



Projet DESC
**DISABILITIES, EQUALITY,
SECURITY, CAREERS**



Co-funded by the
Erasmus+ Programme
of the European Union

Securing career paths towards inclusion in the open labour market

**A EUROPEAN GUIDE INCLUDING
PROMISING PRACTICES
FOR PROFESSIONALS ON SUPPORTED
EMPLOYMENT AND TRANSITION
TO THE OPEN LABOUR MARKET
FOR YOUNG PERSONS WITH DISABILITIES**

Introduction

The employment of Persons with disabilities in Europe: The challenges

The European Union has signed and ratified the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) since 23 December 2010. The majority of its Member States are also signatories but have different views on how to transpose the CRPD's principles into national legal and policy frameworks, especially the transposition of Article 27 (the right to work and employment). National policies are developed according to the cultural, political and legal traditions of each Member State. They may take the form of an anti-discrimination law (United Kingdom), inclusion without legal obligation (in northern Europe) or a quota system¹ (France, Belgium, Germany, Italy and Spain).

According to the narrower definition of "Disability" from Eurostat "*Persons having a basic activity difficulty, such as sight, hearing, walking, communicating*"², the employment rate in the UE-28 in 2011 was 47.3%; almost 20 percentage points less than persons without such difficulties. At country level, the highest gaps in the employment rates were observed in the Netherlands (43% and 80% respectively) and Hungary (24% and 61%), with differences of more than 37 percentage points between the groups, which contrasts sharply with the situation in Luxembourg, where the smallest variation was observed (2 percentage points).

In addition to the above mentioned definition of disability, a second one "*persons limited in work because of a long-standing health problem and/or a basic activity difficulty – LHPAD*" should be considered. The employment rate recorded at EU-28 level for this category is lower (38.1%), nearly 30 percentage points less than persons who did not declare a limitation at work.

A fairly similar picture is observed in all countries as all of them present a gap between persons with limitations at work and those without limitations. Nevertheless, this gap is different from one country to another as it

¹ A quota system: "[...] Quota legislation requires private and/or public sector employers, to employ a certain minimum number of workers to ensure that a given proportion of employees consist of designating persons with disabilities [...]". Patricia Thornton. *Employment quotas, Levies and national rehabilitation funds for persons with disabilities: pointers for policy and practice*. Report from Gladnet to the International Labour Organisation (ILO). P. 5 (1998).

² http://ec.europa.eu/eurostat/statistics-explained/index.php/Disability_statistics_-_labour_market_access

goes from over 40 percentage points (United Kingdom, Ireland, Romania, the Netherlands, Hungary and Bulgaria) to 8 percentage points (France). Looking beyond the borders of the European Union, and irrespective of the definition considered the highest employment rates were reported for Switzerland and Iceland.

In addition to the UN CRPD, Member States have also committed to European legal and political frameworks such as the Charter of Fundamental Rights of the European Union (2000) and the European Disability Strategy (2010-2020). They all aim to create a more inclusive Europe without discrimination.

Eventhough Member States have full responsibility; the EU action is also needed to complement national efforts. The European Disability Strategy (2010-2020) addresses strategic goals such as:

- 1 - Accessibility: to guarantee that persons with disabilities have access to goods and services, as well as support services
- 2 - Participation: to ensure a full, complete and fair participation in society for persons with disabilities, by providing high-quality services in the community, including access to individualised support. To create adequate conditions so that persons with disabilities can fully exercise their citizenship.
- 3 - Equality: to eliminate all kind of discrimination based on disability in the EU and all Member States.
- 4 - Employment: to implement measures and actions authorising free access to the open labour market, as well as the possibility of maintaining employment.
- 5 - Education and training: to promote inclusive education and lifelong learning programmes accessible for persons with disabilities.
- 6 - Social protection: to promote decent living conditions, combat poverty and social exclusion.
- 7 - Health: to promote equal access to health services and related facilities.
- 8 - External actions: to promote the rights of persons with disabilities in all EU enlargement and international development programmes.

The European Disability Strategy also establishes the three main lines of action:

- 1 - Awareness: to raise awareness among society on matters related to disability. Ensuring that persons with disabilities have a better understanding of their rights and are able to exercise them.
- 2 - Financial support: to optimise the use of EU funding instruments in favour of accessibility and non-discrimination. To make funding available for measures and programmes striving for a better understanding disability issues.

- 3 - Collection of statistics (monitoring and assessment data): to develop comprehensive statistics on disability collected with a view to monitoring the development of the situation of persons with disabilities.

Young and disabled: a double burden?

In 2013, the unemployment rate for persons under the age of 25 raised exponentially in many European countries reaching an average of 23.9% in the Euro zone. The unemployment crisis is particularly evident for persons with disabilities as they are twice as likely to be unemployed. If we take into consideration the situation of a young person with disability, who cumulates the two factors of exclusion, he/she is more likely to be excluded from education, training and, consequently, employment. Therefore, to tackle this situation for persons aged between 16 and 35 should become a priority.

To address this crisis, initiatives have been introduced by organisations at both, local and national level. These organisations have taken up the challenge of getting involved in innovative programmes to promote and support the employment of young persons with disabilities. Partners of DESC (Disabilities Equality Security Careers), an EU-funded project, noticed that all of these initiatives shared a common concern: to secure the career path of young persons and support them towards a long term inclusion in the open labour market.

What is the definition of securing a career path?

What does “securing a career path” mean in a European context and for partners of the project? In 2007, Europe developed the “flexicurity concept” to encourage Member States to put in place active employment policies, lifelong apprenticeship strategies and modern systems for social protection, providing adequate support in periods of unemployment. If we approach the concept from the person’s perspective, all these elements are essential to secure career paths (training, subsidies, availability of support services, etc...)

Securing the career paths of young persons with disabilities implies supporting them in transitions between different stages of their lives, being the access to work the biggest challenges. To have a successful inclusion for young persons with disabilities, the following steps are needed:

- acceptance of the disability by the young person,
- assessment of the constraints related to the disability by professionals,
- development of a tailored-made, personalised project,

- achievement of the project through Vocational Education and Training, also provided in the working place.
- seeking for employment
- and integrating a company which provides adequate working conditions to ensure a career.

There are four essential elements for this:

- 1 - technical and human means (reasonable accommodation in the working place),
- 2 - wider access to information for professionals and young persons
- 3 - to facilitate and improve the coordination of the different stakeholders around the person.
- 4 - Awareness raising and community-based actions

All the above mentioned steps and elements can only make sense if they go along with the empowerment of the person, thus enabling the enjoyment of all human rights. A global “holistic” approach is therefore a must.

Supported employment, an appropriate method for securing careers

In Europe, the concept of supported employment emerged in the 80s. Later on, in 1993 the European Union for Supported Employment (EUSE) was established to promote this method and acting as a platform for the exchange of best practices throughout Europe.

According to the definition provided by EUSE, supported employment aims “to provide support to persons with disabilities and other disadvantaged groups to help them to find and maintain paid employment on the open labour market”. This definition relies on Article 27 of the UN Convention on the Rights of Persons with Disabilities and EU texts, which clearly express, in different Articles, that the inclusion of persons with disabilities in employment should take place in an open, inclusive and accessible labour market and that in order to avoid any discrimination, persons with a disability should receive the appropriate support.

Originally created in the United States for persons with learning disabilities, this innovative form of support expanded to a wide range of disabilities and disadvantaged groups. This method changes from the traditional concept “train and place” to “place, train and maintain”.

According to the archetype of the concept, the person is employed and at the same time she/he receives the support and/or training provided by a job coach. The staff of the job place will act as a natural support for the person. The job coach remains available at any time, for an limited period. This concept involves the entire work environment, both employer and employee, introducing

the notion of the “double client”. Support is long-lasting and involves professional issues (integration, learning and development, relationships with the professional environment), as well as those complementary issues such as independent living, the development of social skills, transport, coordination with social actors and so on.

Implementation of supported employment in Europe

Although the notion of supported employment is been promoted throughout Europe, its development and implementation varies from country to country. While some Member States have national supported employment programmes and national structures that promote the programmes (with funding), others have the legal basis but lack a national policy. In the United Kingdom, for example, supported employment is an alternative leading to the gradual disappearance of traditional sheltered workshops. In Germany however, it is more of a complement. One of the factors hampering the implementation is funding.

The European guide “Securing career paths towards inclusion in the open labour market”: goals and characteristics

Background

This guide was developed within the framework of the project DESC (Disabilities Equality Security Careers), started in 2014 and lasting until 2017. This guide aims to promote equal opportunities in employment and secure career paths for young persons with disabilities in Europe, in line with Article 27 of the UN CRPD.

Goals

The primary goal of this guide is to bring together best practices from throughout Europe in terms of securing career paths, whilst providing commentaries, advices and remarks. The second goal is to capitalise on the practices identified, thus facilitating their dissemination to professionals and service providers for persons with disabilities at European level.

The third goal is to identify useful learnings and draw recommendations to create a toolbox. This toolbox will serve to train 120 professionals, staff members and volunteers working in several organisations across Europe.

Why a new guide?

This original guide presents 16 promising practices identified at the European level, without limiting itself to supported employment systems in the strict sense. However, this does not mean that innovations developed in supported employment will not be included, as they will appear as well. The guide also includes those support services which are promoting and working on the transition from sheltered workshops to inclusion and mainstream employment.

DESC partners selected the promising practices coming from their respective networks with special attention to these practices dealing with:

- transitions such as the shift from school to work and from sheltered workshop to open labour market, etc...
- support for both the young person and the employer

DESC project partners agreed that the promising practices act on three levels:

- 1 - Support for young persons with disabilities.
- 2 - Support for employers.
- 3 - Work in partnership/networks with other service providers, organisations or any other actors in the sector, on a multidisciplinary and cross-sectorial approach.

This guide is divided into 4 parts

- Initiatives aiming at encouraging and securing transitions of young persons from school to employment or from sheltered workshops to open labour market
- Sustainable initiatives running in the open labour market
- Pilot programmes on transition
- Recommendations of the DESC partners

NB:

This document is translated into the four languages of the partners of the project (French, English, Italian and Spanish) and 500 copies are printed in each language. An electronic version is also available.

