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Life Long Learning Programme 2007 – 2013

Leonardo Da Vinci - Partnerships

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01.08.2012 – 31.07.2014

BITSE Partnership Project

“Barriers which Inhibit the Transition from School to Employment”

GENERAL REPORT

www.easpd.eu



**Lifelong
Learning
Programme**



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INTRODUCTION

The BITSE Partnership project was implemented under the umbrella of the European Life Long Learning programme 2007/2013. The aim of this project was to examine barriers which inhibit the transition from school to work for people with disabilities.

Persons with Disabilities who are in transition from school to employment and work opportunities are either prevented, or at the least, inhibited from both accessing employment and/or sustaining themselves in the workplace, through interaction with various barriers which in effect hinder their full and effective participation in society on an equal basis with other citizens”.

Whilst the EU Disability Strategy 2010-2020 focuses on eliminating such barriers and has identified eight main areas for action at EU level to supplement national ones, there is of yet no structured focus or examination of these barriers at local or coal face level and which is specific to people with disabilities and who are in transition from school to work.

The ‘BITSE’ Partnership which is comprised of schools, service provider organisations, VET professionals, social partners, umbrella organisations, 3rd level institutions and National Federations of Employers is uniquely equipped with the professional diversity, skills, expertise, competences and resources, to provide this focus and examination, and fill this gap through achieving the following objectives:

1. To develop a Report on Barriers which inhibit the Transition from School to Employment
2. To design a Best Practice Toolkit to empower people with disabilities / advocates to examine these barriers
3. To design a Best Practice Toolkit to empower people with disabilities / advocates to overcome these barriers
4. To produce a set of Recommendations to raise awareness amongst authorities and all relevant stakeholders
5. To improve the transition process and outcomes from school to employment for persons with disabilities

The BITSE Leonardo da Vinci Project Partnership consists of 14 organizations representing 10 EU member states: Austria, Belgium, Bulgaria, Croatia, France, Greece, Ireland, Italy, Malta, Netherlands, and is focused on a qualitative examination of ‘Barriers which Inhibit the Transition from School to Employment for Persons with Disabilities’.

PARTICIPATING COUNTRIES



PARTICIPATING ORGANISATIONS



www.bbrz.at

To fulfil its common objective of opening up opportunities for people with disabilities to (re-)enter the general labour market BRZ Österreich offers measures of prevention, rehabilitation and intensive care as well as health-related organizational consulting. Our range of services in vocational rehabilitation aims at (re-) establishing participation in both working life and in society itself.



www.caritas-linz.at

Our principle "we support integration" describes the mission of our work. The key tasks are to support and assist children, young adults and adults with disabilities in the integration process into everyday life and to relieve families and provide help to include people with disabilities in society. Our services cover living, integrative kindergarten and after school care centres, training and education, work/employment for adults, therapy and counselling, a driving school for persons with disabilities and a teacher training college for social-care jobs.



www.innovia.at

Innovia is a private non-profit company that aims to provide service and consulting on equal opportunities by involving persons with learning disabilities as experts on disability issues. Innovia also consults enterprises on hiring persons with disabilities as staff. This involves awareness-raising of managers, training of mentors, adaptations of work places. We also train persons with disabilities already employed or to be employed and we translate information into easy-to-read.



www.easpd.eu

The European Association of Service Providers for Persons with Disabilities (EASPD) promotes the equalisation of opportunities for people with disabilities through effective and high quality service systems in Europe. EASPD represents 10.000 service provider organisations across Europe and across disability.



www.naso.bg

NASO is a national umbrella association representing the network of the service providers for persons with disabilities in Bulgaria. Members of NASO are also the municipalities all over the Country and socially responsible corporations and enterprises. NASO works for the establishment and the implementation of socially responsible behaviour, policies and activities in support of different social communities for a better quality of life and accelerated social development of Bulgaria.



www.nfri.bg

The organization's mission is to defend the interests and to support, promote and coordinate the efforts of its members, specialized enterprises, to improve conditions and expand employment of people with disabilities for their full inclusion in society. The "National Federation of Employers of Disabled People" organizes diverse forms of public activities (forums, seminars, etc.) and develops projects, related to the disability sector and focused on employment.



www.agr.unizg.hr

The Faculty of Agriculture, as subunit of University of Zagreb, established in 1919, is the leading higher education and science institution in the field of agriculture and related sciences in the Republic of Croatia. More than 12,000 students have graduated and completed their postgraduate and doctoral studies at this faculty.



www.upim.hr

Is an independent, volunteering, non-party organization for persons with disabilities that provides information, educational and professional technical (operating) support in the quality of life of persons with disabilities. As founder of Human Rights House Zagreb and Coalition for community living the main activity is fight for human rights for people with disabilities in Croatia especially the right to work, education and accessibility.



www.centredelagabrielle.fr

The Centre de la Gabrielle is a not-for profit organisation who was created in 1972 by "Mutualité Fonction Publique Action Santé Social". People with learning/intellectual disabilities are assisted by professionals in different areas such as special education, vocational training, housing, work and artistic mediation.



www.iea.gr

IEA is an organization where persons with or without disabilities coexist with the common goal of promoting social inclusion for persons with disabilities. Its primary goal is to plan and implement projects for social inclusion and community rehabilitation for persons with disabilities and their support in every aspect of the social/public area. We also set up scientific research and social intervention to promote equality of opportunity for citizens with disabilities.



www.cope-foundation.ie

COPE Foundation is a not-for-profit voluntary organization which supports approximately 2000 people with intellectual disabilities and/or autism throughout Cork City and county in Ireland. We have a long history of responsiveness, creativity, quality and innovation in meeting the needs of its clients. Services include early intervention, education, training, leisure, sports, arts, supported employment as well as specialized health and world-class multidisciplinary and residential supports.



www.scuolaviva.org

Scuola Viva is a rehabilitation centre for persons with disabilities composed by a day centre dept. focused on intellectual disabilities and an out-patients dept. for physical, neurological and speech disabilities Besides, it is a research and training centre in the field of intellectual disabilities. It is also a referral point for cultural and professional training of staff that is prepared to apply the latest methods of rehabilitation, with a focus on personal development and social integration of its clients.



sns.wardija.skola.edu.mt

We resolve to work together to assure the highest possible standard of teaching and a broad education for life in a serene environment, where every student is accepted and included. To make the Young Adult an efficient citizen, self-respecting and self-supporting according to his/her abilities and needs.



www.middin.nl

Middin is a Dutch organisation that offers support to children, youngsters, adults and elderly with a disability. Middin wants everyone to be able to be part of society. The persons we support decide for themselves how they want to live. They are able to do the things that suit them - in the heart of their neighbourhood and society, surrounded by the people who are important to them. Because daring and doing together is living together. Which is why our slogan is 'do, dare, live'.

SPECIFIC OBJECTIVES

To identify, list, contrast and compare common barriers which impact on the transition from school to employment for persons with disabilities in all partner countries

To design a template of best practice for examining such barriers, which is transferable across member states

To develop a best practice toolkit to empower people with disabilities to overcome these barriers

To produce a set of recommendations to raise awareness amongst authorities and all relevant stakeholders

To improve the transition process and outcomes from school to employment for persons with disabilities

GENERAL OBJECTIVES

• To improve employability and participation in the European labour market

• To contribute to greater employability and employment security

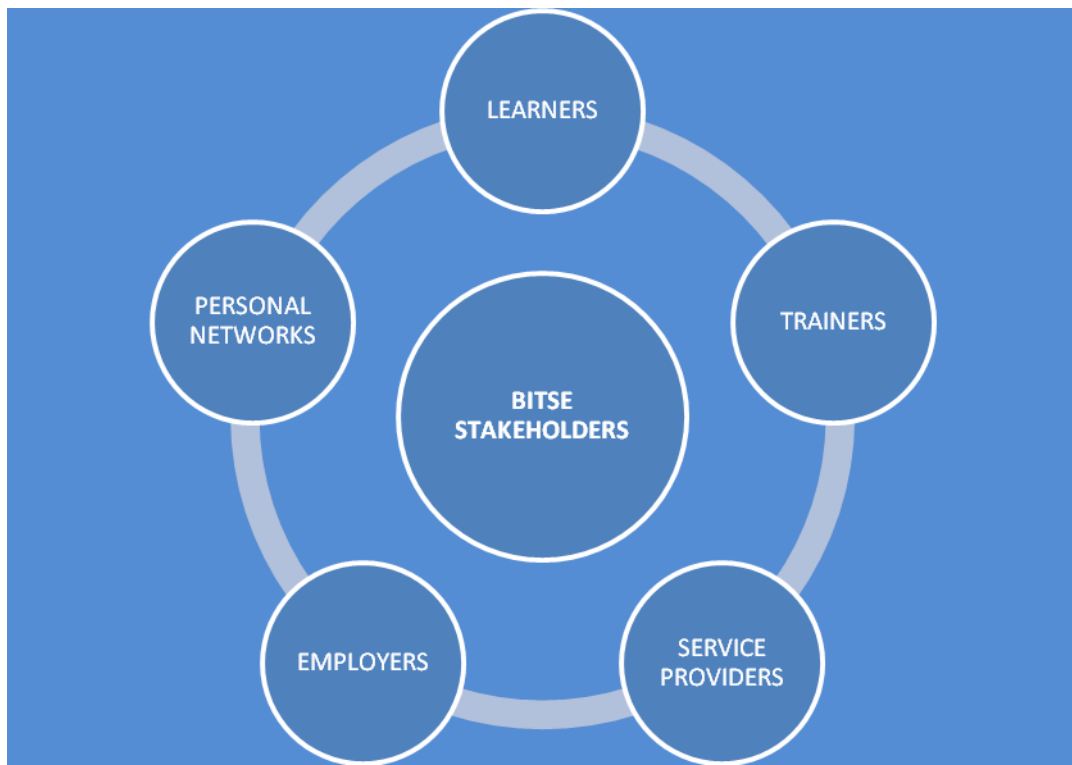
• To support the transfer of common tools and innovative practices among member states

• To improve guidance and counselling services for persons who are in transition from school to employment

To support the transfer of common tools and innovative practices among member states

STAKEHOLDERS

The BITSE Partnership has identified the following stakeholders through which to inform the projects results and outcomes:



STAKEHOLDER PROCESS

Stakeholder questionnaires / Guidelines for implementation were developed and processed through the use of focus groups in each partner country.

STAKEHOLDER RESULTS

- List of Barriers to Transition listed by each individual stakeholder
- List of Barriers which are common to all stakeholders (common to all partner countries)

CATEGORISATION OF BARRIERS

- Which inhibit the transition from school to employment -

Category	Domain
Attitude / Perception / Awareness	<ul style="list-style-type: none"> • Attitudes and Perception <u>towards</u> Persons with Disabilities (Discrimination) • Attitudes and Perception <u>of</u> Persons with Disabilities • Stereotyping and Labelling • Ignorance and Awareness of Disability Issues
Structural / Administrative	<ul style="list-style-type: none"> • Legislation/Public Policies • School/Work/Living Structures • Finances and Funding
Environmental / Physical	<ul style="list-style-type: none"> • Physical/Infrastructural Accessibility • Transport Facilitation Accessibility
Education / Training / Knowledge	<ul style="list-style-type: none"> • Policy & Procedure • Culture & Practice
Resources / Opportunities	<ul style="list-style-type: none"> • Lack of Individualised Support: <ul style="list-style-type: none"> • in education and work • in transition support systems • on entitlements, welfare and funding • accessibility in general
Accessibility/Inclusion	<ul style="list-style-type: none"> • Opinions and information about disability issues • Public policies and structures • Personal and social environments • Geographical location/position
Status of Economy	<ul style="list-style-type: none"> • Macro Economic Policies • Micro Economic Policies

ANALYSIS OF BARRIERS ACROSS STAKEHOLDERS



Categorisation of Barriers Student / Learner Results

Summary: **170 participants** representing **9 countries**: France, Greece, Malta, Bulgaria, Netherlands, Austria, Ireland, Italy, Croatia.

- ◆ 23 types of barriers on Attitude/Perception
- ◆ 22 types of barriers on Structural/Administrative
- ◆ 19 types of barriers on Economy
- ◆ 18 types of barriers on Accessibility
- ◆ 12 types of barriers on Resources/Opportunities
- ◆ 12 types of barriers on Environment/Physical

5/28/2014

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October 2013

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Categorisation of Barriers Teacher / Trainer Results

Summary: **25 participants** representing **9 countries**: Italy, Ireland Bulgaria, France, Croatia, Greece, Netherlands, Malta, Austria.

