



Non-formal and informal adult education and employment opportunities for disabled people

The current situation and best practices in Latvia, Spain and the United Kingdom

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Introduction

The purpose of the study

The purpose of the study is to analyze the current situation in the project partners' states and to identify best practices examples. In the result, some common issues as well as differences in approaches have been identified and summarized. The best practices case studies have been identified by the partner states and added to the On-line methodology Lab. The study results will be used when selecting the sites and preparing for the study visits.

Methodology

Terminology

Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. *Adult learning encompasses both formal and continuing education, nonformal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognized* (The Hamburg declaration on Adult Learning, UNESCO, 1997).

Formal Education - the hierarchically structured, chronologically graded education system, running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full time technical and professional training.

Nonformal education is instruction that is not obligatory and structured and is learned outside the context of a formal school. The term is often used in reference to adult education. This education is called nonformal because:

- it is not compulsory
- it does not lead to a formal certification, and
- it may or may not be state-supported.

Nonformal education includes any organized educational activity outside the established formal system- whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clienteles and learning objectives.

Informal Education- the truly lifelong process whereby every individual acquires attitude, values, skills and knowledge form daily experience and the educative

influences and resources in his or her environment from family and neighbors, from work and play, from the market place the library and the mass media.

Integration is generally accepted as a process enabling people with disabilities to live and work alongside others without disabilities in mainstream settings.

Inclusion is regarded as a wider concept and focuses on the changes needed within society to end the exclusion of certain groups so that all citizens are accorded full human rights and equal status. For education, inclusion implies the need for changes in every aspect of the education system to create environments where all who wish to do so can learn.

Research questions

Under the overarching question *what nonformal and informal educational opportunities exist in three partner states that lead to integration of people with different disabilities into labour market*, specific research questions include:

1. What are some typical paths for people with different disabilities to get integrated into education and labour market in three partner countries?
2. What nonformal and informal educational opportunities exist for people with different disabilities in three partner countries?
3. How these educational opportunities are linked with further employment opportunities?
4. What are some best practices of integration of people with different disabilities into nonformal and informal educational programmes and further into labour market?

Best practices selection

When selecting the best practices of people with disabilities inclusion into education and labour market, the following criteria or some of them have been used by the partners:

1. ***Innovativeness*** – an example of practice different from the traditional/typical ways of inclusion ;
2. ***Nonformal /Informal*** – an example of inclusion practice other than available through the formal education system;
3. ***Effectiveness***– a practice proved to bring measurable results on a longer term (e.g. increase in number of people completed training, % of people who got employed after the training completion, financial sustainability, etc.) ;
4. ***Information & dissemination*** – an example of practice that have been communicated/ disseminated widely or successfully, the target groups are well

informed about existing opportunities , there is a multiplicative effect in the society;

5. **Satisfaction** – an example of practice where target groups demonstrated a high level of satisfaction (opinion surveys, feedback, etc.);
6. **Applicability** – the practice can be transferred/ implemented on different levels and by different parties (i.e. central or regional/local government; education institutions; NGOs; employers)

Data collection and analysis

The study uses qualitative methodology and presents a case study of three partner states. The data analysis includes:

- analysis of the national legislation (if present) that regards people with different disabilities integration into education and labour market;
- analysis of the national policies and EU common policies;
- analysis of the current situation (statistics, evaluation reports, etc. if available), tendencies;
- analysis of the best practices (examples of best practices from each member state).

The data was collected using the common data collection tool (see Country Profile fiche in Appendix 1). Best practices case studies are summarized using the common report card (See Appendix 2).

Country profiles

Definitions of disability

The term ‘people with disabilities’, although widely used, may give rise to confusion when used in relation to the labour market. Normally, it refers to people with visible disabilities who have acquired that disability at birth or early in life, and to people who have been affected by illness or injury later in life. In this context, disability refers to the type and level of physical or mental impairment that affects the individual.

However, when used in relation to labour market issues, disability may refer to people who are claiming some form of disability benefit (either short-term sickness benefit or longer-term disability benefit) and who have usually lost their connection with their former employer. These people would generally be suffering from some type of physical or mental impairment (although this does not necessarily apply in all countries, where social situations may also need to be taken into account).