Promising initiatives

Initiatives aiming at encouraging and securing transitions of young persons from school to employment or from sheltered workshops to open labour market

- Section Jeunes ESAT [sheltered workshop] Hors-les-murs – L'ADAPT/Essonne (France) page 6
- Initiative 500 – From the Danone group idea (France) page 8
- Préprofessionalisation Jeunes Mondeville – L'ADAPT/Basse-Normandie (France) page 10
- Perspectives Jeunes Peyrieu – L'ADAPT/Ain (France) page 12
- Latteate una sonrisa - Down Syndrome and Other Intellectual Disabilities Foundation of the Basque Country (Spain) page 14

Sustainable initiatives running in the open labour market

- The Employer Counselling system EMCO - Satakunta University of Applied Sciences (Finland)EMCO system (Finland) page 18
- Real opportunities / Transition to Employment - Elite (Wales) page 20
- Grafic - L'ADAPT/Bretagne (France) page 22
- Hotel trade program – Italian Association for Persons with Down syndrome (Italy) page 24
- Supported employment and mental health - Mental Health Galicy (Spain) page 26
- CAFAU (Support and training centre for useful activities) – Un autre regard (France) - page 28

Pilot programmes on transition

- DAC – L'ADAPT/Aube (France) page 32
- Social and Psychotherapeutic Advisory Centre - Tenenet (Slovakia) page 32
- Art in progress - ASVO (Italy) page 33
- My garden - ASVO (Italy) page 34
- Phares – FEDEEH (France) page 34

Recommendations

page 36

**Initiatives
aiming at encouraging
and securing transitions
of young persons from school
to employment
or from sheltered workshops
to open labour market**

ESAT Hors-les-Murs Youth Section (France)

Identity card

Name: Young adult section (aged 16-25) of the ESAT Hors-les-murs (HLM) of L'ADAPT/Essonne
Association: L'ADAPT
Target audience: Young persons with disabilities aged 16 to 25 oriented towards a protected working environment
Aims: Achieving lasting insertion of a person with disabilities in an ordinary work environment.

Summary: The ESAT (*Etablissements et services d'aide par le travail*, sheltered workshop) Hors-les-Murs ("Non-residential") aims to give support in an ordinary environment through an employee lending agreement. This is the commitment of L'ADAPT/Essonne, located in Evry, near Paris, which, through its platform of evaluation, orientation and support for the social and professional insertion of persons with disabilities, has developed a project for a youth section aimed at persons aged 16 and over, who have a cognitive disability of a neurological, psychological or developmental origin, and who have never or hardly ever worked. The objective was direct professional insertion in a company. The support of a multidisciplinary team means candidates can work on learning highly practical routine working gestures, strengthening social aptitudes and skills, compensating for disability at a workstation and developing social and personal independence, as part of an initiative towards neuropsychological rehabilitation.

Description

Team: 5 staff members.

Methods: The initiative is organised into four stages:

- 1° A preliminary assessment phase.
- 2° An evaluation and application phase.
- 3° Preparation to integrate the open labour market (individual and collective coaching).
- 4° A deeper exploration of the professional activity by means of a cognitive analysis of the job position carried out via customised professional support.

Problems encountered: Each job coach coming from a multi-disciplinary team had to take care of all phases during the process, which led to a loss of skills for the job-coaches. They were not so efficient anymore in following with the employer because they spent a lot of time in assessing and evaluating.

Solutions: These problems were overcome by recentring each professional on their core professions (assessment, insertion, etc.). The coaching job is now undertaken by a multidisciplinary team, which results in interventions complementing each other.

Partners: Partnerships were set up with health and social-medical professionals (SESSAD: *services d'éducation spéciale et de soins à domicile*: special home education services and health treatment; SAMSAH: *service d'accompagnement médico-social pour adulte handicapé*: service for medical-social support for adults with disabilities; SAVS: *service d'accompagnement à la vie sociale*: social life support service, etc.). The Rotary Club also sponsors ESAT HLM, through the knowledge-exchange networks (community gardens).

Figures and results: 25 places are provided for 16-25 year olds out of the 50 in the ESAT sheltered workshop. 40% of the persons reach the open labour market with a durability rate close to 80%. Within L'ADAPT the initiative is spreading since 71% of its ESAT sheltered workshops are now Hors-les-Murs (non-residential) (16 services).

Monograph

K.V., who attended the youth section and has a CAP (*Certificat d'aptitude professionnelle: vocational skills certificate*) qualification, joined the ESAT HLM after being oriented by a SESSAD.

K. has cognitive difficulties of the “dys” type (dyslexia, etc.) and has had a series of short-term jobs, which regularly come an end “a bit abruptly”. He was discouraged and in a passive state. A collective mobilisation module and evaluations were organised from October to December 2011. K. was sent on a work placement in a company from December 2011 (preparing orders + stocking shelves + labelling), with support focused on the difficulties linked to his dyslexia and dysorthographia: colour codes, font sizes, etc. This acquisition of work processes and familiarisation with the company continued for four months. His placement was renewed for another six-month period, with new acquisitions: reinforced coaching on social skills, communication and a focus on the collective idea of work (expressing a need for help, strengths and weaknesses, desire to make a career, etc.), the development of self-esteem and sharing through work-problem-resolving workshops and, finally, training in “stress and conflict management”. K. was hired in October 2012, after signing a two-year support contract. He wants to make a career inside the company, encouraged by his department manager.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

To be able to adapt our work to what is happening on the ground, we need to set aside time to study initiatives of the same kind and to benefit from good practice and innovations. **Reading** should not be neglected (job-coaching/supported employment, empowerment, ergonomics and ergology, etc.), about experiences, studies and results. We also need to take time to **exchange** with different structures and authorise ourselves regularly to **question the initiative as it is currently set up. Finally, we need to trust persons, our colleagues, in short, to trust “life”** by opening up to all possibilities.

The partners' point of view

In France, only 1% of the individuals oriented towards the ESAT sheltered workshops finally arrive on the job market. The ESAT Hors-les-murs, on the other hand, has exit rates of 40% with 80% durability instead of 1% at a national level. What appears interesting here is the use made of the protected environment as a link towards employment in an ordinary environment. This is a solution for persons who would like to enter the ordinary environment without immediately having the capacities by enabling them to undertake a professional activity in conditions conducive to development. It is a good way to secure the transition and ensure the person involved stays in work longer with contractual supervision for up to two years after they are hired.

Moreover, this approach is particularly well suited to young persons, who like this way of taking their project and career in hand, on the basis of made-to-measure methods of support.

The use of job-coaching, the empowerment of individuals, the work on transitions, the service provided to the company (the real client of the initiative), the work in a multi-disciplinary team, as well as work on job-carving are the other advantages of the initiative.

Framework of the initiative

Country: France.

Definition of a worker with disabilities: “An individual is considered as a worker with disabilities if their capacity to obtain or keep a job is effectively reduced due to the deterioration of one or more physical, sensory, mental or psychological functions.” Article L 323-10 of French Labour Code.

Employment rate of workers with disabilities: 60% compared with 68% of the overall population (Eurofound 2014).

Unemployment rate of workers with disabilities: Double the national average.

Legislation: The law on the equality of rights, opportunities, participation and citizenship for persons with disabilities of 11 February 2005 fixes as an objective the access to employment for every worker with disabilities, according to their aptitudes and ambitions, in a work structure that is adapted to their disability. In this perspective, the law requires private and public employers with 20 employees or over to have at least 6% of workers with disabilities on their staff. They can fulfil this obligation in several different ways: direct employment, an internship as part of professional training, sub-contracting with the Etablissements et services d'aide par le travail (ESAT: sheltered workshops), which are classified as protected environments, or, since 2015, with independent workers with disabilities.

Protected employment?: Yes.

Initiative 500

(France)

Identity card

Name: Initiative 500 (name registered by Danone)
Association: L'ADAPT/Haute-Savoie
Target audience: Young adults who have lost touch with the job market
Aims: To help 10 to 20 young persons each year to prepare and begin a vocational day release programme in companies in the regional employment area and to obtain a baccalaureate or professional qualifications meeting the needs of companies.

Summary: Initiative 500 is a programme for long-lasting professional insertion for young persons set up by Danone. It is addressed to young persons, with disabilities or otherwise, who have lost touch with the job market, and have been “spotted” by the local centre, and who can follow academic courses and the rhythm of a youth training scheme. From September to March, with the help of L'ADAPT/Haute-Savoie centre, they take a course in reactivating (academic) knowledge and benefit from individual support, enabling them to work on their personal aptitudes, their suitability for work and their social skills. In the spring, they do some work experience in one of the programme's partner companies. Here they work on their technical and professional skills. Finally, once they are tried and tested, they begin an apprenticeship. The final aim of the programme is for 500 young persons in all the group's units.

Description

Team: 3 persons from L'ADAPT (teachers and counsellors) with a 4-month preparation assignment and a job-coach to follow up on the youth training schemes (12 to 24 months).

Method: Insertion and qualification activity in vocational day release programme in two phases: a 4-month preparatory internship followed by a vocational day release programme lasting 1 or 2 years, depending on the qualification required.

- October: company, decision-maker partners and L'ADAPT steering committee to start off the initiative for Year 1.
- January: students visit companies. Precise identification of jobs aimed at. Application for financing from the region.
- February-March: individual interviews with the company and the local centre, then approval of accepted candidates' files.
- August or September: beginning of vocational day release programme for 1 or 2 years.

Problems encountered: L'ADAPT has no financing for the second phase, i.e. the support phase on the job. So our own finances were used, which are conditioned by the economic situation.

Solutions: The steering committee deals with the difficult situations of the young persons taking part in the initiative and who either have a contract or are at the end of their contract, and asks the partners present to provide a response or a possible solution.

Partners: Local centre, CAP Emploi (employment network for persons with disabilities), Direccte, CTEF (Contrats territoriaux emploi formation: territorial jobs & training contract scheme), Rhône-Alpes region and companies: Danone, Evian Resort, Hilton, Papeteries du Léman.

Figures and results: The initiative was launched by companies thanks to an agreement made at a national level by Danone to provide 500 successful outcomes for young persons with little or no qualifications. In 2015 the prefect of Haute-Savoie requested that this initiative should be reproduced on a departmental level. Half the young with disabilities find a job.

Monograph

MR, from academic failures to a professional qualification in 28 months

MR has no qualifications and has fallen behind at school. With few means to get around in a region with poor public transport, he hitch-hikes or gets around by bike. He was contacted by the local centre to take part in this initiative. After a visit to the Evian water bottling plant (SAEME), he expressed an interest for a job in packaging. He was chosen out of a dozen other young persons because of his weak level and the few chances he would have of finding a job without adapted support. Participation in the CARED scheme (Contrat d'aide et de retour à l'emploi: support and return to work contract) led to hidden difficulties being identified (problems concentrating and a very difficult family situation) and highlighted a potential that should enable him to pass an installations and automatic machines supervisor qualification (CIMA). While participating in the CARED scheme, he took the 1.3.5 forklift truck operator licence, but failed it. We reorganised a session for the level 1 and he passed. His tutor worked with great energy, enabling the MR to be accepted as he is in the department, and to maintain his self-confidence. After the CARED, he was hired at SAEME to prepare a CIMA at L'ADAPT/Evian. He began a 2-year youth training scheme, passed his driving test, bought a car and began to travel independently. Thanks to this mobilisation lasting 28 months, he found a job in another company 20 kilometres away. This is an individual and collective (professionals and interns) success, supported by a steering committee and periodic adjustments, and with a total transparency regarding what each partner undertook, tried, failed or succeeded.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

- Anticipate sourcing: commitment of the companies from year one to the young persons who will obtain qualifications through vocational release programmes (apprenticeships or youth training schemes) starting in year two (identifying jobs in the companies, recruiting tutors, finding candidates and commitment)
- Develop the work of partnership with companies, the local centre, CAP emploi (as part of a broadened steering committee), begun in October or November for the procedure to get underway in March. So we feel it is a pity that some training organisations are absent from the steering committee
- Involve local authorities: strong commitment from the Rhône-Alpes region with up to 80% of the financing of a collective CARED lasting for four months and preparing candidates to begin a vocational day release programme for either one or two years.