- ◆ 58 types of barriers on Education/Training
- ◆ 50 types of barriers on Resources/Opportunities
- ◆ 47 types of barriers on Attitude/Perception
- ◆ 37 types of barriers on Structural/Administrative
- ◆ 15 types of barriers on Environment/Physical
- ◆ 14 types of barriers on Economy
- ◆ 6 types of barriers on Accessibility

2/25/2014

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Categorisation of Barriers Service Provider Results

Summary: Service Providers representing **9 countries**: Austria, Belgium, Bulgaria, Croatia, France, Greece, Ireland, Italy, Netherlands.

- ◆ 18 types of barriers on Attitude/Perception
- ◆ 11 types of barriers on Education/Training
- ◆ 10 types of barriers on Environment/Physical
- ◆ 10 types of barriers on Accessibility
- ◆ 10 types of barriers on Economy
- ◆ 8 types of barriers on Resources/Opportunities
- ◆ 3 types of barriers on Structural/Administrative

5/6/2014

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Categorisation of Barriers Employer Results

Summary: **42 employers** representing **8 countries**: Austria, Bulgaria, Croatia, France, Greece, Ireland, Netherlands & Malta.

- ◆ 11 types of barriers on Attitude/Perception
- ◆ 7 types of barriers on Structural/Administrative
- ◆ 6 types of barriers on Resources/Opportunities
- ◆ 5 types of barriers on Education/Training
- ◆ 5 types of barriers on Economy
- ◆ 4 types of barriers on Accessibility
- ◆ 3 types of barriers on Environment/Physical

2/25/2014

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Categorisation of Barriers Personal Network Results

Summary: Minimum of 52 **Personal Network/Advocates** representing **10 countries**: Austria, Belgium, Bulgaria, Croatia, France, Greece, Ireland, Italy, Netherlands & Malta.

- ◆ 60 types of barriers on Attitude/Perception
- ◆ 31 types of barriers on Structural/Administrative
- ◆ 41 types of barriers on Resources/Opportunities
- ◆ 48 types of barriers on Education/Training
- ◆ 16 types of barriers on Economy
- ◆ 28 types of barriers on Accessibility
- ◆ 20 types of barriers on Environment/Physical

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ANALYSIS OF BARRIERS PER CATEGORY

Category Analysis

Barrier Category: Attitudes / Perception / Awareness	Response Status	Domain
There is high anecdotal evidence of a lack of self-confidence/low self-esteem/lack of trust in own abilities about work choices etc.	15	2
There continues to be a lack of awareness in society about disability issues.	14	4
A negative approach to the needs and abilities of persons with disabilities remains common place.	8	1
Stereotyping and labelling are practised by many within society.	5	1
Choice of school is predominantly made by parents.	5	3
Persons with disabilities regularly report that they don't know what their "wished-for-job" should look like.	5	3
Relationship building is difficult in the social and work context.	3	1
Long working hours pose a problem for many persons with disabilities.	3	1
Job coaches and teachers don't have sufficient disability knowledge and expertise.	2	4
There is a lack of acceptance of disability in society.	2	1
Persons with disabilities are often ignored / patronised.	2	1
Employers often do not want to hire persons with disabilities.	2	1
Parental apprehension can be restrictive regarding the perceived "dangers" that their sons/daughters might be exposed too at the workplace.	2	3
Many persons with disabilities are perceived not to be 'work-ready'.	2	1

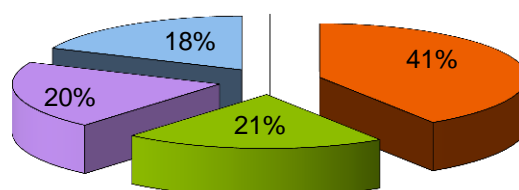
Persons with disabilities constantly report a lack of personal autonomy/choice.	2	3
They continue to be victims of regular social discrimination.	2	1
There is still a popular notion that persons with disabilities should automatically enter sheltered employment / workshops.	2	1
Work place adaptation and integration to the workplace is viewed by many employers as too expensive and time costly.	2	1
Difficult and troublesome work experiences with internships are experienced by many.	2	2
Many are not given the chance or opportunity to influence or change their transition program/work experience.	2	3
Many feel rejected and unappreciated by peers.	2	1
Many are often teased at school and at work.	1	1
Lack of assertiveness is common among persons with disabilities.	1	2
There continues to be a lack of advocate support and availability during transition to work programmes.	1	4
Many feel that their choices/opinions are not being heard / listened to.	1	3
Many learners have difficulty in understanding the concept of (working) life after school.	1	3
Parental resistance to internships and/or work experience opportunities is common place.	1	3
Not able to hold down a job.	1	2
Persons with intellectual disabilities suffer greatly reduced opportunities for their working career.	1	3
Evidence suggests that there is less chances for girls to get an atypical job.	1	1

Developing and forwarding CV's is discouraged because they will not be chosen.	1	1
Many at school report a lack of focus on future planning/career guidance.	1	4
One's family socio economic status can be a negative factor in finding work.	1	1
Health and energy levels of persons with disabilities are not often sufficient to retain a job.	1	1
Many experience nervousness and anxiety about using public transport.	1	2

Category Summary:

	When analysing barriers to transition under this specific category, we encounter 4 main Domains:	Response Total	Percentage Rating
1	Attitudes and Perception <u>towards</u> Persons with Disabilities (Discrimination): Prejudiced opinions within society in general attributing certain negative characteristics to persons with disabilities resulting in discriminatory behaviour.	40	42%
2	Attitudes and Perception <u>of</u> Persons with Disabilities: Often persons with disabilities underestimate their own potential and ability which can be characterised for example by lack of confidence, low self-esteem and underestimation of their skills and abilities.	20	20%
3	Stereotyping and Labelling: Conscious or subconscious oversimplified image and/or assumptions within society which ignores the personal identity of individuals and either diminishes patronises and/or disempowers persons with disabilities.	20	20%
4	Ignorance and Awareness of Disability Issues: General ignorance and a lack of awareness in relation to disability issues in general within society, negatively influences and restricts opportunities for integration, inclusion and self determination for persons with disabilities.	18	18%

Domain Breakdown of Barriers by Percentage

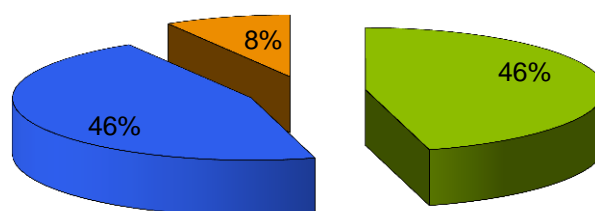


Barrier Category: Structural / Administrative	Response Status	Domain
Non-user friendly bureaucratic structures inhibit the personal autonomy and independence of persons with disabilities and as parents are required to choose their vocational education and training programs.	6	2
Employment/work place criteria and requirements can often be too demanding for persons with disabilities.	6	2
There is a lack of specific legislation to promote the integration of people with disabilities into normal jobs.	5	1
The rights of persons with disabilities are often violated or neglected.	2	1
Access to appropriate and relevant information on work opportunities after school can be difficult for many persons with disabilities (Intellectual disability).	2	2
There is a lack of uniform policies for and about persons with disabilities.	2	1
Legislation can prevent an unemployed mother who cares for her child with a disability to become his/her personal assistant.	1	1
State funding for disability is not internationally transferable.	1	3
Funding for health care needs and requirements does not match the actual cost for individual persons with disabilities.	1	3
Employment legislation does not facilitate the ability restrictions of persons with disabilities.	1	1

The benefits trap is a huge inhibitor to progression to normal full-time work.	1	3
It is difficult for many persons with disabilities to get an apprenticeship place after finishing school.	1	2
Persons with disabilities are often not trained in accessing post school work opportunities.	1	2
There is a lack of resources/facilities for consultation on employment and training.	1	1
Complex and complicated hiring policies and procedures inhibit the employment of persons with disabilities.	1	1
There is a lack of instruments for social security and inclusion that sustain persons with disabilities at work.	1	1
Financial penalties are too low for employers who break legislative employment quotas.	1	1
There is a lack of regulation/policing on legislative employment quotas.	1	1

Category Summary:

	When analysing barriers to transition under this specific category, we encounter 3 main domains:	Response Total	Percentage Rating
1	Legislation/Public Policies: Throughout Europe there are a range of laws, policies and instruments existing which are failing to reach their main objectives of support, facilitation and empowerment for the inclusion of persons with disabilities. Furthermore, there are structural deficiencies between agencies and authorities restricting their equality of opportunities in accessing vocational education and training, as well as working opportunities.	16	46%
2	School/Work/Living Structures: Equality of inclusion opportunities in society such as education, work and independent living are incompatible with person centred/institutionalised vocational education and training systems?	16	46%
3	Finances and Funding: There is a lack of financial autonomy at individual level and structural monetary bureaucracy at organisational level which hampers the active inclusion and integration of persons with disabilities in society in general.	3	9%

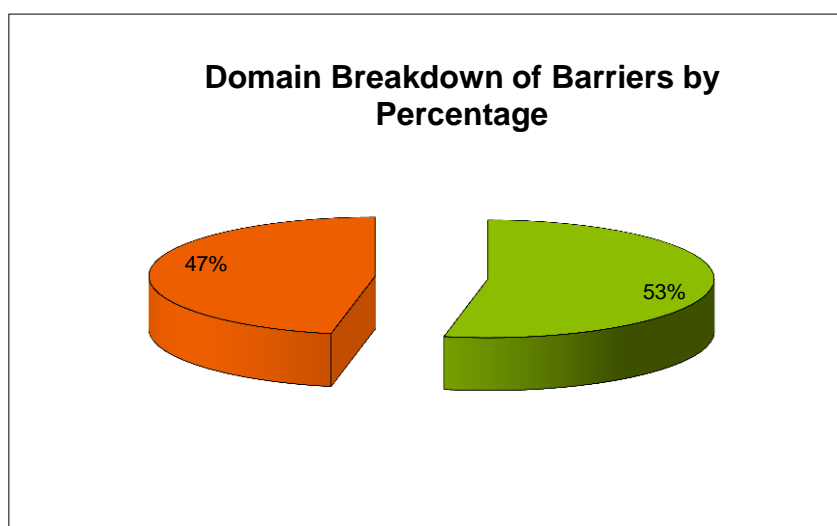
Domain Breakdown of Barriers by Percentage

Barrier Category: Environmental / Physical / Accessibility	Response Status	Domain
The infrastructure of many existing buildings and roads is inadequate and not adaptable/adapted for persons with disabilities.	8	1
There continues to be limited access to transport, to and from school and the workplace.	5	2
Much public transport is not accessible / suitable for many persons with disabilities.	3	2
Many work place environments and locations are not suitable for persons with disabilities.	3	1
Workplace conditions and equipment are often inadequate for persons with specific disabilities.	2	1
Employment starting and finishing times may not suit transport arrangements and restrictions for persons with disabilities.	2	1
There is less access and availability of transport for service users in rural areas.	2	2
The numbers of persons with disabilities requiring transport is increasing.	1	2
Parking places for disabled drivers are often abused and not available.	1	1

The availability of schools located close to public transport is insufficient.	1	2
Parents are in many cases required to provide transport to and from school and work.	1	2

Category Summary:

	When analysing barriers to transition under this specific category, we encounter 2 main domains:	Response Total	Percentage Rating
1	Physical/Infrastructural Accessibility: General access and egress to both public and private locations and places for persons with disabilities is restricted in terms of physical and infrastructural deficiencies (Schools, Buildings, Footpaths, Roads, Parks, etc.)	17	53%
2	Transport Facilitation Accessibility: General accessibility to vocational education and training including work opportunities for persons with disabilities is restricted due to limited or scarce resources, inadequate facilities, and unsuitable transport conditions.	15	47%



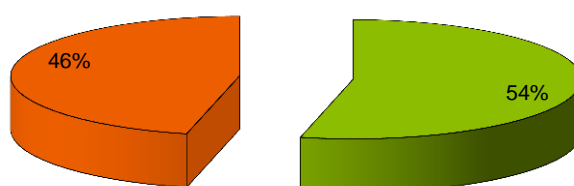
Barrier Category: Education / Training / including Informal Learning	Response Status	Domain
There is insufficient focus and resources in terms of information and future careers planning for learners who desire to go to work.	6	1
In many cases the current education systems, culture and practice for persons with disabilities in special schools and institutions are inadequate and lack resources compared to mainstream education.	5	2
Lack of resources results in insufficient career guidance and planning for work.	5	1
There are insufficient supports and facilitation for persons with disabilities to attain diplomas and certificates, particularly for those who have an intellectual disability.	4	1
Mainstream education systems provide less support at vocational training level in comparison with special education systems, making transition to work more difficult.	4	2
Many teachers/trainers demonstrate a lack of knowledge and experience on disability issues.	4	1
More resources on social skills are required with specific focus on employability skills.	3	1
Oftentimes training undertaken does not suit the needs of the labor market & business.	2	2
Criteria and schedules need to be reviewed to cater for persons with disabilities.	2	2
The transition from secondary school to vocational education requires more focus and attention.	2	1
There continues to be a lack of places available in vocational education and training.	2	1

