intellectual disabilities can fulfill their needs and desires:

- For **independence**,
- For **intimacy and partnership**,
- For **inclusion in society**.

## HOW THE SERVICE OF GUIDANCE, CARE, AND EMPLOYMENT UNDER SPECIAL CONDITIONS IS DEFINED IN THE REPUBLIC OF SLOVENIA



The service of **guidance, care, and employment under special conditions** is intended to provide **support and care for people with special needs or limitations**. This service includes **professional guidance and supervision**, which ensures a safe and appropriate environment for these individuals.

In addition, **employment under adapted conditions** is also provided, taking into account the specific needs and abilities of the individual.

The service is based on an **individualized approach**, which respects the unique needs of each individual and focuses on their **development, integration into society, and improvement of quality of life**.



# THE PURPOSE OF THE SERVICE



The purpose of the service of guidance, care, and employment under special conditions is to provide support and care for people with special needs or limitations. The main goal of this service is to enable individuals to live as independently and with as high a quality of life as possible, and to participate in society in ways adapted to their needs.

The service focuses on the development of individual abilities, the improvement of independent functioning, and support in employment and maintaining employment. Through professional guidance and care, individuals are provided with an appropriate environment that helps them reach their full potential and improve their quality of life.

Within the scope of the service of guidance, care, and employment under special conditions, users are enabled to:

- Maintain acquired and develop new knowledge,
- Acquire skills,
- Strengthen social habits.

All while keeping the user's needs, desires, and interests in the foreground.

# KEY PROGRAMMES AND UNITS (1)

They operate across several units in Ljubljana:

## ► Šiška Unit

- Woodworking & carpentry workshops;
- Textile & art programmes;
- Assembly and protective programmes;

## ► Bežigrad Unit

- Ceramics, weaving, art, and universal workshops;
- Life-long learning and social activities;

## ► Moste Unit

- Packaging, clay art, greeting cards;
- Cooking, creative work, animal therapy;

# KEY PROGRAMMES AND UNITS (2)



## ➤ **Vič Unit**

- Manual paper-making;
- Personal development through creative activities;

## ➤ **Zelena jama Unit**

- Light production and crafting;
- Homemade snacks, outdoor gatherings, and garden activities;

## ➤ **Tončka's Studio (Tončkin atelje)**

- High-quality ceramics and painting;
- Public exhibitions and sales.



# UNIT Šiška

## Programmes:

- Woodworking and carpentry programme,
- Art and weaving program,
- Editing program,
- Conservation program,
- Kooperation program,
- Products of our own programme.



# WOODWORKING AND CARPENTRY PROGRAMME

- 17 users involved;
- Work is carried out in two workshops, carpentry and woodworking;
- They make ladders, wooden crates, crates for drying herbs;
- Performed risk analysis for individual phases of work;
- Working with machines in the presence of an instructor.





# OTHER ACTIVITIES THEY CARRY OUT

Goals – preparation for a more independent life such as:

- ▶ Household activities
- ▶ Excursions, visiting fairs
- ▶ Discussion groups
- ▶ Games





# Cooperation programme

## Green programme and cleaning





# TONČKA'S STUDIO

- Creation and production of useful ceramics for exhibitions and sales,
- Painting,
- Participation in exhibitions, colonies,
- Sale of products in Skrbovinca.



# UNIT Bežigrad



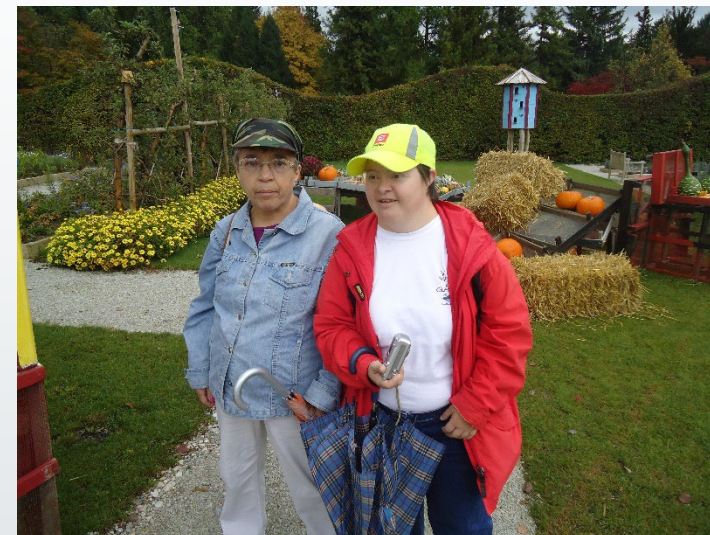
- 61 users included.
- 4 different workshops:
  - Weaving and sewing workshop;
  - Ceramic workshop;
  - Art workshop;
  - Universal Subcontractor Workshop.