The partners' point of view

What is interesting here is the origin of the initiative (a company) and all the partnership work that grew up around it, concluding with a real commitment by the region for the financing. A genuine private-public partnership where everyone is a winner! The company employees are also trained to encourage them to become tutors, reinforcing the involvement of company employees. Young persons who have lost contact with the world of work seem to agree to the idea of non-discrimination. Whether they have disabilities or not, they are all monitored by a multidisciplinary team to create a future for themselves! For these young persons, having a project lasting 12 or 24 months is a new and completely unexpected situation.

This civic initiative is a fruit of the company's social responsibility, of a non-discriminatory approach, a mobilisation of all stakeholders in an original way, publically and privately financed by mobilising the method of job-coaching. It would be interesting to schedule the second phase of the initiative that could lead to a job (and not only to vocational day release qualifications).

Framework of the initiative

Country: France.

Definition of a worker with disabilities: "An individual is considered as a worker with disabilities if their capacity to obtain or keep a job is effectively reduced due to the deterioration of one or more physical, sensory, mental or psychological functions." Article L 323-10 of French Labour Code.

Employment rate of workers with disabilities: 60% compared with 68% of the overall population (Eurofound 2014).

Unemployment rate of workers with disabilities: Double the national average.

Legislation: The law on the equality of rights, opportunities, participation and citizenship for persons with disabilities of 11 February 2005 fixes as an objective the access to employment for every worker with disabilities, according to their aptitudes and ambitions, in a work structure that is adapted to their disability. In this perspective, the law requires private and public employers with 20 employees or over to have at least 6% of workers with disabilities on their staff. They can fulfil this obligation in several different ways: direct employment, an internship as part of professional training, sub-contracting with the Etablissements et services d'aide par le travail (ESAT: sheltered workshops), which are classified as protected environments, or, since 2015, with independent workers with disabilities.

Protected employment?: Yes.

Préprofessionnalisation Jeunes Mondeville (France)

Identity card

Name:	Préprofessionnalisation Jeunes
Association:	L'ADAPT Basse-Normandie (Mondeville)
Target audience:	Young adults with disabilities aged 18 to 25: intellectually impaired; from IME (medical-educational institutes) and IMPRO (medical professional institutes), state secondary schools or IEM (motor disability education institutions), who have physical disabilities and learning difficulties at school. These young persons are supported by local centres and have not yet been given recognised worker with disabilities status (RQTH: <i>Reconnaissance qualité travailleur handicapé</i>).
Aims:	Support the transition from special education centres to the open labour market. They develop social skills, evaluate or highlight the young persons's capacities and skills when faced with the demands of working in an ordinary environment, support them in elaborating an outlook adapted to the world of work and its requirements, prepare the young person to take training qualifications, whenever possible, while offering medical-psychosocial monitoring alongside existing initiatives. But also to raise awareness in non-specialised training centres and companies to the issues of young persons with disabilities.
Summary:	The "Préprofessionnalisation jeunes" (Pre-professionalisation for young persons) initiative supported by L'ADAPT Lower Normandy is aimed at persons with disabilities aged 18 to 25 with difficulties making a professional project of insertion a reality in an ordinary training or work environment because they have fallen behind at school. This initiative aims to assure the transition between specialised educational establishments and work in an ordinary environment. The process can take from 12 to 48 weeks. It is innovative in preparing young persons for training qualifications or a job directly.

Description

Team: 1 jobcoach (part time), 1 specialised educator, 2 trainers, 1 psychologist, 1 sports coach, 1 occupational therapist, 1 doctor, 1 nurse.

Method: Support individuals in regaining confidence in themselves and their personal development.
 Raise awareness about the initiatives and services available nationally to help take care of themselves.
 Help individuals understand what is holding their insertion back.
 Support individuals in developing an adapted outlook on the world of work.
 Take part in assessments of company role plays to understand suggestions for improvement and take them on board.
 Acquire independence in the tasks of everyday life.
 Encouraging individuals to call on social and medical services.

Problems encountered: Development of new pathologies (support for young persons with "dys" difficulties, e.g. dyslexia)
 Individuals who have lost contact with the world of work: the initiative is seen as a last chance initiative. This means that we work with the young persons on the prerequisites for employment to the detriment of elaborating their professional project (lack of time).

After the work is completed, the local centres have difficulties renewing monitoring of young persons since great progress has been made in pre-professionalisation.

Solutions: To refocus on the original task since only 10% of the young persons find work in an ordinary environment. Put forward orientation recommendations:

- Direct access to employment in an ordinary environment, to training qualifications in order to find work after training.
- Intermediary insertion and educational services initiatives.
- Medical services for young persons whose disability does not yet allow them to start work.

Partners: In the sectors of health, training, housing, social services, emergency assistance, social insertion by occupational or voluntary and professional activities, mobility, the protected sector, leisure.

Figures and results: 10 young persons per year.

Today, the measure is adapted to 40% of the young persons who are referred to us.

Orientation towards a job in an ordinary environment concerns on average 10% of the young persons.

25% drop out (due to inappropriate behaviour, addictive behaviour, by choice or because of difficulties that have not been overcome: need for medical treatment, training that does not match the young person's expectations, job-seeking, persons who are not psychologically ready for work).

Monograph

M. is 22 years old. She is single and lives with her mother. She is following an IME program (social, medical, educational institution 2005-2011). In 2013 M. passed the CAP (professional aptitude certificate) in community and family environment assistance. After this she took a pre-professional course to help perfect her skills in cooking, cleaning and personal helping. Moreover, she plans to find a job, get her driving license, find her own accommodation and be more autonomous in administrative procedures. However she has difficulties learning and needs time to adapt to new situations. M. has been placed in a professional environment which has allowed her to demonstrate her willingness, her efficiency and her ability to integrate with a team in the open labour market. She still need some help finding accommodations and in daily life. After living pre-pro she was given a contract with an association which has a special status and helps people in her situation. This association belongs to open labour market.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

The project elaboration process is worked on in stages. The young persons need to be supported in understanding these stages and each of them needs to work at their own pace. So before undertaking the project, they need to:

- Construct a positive image of themselves
- Progress in personal development
- Work on all the issues of social autonomy
- Discover the world of work to be able to project themselves

Ideally these stages should be worked on before they embark on the initiative, allowing the young persons to have enough time for the pre-professionalisation period and to develop their career project. Unfortunately this is not the case. Very often, the "Youth Pre-Professionalisation" initiative is seen as a last chance and not as an opportunity to develop a career project. This phase occurs well before professionalisation but the goal is to try to enter an ordinary working environment.

The partners' point of view

The interest of this initiative is obviously to provide a recommendation for orientation, but also to take an interest in individuals who are far removed from the realities of an ordinary environment and help them project themselves into a career project. Even if only 10% are oriented towards an ordinary environment, it will have already given them a chance.

Framework of the initiative

Country: France.

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Employment rate of workers with disabilities: 60% compared with 68% of the overall population (Eurofound 2014).

Unemployment rate of workers with disabilities: Double the national average.

Legislation: The law on the equality of rights, opportunities, participation and citizenship for persons with disabilities of 11 February 2005 fixes as an objective the access to employment for every worker with disabilities, according to their aptitudes and ambitions, in a work structure that is adapted to their disability. In this perspective, the law requires private and public employers with 20 employees or over to have at least 6% of workers with disabilities on their staff. They can fulfil this obligation in several different ways: direct employment, an internship as part of professional training, subcontracting with the Etablissements et services d'aide par le travail (ESAT: sheltered workshops), which are classified as protected environments, or, since 2015, with independent workers with disabilities.

Protected employment?: Yes.

Identity card

Name:	Perspectives Jeunes
Association:	L'ADAPT/Ain
Target audience:	Young persons aged 16 to 20
Aims:	<i>Perspectives Jeunes</i> aims to set out a career plan, to prepare its application (access to training or a job directly) and to act on the identified brakes on insertion.

Summary: In 2002, in Peyrieu, L'ADAPT/Ain opened a "Perspective Jeunes" ("Youth Perspective") section. As a Professional Re-education Centre (Centre de rééducation professionnelle: CRP), it caters for young persons with disabilities from specialised establishments or schools who work on a professional orientation project and develop their social autonomy. The challenge for one year: to build a career project for these young persons who have fallen behind at school and restore a work ethic. After the evaluation, the CRP team produces a report highlighting strengths and weaknesses, and offering suggestions for career orientation, but also supporting the trainees' day-to-day autonomy. The trainees live onsite and learn the rules of living together with other persons. The insertion counsellor organises internships in partner companies in an ordinary environment. One out of two trainees finds a job, the others are oriented towards other measures (sheltered workshops or medical treatment). This initiative is unique at the present time, but has attracted interest from neighbouring regions.

Description

Team: Mobilisation of a multidisciplinary team: a contact instructor for the initiative, an insertion counsellor, a doctor, a nurse, a psychologist, a social worker, teachers and team leaders.

Method: Initial evaluation

Using different tools, we evaluate the learning capacities of the trainees, their professional interests and possible working environments to try to determine their tastes and interests, their capacities and limitations.

Construction of the project

The elaboration of the career plan begins. It is made through interviews with professionals, an exploration of careers using internal resources and internships in companies. A programme of personalised goals is then drawn up according to the identified needs. The different measures are put in place, with special stress laid on internships in companies. As the project's outlines become clearer, the internships are longer in order to validate the project choices. Regular contacts with the company are carried out with a double aim: to make use of its expertise and to support it in integrating a person with disabilities.

Personal development

For the projects to achieve their aims, it is also necessary to work with the trainee on the weaknesses identified during the initial evaluation or during the project. This work may take highly varied forms:

- Theatre, to regain self-confidence, a respect for others and team work.
- Manual workshops to work on organisation, capacity to reproduce a task over time, initiative, the respect for instructions.
- Lessons in maths, French and I.T. to lay down the bases needed to begin training or meet the needs of everyday life.

Problems encountered: The highly complicated situations of some trainees, blending disability, a weak academic level, major social problems or problems with the police...

Absence of motivation on the part of the young persons who do not see the interest of the Perspectives Jeunes initiative and do not want to change their situation. Absences of trainees who sometimes set up an initial appointment but fail to show up. During the project, some had long or repeated periods of absence, concerning which our means of action are limited.

Very limited cohabitation with the other adults in training.

Relations with parents that are sometimes inexistent or, on the contrary, very strong, but whose expectations differ from the project team's. A few parents refuse to accept certain realities and have an influence on the young person that makes the task more complicated.

Solutions: Spend a long time beforehand explaining the initiative to the trainees and their families: visits, pre-reception day. Have a closely knit group working towards the same goal and who are well informed about the trainee's background and share the information between them.

Set up an action plan when a difficulty has been identified and follow it closely.

Vary the activities to find ways to maintain the trainee's commitment.



Partners: National education authority, Specialised establishments, CMP (medical-psychological centres), local centre or companies.