More collaboration is required between schools and employers on awareness-raising about persons with disabilities.	2	2
More collaboration is required between teachers and learners.	1	2
Policies and procedures for more inclusive 3rd level education for persons with disabilities need to be reviewed.	1	1
Many schools adopt a position of exclusivity through referring persons with disabilities to other schools.	1	2
Many classrooms are overcrowded.	1	1
More formal internships organised by schools are required.	1	1
More informal courses/informal learning is required for persons with disabilities.	1	2
Segregating persons with disabilities in special education is a barrier to inclusion.	1	2

Category Summary:

	When analysing barriers to transition under this specific category, we encounter 2 main domains:	Response Total	Percentage Rating
1	Policy & Procedure: Both Inclusive and segregated education policies and procedures are inadequate in reaching the developmental and formative needs and requirements of persons with disabilities. There continues to be a lack of opportunity, support and resources at individual and organisational level. Furthermore, the mainstream education system is based on performance-oriented practice and not on a person-centred approach which is more advantageous towards disadvantaged groups and persons with disabilities.	29	54%
2	Culture & Practice: The culture, practice and systems of segregating persons with disabilities in special vocational education and training schools and institutions is a major barrier to equality of integration and inclusion and fosters stigma and isolation from their peers in mainstream education. Furthermore, inclusive education requires not only a change in systems and practices to include persons with disabilities but also a culture change in approach and philosophy.	25	46%

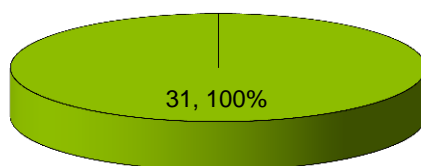
Domain Breakdown of Barriers by Percentage



Barrier Category: Resources/Opportunities	Response Status	Domain
There is a lack of individual support when outside or not attached to a special school or service provider organisation.	11	
Schools don't seem to provide enough or relevant information about life opportunities after school. You have to find it yourself.	4	
Many disabled people have never been offered assistance/access to training or work experience opportunities.	3	
There are no formal supports and/or possibilities to try different areas of work.	2	
It is difficult to find internships/work experience to suit limited skills of persons with disabilities.	2	
The state does not provide enough resources for education and qualifications.	1	
The state does not provide enough opportunities for additional/informal training.	1	
Not being accepted or helped by co-workers.	1	
Awareness raising programs/adverts about disabilities are limited.	1	
Work experiences for many are too short in duration.	1	
Limited qualifications make it difficult to find options for internships.	1	
Public transport isn't always accessible and individual (support with) travelling is expensive.	1	
Lack of individualised funding.	1	
Many employers won't consider initial training or workplace adaptation.	1	

Category Summary:

When analysing barriers to transition under this specific category, we encounter 1 main domain – ‘lack of individualised support’ across 5 specific areas:	Response Total	Percentage Rating
<p>Lack of Individualised Support: Persons with disabilities continue to experience limited and scarce resources and opportunities in society in general, but especially in vocational education and training transition programs to work. There is a lack of individual formalised support in accessing:</p> <ul style="list-style-type: none"> • alternative options and opportunities in education and work • transition support systems • information on entitlements • welfare and funding • accessibility in general. 	31	100%

Domain Breakdown of Barriers by Percentage

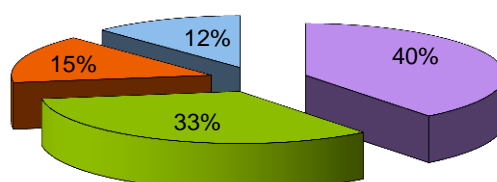
Barrier Category: Accessibility/Inclusion	Response Status	Domain
Accessibility for people with disabilities is means equal opportunities.	4	1
Sufficient financial recourses are not available.	3	3
Many schools are located too far from place of residence.	2	4
Limited knowledge/awareness of accessing adapted accommodation.	2	2
Limited access to information and support.	2	1
Persons with disabilities do not feel complete/equal citizens in their own countries due to lack of accessibility.	2	1
Easier to find an internship in big cities, as smaller towns are not disability accessible.	2	4
Many mainstream schools have no ramps or accessible toilets.	2	2
Problems of persons with disabilities are "invisible" to the society.	1	1
Persons with disabilities face barriers everywhere and every day.	1	1
Persons with disability cannot attend school and go to work because of inaccessible architectural design.	1	2
It is more difficult to pass the exams in mainstream education.	1	2
Schools are not preparing learners sufficiently to transition to working life.	1	2
Students feel that they might be at a disadvantage in a job interview because of their disability and because they went to a special school.	1	1
Persons with disabilities have no chance to choose a different vocational education program.	1	1
Many parents make choices for persons with disabilities especially about school.	1	3
There can be a lack of support by society and by the family.	1	3

There are many barriers due to lack of funding and lack of education of the public with regards to needs of persons with disabilities.	1	2
Literacy difficulties are a main barrier for persons with disabilities.	1	2
There is a lack of support outside office hours and at weekends.	1	2
Not enough (qualified) support and individual coaching at the workplace.	1	2
Persons with disabilities are faced with a lack of information on employers.	1	1

Category Summary:

	When analysing barriers to transition under this specific category, we encounter 4 main domains:	Response Total	Percentage Rating
	Accessibility in this context is defined as opportunities for integration and inclusion in society on a general basis but specifically in terms of the transition from school to employment for persons with disabilities. This transition is influenced by...		
1	Opinions and information about disability issues.	13	40%
2	Public policies and structures.	11	33%
3	One's personal and social environments (formal and informal).	5	15%
4	Geographical location/position.	4	12%

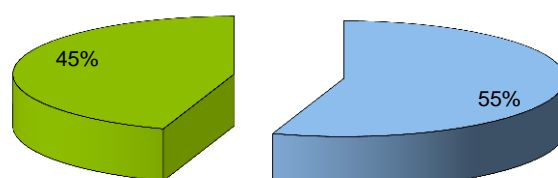
Domain Breakdown of Barriers by Percentage



Barrier Category: Status of Economy	Response Status	Domain
Negative state of the economy means less finance available for opportunities for apprenticeships / internships / work experience, etc.	4	1
The social & health benefits such as disability allowance has been cut and/or decreased for many persons with disabilities.	3	1
Austerity measures drive down training and work opportunities.	3	1
Funding grants and assistance to support persons with disabilities in the workplace are first to be cut back.	4	1
Persons with disabilities who lose their jobs remain long term unemployed.	2	1
Competing in the open labour market becomes more difficult for persons with disabilities.	3	2
Menial work opportunities decrease for persons with disabilities.	2	2
People lose their job for no reason.	2	2
Employers leave persons with disabilities go first.	2	2
Persons with disabilities are not provided opportunities to gain initial work experience.	1	2
Austerity measures drive down training and work opportunities.	1	2
Persons with disabilities have less choice in times of recession.	1	2
Austerity measures drive down wages.	1	2

Category Summary:

	When analysing barriers to transition under this specific category, we encounter 2 main domains:	Response Total	Percentage Rating
1	Macro Economic Policies: The economic status of persons with disabilities is dependent on national economic developments and progressive inclusive policies. Phases of economical crisis lead to more austerity resulting in less funding availability with direct implications for opportunities on the open labour market.	16	55%
2	Micro Economic Policies: Economic recession or crisis has a fundamental impact on local economies with knock-on effects for local employment figures and opportunities. Persons with disabilities become increasingly vulnerable to austerity measures and cut back policies.	13	45%

Domain Breakdown of Barriers by Percentage

BITSE PARTNERSHIP RECOMMENDATIONS

The following recommendations are based specifically on the overall results and findings of the project. They relate to barriers which have been identified by all listed stakeholders as common throughout the BITSE partnership member states. They are focussed on informing and raising awareness among **all disability sector stakeholders** on matters and issues which influence and impact on the transition process from school to employment for Persons with disabilities.

Barriers have been listed under specific categories/domains for administrative purposes during the informative process. The **BITSE Partnership Recommendations** will also be listed under these specified categories (Attitudes / Perception / Awareness, Structural / Administrative, Environmental / Physical / Accessibility, Education / Training / Informal learning, Resources / Opportunities, Accessibility / Integration / Inclusion).

Within the European Union Member States there is a need for:

Domain 1: Attitudes / Perception / Awareness

(Stereotyping / Labelling)

1. A more proactive approach by personal advocates and all stakeholders in vocational education and training to **promote a more positive image** for persons with disabilities who are in transition from school to employment.
2. Greater awareness amongst employers of the **positive contribution** that persons with disabilities can make in the workplace.
3. Transition programmes to incorporate more **soft skills qualifications** which are focused on developing one's personal development/awareness and social inclusion opportunities.
4. Transition programmes to **become more collaborative and inclusive** of personal advocates, job coaches and employers.
5. Transition programmes **to include personal coping strategies** for learners.
6. Greater commitment by authorities **to combat** mobbing, bullying and stereotyping in the workplace.

DOMAIN RECOMMENDATION:

The instigation of a Euro- National debate to include policy makers and all relevant actors/stakeholders within society to consider the sustainability of continuing with existing policies and systems which at best may be suspect, and at worst may be ineffective, or to strive to provide new and innovative approaches to changing and influencing attitudes and perception towards people with disabilities who are in transition from school to work.

Domain 2: Structural / Administrative

(Policy making / Legislation / Entitlements)

1. A review of legislation/policies which **impact negatively** on persons with disabilities in the workplace.
2. **Greater collaboration** among disability sector Policy maker stakeholders.
3. The introduction of **enforcement officers** for disability issues.
4. Individual/**person centred** transition planning (ITP) policies.
5. **Standardisation** of the disability allowance/pension.
6. **Standardisation** of the minimum wage.
7. **Subsidies/tax credits** for employers to employ persons with disabilities.
8. More **transparent lobbying** at key EU DGs like Education and Culture and Employment, Social Affairs and Inclusion, Justice etc.
9. Disability stakeholders (job coaches) to **positively exploit** that “support for SMEs is one of the European Commission’s priorities for economic growth, job creation and economic and social cohesion”.
10. Disability stakeholders to **pro-actively implement** the UN Convention on the Rights of Persons with Disabilities at ground level.
11. **System reformation** which focuses on the transition to work rather than Social Welfare support/dependency.
12. Sheltered workshops for persons with disabilities **to be more sustainable**.
13. The development of **national supported employment programs** structured and funded by the government.

DOMAIN RECOMMENDATION:

National Governmental agencies to review bureaucratic policy systems and structures in order to identify and eradicate potential barriers which impact negatively on transition processes for people with disabilities.

Domain 3: Environmental / Physical Accessibility

(Access / egress to school / training / employment/ transport/ workplace)

1. A **right's based** approach to service provision for persons with disabilities (Article 26 of the EU Charter of Fundamental Rights).
2. **More Proactive Representations** with the European Commission for greater accessibility to Transport and Mobility.
3. All public contracts for infrastructure projects to be **compliant** with international disability specifications.
4. **More incentives** for the adaptation of workplaces and buildings in general to facilitate all persons with disabilities.
5. More **frequent and adaptable transport** to access transition programs and workplace opportunities.
6. All new transport systems in EU member states to be **fully accessible** by a specified date.

DOMAIN RECOMMENDATION:

The standardization of building and transport specifications throughout the EU which proactively promotes a right's based approach to eradicating barriers which inhibit the social inclusion of people with disabilities.

Domain 4: Education / Training / Informal Learning

(Regular/ special vocational education & training)

1. Accreditation to **validate standards** for Informal Learning.
2. More collaboration **between** special and mainstream education.
3. More **collaboration** between the education, employment and disability sectors.
4. A **restructuring** of teacher training courses to include specialisation on disability learning / education.
5. A reorganisation of Career Guidance Structures with **specialisation** in disability issues.
6. Focused **career guidance** for students with disability.
7. Promotion of an **inclusive culture** in educational systems at all levels.
8. Possibilities for **internships and exchange** between universities and employers.
9. Training programs to be adapted to the **needs of the labor market**.
10. All transition courses to **include** a range of work experiences.
11. The publication of **testimonies** for successful work placements.
12. Transition Programmes to **commencing earlier** in the education cycle inclusive of all agencies providing a service to the student.