Most countries have a third category of benefit payment, reserved for people who have been disabled for long periods (often from an age prior to any potential engagement with the labour market); inclusion in this category usually depends on the person being classified as ‘economically inactive’. This type of benefit is often termed a social assistance measure rather than being dependent on social insurance. People claiming this latter type of benefit match the popular view of people with disabilities.

For the purpose of this study, the term *disability* is used in its general meaning referring to the type and level of physical or mental impairment that may affect individual’s ability to learn or to work.

Categories of disabilities in Latvia

Physical disabilities

- 1) mobility impairments as a results of upper or lower extremities or nervous system damage
- 2) malformation of body or body parts obtained at birth or later
- 3) different stages of organs systems’ malfunctioning as a result of disease trauma un birth defect
- 4) visual impairment as a result of trauma or disease
- 5) hearing impairment

Psychic disabilities

- 1) psychoses (endogenous);

- 2) irreversible psychic disorder as a result of a somatic disease , trauma or obtained at birth due different reasons central nervous system damage with deep psychic development retardation;
- 3) heavy somatic and mental impairment in a result of use of alcohol, narcotic, psychotropic or toxic drugs;
- 4) heavy chronic neuroses which are not curable on long-term , as other deep personality disorders of different origin.

Categories of disabilities in Spain

Spain uses the *International Classification of Functioning, Disability and Health* (World Health Organization (WHO), which reaches a consensus regarding a new international model for describing and measuring health and disability.

Physical “disability”

When this person has functional problems in the extremities (head, spine, upper limbs and lower limbs). Also includes the impairments of the nervous system, referred to the paralysis of upper and lower extremities, paraplegy and tetraplegy and coordination disorders of movements, among others. A final group included in the category of physical disabilities is referred to the visceral alterations, ie. respiratory, cardiovascular, gastrointestinal, genitourinary, endocrine-metabolic and immune system.

Mental “disability”

This category of mental impairment includes mental retardation in their grades severe, moderate and mild, in addition to the maturative retardation, dementia and other mental disorders. The latter incorporates such diverse disorders as autism, esquizofrenias, psychotic, somatic and personality disorders, among others.

Sensorial “disability”

Those people who have disorders related to sight, hearing and language in all their degrees.

Categories of disabilities in United Kingdom

Physical Disabilities

These disabilities are generally ones that become apparent at birth or shortly thereafter. Types of physical disabilities include, but are not limited to:

- Cerebral Palsy, a loss of sensation or loss of ability to control movement, which is frequently caused by trauma at birth; mobility, vision, or learning impairment is possible but not present in all cases.
- Spina bifida, a defective closure of the spinal column, often there is a loss of sensation below the defect.

- Cystic fibrosis, an inherited disease primarily affecting the gastrointestinal and pulmonary systems usually characterized by chronic obstructive pulmonary disease.
- Down's Syndrome, a congenital birth defect manifesting itself in moderate-to-severe mental retardation. (Mental retardation is only one of a number of disabilities that are associated with Down's.) Depending on how a person is affected, Down's Syndrome is often classified as a developmental disability instead of -- or in addition to -- a physical disability.
- Hearing Impairment.
- Speech/Language impairment
- Visual Impairment

Acquired Disabilities

Disabilities of this type can occur at any time and without regard to gender or ethnicity. Types of acquired disabilities include, but are not limited to:

- Acquired Immune Deficiency Syndrome (AIDS)
- Spinal Cord Injury
- Multiple Sclerosis, a slowly progressive central nervous system disorder characterized by gradual weakness and deterioration of muscle function,
- Alzheimer's Disease (frequently called "dementia"), a degenerative process resulting in a large loss of brain cells with the resulting progressive loss of memory.
- Emotional Disturbance
- Traumatic Brain Injury

Developmental Disabilities

Types of developmental disabilities include, but are not limited to:

- Attention Deficit Disorder (ADD)
- Dyslexia
- Down's Syndrome or Mental Retardation (see above.)
- Learning Disorder, difficulties noted along a continuum of cognitive abilities including adaptive, fine motor, perceptual-motor, social, and language skills.
- Learning Disability, which assumes normal cognitive abilities and refers specifically to problems in reading, arithmetic, and written expression.
- Autism

People with disabilities education and employment opportunities in Latvia

General information

There are 70 000 people with disability aged from 15 till 59. Women with disabilities constitute 48, 6%. Only 16% of disable people are employed (2006 data). Almost ¼ of people with disabilities have primary (9 years) education. 48% of disable people have secondary and vocational secondary education. Most of people with disabilities work low skill labour – caretakers, cleaning personnel, workers’ helpers, dishwashers. 83% of people who have professional education work in their profession – dressmakers, book-keepers, computer operators, accountants and carpenters.