Figures and results: Each project is unique. Time is important. Building a project means going through a period of acceptance of a situation and giving up illusions that are sometimes deeply rooted. A young person with disabilities is first of all young, with everything that this time of life implies. Despite all the difficulties they experience, we are asking them to determine their future lives and to adopt a position on the future, which many non-persons with disabilities are incapable of doing.

Monograph

K, after training as a cook, was given a temporary contract in a restaurant

After attending a SEGPA (*section d'enseignement général et professionnel adapté*: adapted general and vocational learning section) from the age of 11 to 14, K. did a first year of CAP vocational studies as an apprentice baker/pastry chef. He disliked the course, both in school and in the company, and was not ready to accept the working hours linked to this kind of work. His manager at the bakery also pointed out that he was quite slow and had trouble calculating, weighing and remembering instructions given.

Faced with these difficulties, K. obtained recognised worker with disabilities status (RQTH). He was then oriented towards the Perspectives Jeunes initiative to work on a career plan adapted to his situation. On arrival, he expressed an interest in working as a chocolate maker, a bodyguard in Paris, an agricultural worker and a security guard. He later gave up some of these ideas and was sent on internships as a chocolate maker and an agricultural worker. Professional feedback was positive, but it was noted that he tended towards indolence. K. then opted for a career as a cook, in an environment where he felt at home. Despite placing the bar very high in his job search, he did several long internships (14 weeks in all) in a restaurant. After sluggish beginnings, K.'s behaviour and work finally won over his chef. Access to training through a youth training scheme was then chosen, as courses are organised in small groups with little theory and a lot of practical work. He opted for a commis chef CQP qualification (*Certificat de qualification professionnel*: Professional Qualification Certificate) through an AFPA (*Association pour la Formation Professionnelle des Adultes*: Vocational Training for Adults Association), then later for a cook CQP qualification, with the agreement of the chef at the host restaurant. With the help of a disability counsellor from the AFPA, and the backing of a number of organisations, he began his training, at the same time as his search for accommodation. He passed 3 of the 5 modules (he has to retake the two others). At the end of the training, he was hired by the restaurant with a temporary contract.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

Adopt a global approach to the trainee and have the support of a multidisciplinary team who can help the trainee in a truly personalised way according to his personality and situation. You need to keep some flexibility in your support and to differentiate it according to needs.

Always make employment your goal and bring out the link between what we are doing and work. In Peyrieu, we are lucky enough to have a residential course, which means the trainee can get out of his usual social and family context and gain some independence (or even get out of a high-risk environment).

The partners' point of view

This initiative helps maintain social links after a chaotic school background. Many young persons find themselves at the age of 16 without any real knowledge and without a career plan. Perspectives jeunes is a way to get them to work on this plan, enabling them to project themselves into the future and ensure this delicate transition passes smoothly. The project is elaborated together with the trainee and in close collaboration with the employer.

Framework of the initiative

Country: France.

Definition of a worker with disabilities: "An individual is considered as a worker with disabilities if their capacity to obtain or keep a job is effectively reduced due to the deterioration of one or more physical, sensory, mental or psychological functions." Article L 323-10 of French Labour Code.

Employment rate of workers with disabilities: 60% compared with 68% of the overall population (Eurofound 2014).

Unemployment rate of workers with disabilities: Double the national average.

Legislation: The law on the equality of rights, opportunities, participation and citizenship for persons with disabilities of 11 February 2005 fixes as an objective the access to employment for every worker with disabilities, according to their aptitudes and ambitions, in a work structure that is adapted to their disability. In this perspective, the law requires private and public employers with 20 employees or over to have at least 6% of workers with disabilities on their staff. They can fulfil this obligation in several different ways: direct employment, an internship as part of professional training, sub-contracting with the Etablissements et services d'aide par le travail (ESAT: sheltered workshops), which are classified as protected environments, or, since 2015, with independent workers with disabilities.

Protected employment?: Yes.



Latteate una sonrisa (Espagne)

Identity card

Name:	Lateate una sonrisa (“Make a milk smile in your coffee”)
Organization:	Down Syndrome and Other Intellectual Disabilities Foundation of the Basque Country
Public Targeted:	Persons with intellectual disability
Aims:	To promote an initial working experience in an open environment and heighten awareness of employers and the public.

Summary: The aim of the project is to allow the professional inclusion of persons with intellectual disability in coffee bars. This professional profile has generated a significant number of offers of employment following the spread of coffee bars, as opposed to traditional bars where coffee is not one of the main products offered. The most innovative aspect of this project is the combination of specific training (outside of the foundation’s premises) and a supported internship (in mainstream bars), supported by a public awareness campaign, “Make a milk Smile in your coffee” carried out on social networks (facebook, youtube, instagram, twitter) and the local press. This competition awarded a prize for the most beautiful smile drawn in their coffee cup in various bars in the town. The campaign was made possible by the involvement of a coffee distributor (who disseminated it via sugar cubes) and local personalities – such as the chef Martin Berasategui 7 time Michelin star holder.

Description

Staff: A trainer (a willing professional in the catering sector)

Job coaches

Persons dedicated to the communication and awareness campaign

Methods: This career is offered to participants during the training programme of the Down Syndrome and Other Intellectual Disabilities Foundation of the Basque Country.

Persons choosing this option have access to specific training outside the premises of the association in a barman school managed by a well-known local barman and sommelier who works on a voluntary basis.

The training involves the different kinds of coffee and their origin, the use of different types of cafetières, types of café, safety at work, etc.

The trainer (the barman/sommelier) was trained in supported employment by the association and retains a link with the team to ensure the proper operation of training and address individual needs.

After training, persons complete an internship in local restaurants and coffee bars. The trainer provides support to both professionals and interns to ease integration.

Problems encountered: Reticence of certain employers to consider applications by people with intellectual disability for roles with public contact, particularly for innovative profiles such as those proposed.

Solutions: The involvement of a recognised, prestigious barman school in the process of support and training, as well as the participation of a coffee distributor in the launch of the public awareness campaign involving celebrities (a football player for example) have reduced this reticence.

400 bars, restaurants and coffee bars took part in this campaign.

Partnerships: The project was run with a catering school (for training and support during internships) and a distributor of coffee (which encouraged the participation of coffee shops in the public awareness campaign).

Figures and results: This is a pilot project, which is why we are unable to estimate the number of places generated. 10 people with intellectual disability have followed the programme.

Monograph

A. would never have been able to imagine working as a coffee specialist. Not only does she not like coffee, but, more importantly, she had always been afraid of heat. She was afraid of burning herself. It took a great deal of patience for the trainer and herself, but eventually she learned how to handle the coffee machine and boiling water. She is now used to working with heat and this is no longer a problem for her. She has also realised that making coffee is far from simple: there are many different types and each requires a different kind of preparation. A. is an worker with intellectual disability in a restaurant in Bilbao and everything is going well. She will work there following her labour practices.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

As the project is in its pilot stage, the results are provisional. However, they demonstrate that the combination of training-internship in this new role (not covered by usual training programmes) coupled with an awareness campaign involving employers, gives very positive results, increasing the acceptance level of new employees, not just by themselves, but also by the public.

The costs of running this project were significantly reduced due to the voluntary involvement of the barman school in the training and participation of the coffee distributor.

The partners' point of view

The interesting point here is the employers involvement through a network to work on a sector (coffee). This initiative goes with a strong communication campaign and an online competition that promote inclusion of persons with disabilities and enhance employers involved. We will have to check if the initiative leads to a long term creation of real job opportunities in the sector and if the cafeteria managers will commit themselves even if there is no communication campaign. That will certainly depend on the clients' feedbacks.

Framework of the initiative

Country: Spain

Definition of a worker with disabilities: Under Royal Order 1971/1999 1856/2009, a worker with disabilities is a person between 16 and 64 years old, whose disability is recognised by the State and has been estimated at 33% or more. They represented 4.76% of the active population in 2013.

Employment rate of workers with disabilities: 36,64% (2013).

Unemployment rate of workers with disabilities: 33,1% (2013).

Legislation: Law 13/1982 of 7 April on social inclusion of persons with disabilities stipulates that companies with over 50 employees must employ 2% of workers with disabilities.

Sheltered workshop?: Yes



Sustainable initiatives running in the open labour market

The Employer Counselling system EMCO (Finland)

Identity card

Name: The Employer Counselling system EMCO / Työmieli
Organization: Satakunta University of Applied Sciences
Target audience: All that are involved in recruiting (in piloting mental health rehabilitees)
Aims: To support employers to recruit disadvantaged persons.

Summary: Make it Easy for Employers! After the regional and national part of the project there has been active international dissemination. Persons who have heard about EMCO believe in it. The Employer Counselling system EMCO was developed to make it easier for employers to recruit new labour from special groups and to decrease social exclusion of disadvantaged groups. Employer Counselling is applicable with many types of disadvantaged groups. In order to succeed in building a more inclusive society the employers need new kinds of doorstep services. The model has been piloted with a group of entrepreneurs and mental health rehabilitees in Finland. The results of the evaluation are good; the entrepreneurs appreciated most the comprehensive coordination of the recruitment process and the company-specific tailoring of long term services.

Description

Staff: During the project 2-4 persons (+ the model is run by professionals in organizations).

Methodology to work with the clients: The Employer Counselling model consists of:

1. Individual counselling of entrepreneurs, employers and recruiters (case management);
2. Cross-sectorial cooperation making the recruitment processes flexible both for employers and rehabilitees (service coordination).

Holistic turn-key service for employers is the main point. The counselling takes place in companies and includes also an information package based on a survey of 120 employers.

According to the evaluations the entrepreneurs appreciated most the company-specific tailoring of long term services.

cooperation is:

Make it Easy for Employers!

Problems encountered: In the beginning the cooperation and the comprehensive coordination of processes.

Way or How these problems are solved: The employers reported how they see the processes and how important it is to facilitate the recruitment from special groups.

Partnership (network): In the core team there were 43 entrepreneurs (34 of them Small and Medium Enterprises - SMEs) creating the model. 15 of them participated in the piloting.

Quantitative and qualitative information on the results: In three months half of them found the new workers they needed from the special group, in this case mental health rehabilitees. The rest found persons to practice but further training was needed. Also permanent and full time contracts were made. The employers stated that this is the service they need. After that the implementation of the model became part of the normal activities of the organizations.

There have been 9 publications and 58 articles in the media. Websites and information packages based on a survey of 120 employers and evaluations. Together there were 513 persons (professionals of different organizations and experts by experience) involved in activities and development.

Monograph

Young N. Laitinen, author of the big employer survey (120 employers) is a mental health rehabilitee herself. She found a work with EMCO. She is also one of the main developers of the model.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

The commitment of the local key operators to cross-sectorial development work is a basic requirement for success. In Satakunta, decision-makers and experts by experience together with employment and rehabilitation organizations have been active and involved. As well as directors and top managers such as Markku Lethtonen from the Employment office in Satakunta and Pekka Niemelä from the entrepreneurs' sector.

The partners' point of view

Even if the system is dedicated to employers, the way the project was leaded is very meaningfull. Indeed, all stakeholders worked together under the leadership of an university of applied sciences. This rigourousb approach, this continuous monitoring by users ans a strong public relation campaign (not mentioned above) on the success stories seem to be exemplary. To be noted, the participation of small and medium enterprises which are generally difficult to reach.