DOMAIN RECOMMENDATION:

An integrated review of the culture, structures, systems and curricula within mainstream education, special education and the employment sector which takes account of barriers which inhibit the process of transition to work.

Domain 5: Resources / Opportunities

(Funding / work experience/ information)

1. A **data base of employers** participating in transition schemes.
2. EU member-states to have a **centralised disability employment** information unit/department.
3. More effective **liaison** with supra-national agencies such as EASPD, etc
4. The appointment of **key workers** to help families make best transition decisions.
5. **Coordinated Internship** projects between employers and service providers.
6. Financial subsidies to **support** the transition process.
7. EU **supplemented funding** for transition programs affected by the financial crisis.
8. Ongoing VET **supports** throughout the transition process.
9. A **legal framework** to support transitional programs.
10. Subsidization of employers for a one year post vocational training program.
11. Employers to be able to employ persons for a **specific time frame** without benefits being affected.

DOMAIN RECOMMENDATION:

A review and standardization of the key legislation which impacts on the employment of people with disabilities in each member state.

Domain 6: Social Accessibility

(Mainstreaming / integration / equality)

1. Education campaigns targeting **Discrimination**.
2. A greater commitment by state agencies to **challenge** discriminatory behaviour.
3. More flexible, rapid and less expensive **legal redress**.
4. A **web-site** where cases of discrimination can be exposed.
5. Mainstream schools to be visited by Disability Officers to ensure **compliance** with equality legislation.
6. Equality legislation to be **applicable** in all EU member-states.
7. The work place to be **obligated** to be disability proof.
8. More **community support** for practical transition opportunities.

DOMAIN RECOMMENDATION:

A European Commission led approach to proactively tackle the issue of societal discrimination.

Domain 7: State of the Economy

(Austerity / Recession)

1. Disability Sector organisations to **collaborate** with other groups representing disadvantaged elements in society.
2. Service providers to **explore the transition opportunities** provided by social co-operatives.
3. More **research at European level** on the topic of transition programs.
4. Structured and professional **support by employers** at the beginning of the transition process.
5. **Collaborative and combined pressure** by service providers and clients for social and statutory supports for existing welfare structures.
6. The **simplification** of bureaucratic administrative procedures.
7. **Simplified user friendly** legal frameworks and policies which clarify the rights and responsibilities of all parties.

8. A more **collaborative approach by employers** to provide work opportunities for vulnerable social groups.
9. Social services providers in the disability sector **not to be so reliant** on government funding.
10. More job positions offering more **flexible forms** of employment and working conditions.
11. More support staff recruited from community schemes to help persons in transition.
12. **More access** to community supports outside of standard work hours.
13. More opportunities for **1 to 1 consultation and support** during the transition process.
14. More resources through the use of **volunteers** to support and facilitate the transition process.

DOMAIN RECOMMENDATION:

An inter-agency, integrated approach to offset the impact of austerity measures on people with disabilities transitioning to the workplace.

BEST PRACTICE TOOLKIT FOR EXAMINING BARRIERS

- which Inhibit the Transition from School to Employment -

Why a Toolkit?

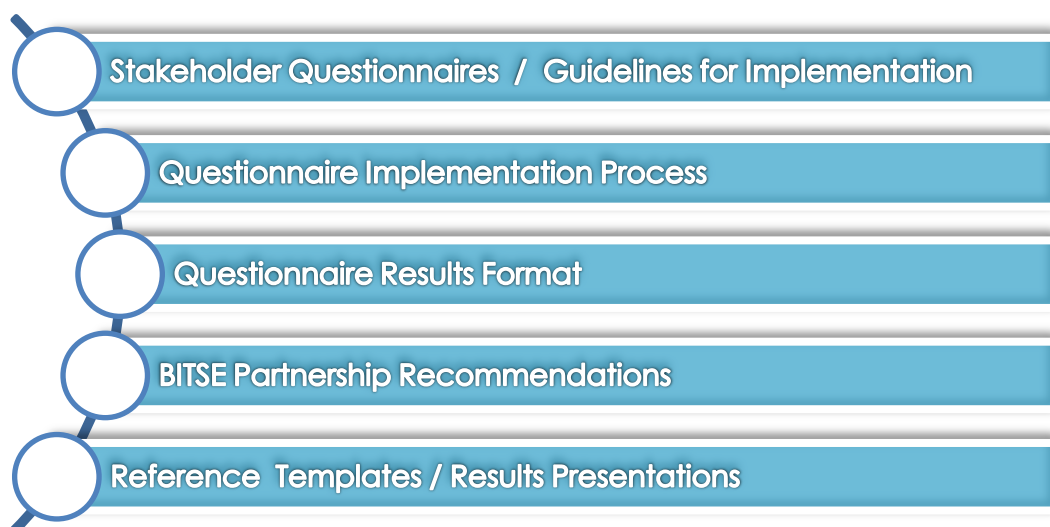
A fluent and cohesive transition from vocational education and training towards a working life and employment in the open labour market is both essential and conducive to the positive integration and inclusion of persons with disabilities. Having completed formal education and training with the many supports and structures provided, the process of transition can in many cases be very difficult with the absence of these structures and supports. Whilst there is general awareness and acknowledgement of societal barriers which negatively impact on the transition process from school to work, both at local and national level, there is no common template or coordinated methodology or approach to either examining and/or overcoming these barriers. This best practice 'TOOL KIT' provides an example template for 'examining' barriers.

Aim

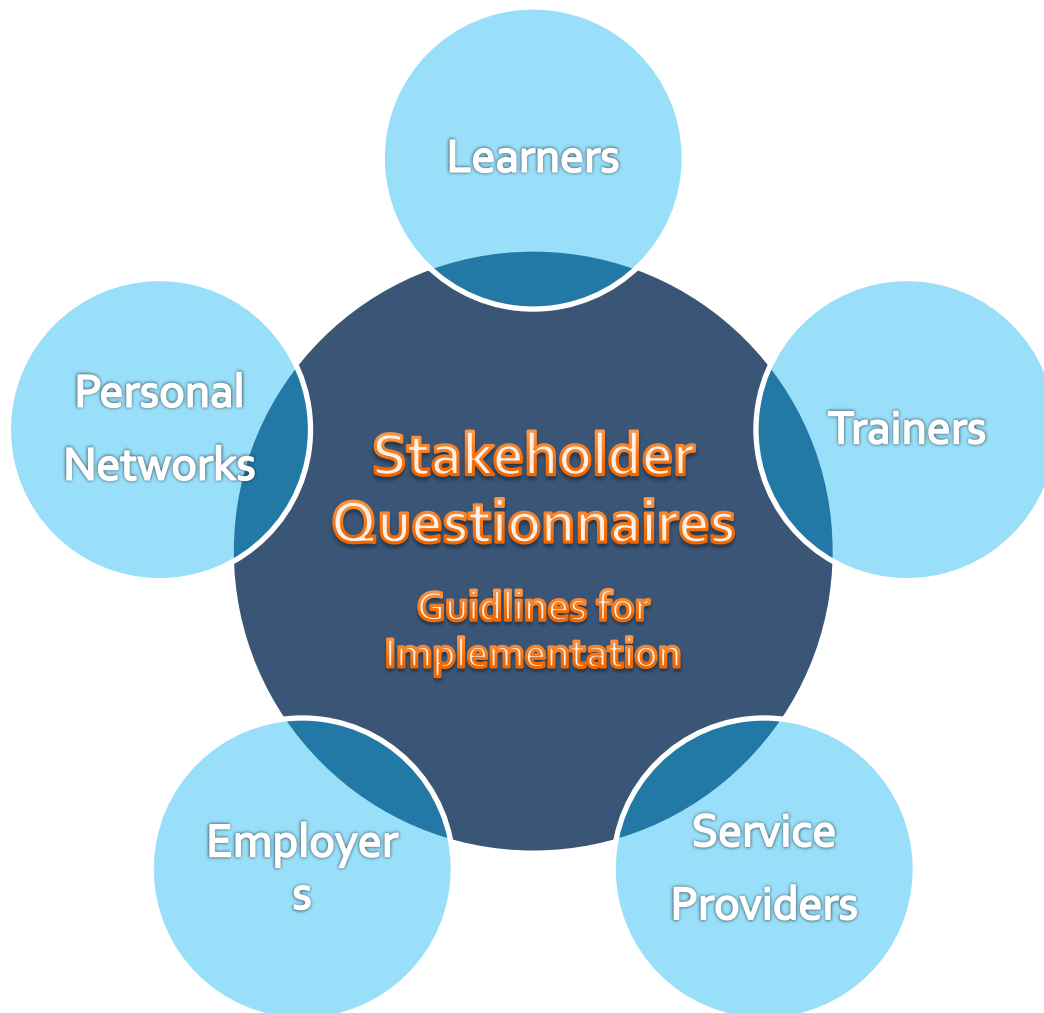
The proposed BITSE toolkit is presented as a resource and an aid of support for stakeholders involved in VET Transition programs on how to examine barriers which inhibit the transition from school to employment for people with disabilities.

It can be used as a resource for the learner/student, their parents / advocates / personal networks, teachers / trainers / job coaches and employers, as well as other relevant stakeholders.

TOOLKIT Key Components



1: Stakeholder Questionnaires / Guidelines for Implementation:



All Guidelines for Implementation for each stakeholder are available on the BITSE website.

Note: Questionnaires and Guidelines are merely guidelines and can be modified for use relevant to implementation.

2: Questionnaire Implementation Process:

The survey was conducted in 2013. The research included the following procedures:

1. Individual: 1 to 1 Interview Facilitation
2. Focus Group Facilitation
3. On-line facilitation



Work in Focus Groups (Linz, Austria)

3: Questionnaire Results Format:

The results of the survey were collated, categorised and analysed in the following context:

- List of Barriers which are common to each listed Stakeholder
- List of Barriers which are common to all Stakeholders

4: BITSE Partnership Recommendations:

A set of Partnership Recommendations based on the project's activities and outcomes to facilitate awareness raising amongst authorities and all relevant stakeholders.

Several examples of Recommendations for each category of Barriers:

Attitude / Perception / Awareness

- A more proactive approach by personal advocates and all stakeholders in vocational education and training to promote a more positive image for persons with disabilities who are in transition from school to employment.
- Greater awareness amongst employers of the positive contribution that persons with disabilities can make in the workplace.
- Transition programmes to include personal coping strategies for learners.
- Greater commitment by authorities to combat mobbing, bullying and stereotyping in the workplace.

Structural / Administrative

- A review of legislation/policies which impact negatively on persons with disabilities in the workplace.
- Greater collaboration among disability sector Policy maker stakeholders.
- The introduction of enforcement officers for disability issues.
- Standardisation of the disability allowance/pension.
- Standardisation of the minimum wage.

Environmental / Physical

- A right's based approach to service provision for persons with disabilities (Article 26 of the EU Charter of Fundamental Rights).
- More Proactive Representations with the European Commission for greater accessibility to Transport and Mobility.
- All public contracts for infrastructure projects to be compliant with international disability specifications.
- More incentives for the adaptation of workplaces and buildings in general to facilitate all persons with disabilities.
- More frequent and adaptable transport to access transition programs and workplace opportunities.
- All new transport systems in EU member states to be fully accessible by a specified date.

Education / Training / Knowledge

- Accreditation to validate standards for Informal Learning.
- More collaboration between special and mainstream education.
- More collaboration between the education, employment and disability sectors.
- A reorganisation of Career Guidance Structures with specialisation in disability issues.
- Focused career guidance for students with disability.
- Promotion of an inclusive culture in educational systems at all levels.
- Possibilities for internships and exchange between universities and employers.
- Training programs to be adapted to the needs of the labor market.
- All transition courses to include a range of work experiences.
- The publication of testimonies for successful work placements.

Resources / Opportunities

- A data base of employers participating in transition schemes.
- EU member-states to have a centralised disability employment information unit/department.
- More effective liaison with supra-national agencies such as EASPD, etc
- The appointment of key workers to help families make best transition decisions.
- Coordinated Internship projects between employers and service providers.
- Financial subsidies to support the transition process.
- EU supplemented funding for transition programs affected by the financial crisis.
- Ongoing VET supports throughout the transition process.
- A legal framework to support transitional programs.
- Subsidization of employers for a one year post vocational training program.
- Employers to be able to employ persons for a specific time frame without benefits being affected.

Social Accessibility

- Education campaigns targeting Discrimination.
- A greater commitment by state agencies to challenge discriminatory behaviour.
- More flexible, rapid and less expensive legal redress.
- A web-site where cases of discrimination can be exposed.
- Mainstream schools to be visited by Disability Officers to ensure compliance with equality legislation.
- Equality legislation to be applicable in all EU member-states.
- The work place to be obligated to be disability proof.
- More community support for practical transition opportunities.