Legislation and policies

Disable people employment issues are under the competence of the Ministry of Economics, while employment organizational events and professional rehabilitation services provision are the competence the Ministry of Welfare. The Labour Law (Article 7) claims that every person has equal rights for employment, safe and healthy working conditions and fair payment. These rights should be ensured without any direct or indirect discrimination, including discrimination because of disability type or its stage.

According to the Unemployed and Job Seekers Support Law, everybody has a right to register at the State Employment Agency’s branch closest to the living place and obtain an unemployed person status, which provides with rights to participate in the State Employment Agency’s organized activities, such as professional trainings and paid temporary social service jobs.

The State Agency Employment also offers people with disabilities subsidized working places which are adapted to a person with disabilities special needs.

People with disabilities registered at the State Employment Agency constitute about 4,9% of all unemployed.

The Social Services and Social Help Law ensures the professional rehabilitation services for people with disabilities which include professional knowledge and skills rehabilitation or development, obtaining new profession according to the types of functional disorders, the level of disability and previous level of education and qualification.

National Implementation Plan includes development of new professional rehabilitation programmes for disable people, training in new professions that in demand by labour market, integration of new training methods for people with disabilities. The responsible institutions are The Ministry of Welfare, Social Integration Center, the State Employment Agency and employers’ associations.

Types of adult education programmes available for people with disabilities

The professional rehabilitation services providers are requested to ensure the following education opportunities for people with disabilities:

- Professional/vocational basic education;
- Professional/vocational secondary education;
- first level professional higher education (college)

The education programmes within the professional rehabilitation programmes should comply with the relevant state professional education standards and profession standards and should provide the target audiences with theoretical knowledge, practical skills training and qualification on-site training/practice.

The State Agency „Social Integration Centre” (SIC) offers professional/vocational primary education, professional/vocational secondary education and first level higher education programmes for people with disabilities. In addition, it offers a number of professional re-training programmes, professional advancement or in-service training courses.

The State Employment Agency organizes nonformal adult education programmes with the pilot project framework “Integrated inclusion programme”. The aims of this programme is to assess a disable person’s abilities and psychological characteristics, to provide professional training for unemployed, to help learn necessary job skills at work place and to ensure full –time employment after the programme completion. The target audience of this pilot programme - registered at State Employment Agency unemployed people with disabilities: 1) who do not have necessary knowledge and professional skills (i.e. basic education or incomplete basic education), 2) who have physic impairment and need special support when integrating into labour market and society. These programmes are to be implemented in six regions of Latvia (Jelgava, Jurmala, Jekabpils district, Cesis, Madona district, and Liepaja district).

Integrated educational programmes offer the following modules:

- nonformal education programme “ Ability to work actualization”;
- nonformal education programme “ Professional orientation”;
- “Job trial” programme.

Nonformal education programme “Ability to work actualization” includes:

- a person with disabilities situation analysis (health condition, professional and social skills, knowledge about professional life, etc);
- physical and physic optimal load level assessment;
- professional suitability (experience, psychological readiness, motivation)
- motivation raising.

Nonformal education programme “Professional orientation” includes professional training ensuring systematical professional knowledge and practical skills acquisition necessary for certain professions.

“Job trial” programme includes work-placed trial in acquired profession by signing a contract with an employer for a certain period. During the trial every unemployed person is given a working supervisor, whose responsibilities involve theoretical and practical training 1, 5 hour a day.

Unemployed people with disabilities can participate in this programme for 12 months and during this period of time they are provided with the monthly stipend of 25 LVL and with the minimal state ensured salary during the trial period.