Framework of the initiative

Country: Finland

Definition of a "worker with disability in the country": No status that would include all.

Employment rate of PwD: **60.8%** (persons aged 15-64 in 2011. Source Eurostat)¹

Unemployment rate of PwD: There are 42.671 jobseekers with diagnosis in Finland

In 2011, the unemployment rate for persons limited in work because of a longstanding health problem and/or a basic activity difficulty (LHPAD) was **10.9%** compared to 7.4% of persons without health problem or difficulty.²

Legislation: No quota.

Sheltered workshop: Yes, but there is more action to promote access to the open labour market.

¹ Check these sources for additional information on Finland:
<http://www.disability-europe.net/content/aned/media/FI%20Employment%20report.pdf>
<http://ec.europa.eu/eurostat/documents/2995521/6181592/3-02122014-BP-EN.pdf/aefdf716-f420-448f-8cba-893e90e6b460>

² http://ec.europa.eu/eurostat/statistics-explained/index.php/Disability_statistics_-_labour_market_access

Real opportunities / Transition to Employment (Wales)

Identity card

Name:	“Real opportunities – Transition to Employment”
Association:	ELITE supported employment agency Ltd. (www.elitesea.co.uk)
Target:	People with disabilities in any way from age 14
Aims:	To enable fragile persons, distanced from employment to gain professional experience and/or access paid employment.

Summary: Founded in 1994, ELITE is an authorised charitable organisation providing supported employment for persons with disabilities or those with health problems. Through its programme “Real opportunities – Transition to Employment”, launched in 2011, its goal is to enable its users to gain professional experience and/or access to paid employment with tailored support. ELITE targets “a real job in a real working environment for a real salary”. It is operational in 9 counties in the south and west of Wales and currently offers its services to 500 young persons and adults.

Description

Team: A team of 50 persons (legal guardians, managers, consultants, employment training coordinators, job coaches, company mentors, volunteers and administrators) offer different types and levels of service to persons with disabilities in any way.

Methods: ELITE begins by establishing a detailed professional profile of the job-seeker, then supports them in their search for employment, negotiates with employers, ensures the post is shaped in terms of adaptation and creation, provides advice to users on any benefits they may be eligible for and maintains communication with parents and assistants. Job coaches are involved from the outset in the workplace, applying the “Place, train, maintain” system, with special attention paid to maintaining employment for its sustainability. All ELITE teams are trained in a “common core” of comprehensive knowledge, helping them succeed in their mission: drawing up a professional profile, conducting a task analysis and risk assessment, health and safety, negotiations with employers, understanding employment law and measures for the protection of the vulnerable, etc.

Problems encountered: Funding remains limited in duration which may lead to an interruption of support, whilst activities are prescribed with a tight timeline which may compromise the possibility to properly complete all actions. There is little room for flexibility.

Solutions: ELITE is constantly looking to extend or find new sources of funding to sustain its actions. It is also trying to secure its status with local and central government through advocacy and the use of reserves funded by central administration. The general prescriptions of the operation do not always allow specific needs of participants to be addressed; this is why ELITE is trying to develop a more individual approach.

Partners: No partnerships.

Figures and results: The “Real opportunities – Transition to Employment” project began in 2011 with European funding. 600 young persons with disabilities have been supported in 9 counties. 40 of them have found part-time paid employment. The experience of ELITE in this domain helps with its success; this is why the agency has an excellent reputation compared to other service providers. It has reached a level of performance in placing persons with disabilities that puts it at the head of the market. This is how, over recent years, ELITE has been able to extend its field of action to Poland, Northern Wales and Southern Ireland.

Monograph

TC, placed in a shop by ELITE, then employed part-time

TC was directed to ELITE in September 2013. He is a very reserved young man with a good understanding of work and showed a wish to start a first professional experience. ELITE obtained a part-time job for him, every Friday for five weeks at Spar in Risca. TC worked hard, completed his tasks quickly, constantly improved the speed of his work, with minimum assistance. His self-confidence grew and, encouraged by his coach, he began to interact with his colleagues and customers. TC can be satisfied by the excellent feedback from his employer who did not hesitate to offer him a job as soon as one became available: part-time 8 hours per week, Thursday evening and Friday morning.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

ELITE promotes an approach centred on the individual, analysing what they are able, and unable, to do. It offers an in-depth, specialist professional assessment, face to face support in the workplace through peer mentoring, improvement in confidence and self-esteem, creation of opportunities, construction of an ambitious career project, the promotion of inclusion and the development of skills. It leads public awareness actions and, of course, works closely with employers, to break down prejudice and find solutions for overcoming obstacles. It is creative and imaginative with tested and approved solutions; convincing employers that this system works through tangible proof on ELITE's website, such as videos, photographs, success-stories and employer testimonials. It also offers free awareness training to employers in specific disabilities such as autism, on reasonable accommodations in the workplace, on the law and the notion of mentoring, etc.

The partners' point of view

This project falls within the framework of the European Union disability strategy, as well as that of the CIDPH International Convention regarding the Rights of Persons with disabilities). It promotes: active inclusion of young persons with disabilities, their full social participation, accessibility to common law, equality, awareness on questions relating to employment, the promotion of inclusive education and professional training.

Framework of the initiative

Country: United Kingdom (Wales)

Definition of worker with disabilities: Disability is defined as follows under the Equality Act of 2010: *Any person with "a physical or mental deficiency having a substantial long-term negative effect on their capacity to carry out everyday activities."*

Employment rate of workers with disabilities: In 2012, 43.6% of persons with disabilities of working age were in employment (against 76.4% of the general population), i.e. 2 million persons. In respect of persons with an intellectual deficiency, only 6.6% are known to have been employed in some form (2010/11 figures).

Unemployment rate of workers with disabilities: 1 adult in 4 with a disability of their professional capacity does not work but would like to (compared to 1/15 unemployed without disability).

Legislation: No quota.

Sheltered workshop?: No protected environment

Grafic (France)

Identity card

Name:	Grafic Apprentissage Adapté
Association:	L'ADAPT/Bretagne Service Grafic
Target audience:	Young with learning disability apprentices with recognised worker with disabilities status (RQTH) who have signed an apprenticeship contract.
Aims:	Help young intellectually persons with disabilities obtain vocational training qualifications through an apprenticeship.

Summary: Grafic is an “adapted apprenticeship” dedicated to young persons with learning disabilities that become apprentice set up by Grafic Bretagne in the four departments in Brittany in 1994. It gives young persons support all through an apprenticeship contract (from 1 to 3 years), enabling them to obtain vocational qualifications in an ordinary work environment. Grafic has three different activities: support in the company, support for training given in the *Centre de Formation des Apprentis*, (Apprentice Training Centres) or in the 15 Grafic service centres (one day a week of the time spent in companies) and helps develop social and professional autonomy within a normal apprenticeship contract. The young persons must have the worker with disabilities status from the MDPH (*maison départementale des personnes handicapées*: departmental house for persons with disabilities) to benefit from this initiative.

Description

Team: 20 professional insertion counsellors (*Conseillers d'insertion professionnelle*, CIP) in the four departments.

Method: Support in three directions:

1) Backing for the social insertion and professional project:

- Development of autonomy, compensation / adaptation to different environments.
- Support for the apprentice and coordination of the interventions of the general networks: medical, social, and educational.
- Construction or consolidation of an environment promoting apprenticeship in the company

2) Support in the company, a minimum of 6 to 7 visits a year:

- Promote integration: diagnostic, evaluation and adaptation of the needs of the apprentice and the company.
- Prevent any possible breaks in continuity: mediation between the CFA, the company and the family.

3) Support for the educational project:

- Promote vocational qualifications linked to the needs expressed by companies and the courses given at the CFA.
- Adapt the CFA training courses.

Problems encountered: The main difficulty has been to convince certain partners of the soundness of this initiative, i.e. of the capacity of these young persons to enter the “ordinary” world of training and work.

Changes in the kinds of young persons participating over the years raises issues since Grafic takes care of more and more young persons with cognitive and/or behavioural problems (without real intellectual disabilities), which can be a problem for the teams (necessary training for the professionals on “dys” issues, PDD, issues around teaching methods during tutoring, etc.).

Solutions: Arguments therefore needed to be developed to overcome the objections of the most reluctant participants (fear of failure for the young persons). This difficulty is still present, hence the importance of the work of raising awareness and spreading information by our professionals on the ground (the initiative must be presented regularly, particularly when new participants arrive).

The official opening of the initiative to “disabilities” other than intellectual disabilities seems indispensable but is currently not approved by one of our financial backers (Agefiph).

Partnership: The partnership was originally made with the IME (medical-educational institutes) and the CFA. After an experimental phase, the need for a partnership with players involved earlier in the education system (the national education authority, and more specifically, Segpa (adapted general and vocational learning section the education services), then with those involved later (Cap emploi, local centres) became clear to avoid breaks in continuity. These partnerships were reinforced after the 2005 law (setting up ULIS: *Unités localisées pour l'inclusion scolaire*: Localised units for inclusion at school).

Figures and results: Each year between 350 and 400 persons benefit from the initiative in the Brittany region. 400 apprentices in companies in 2015.

Monograph

K, a young man with intellectual difficulties, an apprenticeship contract on a golf course and support from Grafic

Educated in a CLIS (classe pour l'inclusion scolaire: school inclusion class) then in a ULIS due to cognitive difficulties, K. expressed a wish to do a CAPA (*certificat d'aptitude professionnelle agricole*) agricultural qualification apprenticeship. He had the support of Sessad Pro (special home education services and health treatment) to develop and validate a career plan taking into account his wishes, his capacities and limits. For the first school term, he had introductory lessons in mechanical farming, as well as general lessons, while doing three internships in different companies. During his two-year apprenticeship, K. followed the apprenticeship timetable: one week in CFA (apprentice training centre) and three weeks at work. The only difference was that on three Fridays each month he went back over his lessons at the Grafic service and could share his difficulties with other apprentices. His professional insertion counsellor (CIP) met his apprenticeship tutor at regular intervals, but also the teaching staff, while his family were invited in for interviews.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

It is important not to neglect solid implantation in each region, which presupposes great familiarity with the network and structures. It would also be a good idea to open this initiative up to other categories as well as intellectually persons with disabilities (autistic persons, "dys", etc.). This initiative can be compared to a mobile team; the professionals (about 20 CIPs covering 4 départements) work on 15 different sites (CFA and secondary sites) and regularly carry out follow-up work in companies (almost 400 private and public companies in 2015). So, beforehand, the management of a team scattered all over a region must be planned and provided with adapted and operational means of communication.

The partners' point of view

A vast initiative (300 to 400 young persons a year) solidly anchored in the region, Grafic makes full use of the highly interesting tool of vocational block release training. The dense territorial network and the development of local partnerships will change the situation in the long term. Our only regret is that the initiative targets a single type of disability (an issue that is being resolved) and the fact that the support comes to an end after the apprenticeship contract.

Framework of the initiative

Country: France.

Definition of a worker with disabilities: "An individual is considered as a worker with disabilities if their capacity to obtain or keep a job is effectively reduced due to the deterioration of one or more physical, sensory, mental or psychological functions." Article L 323-10 of French Labour Code.