State of the Economy

- Disability Sector organisations to collaborate with other groups representing disadvantaged elements in society.
- Service providers to explore the transition opportunities provided by social cooperatives.
- More research at European level on the topic of transition programs.
- Structured and professional support by employers at the beginning of the transition process.
- Collaborative and combined pressure by service providers and clients for social and statutory supports for existing welfare structures.
- The simplification of bureaucratic administrative procedures.
- Simplified user friendly legal frameworks and policies which clarify the rights and responsibilities of all parties.
- A more collaborative approach by employers to provide work opportunities for vulnerable social groups.
- Social services providers in the disability sector not to be so reliant on government funding.
- More job positions offering more flexible forms of employment and working conditions.
- More support staff recruited from community schemes to help persons in transition.
- More access to community supports outside of standard work hours.
- More opportunities for 1 to 1 consultation and support during the transition process.
- More resources through the use of volunteers to support and facilitate the transition process.

Full list of BITSE Recommendations is available on the BITSE website.

5: Reference Templates / Results Presentations:

1. Questionnaire Templates / Guidelines for Implementation

2. Categorisation of Barriers Template

http://www.innovia.at/neu/index.php?id=bitse_results_barriers

3. Results Templates

http://www.innovia.at/neu/index.php?id=bitse_results_barriers

4. Results Presentations

http://www.innovia.at/neu/index.php?id=bitse_results_barriers

BEST PRACTICE TOOLKIT FOR OVERCOMING BARRIERS

Why a Toolkit?

A fluent and cohesive transition from vocational education and training towards a working life and employment in the open labor market is both essential and conducive to the positive integration and inclusion of persons with disabilities. Having completed formal education and training with the many supports and structures provided, the process of transition can in many cases be very difficult with the absence of these structures and supports.

Whilst there is general awareness and acknowledgement of societal barriers which negatively impact on the transition process from school to work, both at local and national level, there is no common template or coordinated methodology or approach to either examining and / or overcoming these barriers. This best practice Toolkit provides an example template for overcoming barriers.

One of the specific objectives of the BITSE partnership was to develop a common toolkit to empower people with disabilities to overcome barriers which inhibit their transition from school to employment.

This Toolkit evolved from BITSE project meetings, results from focus groups and questionnaires (interviews) which identified barriers which inhibit the transition from school to employment.

Aim

The Toolkit is designed to help all interested stakeholders on how to overcome barriers that prevent people with disabilities from gaining equal opportunities through the process of transition from school to employment. It will also show stakeholders how to collect information relevant to overcoming these barriers as well as examples of good practice from all participating countries in the BITSE project.

Note: Use of the 'Examination of Barriers' Toolkit is advised as an 'optional' precursor to using the 'Overcoming the Barriers' Toolkit.

TOOLKIT Key Components



1: Stakeholder Questionnaire Results:

- Identification of barriers by stakeholders



Note: Questionnaires are merely guidelines and can be modified for use relevant to implementation.

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the commission cannot be held responsible for any use which may be made of the information contained therein.

2: Categorisation of Barriers:

- Listing of barriers common under each category

Category	Domain
Attitude / Perception / Awareness	<ul style="list-style-type: none"> • Attitudes and Perception <u>towards</u> Persons with Disabilities (Discrimination) • Attitudes and Perception <u>of</u> Persons with Disabilities • Stereotyping and Labelling • Ignorance and Awareness of Disability Issues
Structural / Administrative	<ul style="list-style-type: none"> • Legislation/Public Policies • School/Work/Living Structures • Finances and Funding
Environmental / Physical	<ul style="list-style-type: none"> • Physical/Infrastructural Accessibility • Transport Facilitation Accessibility
Education / Training / Knowledge	<ul style="list-style-type: none"> • Policy & Procedure • Culture & Practice
Resources / Opportunities	<ul style="list-style-type: none"> • Lack of Individualised Support: <ul style="list-style-type: none"> • in education and work • in transition support systems • on entitlements, welfare and funding • accessibility in general
Accessibility/Inclusion	<ul style="list-style-type: none"> • Opinions and information about disability issues • Public policies and structures • Personal and social environments • Geographical location/position
Status of Economy	<ul style="list-style-type: none"> • Macro Economic Policies • Micro Economic Policies

Note: Use of BITSE Categorisation of Barriers Template is optional.

3: BITSE Partnership Recommendations:

- The BITSE Partnership recommendations listed previously should be incorporated as an integral part of this TOOLKIT and used as an instrument for identifying / comparing / overcoming barriers to transition from school to employment.

4: International Best Practice Examples:

- Best practice examples of overcoming barriers to transition from school to employment represented by the 10 BITSE project partner countries:



All examples contain the following information: Country, BITSE partner, type of organization, name of project / program, type of example, partners involved in the project / program, about the project, target group(s), aims, outcomes, financing and contact information. Projects and Programs are sorted by the partner countries.

AUSTRIA

COUNTRY	Austria
BITSE PARTNER	BBRZ
TYPE OF ORGANISATION	Non-profit Association
PROJECT/PROGRAM NAME	FAB Pro.Work
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Government of Upper Austria
ABOUT THE PROJECT / PROGRAM	<p>AIB Steyr is a three year vocational training programme for young people with disabilities.</p> <p>Clients have the opportunity to try out different types of work, but ultimately a company should be found which provides permanent employment for the young person. The participants gain social and job-related skills as well as skills for everyday life.</p> <p>Those who cannot be placed on the open labour market (approximately 10%) get a work place in sheltered workshops or organisations which offer skill-oriented-activities.</p>
TARGET GROUP (S)	<p>Psychical disability <input checked="" type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	Improve their personal and professional skills in order to assist them to find suitable work, preferably in the open market.
OUTCOMES	The success rate of AIB Steyr is very high (95%). Many participants do not need the whole 3 years to find a job on the open labour market, they can leave earlier.
FINANCING	Financed by Government of Upper Austria
CONTACT & INFORMATION	<p>AIB - Ausbildung durch integrierte Beschäftigung</p> <p>Straße: Gußwerkstraße 9</p> <p>Ort: 4400 Steyr</p> <p>Tel: +43 664 8542740 / E-mail: prowork.aib@fab.at</p>

AUSTRIA

COUNTRY	Austria
BITSE PARTNER	Caritas for persons with disabilities
TYPE OF ORGANISATION	Non Profit organisation
PROJECT/PROGRAM NAME	AusbildungsFit
TYPE OF EXAMPLE	Choose an item.
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	AMS BASB
ABOUT THE PROJECT / PROGRAM	AusbildungsFit means „ready for education“ and is a special offer for young adults after finishing primary school. Especially when they are searching for further educational and vocational support. The training includes issues as: vocational behaviour, social behaviour and readiness for independent vocational choices. In general the action keeps the focus on: activation (start-up-supporting, etc), training (vocational training, vocational orientation, etc), specification (for further specific vocational education) and additional coaching (Each participant will be supported by a personal coach as long as they are staying within AusbildungsFit. Each 3 month a development process conversation will take place. The coach supports the internship program.), wissenswerkstatt (Training for the needed know-how needed the next step of qualification is provided by trainers.) and sports (Sports and movement are key issues in AusbildungsFit and different levels are offered.
TARGET GROUP (S)	<div>Psychical disability <input checked="" type="checkbox"/></div> <div>Sensory disability <input checked="" type="checkbox"/></div> <div>Intellectual disability <input checked="" type="checkbox"/></div> <div>Mental disability <input checked="" type="checkbox"/></div> <div>Severe multiple impairments <input checked="" type="checkbox"/></div> <div>Nonvisible disability <input checked="" type="checkbox"/></div> <div>Other <input checked="" type="checkbox"/></div>
AIMS	To get ready for education and chose a further step like: integrative apprenticeship within a company or a supra-company apprenticeship training, start secondary school and a qualification service of AM or a different provider
FINANCING	Financed by the Federal Social Welfare Office Service Centre and the Public Employment Austria.
CONTACT & INFORMATION	Wolfgang Scheidl Caritas for persons with disabilities Leondinger Str. 20 4020 Linz

AUSTRIA

COUNTRY	Austria
BITSE PARTNER	Caritas for persons with disabilities
TYPE OF ORGANISATION	Non Profit organisation (NPO)
PROJECT/PROGRAM NAME	BACKma's, Spar-Caritas qualification markets
TYPE OF EXAMPLE	Cooperation between Profit and Non Profit organisations
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	BASB
ABOUT THE PROJECT / PROGRAM	<p>One good strategy for overcoming barriers from school to employment for people with disabilities is the cooperation of NPO and profit organisation within vocational education and training (VET). The NPO supports young adults in VET within the profit organisations. Furthermore, the NPO is an expert in needs of persons with disabilities and consults the profit organisation in providing appropriate environment for example. The innovative issue of Caritas cooperation is that VET takes place within "real and usual" environment. Furthermore, young people with disabilities have the same working conditions as any apprentices within the profit organisation, e.g. remuneration, working contract. During the time of training the profit organisation gets to know more about persons with disabilities and about potential employees. Within our Spar-Caritas apprenticeship markets nearly 100% of participants were overtaken from Spar (the profit organisation) after finishing VET. Therefore we are able to underline that within the Spar-Caritas project integration is working successfully.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	To get ready for education and chose a further step like: integrative apprenticeship within a company or a supra-company apprenticeship training, start secondary school and a qualification service of AM or a different provider
FINANCING	Financed by the Federal Social Welfare Office Service Centre and the Public Employment Austria.
CONTACT & INFORMATION	<p>Wolfgang Scheidl</p> <p>Caritas for persons with disabilities</p> <p>Leondinger Str. 20</p> <p>4020 Linz</p>

AUSTRIA

COUNTRY	Austria
BITSE PARTNER	innovia
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	Coaching of the youth
TYPE OF EXAMPLE	Implemented by institutions (national/local) as right regulated by law
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Different service providers all over Austria. In the Tyrol innovia coordinates a partnership with arbas, Aufbauwerk and POJAT
ABOUT THE PROJECT / PROGRAM	<p>Many youngsters drop out from school, do not know which vocation or which vocational training to go for, what interests or strengths and abilities they have or just what the next step could be. The reason might be a disability but it does not matter – all youngsters who could need help from their coaches are in the target group. The coaches visit all schools in their area, hold consultation hours and are available for youngsters also on the phone. They support youngsters to answer the questions they have.</p> <p>The approach is to be a low threshold service, youngsters in need are located by the coaches at the schools, on the streets (via cooperation with street workers), youth centres etc.</p> <p>This program was implemented all over Austria to fight unemployment of youngsters and support them to return to school, start a vocational training or find a job.</p> <p>The innovative aspect is the open target group: all youngsters who could need support through a coach, if disabled or not.</p>
TARGET GROUP (S)	<p>Psychical disability <input checked="" type="checkbox"/></p> <p>Sensory disability <input checked="" type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input checked="" type="checkbox"/></p> <p>Nonvisible disability <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p> <p>• “NEET’s”: youngsters not in education, employment or training</p>
AIMS	To support youngsters in the transition from school to vocational educational training or the labour market.
OUTCOMES	Youngsters who go back to school, start a vocational training or job – through the support of their coach
FINANCING	Federal Social Office of the Ministry of Social Affairs
CONTACT & INFORMATION	<p>Vera Sokol, innovia</p> <p>Tel: +43 676 843 843 20 / E-mail: vera.sokol@innovia.at</p> <p>http://www.jugendcoaching-tirol.at/</p>