Current problems with education and employment

There is insufficient legal guarantee in Latvia - none of legal documents considers sustainable and coordinated activities provision for people with disabilities that include professional adaptation, professional/vocational training, work placement and employment retention. None of institutions has sufficient information about the situation with disable people education and employment. Employers are not interested to employ people with disabilities. There is a low awareness of necessary conditions for disable people employment and special equipment to adapt a working place to individual needs.

In addition, despite of the legal guarantee of education, disable people in most cases cannot fulfil their right for education because of lack of accessible educational facilities. Consequently, without professional education disable people’s opportunities for employment are minimal, because with most types of impairment they are not able to take jobs that do not require professional training. Professional rehabilitation services provided by the state are meant to solve these problems. These services are financed through the State budget programme’s “State Social Services” subprogramme “Social and professional rehabilitation” which promotes disable people integration into society. However, because of insufficient medical care and continuing need for medical and social rehabilitation, most of people with disabilities cannot use these opportunities for free professional education, thus, they loose their chance to return to a labour market and live socially active life.

More specific problems identified in the policy documents and other reports are:

- Insufficient teachers’ and trainers’ theoretical and practical knowledge of working with disable people;
- There is lack of information of how to prepare and adapt learning materials to disable people’s needs;
- In overall, people with disabilities have very limited education opportunities;

- Mostly disable people are low motivated, thus, they are not actively accepting the services that are offered or cooperating in seeking their problems' solution.
- Access to work and appropriate working conditions are still very limited;
- Educational opportunities and services are not sustainable and goal-oriented.

Policy development

In Latvia, the policy planning document 'Basic Principles on Policy for Elimination of Disability and its Consequences, 2005-2015' was adopted in 2005 and was followed by an Action Plan for Implementing the Basic Principles on Policy for Elimination of Disability and its Consequences 2005-2015', adopted in 2006. The aim of the Action Plan is to eliminate or reduce the risk of disability for persons threatened by disability, to reduce the effect of disability on persons with disabilities and to reduce the risk of social exclusion for all such persons. The main innovation is the focus on preventing disability. The plan is to define the concept of a "person threatened by disability" as well as to define additional services to prevent persons from becoming disabled. In order to improve the employability of disabled people, the state provides support for the participation of unemployed disabled persons in subsidised employment schemes, targeting three aspects — the practice of work, the acquirement of professional skills, and their development. Since accession to the EU, additional resources have been available to Latvia from the EU Structural Funds for the deinstitutionalisation and employment of the persons with mental disorders. Furthermore, since 2002 the Construction Law has included a definition of accessibility to the built environment and the requirements for such accessibility. The social inclusion part of the human resources and employment operational programme also includes the activity "Development of social rehabilitation services for persons with impaired vision and hearing and mental disorders".

In addition, within the Action Plan for Implementing the Basic Principles on Policy for Elimination of Disability and its Consequences 2005-2015', two new laws will be introduced – People with Disabilities Social Protection Law and People with Disabilities Employment Law. It is expected that these new legal documents will build institutional capacity and ensure better cooperation between all stakeholders in the process of disable people integration in society and labour market.

People with disabilities education and employment opportunities in Spain

General Information

The national statistical data on the employment status of people with disabilities in Spain (2007) shows a small increase in employment by 5 %; however, the number of people with different types of disabilities who registered as unemployed increased by 60 %. Most people with disabilities employed in ordinary jobs are aged below 45. In Spain, as in many other EU countries sheltered employment is used to accommodate people who have encountered problems in the regular labour market or those with severe disabilities. Since 2000, in Spain, where traditionally sheltered employment was one of the highest among EU countries (together with Austria and Belgium), there was observed a decrease in the number of people employed in sheltered workshops by 5%. In most cases people with disabilities have to participate in the open labour market.

Legislation and policies

The Law about disabled people social integration (13/1982, of 7th April) most known as LISMI (Ley sobre la Integración Social de los Minusválidos) describes and classifies disabilities and measures for the social integration.

Title V, Clause 12 states that the government has established and regulates a special social and economic assistance for disabled people, who, not being employed, are not under the protection of the social security system. This assistance may include:

- Medical and pharmaceutical assistance.
- Minimum income right benefit
- Third person help benefit
- Mobility and transport expenses compensation benefit
- Professional Recovery
- Medical and Functional Rehabilitation

Title VII (Labour Integration), establish and creates special forms to guarantee the right for a job of disabled people, such as employment with support, special work centres, occupational work centres.