# LIFELONG LEARNING AND LEISURE ACTIVITIES

- Tours.
- Sports activities.
- Social and relaxation activities.



# UNIT Moste

- 26 users involved.
- 3 different workshops:
  - Cardboard and assembly work for subcontractors;
  - Unique clay products;
  - Making commemorative greeting cards;
- Other activities:
  - Cooking and assistance in preparing the dining room;
  - Visits to the library, various events;
  - Various manual and creative activities;
  - Refresh learning content;
  - Socializing with animals.





# UNIT Vič



- 28 users involved.
- Cardboard program – production work for subcontractors;
- Custom program – handmade paper;
- The work is divided into several stages: gluing, creasing, folding, weighting, punching, inserting the string, knotting, cutting waste paper;
- Other activities:
  - Objective: relaxation, learning social skills, lifelong learning, creative expression
  - Visits to the library, cooking activities, visits to exhibitions, fairs, events.



# UNIT Zelena jama

15 users involved.

Simple production work.

Employment activities – housework;

- Own program:

- Napkin technique on wooden products, painting of pebbles
- Assembling paper boxes, phototransfer on wooden tiles

- Other activities:

- Didactic games, reading stories
- Household activities (baking pastries), socializing in the garden and tea parties
- Handicrafts (knitting, crocheting, embroidery, sewing)
- Twice a year trip, see a play
- Exercise, stretching



# INTEGRATED EMPLOYMENT – INTEGRATING USERS INTO NORMAL WORKING ENVIRONMENTS

There are 20 users involved.

Our partners in inclusion: Bauhaus, Obi, Sovita, Lars&Sven, Vrtec pod gradom, Cmeplus, Football Club Olimpija, Hairdressing salon Katarina

Positive effects:

- Social inclusion of users
- More active citizenship
- Strengthening self-esteem and dignity
- Improving communication skills
- Greater autonomy
- Higher Reward
- Changing work habits, intensive learning
- Transition from a care centre to a normal working environment
- Positive effects on the company and users





# DOMN'S STORY

- Included in the Care and Work Centre since 2014
- Worked in the Bežigrad unit
- He loved getting involved in the work on the stalls
- Since 2020 involved in work at Obi Shopping Center
- He also works in Skrbovinca



# CONNECTING TO THE ENVIRONMENT



- We participate in various sports events: Special Olympics
- Neighbours: Rihard Jakopič Primary School, Šiška Health Centre, Peter Držaj Hospital, Andersen Kindergarten, Šiška Volunteer Fire Brigade, Šiška Police Station, Let's Revival Vodnik Initiative, Šiška – Komarjeva nedelja Tourist Association
- Internship for pupils: Brinje Grosuplje Primary School, Janez Levec Centre, Institute for the Deaf, Secondary Woodworking School
- Special Olympics, Tonka's football players, summer vacations, events...
- Related institutions: Center Janez Levec, Turtle, Sonček, Center for Training, Work and Protection Drago →Skrbovinca, all CWCs
- Educational institutions: Secondary School of Nursing, Secondary School of Design and Photography, Faculty of Social Work, Faculty of Education, Faculty of Arts, Faculty of Health Sciences





# INSTITUTIONAL PROTECTION



- Šiška Institute: four household units
- Residential unit Zelena jama
- Housing groups in Ljubljana (Vodnikov Dvor, Hiša Šiška, Vrhovci, Koseze, apartments in Fužine and Litostrojska)





# INSTITUTE IN ŠIŠKA



- ▶ 4 household units named after the sights of Ljubljana (Tivoli Park, Skyscraper, Ljubljana Castle, Prešeren Square)
- ▶ Group for elderly users of the institution (3 household units)





# HOUSEHOLD MODEL OF LIFE



- In addition to medical staff and professional workers, permanent households are employed at all locations
- The household model of life allows:
  - Autonomy of users
  - Greater privacy
  - Household
  - A sense of security





# WHY THE HOUSEHOLD MODEL OF LIFE?



- In 2010, we began to deal with the idea of a household model of life
- In a survey on the quality of life in the institution, which we conducted in 2009 among users, it turned out that users feel lonely, despite all the activities we offer in the home
- It turns out that users need permanence – a routine that represents security to them
- The goal we pursue is to reflect life from housing and housing groups – to the Institute.
- A permanent housekeeper who works in the afternoon and takes care of homeliness, belonging to a group
- A daily routine that provides support