BELGIUM

COUNTRY	Belgium
BITSE PARTNER	EASPD
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	Support@work: Connecting professionals and social support systems of disabled and people with chronic diseases by finding “professional happiness”
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	<ul style="list-style-type: none"> • Prevent • GTB • VDAB
ABOUT THE PROJECT / PROGRAM	<p>To connect professionals and informal social networks in finding and retaining a job: objectives:</p> <ul style="list-style-type: none"> • involving more supporters in search for a job • cooperation between professionals and natural supporters • to find appropriate jobs
TARGET GROUP (S)	<p>Psychical disability <input checked="" type="checkbox"/></p> <p>Sensory disability <input checked="" type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input checked="" type="checkbox"/></p> <p>Nonvisible disability <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> • victims of traffic accidents with permanent injuries; • all people with disabilities or chronic diseases; • all unemployed.
AIMS	<ul style="list-style-type: none"> • Our first aim is to convince professional counsellors to work with the social network of the client and to give them tools to do so; • Our second aim is to retain employers as a partner in the social network, in case of an accident (traffic or work-related) in order to retain the connection with the labor market.
OUTCOMES	<p>We collected examples of the experience of counsellors and published them in a workbook, together with our own experience. In all cases, working about or with the natural support systems, there were positive results. In some cases (3 of 10), it needed only a few months to find a job with support of an informal social network. In others (3 of 10), working with the network created a very clear view on possibilities and direction of trajectory guidance. In all cases, it resulted in more information and a positive relation between the counsellor and</p>

	client and it empowered both. Just speaking about natural supporters, had a very positive effect on self-confidence and belief in their own competences.
FINANCING	<p>The costs of developing the work book and scenario for companies were covered by project funds (European Social Fund). Implementing these ideas in guidance will not bring many costs. In effect it is possible to work with informal social networks without any additional training. In the current practice of guidance many consultations take place without any result. A conversation with the client about his natural support system will be very effective, in gaining information, finding supporters and employers. We even experienced in several cases that involving the natural support system resulted in an appropriate job.</p> <p>One of the GTB counsellors states: I could have done 10 consultations with this client, I am sure I wouldn't have reached the result I have now, using "the informal social network method".</p> <p>In effect many of the final target group are assessed as not qualified or not able to step into the workforce. That means inactivity and brings a lot of costs to society.</p>
CONTACT & INFORMATION	<p>Gerdine Westland Project manager / Expert Re-Integration vzw Rondpunt Fr. Rooseveltplaats 12, 2000 Antwerpen Tel: +32 3 2057480 / E-mail: gerdine.westland@rondpunt.be</p>

BELGIUM

COUNTRY	Belgium
BITSE PARTNER	EASPD
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	Passwerk, where an autism spectrum disorder becomes an ability instead of a disability
TYPE OF EXAMPLE	Implemented by institutions (national/local) as right regulated by law
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	GOB De Ploeg, Vzw Ergasia, Vzw Auticura, Dr. Leo Kannerhuis, M2Q, Ordina Belgium, BAN-Vlaanderen, VDAB
ABOUT THE PROJECT / PROGRAM	<p>Passwerk is a unique concept, a unique company with unique people. Passwerk combines its business with a social dimension and offers this as an added value to its customers.</p> <p>Passwerk adapt to the profile of its employees and not the other way round. The employees, the results and the development of its employees are at the heart of Passwerk.</p> <p>Passwerk employs the qualities of people with autism spectrum disorder (ASD), with normal ability, in software testing activities and other quality assurance assignments. Through the professional management, by means of job coaching, the restrictions of employees with ASD are overcome.</p> <p>Passwerk is eager for its employees to feel good, to do well and to better themselves. Passwerk is alive to the social, the performance and the developmental components alike.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p> <p>• Autism</p>
AIMS	<ul style="list-style-type: none"> • Inclusion of people with ASD; • Employment in regular economic circuit; • Sustainable employment; • Create added value to society and support initiatives; • Focusing on well-being of people with ASD.
OUTCOMES	<ul style="list-style-type: none"> • 40 people with ASD have a job; • All the employees followed a basic training course as test engineer and receive additional training courses when appropriate;

	<ul style="list-style-type: none"> • High level test profiles (training, experience, several assignments, thorough specific business knowledge); • Sustainable employment (career long job coaching, contract for indefinite period).
FINANCING	Financial support: Passwerk does not receive special support from the authorities. We make use of regular support systems, grants in Flanders like: GIBO, Insertion, Sine and VOP.
CONTACT & INFORMATION	Mr. Dirk Rombaut, Sales Manager Passwerk cvba met SO Potvlietlaan 5b, 2600 Berchem Belgium

BULGARIA

COUNTRY	Bulgaria
BITSE PARTNER	National Union of the Cooperatives of Disabled
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	Modern Informational technologies and employment opportunities for disabled people
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Agricola institute, Germany
ABOUT THE PROJECT / PROGRAM	<p>The project was directed to enhance the professional qualification and to provide employment for young people with disabilities. In the first stage of the project training in computer literacy and English language was provided for the 14 participants with disabilities in Bulgaria. The second phase took place in Agricola institute, project partner - Kemnits, Germany, and included training in German language and practical training in Internet marketing and e-commerce which lasted 12 weeks.</p> <p>As a result of the practice, achieved excellent results in the training and desire of the management body of the leading organization and management bodies of employers - specialized cooperatives and companies, 10 unemployed young people which participated in the project were employed by different employers - cooperatives and companies for people with disabilities and other SMEs in different regions of Bulgaria.</p>
TARGET GROUP (S)	<p>Psychical disability <input checked="" type="checkbox"/></p> <p>Sensory disability <input checked="" type="checkbox"/></p> <p>Intellectual disability <input type="checkbox"/></p> <p>Mental disability <input type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input checked="" type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	<ul style="list-style-type: none"> • To support equal access of people with disabilities to their professional development and skills through improvement and adaptation of the professional qualification in the field of information technologies; • To provide sustainable employment for persons with disabilities; • To support specialized organizations of and for people with disabilities to realize their production through application of modern methods of e-commerce and Internet marketing.
OUTCOMES	<ul style="list-style-type: none"> • Increased professional qualification of 14 young people with disabilities in the field of modern information technologies; • Improved social, intercultural and foreign language skills of 14

	<p>young people with disabilities;</p> <ul style="list-style-type: none"> • Provided permanent employment for 10 unemployed participants. <p>After the implementation of the planned activities and the results achieved, the project received a quality certificate from the programme.</p>
FINANCING	<ul style="list-style-type: none"> • Leonardo Da Vinci programme; • Own contribution of the partners
CONTACT & INFORMATION	<p>National Union of the Cooperatives of Disabled – 11 Dondukov Bul, Sofia 1000, Bulgaria Tel: +359 2 986 53 00 / Email: nsrhu@abv.bg</p> <p>Agricola institute – Zwickauer Strabe 279, 09116 Chemnitz, Germany</p>

BULGARIA

COUNTRY	Bulgaria														
BITSE PARTNER	Employment Agency to Ministry of Labour and Social Policy														
TYPE OF ORGANISATION	Governmental organisation														
PROJECT/PROGRAM NAME	"A new beginning - from education to employment"														
TYPE OF EXAMPLE	Implemented as a project														
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	-														
ABOUT THE PROJECT / PROGRAM	<p>The project is implemented under Operational Programme "Human Resources Development", co-financed by the European Social Fund of EU, scheme "Creating employment for young people through providing opportunities for internship", Budget line: BG051PO001-1.1.06.</p> <p>Eligible to participate in the project are employers who hire on employment relationship unemployed youth approved by them on new job positions.</p> <p>The project budget provides the employer financial resources for employment of each of his employees under the project in the amount of the minimum wage in the country per month for 6 months and normative stipulated monthly contributions.</p> <p>The project budget provides the employer financial resources to pay a mentor appointed by him, amounting to ½ of the minimum wage in the country for a period of 6 months and their legal monthly contributions.</p> <p>Each mentor is responsible for a minimum of one and a maximum of seven people from the target group.</p> <p>The project is being implemented in all the regions and municipalities in Bulgaria.</p>														
TARGET GROUP (S)	<table border="0"> <tr> <td>Psychical disability</td><td><input checked="" type="checkbox"/></td></tr> <tr> <td>Sensory disability</td><td><input checked="" type="checkbox"/></td></tr> <tr> <td>Intellectual disability</td><td><input checked="" type="checkbox"/></td></tr> <tr> <td>Mental disability</td><td><input checked="" type="checkbox"/></td></tr> <tr> <td>Severe multiple impairments</td><td><input checked="" type="checkbox"/></td></tr> <tr> <td>Nonvisible disability</td><td><input checked="" type="checkbox"/></td></tr> <tr> <td>Other</td><td><input checked="" type="checkbox"/></td></tr> </table> <p>• Unemployed young people aged up to 29 years registered at the "Labour office" Directorates in the Republic of Bulgaria who have completed secondary or higher education (graduates) without work experience, including those with disabilities.</p>	Psychical disability	<input checked="" type="checkbox"/>	Sensory disability	<input checked="" type="checkbox"/>	Intellectual disability	<input checked="" type="checkbox"/>	Mental disability	<input checked="" type="checkbox"/>	Severe multiple impairments	<input checked="" type="checkbox"/>	Nonvisible disability	<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>
Psychical disability	<input checked="" type="checkbox"/>														
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Mental disability	<input checked="" type="checkbox"/>														
Severe multiple impairments	<input checked="" type="checkbox"/>														
Nonvisible disability	<input checked="" type="checkbox"/>														
Other	<input checked="" type="checkbox"/>														
AIMS	<p>Objective of the project:</p> <p>Internship in the specialty in a firm/company of employer in order to increase the competitiveness of the youth at the labor market in order to facilitate the transition from education to employment.</p>														

	<p>Specific objective:</p> <p>Gaining valuable first professional experience required for appointment to vacancies declared by employers.</p>
OUTCOMES	<p>The activities of the scheme began to unfold in 2011, when the first nearly a thousand young people are included in an internship.</p> <p>In 2012, 30 834 young people have received mediation services under the scheme, along with those of the first two years of implementation, the total number of recipients of mediation services reached 53,856. Included in the internship during 2012 are 6543 persons and along with those from 2011, the total number reached 7491, representing 87.6% of the target value of this indicator. The young people with disabilities are included as a target group in the general scheme.</p> <p>There is a significant decline among persons belonging to vulnerable groups, such as from 8.4% in 2011, they fell to 1.7 % in 2012. The scheme continues to be realized in 2013.</p>
FINANCING	European Social Fund
CONTACT & INFORMATION	<p>Employment Agency</p> <p>Address: Sofia 1000, 3 Dondukov Bul.</p> <p>Tel: +359 2 980 87 19 / Fax: +359 2 986 78 02</p> <p>E-mail: az@az.government.bg</p> <p>www.az.government.bg</p>

BULGARIA

COUNTRY	Bulgaria
BITSE PARTNER	Foundation Causes
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	"Youth Entrepreneurial Exchange 2010" / № BDP-P2.4-008-2010 - National Centre „European youth programmes and initiatives” and "Youth Entrepreneurial Exchange 2011" / № RD-56-453/30.05.2011 - Sofia Municipality, Programme Europe
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	<p>Bulgarian Network "United Nations Global Compact", Sofia Municipality, Municipal Administration of the region "Lyulin", schools in Sofia: 90th High School "Gen . Jose de San Martin", 56th High School "Prof. K. Irechek", Secondary special school with kindergarten for deaf children "Prof. Dr. Decho Denev", International student organization AIESEC; Foundation "Benefactor", Foundation "Charity Aid Bulgaria", Association for Development "Community centers", "Internet Rights - Bulgaria", Consulting House "Strategies" , "ABC design and Communications" LTD .</p> <p>Media partners : bTV, bbT, TV7, TV Europe , Bulgarian National Radio, Bulgarian News Agency, newspaper „Weekly Work” , All for the family, Alphabets, Quiet, Courage, Gaze ; Magazines : " Human Resources " , " ROTARY " , " Funds, Programmes and Projects" , az-jenata.com, diploma.bg.</p>
ABOUT THE PROJECT / PROGRAM	<ul style="list-style-type: none"> • Bulgarian disadvantaged youth do not have enough knowledge and a clear vision of their professional and / or business development. On the other hand, within the changing environment of the labour market and economic instability for most of them there are limited opportunities for self-presentation and receiving feedback from employers, professional organizations and business in the real environment. Young people with disabilities are the most actively involved in the event "Youth Entrepreneurial Exchange 2010" and assert their equal and inalienable rights of self proving and career development to investors, banks and other followers. With their ideas they are not only looking for its place and new market niches on the open market , but also impose new jobs in order to be fully integrated and financially eventuated. To date neither the public nor the business and even the media are not familiar with their needs and qualities and are surprised by their initiative, abilities and motivation for self presentation and self proving. • In the project activities young people with disabilities can be defined as "researchers" of unfamiliar for them area - entrepreneurship. Their countless issues that had discussed with their mentors from the "Causes" foundation, patient demand for practical solutions for their business, their researches and technical preparation of the presentations were interesting stages in the implementation of the project.