There is a limited competence in this matter at a regional level.

25th of October 1995 Order by which 28th July 1992 order is modified, and occupational centres for disabled people are regulated. 19th March 1998 Order by which the granting of economic aids for the promotion of disabled people employment is regulated.

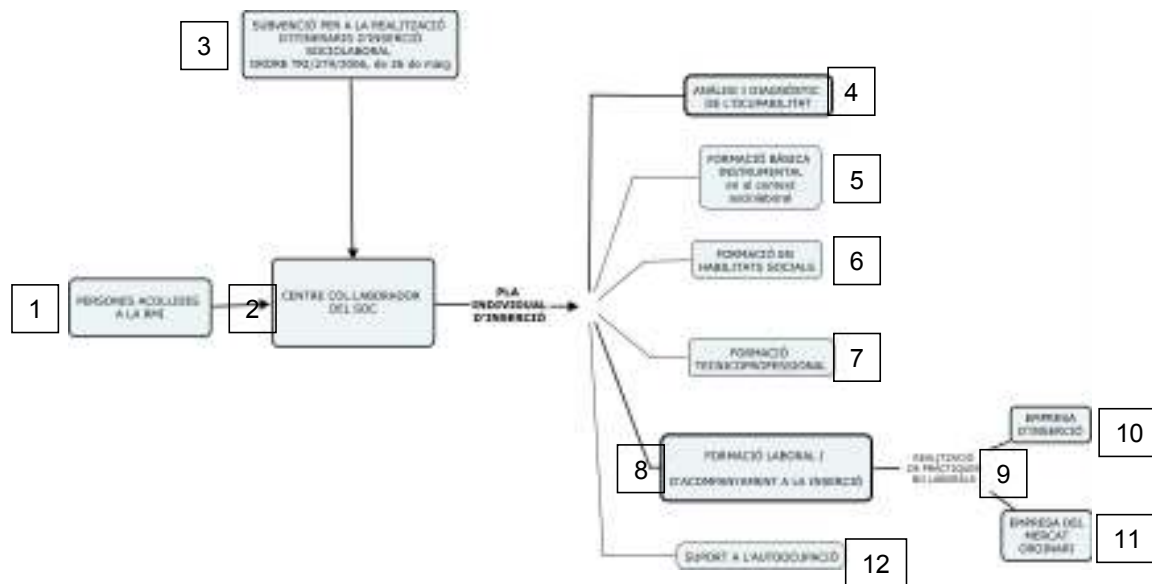
At a national level, the employment system for disabled people is realized through:

- **Occupational Centres.** These centres help provide disabled people employment therapy, through daily rehabilitation assistance, so that they can, according to their possibilities achieve their social integration. The employment Centres can be independent establishments, or services with autonomic organization, placed in a special work centre, an ordinary labour centre or in a social service centre;
- **Especial Work Centres** offer protected jobs within a protected environment. They do a production work, participating regularly in labour market operations, and one of its aims is to assure a paid job for disabled people. In these centres, there is a minimum of 70% disabled people working and its main goal is to promote labour integration for disabled people in regular companies;
- **Supported employment** -set of services and actions focusing on the individual, so that disabled people or people with difficulties can access, maintain and promote in an ordinary company and open labour market, with a professional support and other sorts of support. Also jobs where clear interaction opportunities with people without disability can exist;

On a regional level, *Generalitat de Catalunya* (Catalonia Government), *General Management for the equality of opportunity* establishes the Labour Policies for the diversity. Some of these policies include:

- **Labour inclusion for people with disability** (Strategy 2008-2010). Strategy for the labour inclusion for people with disability in Catalonia 2008-2010 wants to identify the most important aspects which make it difficult for disabled people to incorporate to the labour market. It expects to suggest the necessary action to facilitate, promote and encourage this social and labour inclusion, considering the different aspects affecting the incorporation of these groups to labour market;
- **Minimum income for inclusion (Renda mínima d'inserció (RMI))**- economic aid for self employment and for employing people under the RMI program (See Figure 1) .