Employment rate of workers with disabilities: 60% compared with 68% of the overall population (Eurofound 2014).

Unemployment rate of workers with disabilities: Double the national average.

Legislation: The law on the equality of rights, opportunities, participation and citizenship for persons with disabilities of 11 February 2005 fixes as an objective the access to employment for every worker with disabilities, according to their aptitudes and ambitions, in a work structure that is adapted to their disability. In this perspective, the law requires private and public employers with 20 employees or over to have at least 6% of workers with disabilities on their staff. They can fulfil this obligation in several different ways: direct employment, an internship as part of professional training, subcontracting with the Etablissements et services d'aide par le travail (ESAT: sheltered workshops), which are classified as protected environments, or, since 2015, with independent workers with disabilities.

Protected employment?: Yes.

Hotel trade program (Italy)

Identity card

Name:	Hotel trade programme
Association:	AIPD (Associazione Italiana Persone Down) (in English: Italian Association for Persons with Down syndrome)
Target audience:	Persons with Down syndrome
Aims:	Training of persons with Down syndrome in a hotel and restaurant in Rome, leading to employment opportunities in the hotel industry.

Summary: This programme was set up by the Department for Professional Insertion (SIL) of the Italian Association for Persons with Down syndrome (Associazione Italiana Persone Down- AIPD) in the province of Rome. It aims to assist inclusion within training schools for Hotel industry careers, with the objective of providing sustainable mainstream employment.

Description

Team: Mentorship done by the staff of the hotel (no special support).

Methods: The SIL (professional placement department) of AIPD Rome provides mentoring support with duly qualified professionals, in respect of time spent by the person within the two working environments.

Problems encountered: At the beginning of the training a significant support from professionals is preferable, sometimes even needed.

Solutions: With support, professional mobilisation can be reduced (15 days per month)

The role of company mentor, aware of the situation of the person with disabilities being supported, is essential. On the other hand, support provided outside of work allows confidentiality of information on the worker's situation to be maintained. It is fundamental to support users with coaches and well-trained professionals, at least during the initial period of employment.

Partners: AIPD.

Figures and results: In 2013/2014, 60 persons found employment at the end of this programme. It was the subject of an awareness campaign on professional insertion of persons with disabilities. The experiences of 6 young persons were filmed then broadcast on a national television station in the form of a 6 episode documentary entitled, "Hotel 6 Stelle". These efforts contributed to changing perceptions and numerous Italian employers undertook to offer internships or employment to persons with Down syndrome.

Monograph

M., with Down syndrome, was trained in a cafeteria and a hotel, followed by an internship as a waiter

M., a young man with Down syndrome, followed a course in a professional training school in the hotel industry, whilst working in the cafeteria of a hotel as a kitchen assistant. He continued in the restaurant of the same hotel with responsibility for cleaning vegetables, seafood, cooking and washing up. At the end of his studies, he continued his training in a large 4 star hotel in Rome, still in the kitchen. Today, three times per week, from 5am to 11 am, he works as a waiter in paid internship.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

This programme allows persons with Down syndrome to hold employment in the hotel or catering industry, sometimes with public contact, and aims to create a reproducible template for other countries. It offers real potential for training and employment in the sector. As for every professional activity, it encourages individual responsibility by emphasising personal skills and encourages self-esteem in persons with Down syndrome. Furthermore, it exposes them to the requirements of collective work.

The partners' point of view

Apart from the promotion of mainstream employment for persons with a visible disability in contact with the public in service and high quality employment, this programme is interesting as it was strongly relayed in the media and became, in itself, an awareness campaign. Based on success stories of young persons, this programme encouraged certain companies to become involved in the employment of persons with disabilities which multiplied its positive effects.

Framework of the initiative

Country: Italy

Definition of a worker with disabilities: "Persons during their working life who are affected from physical, mental and sensory impairments and those with intellectual disabilities, whose working capacity is reduced over 45%, recognized by the competent commissions, according to the international classification on impairments formulated by WHO".

Employment rate of workers with disabilities: In Italy there are 2 600 000 PWD

The rate of persons with disabilities employed in the Country is 3,5%. Women with a disability at work= 1,82%

Unemployment rate of workers with disabilities:

Almost 66% of PWD is out of the labour market (43,9% in pension and 21,8% unable to work), the majority of which are women.

Legislation: Law n. 381/1991 on cooperatives.

Sheltered employment?: The term "sheltered workshop" does not exist in Italy as intended in the majority of other countries. There are the so-called cooperatives established in 1991 with their own legislation (Law n. 381/1991). In the cooperatives PWD may be employed and/or they have the status of members.



Supported employment and mental health (Spain)

Identity card

Name: Supported employment and mental health
Association: Salud Mental FEAFES Galicia
Target audience: Persons with mental health problems
Aims: To promote full professional inclusion in mainstream employment.

Summary: The “Supported employment and mental health” programme, initiated in Galicia (Spain), responds to the challenge of full professional inclusion of persons with mental health problems in mainstream employment. To be successful, two challenges must be confronted. First of all, stereotypes on these persons in employment must be combatted; disclosure of information and respecting confidentiality, is a major issue. Then, a holistic approach is necessary, including not only support at work but also taking into account health, environmental and social or legal problems, depending on the requirements; continuous and personalised support is, therefore, prioritised. This “Supported Employment Programme for Persons with mental health problems” addresses these two challenges and has obtained very positive results.

Description

Team: Jobcoaches

Methods: Inclusion through supported employment is preceded by professional orientation activities and specific training: life skills, workshops on self-esteem, seminars on independent work, group sessions, etc. All of these activities are included in a path co-built by the beneficiari and the supported employment professional.

A mentor is designated in the company, trained in supported employment methods by the supported employment professional and is the sole person (apart from the manager) who knows of the disability of the worker with disability. The mentor and the supported employment professional meet outside the workplace to monitor progress in employment.

Support outside working hours is provided by the supported employment professional, face to face, (outside of the working premises), by telephone or via Whatsapp. Soon, monitoring will be carried out via tablet.

Problems encountered: Access to information has been a major problem. In certain circumstances, it seems inappropriate to provide support within the company since such a situation can create a difference compared to colleagues. This is why the system has worked on tools enabling communication at a distance, to facilitate monitoring and completion of the support. Monitoring persons outside of the workplace may also be complicated for supported employment professionals since it occurs outside of regular working hours.

Solutions: The role of company mentor, who knows the situation of the user, is crucial. Support provided outside the workplace allows confidentiality of the worker’s situation to be maintained.

Partners: The programme is developed in partnership with companies and mental health services.

Figures and results: In 2013/ 2014, 60 persons found employment at the end of the programme.

Monograph

MAPF, a salesperson, perfectly integrated in her company and financially independent

MAPF is a salesperson in a large sports chain. She states that this programme increased her self-confidence and enabled her to attain financial independence. At the moment she is still in the phase of integration and is continuing to learn. She particularly appreciates the good relationships she has with her colleagues and superiors, thanks to team work which encourages this type of relationship. She is emphatic about the benefits of such a project which has had a great impact on her integration into the company through the tools it developed. The fact that Salud Mental Galicia facilitates the introduction to companies is extremely positive; an issue in the selection process. *“When you succeed for the first time at a job interview, it is a decisive moment”*, according to MAPF.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

It is important to concentrate attention on:

- the management of information,
- the support service outside the work place, without the flexibility of service professionals on their hours, we would be unable to provide such a personalised service,
- coordination with other actors around the user (such as mental health services and the family) is extremely important in the prevention of crises which could endanger inclusion.

This programme is funded by the regional government in Galice (Xunta de Galicia) and the employment programme supported by the Emplea Foundation; other funds are needed, however.

The partners' point of view

The flexibility required of professional in maintaining confidentiality and providing tailored support to persons is very interesting. It has led to the use and mobilisation of diversified communications tools to respond to this challenge.

Framework of the initiative

Country: Spain

Definition of a worker with disabilities: Under Royal Order 1971/1999 1856/2009, a worker with disabilities is a person between 16 and 64 years old, whose disability is recognised by the State and has been estimated at 33% or more. They represented 4.76% of the active population in 2013.

Employment rate of workers with disabilities: 36,64% (2013)

Unemployment rate of workers with disabilities: 33,1% (2013).

Legislation: Law 13/1982 of 7 April on social inclusion of persons with disabilities stipulates that companies with over 50 persons must employ 2% of workers with disabilities.

Sheltered workshop?: Yes

CAFAU (France)

Identity card

Name:	CAFAU (Centre for Support and Training in Useful Activity)
Association:	“Un autre regard” (A different perspective)
Target group:	Employers and persons with psychological and intellectual disabilities
Aims:	To offer tailored support for the worker and the company allowing the choice and exercise of the desired activity and to ensure sustained conditions for success.

Summary: The CAFAU (Centre for Support and Training in Useful Activity) is a service for supported employment which offers employers and their employees suffering from psychiatric or mental disability a two-stage programme: preparation for employment and support in employment in a mainstream setting. It operates in the district of Compiègne (Oise). After training in a dedicated centre, individual and group support is carried out by a specific counsellor in the company via regular weekly meetings and contact with the employee and monthly meetings and contact with the employer. The CAFAU develops a teaching strategy and tools (job adjustments, human resource advice services, administrative support, etc.), which ensure the sustainability of employment of these persons in companies. It assists the employer in all stages of inclusion of the employee (internship and then fixed term employment) with the aim of progressing towards permanent employment, a goal set at the beginning with the company.

Description

Team: 4 jobcoaches and 1 manager.

Methods: The CAFAU programme has two parts:

- Preparation for employment in a training centre: the centre offers 12 places for a full-time programme based on how to behave in a professional setting: knowledge of the company and self-knowledge. Students follow a personalised programme of 3 to 12 months.
- Support in the workplace: once employed, persons with disabilities sign a tripartite support contract between the employer/employee/CAFAU attached to the employment contract.

The employee is supported on the basis of a half-day per week of individual or group support within the CAFAU, and a monthly meeting at their workplace with the team they are part of.

This support is tailored to the needs of the person and the employer. The pace may be more rapid, if necessary, depending on reviews that are carried out regularly.

Problems encountered: CAFAU faces problems of division and competition from other existing operators, as well as difficulties in finding employers wishing to undertake this process.

CAFAU is a medico-social structure in a 5 year experimental phase.

Solutions: It was necessary to build and develop a network of partners upstream of the process and put in place joint tools for analysing personal projects and follow up during internship and employment.

Partners: CAFAU is working in partnership with structures for assistance in seeking employment (specialist or non-specialist services for job-seekers), for protected employment, health and specialist or non-specialist education. A steering committee (employers, financiers and independent observers) accompanies it in the execution of the programme. The CAFAU is part of a national grouping of structures of the same type developing the concept and good practice of “Supported employment”, the employment Social Protection Group steered by the FEGAPEI National Federation of Associations Managing Services for Disabled and Fragile Persons). It is also a founder member of the National Collective for Supported Employment.

Figures and results: The number of places authorised for support by the CAFAU is 35.