TARGET GROUP (S)	<p>Psychical disability <input checked="" type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input type="checkbox"/></p> <p>Mental disability <input type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input checked="" type="checkbox"/></p> <p>Other <input checked="" type="checkbox"/></p> <p>• Unemployed young people aged up to 29 years registered at the "Labour office" Directorates in the Republic of Bulgaria who have completed secondary or higher education (graduates) without work experience, including those with disabilities</p>
AIMS	<p>• To promote motivation and initiative of young people with disabilities aged 18-35 years in the field of entrepreneurship by increasing their practical knowledge and skills for their business and social ideas, to build on their experience of self-presentation and validation of their self-esteem as equivalent participants in the labour market.</p> <p>• To improve skills and to enrich the experience of disadvantaged youth for self presentation and defence of their own business and social ideas; active involvement of employers / partners / investors in the process of starting own business and through official presentation to provoke courage, initiative and self-esteem of young entrepreneurs with disabilities.</p>
OUTCOMES	<p>• Promotion of the personal development, upgrade of professional knowledge and skills, motivation of business and public realization of young people with disabilities, created conditions and prerequisites for improving entrepreneurial skills and social integration. Provided employment for 5 young people with disabilities out of 12 consulted and trained in entrepreneurship.</p> <p>• Improving the capacity of the foundation, development of social and business ideas of individual young people and representatives of youth NGOs, developed and proven "Methodology for individual counselling of entrepreneur beginners " and "Guide of the young entrepreneur " . 8 young people with disabilities consulted and trained, 6 of them are employed .</p> <p>• Integration into European values and active participation in the public life, integration and realization of disadvantaged young people from different social strata. 4 young people with disabilities trained and consulted in entrepreneurship.</p>
FINANCING	National Centre „European youth programmes and initiatives“ - Sofia Municipality, Programme Europe
CONTACT & INFORMATION	<p>Address for correspondence: 1324 , Sofia, Lyulin 8 38 " Filipovsko road " Str.</p> <p>Tel: +359 2 925 14 60 / Fax: +359 2 927 73 28</p> <p>Email : fondacia_kauzi@abv.bg</p>

CROATIA

COUNTRY	Croatia
BITSE PARTNER	Association for Promotion of Equal Opportunities (APEO)
TYPE OF ORGANISATION	Non Profit organisation
PROJECT/PROGRAM NAME	BRIDGE From Education to Employment of People with Disabilities
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	The Institute for Labor Market Development, The Center for Education Dubrava, The Croatian Employment Institute, The Ministry of Health and Social Welfare of the Republic of Croatia, The Ministry of Science, Education and Sports, The Croatian Registry of Persons with Disabilities
ABOUT THE PROJECT / PROGRAM	A positive example of practice as support for professional guidance, education, training and active employment in Croatia. Although we initially wanted to have a variability of users by including attendants of various educational programs, we decided to start with a model for secondary school students of the Center for Education Dubrava. We also wanted to select the users according to their enthusiasm and their true wish to get employed. Criterion for selecting employers is that the job offered is suitable for a particular person with disabilities and that an accessible and nice working environment is provided.
TARGET GROUP (S)	Psychical disability <input checked="" type="checkbox"/> Sensory disability <input type="checkbox"/> Intellectual disability <input type="checkbox"/> Mental disability <input type="checkbox"/> Severe multiple impairments <input type="checkbox"/> Nonvisible disability <input type="checkbox"/> Other <input type="checkbox"/>
AIMS	<ul style="list-style-type: none"> • Establishment of coordinated, attuned and joint teamwork of all actors in the process of education and employment • Empowered users and their parents • Organized practice in the open market as preparation for future employment • Development of a model of job finding within the first year after completion of education • Finding suitable employers, their adequate informing and understanding of the prospects of the company • Establish a user follow-up model (during the first three months of employment) and devise models of subsequent support • Point to the need of abiding by the regulations of the Republic of Croatia and create guidelines for effective work
OUTCOMES	10 supported and employed PWD and 10 well informed employers, schematic representation of the process of action – from student in their final year of vocational school to employee, created manual for mentors.
FINANCING	Ministry of Health and Social Welfare of the Republic of Croatia
CONTACT & INFORMATION	APEO – Email: upim@upim.hr

FRANCE

COUNTRY	France
BITSE PARTNER	Centre de la Gabrielle - MFPASS
TYPE OF ORGANISATION	Medical and educational centre for children with disabilities (IME) in Centre de la Gabrielle
PROJECT/PROGRAM NAME	DISPEH
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	The DISPEH is led by IME and is a new system created 5 years ago to try to reduce some barriers from school to Employment led by the Ministry for education.
ABOUT THE PROJECT / PROGRAM	<p>The goal is to pool three technical platforms that teach and validate professional acts :</p> <ul style="list-style-type: none"> • IMPRO • CFA (Apprenticeship centre) • Companies. <p>The DISPEH can develop bridges between special schools (IME), mainstream training centres and employers in order to give people with learning disability the opportunity to develop professional skills and facilitate their integration into the labour market.</p> <p>For whom? Adolescents from 14 years old with learning disabilities.</p> <p>Why? To introduce them to a pre-professional training in order to promote their social and professional integration.</p> <p>How? In alternating time: Class for school learning, prevocational training workshops and educational and therapeutic support if needed.</p> <p>At the end of IME:</p> <p>When the awareness of work, the rhythm, the respect of safety rules are not acquired, an orientation to an occupational centre is selected.</p> <p>Adaptation appears required: Professional skills are being acquired and require additional training, in this case, the sheltered environment can be a bridge.</p> <p>Deemed ready for work: Professional gestures, rhythm, teamwork, safety regulations, the taking of initiative are acquired.</p> <p>The mainstream orientation is evaluated.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	

OUTCOMES	
FINANCING	
CONTACT & INFORMATION	Email: ozlem.saylam@mfpass.fr

GREECE

COUNTRY	Greece
BITSE PARTNER	Instituto Endokoinoniakis Apokatastasis (Institute for Community Rehabilitation)
TYPE OF ORGANISATION	Non-profit Association
PROJECT/PROGRAM NAME	Supported Employment "Ergaxia"
TYPE OF EXAMPLE	Implemented as a program (Supported Employment)
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Theotokos Foundation
ABOUT THE PROJECT / PROGRAM	<p>"Ergaxia" places individuals with intellectual disability in the open labour market, applying the Supported Employment model since 1996. Our service seeks jobs with standard pay and security, while ensuring the quality and quantity of work agreed between the employer and employee.</p> <p>Provided the actual individual and his family desire him to work, an application contract is signed that refers to the obligations of the future employee and the Job Consultant. A vocational profile is completed after interviews the Job Consultant conducts with the prospective employee, the trainer, the family and whoever else is important in the prospective employee's life.</p> <p>The Job Consultant explores the market, contacts potential employers and gathers the demands of the job and the working environment.</p> <p>The Job Consultant notifies the employer, the candidate and his family on issues that concern them (legal, insurance, pensions, Manpower Organisation-OAED etc.). The Job Consultant handles paperwork.</p> <p>This is followed by training in the workplace by the Job Consultant. The work of the Job Consultant continues with long-term supervision and support of the individual. The service is also available to the employer, managers and other employees for any problems arising.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	To place individuals with intellectual disability in the open labour market.

OUTCOMES	Job placement of persons with disabilities in the open labour market.
FINANCING	Donations have been of major importance for Theotokos Foundation.
CONTACT & INFORMATION	Theotokou 2, Ilion 131 22, Athens, Greece Tel: +30 210 23 85 416 / Email: theotokos@theotokos.gr www.theotokos.gr

IRELAND

COUNTRY	Ireland
BITSE PARTNER	COPE Foundation
TYPE OF ORGANISATION	Non Profit organisation
PROJECT/PROGRAM NAME	Job Shadow Initiative
TYPE OF EXAMPLE	Implemented by institutions (national/local) as right regulated by law
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Irish Association of Supported Employment (IASE)
ABOUT THE PROJECT / PROGRAM	<p>Job Shadow initiative is a national project bringing people with disabilities and local employers together for one day to promote equal employment opportunities and highlight the valuable contribution people with disabilities can make at work.</p> <p>Job Shadow is particularly relevant to young persons who are in transition from vocational education and training programmes to employment and work opportunities in the open labour market.</p>
TARGET GROUP (S)	<p>Psychical disability <input checked="" type="checkbox"/></p> <p>Sensory disability <input checked="" type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	<p>Participants explore the world of work by 'shadowing' someone in the workplace as they go about their normal working routine.</p> <p>Benefits for Employers: (no commitment!)</p> <p>Job Shadow offers employers the opportunity to promote and encourage an inclusive workplace, to explore the concept of supported employment and learn more about the model for just one day. It provides employers with the opportunity to demonstrate commitment to equal employment opportunities, to be a champion of social Inclusion in the community, to access a pool of potential employees, and get new customers as people with disabilities have a potential spending power of €billions!</p> <p>Benefits for Jobseekers: (no expectations!)</p> <p>Gain an insight into a particular job or professional field, network and meet new people, learn more about job requirements and employers expectations, identify and explore employment opportunities in the community, and learn more about the work / businesses generally.</p>

OUTCOMES	The national Job Shadow project has become a regular national event raising awareness about the skills and abilities of people with a disability throughout Ireland. During 2013 alone, fourteen Job Shadow participants have been offered employment so far following their day in the workplace with many more continuing on to job placements with a view to gaining experience and ultimately, paid employment. More than 400 Job Shadow matches took place on the day across the length and breadth of the country, with close to a 20 per cent increase in the number of employers taking part compared to last year, which is a hugely positive development for both employers and persons with disabilities.
FINANCING	IASE (Irish Association of Supported Employment)
CONTACT & INFORMATION	www.iase.ie

IRELAND

COUNTRY	Ireland
BITSE PARTNER	COPE Foundation
TYPE OF ORGANISATION	Non Profit Organisation
PROJECT/PROGRAM NAME	Stop & Stare Project
TYPE OF EXAMPLE	Theatre Group Performance
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	COPE Foundation / Local Vocational Schools
ABOUT THE PROJECT / PROGRAM	<p>The “Stop and Stare” project is a theatrical production performing since 2002 consisting of persons with intellectual disabilities and students from mainstream education systems performing a range of typical role play situations which arise in the community, at school, and/or in ordinary every day interaction between persons with disabilities and society in general. It sets out to raise awareness, debate and discussion on all issues and areas of disability with a view to informing all stakeholders on all matters which arise due to this interaction.</p> <p>It is performed as a stage production with full back up facilities such as music, lighting, props, direction etc. A DVD and leaflet will soon be made available.</p> <p>The Stop & Stare project can be utilized for a range of learning situations, particularly in identifying barriers for persons with disabilities at school, in the workplace or in the community at large, but also as a stimulus or tool for overcoming these barriers.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	Formation of an Integrated Theatre Group consisting of client users form a service provider and students form a local vocational school.
OUTCOMES	Disability Awareness Raising within the community.
FINANCING	Self financing
CONTACT & INFORMATION	<p>This project was developed and produced by the staff and students at the COPE Centre Mallow, County Cork, Ireland.</p> <p>Jerry Mullane, Centre Manager</p> <p>Tel: +353 22 20145 / +353 22 22198</p> <p>Email: mullanej@cope-foundation.ie</p> <p>www.cope-foundation.ie</p>

ITALY

COUNTRY	Italy
BITSE PARTNER	Associazione Scuola Viva onlus
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	Art in progress
TYPE OF EXAMPLE	Individual example
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Operated by Cooperativa "L'Albero Riflesso" (non profit organization linked to Scuola Viva). European project.
ABOUT THE PROJECT / PROGRAM	<p>"Art in progress" is an instruction and training programme for youngsters with intellectual disabilities and dual diagnosis, after the compulsory period of school. During this period users learn several artistic techniques, such as: to paint glass, wood, pictures on paper and/or canvas, ceramic objects and more.</p> <p>An art facilitator is the trainer that assists the users during his/her inspiration or suggests the directives on the work to be carried out. Quite often the products ordered to the cooperative are related to wedding celebrations as bonbonnières. Calendars, bags, T-shirts, painted boxes and other handcrafts are gifts objects set by the users and sold in an in-house shop.</p> <p>About the art of painting and thanking to a European project, two users participated to an international itinerant exhibition as real artists introducing their paintings to a competent audience. Also in the field of art there is still a strong cross-cutting concern related to discrimination for persons with intellectual disabilities.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	To raise talent and aptitude of the users on art, not as rehabilitation therapy only, but as a model to build up self esteem and job opportunities as real artists, with their own market values.
OUTCOMES	About work of art, thanking to a European project, two artists participated to an international itinerant exhibition as real artists introducing their paintings to a competent audience. Other artists were present during the vernissage with their own works. More and more requests of hand made products are arriving as becoming well-known and distinctive of this art atelier.
FINANCING	Partly resources from the Regional Authorities within the rehabilitation activities and European funds.
CONTACT & INFORMATION	Dr Fabrizio Fea Tel: +39 06 5500915 / Email: F.FEA-AISE@mclink.it www.scuolaviva.org