Figure 1 : Itineraries for the labour inclusion for people with disability under the RMI program



1. People under RMI (Minimum income for inclusion)
2. Catalan Employment Service Collaboration Centre
3. Benefit to carry out social and labour inclusion itineraries (order TRI/279/2006, of the 26th of may)
4. Diagnosis analyze for employment
5. Basic instrumental training in the social and labour context.
6. Training in social skills
7. Technical and vocational training
8. Labour training and inclusion accompaniment
9. Carrying out not labour practices
10. Inclusion company
11. Ordinary company
12. Support for self employment

Policy development

In Spain, the main measures derive from the regulatory implementation of Law 51/2003 of 2 December 2003 on equal opportunities, non-discrimination and universal accessibility for persons with disabilities (LIONDAU). In cooperation with civil society, the National Council for Disability, a collegiate, inter-ministerial body affiliated to the Ministry of Labour and Social Affairs, deals with claims of discrimination by people with disabilities at administrative level. Regulations are in place to ensure basic conditions of accessibility and non-discrimination in the general state administration and to facilitate access to and use of public built spaces. Other regulations include: the National Accessibility Plan, which lays down objectives and strategies for accessibility and the ‘design for all’ concept and accessibility as for the overall quality of products, environments and services; the Action Plan for Women with disabilities, under Article 8 of Law 51/2003, which sets out a strategy to address the situation in which women with disabilities find themselves, along with operational objectives and actions; and Law 39/2006 of 14 December 2006 on the promotion of personal autonomy and the care of persons in a dependency situation, which has become the fourth ‘pillar’ of the social welfare system, together with health care, education and pensions. The Law establishes measures to support the independent living of disabled people. The second Action Plan for persons with disabilities, 2003–2007, which is currently being implemented and ends this year, includes various measures to promote the autonomy and care of persons with serious disabilities as well as active policies for reintegrating persons with disabilities within the workplace. This Action Plan is being revised and will include priority measures to meet the obligations under the UN Convention for disabled people. Finally, one of the current priorities is to take the measures necessary for the ratification and application of the UN Convention.

There is a very interesting concept for consideration - **Empreses col·laboradores d'inserció (ECI), or Collaborating Entities for Inclusion**. A Collaborating Entity for Inclusion is any kind of company or entity (legal entity or natural person) willing to carry out a labour inclusion project for people who have recourse to the Minimum Income for Inclusion. They receive an economic aid from the government to carry out such projects.

It is also interesting to see the development of the **Corporate Social Responsibility**, especially when it will be eventually defined at a national level.

An important social change, both at a regional and national level has been promoted by the passing of two important laws: Autonomy Promotion and Support for Dependency, popularly known as the Dependency Law, at a national level; and the Social Services Law, at a regional level (Catalonia). These two laws, especially its spread, involve the creation of new subjective rights (the first one) and the universal

right to social services (the second one). Both laws, added to the Equality Law, are of great influence over the at-risk groups and the persons with disabilities, even if these are not laws specifically aiming these sectors. In a changing legal frame, legal and governmental initiatives are developed to favour both, training and job placement for people at social exclusion risk, encouraging labour inclusion for people with disability. These are taken from two clear premises: a compulsory one, **LISMI** compliance, and a voluntary one, the development of the **Corporate Social Responsibility**.

In this context, suiting programs for Training itineraries and Programs for Labour Inclusion are very relevant. In those programmes, support to employee and employer are the key for inclusion.

Current problems with education and employment

Despite the current good expectations, one of the most important problems is the LISMI compliance level, which is very low considering the efforts by the Employment Inspection.