Monograph

M., recognised as a worker with a mental disability, employed in a permanent position in a civil engineering company

M. is a young man, born in 1991. He was educated in a primary school until CM1 (age 10) then joined an IME (Medico-Educational Establishment) then an IMPro (Professional Medico-Educational Establishment) where he received professional training in painting and building. Difficulties related to the working rhythm and the physical strength of M., as well as in reading and writing appeared during internships in the workplace. He also was psychologically fragile. In February 2010 he had an RQTH (Recognition of Quality of Worker with disabilities) Assessment and an ESAT (Establishment and Service for Assistance through Work) orientation for mental disability but, nevertheless, wished to work in a mainstream environment, and, with this goal, and in cooperation with his IMPro, he joined the CAFAU service. During his internships (in the administrative department of company Z, a civil engineering building company with 105 employees) he showed a taste for working in the administrative domain. Tasks were assigned to him gradually in terms of quantity and difficulty. During his first internships, M. benefitted from the support of his employment adviser assisted every week outside of his place and hours of work, whilst the company is also in contact monthly. In 2011, M. was employed for a fixed-term contract of 6 months, then renewed for 12 months, including new tasks to enrich his job. One year later, he signed a permanent administrative assistant contract. In January 2015, M. left his parents' home to live autonomously in his own home.

An example to follow? Partners' viewpoints and recommendations

Advice from the project organisers

CAFAU has, for a five year renewable period, the statute of an experimental medico-social structure, funded by the Regional Health Agency, the Conseil Général and involved employers. It depends on solid operation involving several points. First of all, a two-part mediation allows both the employee and employer to be supported and reassured. Next, support in a limited geographical employment pool offers a proximity allowing very regular meetings. All parties can count on the reactivity of the team of assistants who work in total autonomy and are able to make themselves available upon request. This support can be maintained indefinitely, even on an ad hoc basis.

The partners' point of view

In the French context, this system allows persons directed from mainstream to a protected environment to rejoin the mainstream with support that secures their career path.

Framework of the initiative

Country: France.

Definition of a worker with disabilities: "An individual is considered as a worker with disabilities if their capacity to obtain or keep a job is effectively reduced due to the deterioration of one or more physical, sensory, mental or psychological functions." Article L 323-10 of French Labour Code.

Employment rate of workers with disabilities: 60% compared with 68% of the overall population (Eurofound 2014).

Unemployment rate of workers with disabilities: Double the national average.

Legislation: The law on the equality of rights, opportunities, participation and citizenship for persons with disabilities of 11 February 2005 fixes as an objective the access to employment for every worker with disabilities, according to their aptitudes and ambitions, in a work structure that is adapted to their disability. In this perspective, the law requires private and public employers with 20 employees or over to have at least 6% of workers with disabilities on their staff. They can fulfil this obligation in several different ways: direct employment, an internship as part of professional training, subcontracting with the Etablissements et services d'aide par le travail (ESAT: sheltered workshops), which are classified as protected environments, or, since 2015, with independent workers with disabilities.

Protected employment?: Yes.



Pilot programmes on transition



Dispositif d'Accompagnement Coopératif (System of Cooperative Support) (France)

The persons targeted by the DAC project (System of Cooperative Support) for its first experimental phase are six young persons between 16 and 25 years of age with cognitive, psychological and/or behavioural problems, supported by insertion operators, preparing to leave medico-social establishments and ULIS classes in Secondary schools and Sixth form.



The aim of the DAC project, carried out in Aube (France), is to help these young persons to accept their disability, to determine a solid professional project, obtain access to information and qualifications and, ultimately, to foster their social and professional insertion in a mainstream or protected environment, with optimised management of transitions in their path. Whilst the Regional Training Plan of the Conseil Régional offers a wide range of preparatory actions and qualifications, systems of common law tailored for young persons cannot take into account the characteristics of the target group. These programmes are too short, standardised and collective; young persons with disabilities have difficulty following the rhythm and lack autonomy. For this reason, the DAC is putting in place centres grouping together the skills of partners, managed by l'ADAPT, which will be mobilisable if required during the path of the young person. It is the career representative who will suggest referral to the path and assessment of the different steps carried out by l'ADAPT (manager and referent) in cooperation with the multidisciplinary group of mobilised partners (Monitoring Committee). The referent has a mission of interface and increasing the skills of members of the network. He/she also heightens awareness, informs and trains the various professionals who will be involved in the young person's career.

The partners' point of view

Beyond the operational objectives set out above, experimentation should allow confirmation of the assumption that cooperation for securing careers of persons with disabilities depends on: formalisation of cooperation methods between players, formalisation of roles (management, career engineering, support, monitoring, assessment, etc.), a shared knowledge of resources that can be activated and the construction of a network of players. It should allow tools formalising cooperation to be tested, the construction of organised sharing of information on the numerous resources available to young persons and help secure employment through the strengthening of cooperation between players in all phases of transition.

Social and Psychotherapeutic Advisory Centre (Slovakia)

TENENT provides support services to young people with disabilities to find employment. The goal is to integrate persons with disabilities in society by supporting them in finding employment. Their services focus on the client (person centered approach) through the scope of finding and solving practical barriers to employment, psychological barriers to employment (in the case of long-term unemployment) social barriers as well as family-based barriers.



TENENET services are run since 2011 by a multidisciplinary team composed by psychologists, social workers, volunteers and special pedagogues. They also cooperate with local authorities and international partners. From September 2014 to August 2016 they started a new project involving 100 young clients with disabilities from Senec, Pezinok and Bratislava municipality, their respective families or legal representatives, and they apply a holistic approach to their support services. Simultaneously, they are working with employers (big

companies and also Small and Medium Enterprises) and public authorities by offering counselling services to facilitate real job opportunities for each young with disabilities. In that sense, they do social, psychotherapeutic and advisory work with the client. TENENET has set up active cooperation with local businesses and stakeholders through negotiations to open new workplaces. They also work to promote the development of a renewed legislation in Slovakia and do raise awareness actions among employers on the importance of inclusion for society.

The partners' point of view

Its innovative approach of work with the young persons with disabilities, focused on their needs and their concepts of ideal work for them. Another element key for the transferability is the communication with the employers and the setting up of partnerships in this field to ensure high quality employment for persons with disabilities and satisfaction among employers. It is also important to provide support to employers and employees on administrative requirements (paperwork). Also important is the pre-training of the employee before to be included, so that they both are satisfied. They monitor the clients' current jobs through "On-the-job-training" and checking their current status in their jobs. Activities in the open labour market also include workshops for owners of sheltered workshops to promote the model and influence public in a positive manner, so it will be more aware of disability issues and the capabilities of persons with disabilities and willing to employ more and more of them.

Art in progress (Italy)

"Art in progress" is an Italian teaching and training programme aimed at young persons with a cognitive impairment. In a workshop within a rehabilitation centre, they learn several artistic techniques.

Learning to paint glass, wood and ceramics, calendars, bags and artisanal items, etc. That is the mission of ASVO's "Art in progress", aimed at young persons with a cognitive impairment, with the long-term goal of defeating discrimination in the art sector towards these persons and allowing them to take their place in the market by showing their undeniable creativity. Items are sold in a partner shop. This creative operation allows self-confidence to be restored individually, and to envisage a professional future with, why not, the possibility of taking a place in the artistic community. In the framework of a European project, two users have also participated in an international travelling exhibition on the same basis as any other artist, showing their work to an informed audience.



The partners' point of view

What is interesting here is the ability to turn art into a lever for inclusion and participation of persons with disabilities. This valorises them in their own eyes and in the eyes of the public, whilst allowing them to exercise an activity (even if this does not involve employment in the strictest sense). The work seems to be very interesting even if the partners recognise that the art market cannot provide regular income to persons by its very nature.



My garden (Italy)

“My garden” is a teaching and training programme carried out in Italy aimed at young persons with cognitive difficulties; it enables them to learn gardening with a view to making it their career.



“My garden” is the name of this Italian programme aimed at young persons with cognitive difficulties or multiple disabilities after compulsory education. Activities take place every morning with the possibility for users to learn various skills: plant management, market gardening, various agricultural methods, even silkworm rearing. They are also responsible for caring for horses, donkeys, rabbits and other animals that live on the farm. Income from growing plants, sold in a cooperative, is reinvested to buy necessary materials and equipment. These budding gardeners are managed by a monitor. The idea is that teachers in the agricultural school are also supported, as they are often without training in the specifics of disability. A partnership is underway with a cooperative for the sale and marketing of produce, long term, the goal is to develop the sector. Gardening offers these young persons a natural environment providing fulfilment.

The partners’ point of view

Long-term, this programme acts to favour the inclusion of persons with disabilities in agricultural schools, leading to long-term employment. It also focusses on the idea of building links with cooperatives to sell products. A contract is also in preparation with a local municipality which envisages entrusting the management of its green spaces to a team of young landscapers with disabilities. A European funding application has been made. The effectiveness of this programme in leading to long-term paid employment requires analysis.

Phares program (France)

The PHARES programme is original in carrying out work well before the employment phase, developing education and training so as to improve the employability of persons with disabilities.



In France, despite real progress, students with disabilities only represent 0.98% of university students, i.e. 14 000 persons. The low rates of access to higher education is due to several factors: self-censorship, a lack of information and discouragement. PHARES is a civic initiative encouraging emulation by one’s peers. Young student volunteers, working within a student association (FEDEEH), offer their services as tutors, providing support to their fellow students with disabilities 2 hours a week. The programme’s aim is to help increase students with disabilities’ self-confidence and to develop their full potential.

The partners’ point of view

The priority is definitely to work on the psychological barrier and self-censorship that penalises young persons with disabilities, who think that further education is impossible for them. This is exactly the aim of this process of peer-emulation inside a group, which helps develop a more serene and supportive sense of inclusion. The richness of the initiative is due to its organisation on a voluntary basis, since it mobilises volunteer students, who are backed up and reassured by professionals.

Recommendations



Preamble

Most of the following DESC partner's recommendations are addressed to professionals who are working with persons with disabilities with the aim of securing their career paths. To achieve this, the partners of DESC have defined 2 levels of action. On one side, organisations and civil society have to lobby to create a more helpful environment (legislation, mentality...). On the other we, as professionals, have to change our practices.

These recommendations have been based on the promising initiatives mentioned above, aiming to improve our practices in the field while keeping in line with the spirit and the objectives of the UNCRPD.

Policy RECOMMENDATIONS

1 – AWARENESS RAISING AMONG SOCIETY

All stakeholders have to commit to promoting awareness raising campaigns to reach the general public and change the mentality. For this, public authorities can act as a lever and can play an important role in promoting and raising awareness among society. We have to work with them to promote a better understanding of disability and employment. Communicate positive attitudes - skills and competences- is essential to overcome the negative perceptions and enable labour market participation for persons with disabilities.

2 – CONSIDER SECURING CAREER PATHS AS A TOOL FOR DESINSTITUTIONNALISATION

Article 19 of the UN CRPD recognises the right for persons with disabilities to have access to a range of community-based services, including personal assistance necessary to support living and inclusion in the community. If combined with article 27, it represents a useful framework facilitating the development of support services to secure career paths. To secure career paths in an effective and sustainable way, there is a need to ensure the availability and accessibility of mainstream and specialised support services. Additionally, Employment should lead to decent pay and working conditions, and career paths.