# THE MAIN ELEMENTS OF THE HOUSEHOLD MODEL (1)

- Independence: The goal is for the user to be independent in all the things they know and can do, and to learn. To be actively involved in household and household chores.
- Privacy: each of us has the right to privacy and intimacy, and this is exactly what we need to be aware of in an institution like TH CWC's, where users need their help in taking care of themselves (closing the door during care, Spanish barriers, peace)



## THE MAIN ELEMENTS OF THE HOUSEHOLD MODEL (2)



- Homeliness: The smell of delicacies from the kitchen (tea, coffee, pastries) reminds us of home... Homeliness is also created with personal items (paintings, room accessories, personal belongings) that users can bring from home.
- Sense of security: Familiar environment and routine and the possibility of influencing my life (when will I take a bath, will I go for a walk with a volunteer...)
- Responsibility for oneself: With all the previously mentioned elements of the household model, the user has a responsibility that he accepts in accordance with his abilities for his life. He can decide on small but important things for him. This boosts his self-esteem and makes him alive.



# ADVANTAGES OF LIVING IN HOUSEHOLD UNITS:



- In smaller groups, it is easier for residents to establish social contacts
- They find new friends
- Express their wishes and needs
- Fewer conflicts are detected between users or problems are solved on the fly
- Experience a big house like home



# THOMAS'S STORY



- Since 2008 I have been living in the residential group Vodnikov Dvor
- In the morning I work in the workshop – in Tonka's studio on Parma Street, where I go on my own
- In the afternoon, my roommates and I cook, bake, decorate the apartment, buy groceries and go on a trip



# SOCIAL INCLUSION SERVICE FOR PEOPLE WITH DISABILITIES



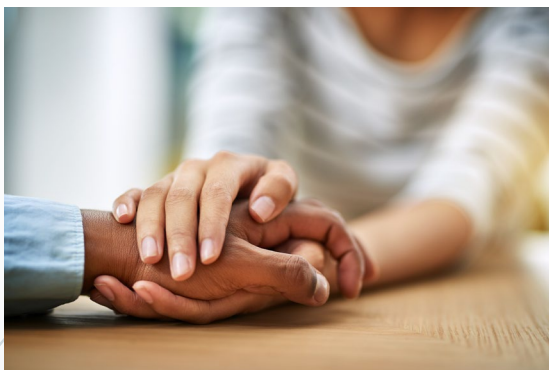
"I can do anything with support!"

# WHAT IS SOCIAL INCLUSION?



- Support service provided by care and work centres and centres for training, work and protection (in addition to TH CWC, 5 more providers in Slovenia)
- The purpose is to enable users to live as independently and as possible, to express their own desires and to integrate into the narrower and wider social environment
- Services are tailored to the user, according to his needs, wishes, goals
- Act on Social Inclusion of Persons with Disabilities, Rules on Social Inclusion Services for Persons with Disabilities; effective as of 30/06/2022.





## Social inclusion services for people with disabilities

Training for  
independent living

Lifelong learning

Assisted living

## WHO CAN GET INVOLVED?



- Persons with the status of a disabled person under the Act on Social Inclusion of Persons with Disabilities
- Persons who reside in a domestic environment and are not included in the personal assistance service
- The application for inclusion is forwarded to the Centre for Social Work, which issues a voucher.

## HOW DOES THE SERVICE WORK?



Together with the user and family or loved ones, a personal plan is prepared that takes into account:

- The user's life story (family, history, household type, social network)
- What the user knows and can do
- What he needs help and support for
- What his desires, goals are
- What he expects from the service of social inclusion of people with disabilities
- A record of the activity plan → which activities, how often