ITALY

COUNTRY	Italy
BITSE PARTNER	Associazione Scuola Viva onlus
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	My Garden
TYPE OF EXAMPLE	Individual example
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Operated by Cooperativa "L'Albero Riflesso" (non profit organization linked to Scuola Viva)
ABOUT THE PROJECT / PROGRAM	<p>"My Garden" is an instruction and training programme for youngsters with intellectual disabilities and dual diagnosis, after the compulsory period of school. Working time is during the morning. Users have the opportunity to try different kind of activities/work. Gardening means for users to become skilled on plants, vegetable gardening, farming methods in vase and/or how to tend the land. Earthworms are also bred to earn funds. Horses, donkeys, rabbits and other animals live in the farm, as well.</p> <p>Selling plants gives the opportunity to gain funds reinvested to buy material in common use.</p> <p>Many difficulties/barriers are already manifest at school where supporting teachers, several times incompetent, cause and prevent a correct evolution to work. Not even the existing legislation is able to avoid such situation. Where difficulties to employ persons with disabilities in the open labour market are still present, cooperatives play an important role.</p> <p>Cooperatives (a sort of sheltered workshop with a proper legislation, quite emblematic in Italy) offer motivating opportunities to work to several persons with disabilities.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	<p>To implement skills of the users concerning the field of gardening as a model to create job opportunities after the compulsory school. Besides, one of the aims of the programme is to promote individual responsibility focusing on personal abilities.</p> <p>We are planning an agreement between the local municipality authority and the users to take care of the green in that area.</p>

OUTCOMES	At this stage an advantage for the users is that a number of them may become member of the cooperative “L’Albero Riflesso” and work within it.
FINANCING	Partly resources from the Regional Authorities within the rehabilitation activities.
CONTACT & INFORMATION	Dr Fabrizio Fea Tel: +39 06 5500915 / Email: F.FEA-AISE@mclink.it www.scuolaviva.org

ITALY

COUNTRY	Italy
BITSE PARTNER	Associazione Scuola Viva onlus
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	Hotel and restaurant training programme
TYPE OF EXAMPLE	Individual example
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	AIPD Roma (Italian Association of Persons with Down Syndrome – Rome Division) – SIL (Servizio di Inserimento Lavorativo) (Employment Placement Service)
ABOUT THE PROJECT / PROGRAM	<p>A person with Down syndrome attended a vocational training school for the hotel trade. During these years he made his training in a cafeteria as assistant cook. Later in a hotel restaurant with the same assignment, particularly his duties were to clean vegetables, to clean seafood, to set up the kitchen and the washing up.</p> <p>At the end of his studies he made a training in an important four stars hotel in Rome, still in the kitchen.</p> <p>At present he is making a paid training in a restaurant as waiter, three times a week from 5:00 to 11:00 pm.</p> <p>SIL AIPD Roma (Employment Placement Service of the Italian Association of Persons with Down Syndrome – Rome Division) controlled the tutorage with professionals properly qualified, depending on the time spent by the user in the two working environments. The professionals sustained for more days per week at the beginning of the training, while they assist the user every fifteen days per month only at present.</p>
TARGET GROUP (S)	<p>Psychical disability <input type="checkbox"/></p> <p>Sensory disability <input type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	Vocational training and employment placement for a person with Down Syndrome on a regular base.
OUTCOMES	The person has been regularly paid during his training course.
FINANCING	Costs charged to AIPD and possible participation of the family.
CONTACT & INFORMATION	<p>Dr Fabrizio Fea</p> <p>Tel: +39 06 5500915 / Email: F.FEA-AISE@mcmlink.it</p> <p>www.scuolaviva.org</p> <p>Ms Francesca Pompili – AIPD SIL</p> <p>Email: serviziosociale@aipd-roma.it</p>

MALTA

COUNTRY	Malta
BITSE PARTNER	Dun Manwel Attard Young Adult Education Resource Centre
TYPE OF ORGANISATION	Governmental organisation
PROJECT/PROGRAM NAME	Hands On
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Edward Debono Institute for Creativity and Lateral thinking, University of Malta
ABOUT THE PROJECT / PROGRAM	<p>This project gave our students with different abilities the opportunity to design and produce complementary products related to weddings celebrations; mainly two types of souvenirs (pot with indigenous plants & clock with stained glass frame) and invitations. Final Products were exhibited in Malta's National Weddings Fair.</p> <p>Amongst the tasks students participated in the planning, research & development marketing production, and finance activities. Therefore students were able to participate in different business functions, thus providing them with an experience which will help them to develop skills which will be an aid in a factual working environment.</p> <p>Participants together with their Teachers and Learning Support Assistants were actively involved (Hands On) in each phase of the project; from the introductory meetings, market research, product design and production, product promotion and finally selling of the products.</p> <p>Engaged in this project participants were exposed to a simulated working environment-3types of production lines in four different departments (Unit 1- Office Work, Unit 2 Casting & Artefacts, Unit 3- Gardening and the hand crafts section) within the mentioned resource centre; where their teachers and LSA had a mentoring & supervisory role. Such work exposure was aimed at facilitating the transition where possible to employment, assisted employment or other employment schemes targeting people with disability.</p>
TARGET GROUP (S)	<p>Psychical disability <input checked="" type="checkbox"/></p> <p>Sensory disability <input checked="" type="checkbox"/></p> <p>Intellectual disability <input checked="" type="checkbox"/></p> <p>Mental disability <input checked="" type="checkbox"/></p> <p>Severe multiple impairments <input type="checkbox"/></p> <p>Nonvisible disability <input checked="" type="checkbox"/></p> <p>Other <input type="checkbox"/></p>
AIMS	To promote the development of personal skills and qualities such as creativity, spirit of initiative, risk-taking and responsibility.

	<p>Students had the possibility to recognise their strengths and weaknesses at the work place. (Employability Skills)</p> <p>More focus on the students' abilities rather than students' disabilities.</p> <p>Providing our students with the dynamics of group work within a production by process scenario. Apart from also enhancing self-confidence, this also developed /enhanced skills such as, shared responsibilities and learning how to work with others like in every other real job situation. The intension was to improve the participant communication skills including comprehension and following of instructions.</p> <p>Given that significant number of students might experience travelling barriers in entering the labour market this initiative will have the possibility to motivate them towards in-house employment.</p>
OUTCOMES	<p>Participants improved their self-confidence, communication skills and employability skills. It was the first work opportunity for most of the participants.</p> <p>Thanks to this project we are now planning to organise sheltered workshops in the form of micro enterprise for our students.</p>
FINANCING	Public Funds (Government of Malta Entrepreneurship Scheme)
CONTACT & INFORMATION	<p>Mr Nicholas Aguis Head of Resource Centre Tel: + 356 21573989 / +356 21573244 E-mail: wardija.sns@gov.mt</p> <p>Mr Josef Gauci Resource Worker & Project Leader Tel: +356 21573989 / +356 21573244 E-mail: wardija.sns@gov.mt</p>

NETHERLANDS

COUNTRY	The Netherlands
BITSE PARTNER	Middin
TYPE OF ORGANISATION	Non-governmental organisation
PROJECT/PROGRAM NAME	Wajong people on the job, Middin cares
TYPE OF EXAMPLE	Implemented as a project
PARTNERS INVOLVED IN THE PROJECT/PROGRAM	Next to Middin: UWV: an administrative authority, commissioned by the Ministry of Social Affairs and Employment (SZW) to implement employee insurances and provide labour market and data services. ROC Mondriaan: offers vocational education.
ABOUT THE PROJECT / PROGRAM	Middin a care organisation, through a pilot project, acts as employer in the care sector for young Wajong people. Wajong is the Disablement Assistance Act for Handicapped Young Persons. These young adults are given the chance to study and work at the same time. Ultimately, the goal is to achieve a diploma and to get a regular job in the care sector. On you tube: Here you can see Ramón, one of the participants of the project, explain what his job at one of the locations of Middin entails and gives you a quick glance at his study. Middin and other parties involved in this pilot tell you the content of this project and their motivation to support this.
TARGET GROUP (S)	<div> <div>Psychical disability</div> <div><input type="checkbox"/></div> </div> <div> <div>Sensory disability</div> <div><input type="checkbox"/></div> </div> <div> <div>Intellectual disability</div> <div><input checked="" type="checkbox"/></div> </div> <div> <div>Mental disability</div> <div><input type="checkbox"/></div> </div> <div> <div>Severe multiple impairments</div> <div><input type="checkbox"/></div> </div> <div> <div>Nonvisible disability</div> <div><input type="checkbox"/></div> </div> <div> <div>Other</div> <div><input checked="" type="checkbox"/></div> </div> <div> <div>• Young Wajong people</div> </div>
AIMS	Aim was set by UWV: 20% of the participants achieve a diploma and get a regular job in the care sector.
OUTCOMES	11 participants started, 9 of them achieved a diploma, 5 (45%) of them got a job, 2 of them are at this moment job seekers, 4 of them made another choice.
FINANCING	UWV financed education and job coaching. Middin paid salary to all participants for ten months during the period of study.
CONTACT & INFORMATION	Email: a.haccou@middin.nl

Best Practice examples of 'Transition' through photographs

AUSTRIA



Picture1. "BACKma's" Education centre for bakers and confectioners



Picture 2. Cooperation between Profit and Non Profit organisations



Picture 3. Working at Spar Caritas

VET market

CROATIA



Picture 4. Manual of Bridge project



Picture 5. Cooperation with Bauhaus

IRELAND



Picture 6. 'Job Shadow' Project



Picture 7. 'Stop and Stare' Project

ITALY



Picture 8. Art in progress



Picture 9. My garden Project



Picture 10. Harvesting Olives

MALTA



Picture 11. Opportunity to design and produce complementary products related to weddings celebrations

BELGIUM



Picture 12. Belgian Royal visit of King Albert II and Queen Paola to Passwerk

5: REFERENCE TEMPLATES / RESULTS PRESENTATIONS

- Stakeholder Questionnaires/Guidelines for Implementation
- Categorisation of Barriers Template
- Results Templates
- Results Presentations

All Reference Templates / Results Presentations can be downloaded from the BITSE website: <http://www.innovia.at/neu/index.php?id=bitse>

SUMMARY

The BITSE partnership project set out to examine barriers to transition from a subjective and qualitative perspective. The stakeholders involved in the process to inform the project's results, were chosen on the basis of their hands on expertise and experience in the transition process for people with disabilities. Whilst the number of cohorts participating, were insufficient to constitute what is regarded as classic scientific research methodology, it is the position of the partnership that the informative process undertaken, and represented through the project's results, are broadly reflective of the reality of the transition process within each partner organisation, within each partner country and arguably within the European Union member states.

Notwithstanding the undoubted progress experienced generally by people with disabilities in the context of training, education and social inclusion throughout the EU member states, the BITSE project results specifically inform us of issues and areas for attention through a categorisation of barriers which continue to inhibit the context of the transition process. Whilst all barriers listed contribute to impact negatively on the different stages and parameters of this transition process, discrimination professed through societal attitudes and perception, remains the most common and prevalent barrier cited by all stakeholder participants.

It is in the context of these informative results that the BITSE best practice Tool Kits complimented by the Partnership Recommendations are presented as a resource pack to all potential users in order to facilitate and progress a better understanding and awareness of both identifying and overcoming such barriers. It is through this informed understanding and awareness that the BITSE project results present a new and formidable challenge to stakeholders in the disability sector, to EU policy makers and to society in general. Should we continue with existing policies and systems which at best may be suspect, and at worst may be ineffective, or should we strive to provide new and innovative approaches to changing and influencing attitudes and perception towards people with disabilities who are in transition from school to work.

References

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6. Caritas for People with Disabilities (2013). Handout_Backma's_engl_2013 Caritas for People with Disabilities (2013). Handout_Spar_Caritas_2013_engl_16102013.
7. Pro Accretio - MovingOnUp and youth unemployment: first impression – the career guidance tool.

BITSE Photo Gallery



BITSE Partnership Group – Malta November 2012



BITSE Action Meeting – Malta November 2012



Teacher/Trainer Focus Group – Linz February 2013



Student/Learner Focus Group – Linz February 2013



Greek Students at the Learner Focus Group in Linz February 2013



BITSE Action Meeting - Zagreb April 2013



BITSE in Bulgaria June 2013



BITSE in Varna – Social Service Provider Forum June 2013



BITSE Action Meeting – The Hague October 2013



Stakeholder Forum at Haagse Bluf - The Hague October 2013



BITSE Brasserie – Learner Presentation October 2013



Stakeholder Presentation – The Hague October 2013



BITSE in France – Centre de la Gabrielle November 2013



BITSE Site Visit – France November 2013



BITSE Action Meeting – Rome March 2014



BITSE Site Visit – Scuola Viva Onlus, Rome March 2014