3 – SUPPORT THE DEVELOPMENT OF INDIVIDUALISED SUPPORT SERVICES

Together with Public authorities, we should develop and promote an individualised approach to support services in all employment policies. Support must be made available in all phases of work-life (recruitment, retention and end of work). The specific needs of persons with disabilities in the working environment should be tackled: individualised accommodations are needed to provide equal job opportunities.

4 – PROMOTE PUBLIC-PRIVATE PARTNERSHIPS

We should look at promoting public-private partnerships as a way to support the development of inclusive labour markets.

5 – EDUCATION AND TEACHING METHODS

We have to build inclusive, accessible and tailored Educational, VET and training programmes to the specific needs and skills of the individual to smooth the transition towards the labour market. Transition from school to employment needs to be addressed by establishing a more sound cooperation between the education systems and the labour market.

6 – THE BENEFIT TRAP

We have to persuade public authorities to change their legislation to ensure that welfare benefits (e.g. medical coverage, travel, child care) are not immediately withdrawn when gaining employment in order to avoid the benefit trap.

7 – CROSS-SECTORIAL COOPERATION

Cross-sectorial cooperation, particularly including trade unions, is essential to establish sound support frameworks and to identify and tackle any issue with an adequate response.

8 – REASONABLE ACCOMMODATION

Reasonable accommodation is crucial in providing real access to work and employment positions. We should call on public authorities to recognise supported employment and other tools to secure career paths as a reasonable accommodation. The availability of human support and support services help overcome barriers faced in the working environment, not only tools and/or adaptations.

9 – FUNDING AVAILABILITY AND LEGAL RECOGNITION OF SUPPORTED EMPLOYMENT

We should promote a change of Legal frameworks to enhance active inclusion in the labour market and should not become a hindrance to the right to work and employment. Public authorities should review and withdraw legislation and regulations which exclude certain disadvantaged groups from the labour market. They should develop coherent legislation and funding systems covering the action costs of hiring people, and also in-work support.

Technical RECOMMENDATIONS

On the professional

1 – PROFESSIONALIZATION of the sector

Professionals in the sector should be updated and regularly trained so that they can be able to provide inclusive employment services in line with the UNCRPD principles, especially article 27.

2 – PEER SUPPORT

Peer support has to be developed in the organisations providing support services. It is a way of empowering the clients. In the work place, staff members can be an example and support the employee with disabilities to develop an appropriate behaviour.

3 – CHALLENGE YOURSELF (think about every action you are doing if it is the best way to do it or not and how effective it is)

Professionals invest a lot of energies providing support services to young persons with a disability, but periodically they should evaluate if their services meet the support needs of their clients to achieve better results of real employment in the open labour market.

4 – MULTIDISCIPLINARY TEAM

Any transition or supported employment initiative needs the participation of a multidisciplinary team composed by professionals working with the scope of community based services for persons with disabilities



5 – TAILOR-MADE AND INDIVIDUALISED SUPPORT

Every person is different and has different skills, ambitions and needs. For this reason any transition programme from sheltered to open employment and any supported employment service have to be always customised and person centred to ensure a quality individualised support, according with the standards developed by the European Union of Supported Employment (EUSE) and agreed by others important associations involved in employment of persons with disabilities.

6 – WORK IN PARTNERSHIP with companies but also local stakeholders, local authorities (real commitment- financing) and national employment agencies

In this field of social services it is essential to work in partnership with employers but also with local authorities and together with the Public Employment Service, in order to get the stability of the programmes and services and the co-operation of key stakeholders.

7 – Take time to PLAN THE FUTURE PROFESSIONAL/CAREER

All stakeholders participating in labour inclusion of persons with disabilities should be aware of the importance of a career planning overall for young people.

8 – BREAK THE LINK BETWEEN SPECIAL EDUCATION AND SHELTERED WORKSHOPS (avoid sheltered workshops)

Institutions, professionals and policy-makers should be aware that the approach to special education and sheltered employment must change in Europe after the approval of UNCRPD. All agents in the field should implement support resources for children and youngsters with disabilities in mainstreaming facilities, aiming to an inclusive education and a transition process towards a supported employment in the open labour market.

9 – COACH the young person (development of social skills, autonomy, working on the emotional aspect) before to reach the employer

Transition programmes from sheltered to open employment or from school to job should focus on training social skills, increase self-esteem, appropriate social behaviours, motivation to work, and competencies for living independently as the other citizens.

10 – Importance of creating a LOCAL NETWORK with employers

Focusing on employment it is crucial to involve as much employers as possible to co-operate in transition programmes, allowing internships or working experiences in all sectors of activity (public or private).

11 – Communicate on your success

All initiatives dedicated to the securisation of career paths, contribute to change the image that the society has of persons with disabilities. It is essential to communicate on your success, think about social media. And if it is possible, plan a communication campaign through social media and press linked to these inclusive programmes.

12 – WORK WITH UNIVERSITIES

To contribute to the development and dissemination of new initiatives and resources for the inclusion of persons with disabilities in the open labour market we recommend the collaboration of social bodies with universities and research centres.

13 – BE OPEN MINDED AND CREATIVE

Supported employment and innovation to implement effective and cheaper solutions can be only developed by open minded staff and creative professionals.

14 – Involvement of the persons with disabilities

In guiding persons with a disability to be successful in their social and labour inclusion it is “compulsory” to involve the person in the decision-making process and design of their career path, according with the best practice of a person centred planning used in this field.

15 – Look for quality jobs

The best practices of labour inclusion for persons with disabilities look for quality positions in the best companies and reject isolated jobs or those that nobody want.

16 – TO ASSESS, TO IMPROVE

Professionals should develop tools to assess effectiveness of the support and should propose plans to improve the quality of the services. Also, they should ensure statistical data collection for analysis and communication.

17 – DISCLOSURE OF INFORMATION

It is always convenient to tell the truth to the employers about the jobseekers that job coaches support to be hired, but in order to protect personal information it is a good practice to ask before the person with a disability which personal information not related to the job he/she does not want to disclose.

18 – HOLISTIC APPROACH

We recommend having a holistic approach when guiding and supporting young persons with a disability towards an employment in the open labour market, taking into consideration the person as a whole to meet its social, psychological and training needs among others.

19 – Use the same approach and methodology with special strategies when accompanying and supporting PEOPLE WITH MORE SEVERE DISABILITIES.

20 – DESIGN AN INDIVIDUALISED AND EVOLUTIONARY PLAN

It is necessary to design an individualised transition plan for every adolescent with a disability so that he/she can achieve the highest level of independence in their adulthood life. It should be revised each time that it is needed. If the young realizes that he/she can't do that or he/she wants to follow another path, professionals have to be able to modify the plan, to adapt it. The right to make mistakes as everybody should be protected by the services. Even if we don't believe in the project As professional we should be able to support the young even if it would be a failure because, at the end, he will learn and understand something on him/her with our support.

On the person

21 – PSYCHOLOGICAL BARRIER and self-confidence

We recommend working on self confidence with the client, providing opportunities of a transition experience to young persons with a disability, or organising peer support or other method because it contributes to break down psychological barriers. The “try it in another way” model is highly recommended to youngsters and professionals.

22 – Empowerment for people

Securing career paths and supported employment are the best way to empower young persons from a disadvantaged situation to enter in the work force of the open labour market; it has been proved in many countries for more than thirty years and with different groups of persons with disabilities. The implementation of this system is highly recommended to all bodies and institutions in the social sector.



On the environment

23 – INVOLVEMENT OF FAMILIES to support the empowerment of their children

The family and relatives is an essential natural support for young people to reach an active role in society and mostly for young persons with a disability. All family members can be very helpful avoiding overprotection and reinforcing appropriate behaviours of the person with a disability and collaborating in his/her support circle, to achieve the goals and objectives of his/her individual action plan. Sometimes family can be a barrier to autonomy, we have to support it or negotiate with it to develop the path of the young.

24 – FIGHTING AGAINST STEREOTYPES on persons with disabilities in employment

Initiatives presented in this guide can be replicated by social organisations in the disability field, in order to fight against stereotypes on competencies of persons with disabilities to perform specific tasks or jobs. Communication campaign on inclusion can be helpful to create a more inclusive society.

On the company

25 – WORKING WITH THE COMPANIES and train the employers

Most of the transition initiatives presented in this guide and all those related to securing career paths and supported employment highlight the importance of working together with employers. This is the best way to allow the young person to prove their skills and competencies to perform a specific job and to allow the companies and co-workers to contribute as natural support to include new colleagues in their companies. Professionals should understand the way a company works to be a real support for the person with disabilities and provide them a real service.

26 – Promote TUTORSHIP IN THE COMPANIES involving all employees (with and without disabilities)– raise awareness in the company

One of the most important agents to achieve a quality labour inclusion of persons with disabilities in the open labour market is the natural support provided by the staff and co-workers in the companies. Employers should implement a system of tutor or mentorship within their firms to ensure a quality integration process of workers with support needs.

27 – CORPORATE SOCIAL RESPONSIBILITY PLAN

Employers committed with society should have a Corporate Social Responsibility Plan with a clear commitment of incorporating diversity by securing career paths in the company or corporation.

28 – CREATE A TRUE COOPERATION BETWEEN THE PARTNERS

Service providers will develop long-term strategies with companies in order to stabilize a lasting relationship, favouring the inclusion of persons with disabilities.

29 – DO WHAT YOU SAY AND SAY WHAT YOU DO

All stakeholders, companies in particular, should be associated to the creation of awareness raising events within the organisation and beyond. They should communicate on the initiatives and advertise about realisations and projects.

DESC Disabilities Equality Security Careers

Promoting equal opportunities and securing professional career paths for young people with disabilities in Europe

The DESC Project will last three years, from September 2014 to August 2017

Reference number: 2014-1-FR01-KA200-008809

www.edew.eu/desc-project

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Special acknowledgement to the organisations that kindly agreed to contribute by sending their promising practices



Co-funded by the
Erasmus+ Programme
of the European Union

The information contained in this publication does not necessarily reflect the official position of the European Commission

4 Partners from different European countries



FRANCE

L'ADAPT is a french non-profit organisation that provides different kind of services for 14.000 people of all ages and with all types of disability in order to improve their social and professional inclusion.

Web: www.ladapt.net

Contact : lagarrigue.henri-pierre@ladapt.net



BELGIUM

EASPD is a non-profit European umbrella organization, established in 1996, and currently representing over 11.000 social and health services for persons with disabilities.

Web: www.easpd.eu

Contact: nieves.tejada@easpd.eu



SPAIN

Fundación Emplea is a non-profit foundation created in 2008 that aims at enhancing the methodology of Supported Employment and innovation in employment programs for people from disadvantage group.

Web: www.fundacionemplea.org

Contact: fundacion@fundacionemplea.org



ITALY

Scuola Viva is a rehabilitation, research and training centre in the field of intellectual disabilities, but not only, that focus on the personal development and social inclusion and participation of users.

Web: www.scuolaviva.org

Contact: F.FEA-AISE@mclink.it