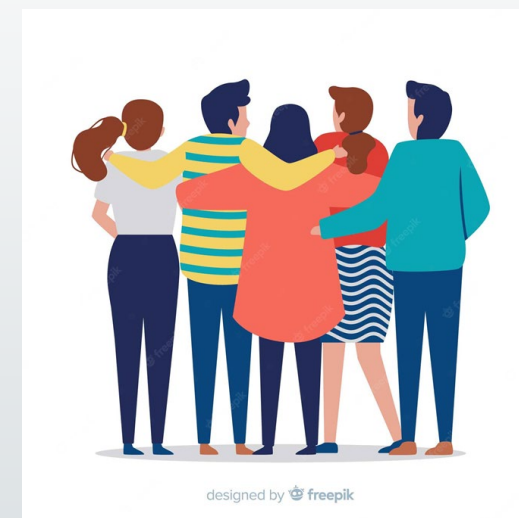
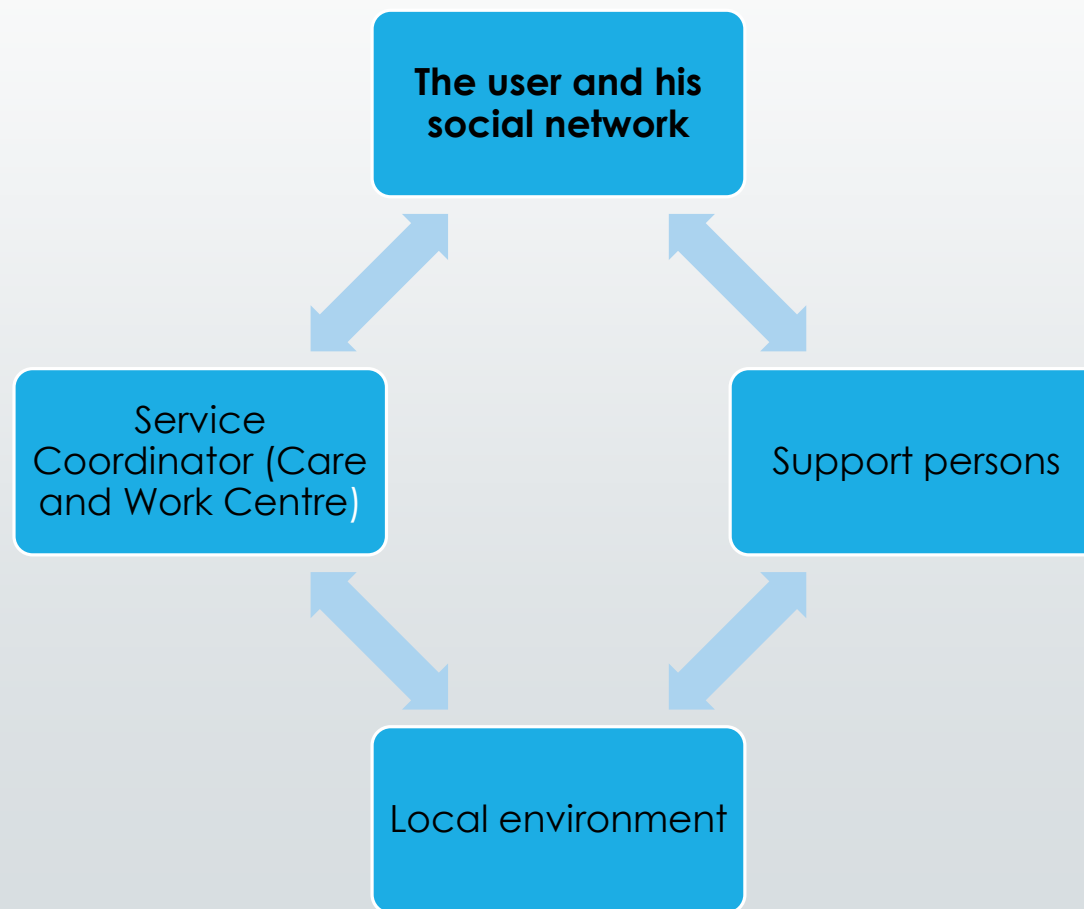
# WISHES AND GOALS OF THE USERS

Maja (living independently): What would you like to gain, improve, achieve during the involvement?

- Better handling of money to be able to save something as well.
- New friendships; I'd like to have a person with whom I can talk about confidential things as well.
- New cooking skills (new recipes and preparation of desserts)
- I'd love to have someone to go for coffee with
- I would also like to volunteer and help others
- I want to succeed at a driving test.



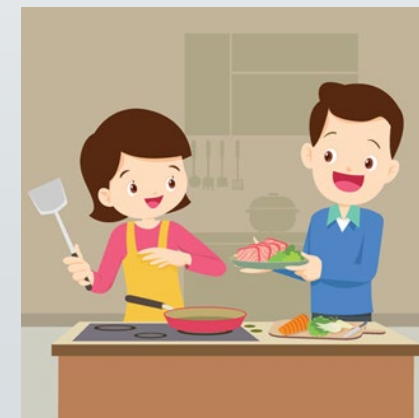
# STAKEHOLDERS IN THE SERVICE OF SOCIAL INCLUSION OF PEOPLE WITH DISABILITIES



# ACTIVITIES OF SUPPORT PERSONS IN THE CONTEXT OF SOCIAL INCLUSION OF PEOPLE WITH DISABILITIES (1)



- ▶ Accompanying the user to lifelong learning activities
- ▶ Various workshops and learning new skills, e.g. healthy way of preparing food and desserts, computer science, safe use of the Internet and social networks, use of smartphones...
- ▶ Development of new skills and majorities
- ▶ Socializing: socializing over coffee, walks, hikes, conversations, going to concerts, cinemas, active leisure time