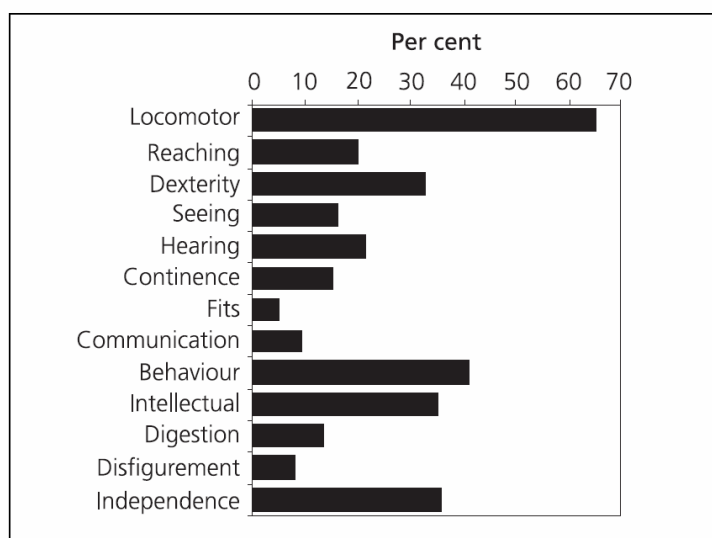
On the other hand, we must consider the current economic situation, which is very difficult, with an increasing unemployment tax, which makes it easier to exist a major reticence at employing people with disability, since the most disfavoured groups in society are always the first ones in noticing the effects of crisis periods.

People with disabilities education and employment opportunities in UK

General information

There are about 3.6 million (11½ per cent) disabled people between the ages of 19 and 59 in Britain. Only one million of them have a job – less than one third of disabled people.

Figure 1: percentage of disabled people experiencing each type of impairment (United Kingdom)



About 5 per cent of students in higher education in the UK have declared themselves disabled, widely seen as an underestimate.

Table 1: Overview of disability and employment in United Kingdom (adults aged 19 to 59).

	Not disabled		Disabled		Total	
	000s	%	000s	%	000s	%
In work	21,130	76	1,034	29	22,164	71
Out of work	6,509	24	2,546	71	9,055	29
Total	27,638		3,580		31,218	

Note: In-work defined as employed at least 16 hours per week, or student.

At age 16-19, young disabled people are two thirds as likely (27% compared to 9%) not to be in any form of education, employment or training (NEET) as their non-disabled peers. 21% of disabled people aged 16-24 have no qualifications, compared to 9% of non-disabled people of the same age. Young disabled people are 40% as likely to go into higher education (HE) aged 18 as non-disabled 18 year olds.

Legislation and policies

The Disability Discrimination Act (1995) outlaws unfair employment practices which exclude disabled people. The Act now requires public bodies to promote equality of opportunity for disabled people.

This legislation banned most providers of goods, services and facilities from treating disabled people less favourably because of their disability, unless they could show that this treatment was justified.

Originally the ban did not apply to most education providers, but the Special Educational Needs and Disability Act 2001 (SENDA) extended it to:

- local education authorities (LEAs)
- schools
- colleges
- universities
- providers of adult education
- the statutory youth service

SENDA also means that these bodies must make reasonable adjustments, to ensure that disabled people in education do not suffer a substantial disadvantage in comparison to people who are not disabled. For most types of education provider, making 'reasonable adjustments' can include

- changes to practices or procedures
- changes to physical features
- providing extra support (such as specialist teachers or equipment)

For schools, however, the duty under SENDA to make 'reasonable adjustments' does not extend to providing extra support or changing physical features. This is because extra support is already available for school pupils with statements of Special Educational Need (SEN), and schools are expected to make longer term plans for improving access to their buildings.

The Disability Discrimination Act 2005 introduced new duties for most public bodies to:

- promote disability equality
- take steps to eliminate discrimination and harassment
- publish a Disability Equality Scheme,
- setting out how they plan to do so.

All further education (FE) colleges now have a Learning Support Advisor, or someone who has responsibility for students with disabilities. They can give advice and information on the types of courses and support available, for example, equipment to assist study and the accessibility of the college itself.

The Learning and Skills Council (LSC) requires colleges to have a 'Disability Statement' setting out the above. There is also legislation to protect disabled people's rights in education.

FE colleges receive money to pay for the extra learning support needed by disabled students or students with learning difficulties.

Types of adult education programmes available for people with disabilities

Residential training for disabled adults is a programme that helps long-term unemployed disabled people secure and maintain jobs or self-employment. The programme is provided when there are no suitable alternative programmes available locally. The training takes place in a residential setting in accessible buildings. Staff members with specialist knowledge of disability issues teach the courses. The programmes are tailored to assist trainees in securing employment through a combination of guidance, work experience, vocational (work-based) training and qualifications.