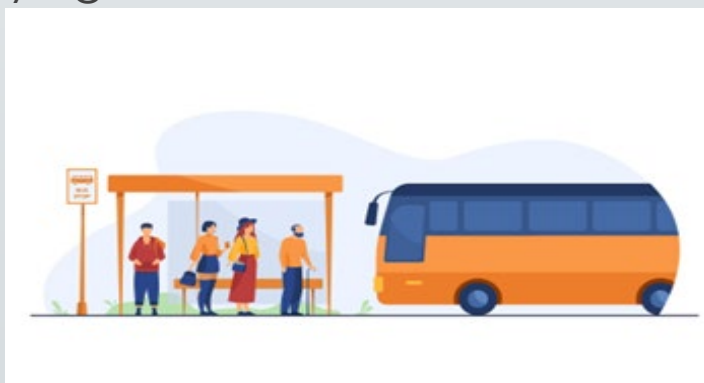
# ACTIVITIES OF SUPPORT PERSONS IN THE CONTEXT OF SOCIAL INCLUSION OF PEOPLE WITH DISABILITIES (2)



- Information and guidance in arranging personal matters: arranging a disability card, ID card, making an appointment with a doctor, help with money management...
- Advice and support in planning and carrying out daily life tasks: accompanying you to the doctor, to the bank, administrative unit, help with shopping, use of public transport, assistance in independent household activities...

Social inclusion activities take place in the afternoon when the user comes home from work. They are carried out at the user's home or in a local environment. On average, once or twice a week, or as needed.

Users are entitled to up to 162 hours per year if they are staying at home and up to 266 hours per year if they are staying alone.





# SUPPORT PERSONS

- They support the user in fulfilling his goals and wishes or in accordance with the agreement.
- Students and volunteers work as support persons.
- The work is organized and managed by the service coordinator. Journals are written and mentoring meetings are held from time to time.
- The emphasis is on responsibility, innovation and flexibility.
- An important point is the establishment of mutual trust between the user, the support person and the coordinator. This opens the way for adaptation of the environment and conditions, which allows the user to be as independent, self-confident and involved in the local environment as possible.



# THE MOST COMMON ACTIVITIES

- Socializing, walks, creative activities;
- Follow-up after errands, escort to the doctor;
- Learning new cooking recipes;
- Guidance and assistance in handling money;
- Gym;
- Activities to maintain cognitive abilities – reading, writing, crossword puzzles...

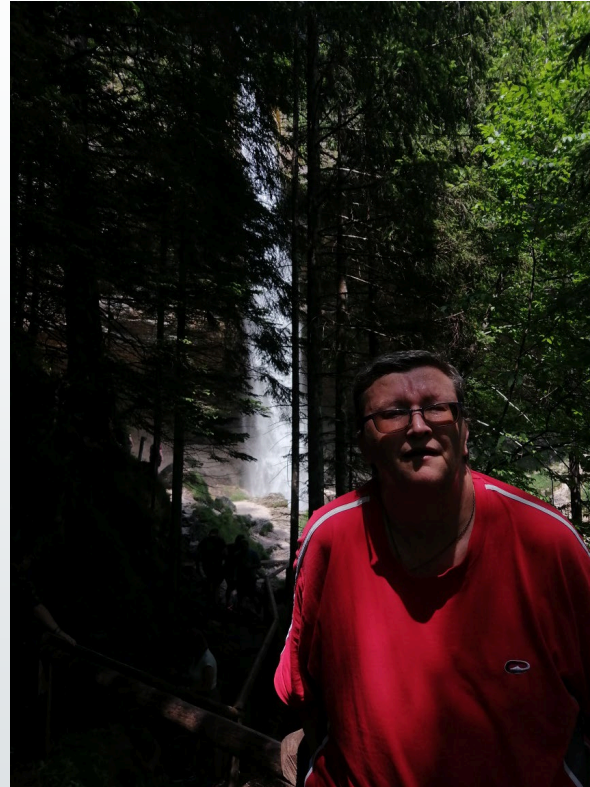


# GREGOR





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# FAITH AND LIGHT MOVEMENT





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THANK YOU FOR  
YOUR ATTENTION!