Courses vary from college to college, with over 50 courses of vocational training available through the programme. Many lead to National Vocational Qualifications (NVQs). Here is a selection:

- administration
- audio-visual technician
- construction trades
- catering
- cycle mechanics
- decorating
- electronics
- engineering
- horticulture
- information technology
- leisure/tourism/travel
- recording studio
- retail
- teleworking
- vehicle refinishing

The length of courses will vary according to your needs but will not last longer than 52 weeks. Some training programmes are specifically designed for people with a hearing or visual impairment.

National and regional initiatives

The 'New Deal for Disabled People' and the 'Pathways to Work' programme offer advice and guidance to non-working disabled people to assist their return to the labour market.

'Pathways to Work' is the Government's flagship initiative that aims to improve the lives of over one million Incapacity Benefits recipients by supporting them through a structured programme to find suitable lasting employment.

'New Deal for Disabled People' is part of the Government's Welfare to Work agenda. It is a voluntary initiative that aims to support and test innovative ways of helping people on disability or health related benefits move into and retain paid work.

'Train to Gain' is a new Government initiative costing £1 billion and aims to get employees the training they need to improve their lives. The training is provided free and employers can decide where and when the training will take place. The qualification level goes up to NVQ2. The scheme also offers advice and information to employees.

The Campaign for Learning is a charity set up to campaign for further training. In addition to their campaigning role, they offer a range of services to organisations that wish to build motivation, create opportunities and provide support for learning in families, communities, workplace and schools. These services include:

- Bespoke learning, awareness and 'training the trainer' sessions;
- Support Services;
- Research and surveys;
- Speakers and workshops leaders

The 'Access' campaign put together a series of courses for adults with the disabilities of dyslexia and deafness.

Access is attracting disabled students back into education; however, it is not as popular as expected. A possible explanation is that they feel previous negative educational experiences would be repeated. Therefore, when marketing *Access* it is important to stress that this programme is designed for non-traditional groups which would include disabled people.

On the regional level, The Cornwall Adult Education Service will not treat learners or potential learners with a disability less favourably for a reason related to their disability and will make reasonable adjustments to enable learners with disabilities to participate fully and effectively. Most of the adult learning programme is now accessible to learners with disabilities, including people with physical or sensory impairments, dyslexia, medical conditions, mental health difficulties and learning difficulties. Additional support will be provided at no cost to the learner where this is necessary to enable participation in the learning.

Each Adult Education Centre has a member of staff specifically trained and designated to assist learners with disabilities to integrate into their chosen learning programme.

Policy Development

The United Kingdom continues to work towards its vision: ‘By 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society’. Its strategy focuses on promoting independent living — giving disabled people choice, empowerment and freedom through more joined-up and individualized service delivery. In December 2006, Equality 2025 — the United Kingdom Advisory Network on Disability Equality — was launched. The Network comprises a group of independent disabled people who will build relationships with disabled people and disability organizations across the country in order to advise the Government on their views, needs and experiences. It currently has 21 members, who are all disabled people with a variety of skills and experiences. The UK launched an Independent Living Review in July 2006 in order to identify imaginative and practical solutions to support independent living for disabled people. This is a cross-government project, taking a life course approach, from young people in transition to adulthood up to and including older people. The UK is also piloting a scheme where each disabled person is provided with an individual budget that can then be used flexibly in a way that can best meet that person’s needs. The pilot scheme brings together different combinations of funding from a variety of sources.

Furthermore, the UK is looking at ways to take forward the findings of its Information Needs of Disabled People Project, which was established to produce an information strategy to ensure that disabled people have access to the information and advice they need and in the way they want to receive it. Finally, in December 2006, the new Disability Equality Duty came into force. Its aim is to bring about changes in the way society treats disabled people. It ensures that all public bodies — such as central or local government, schools, health trusts or emergency services — pay ‘due regard’ to promoting equality for disabled people in every area of their work.

Current problems with education and employment

1. Employer's resistance to provide jobs or training to disabled people.
2. Disabled people's lack of confidence.
3. Higher education facilities reluctance to provide for disabled students.
4. Disabled people may be worried that a previous negative educational/employment experience would be repeated.

An overview of best practices

In overall, the partners have collected 24 examples of best practices related to the people with disabilities opportunities for training or employment. There was identified a large variety between the selected practices:

- by a status of the providing organization (private or governmental);
- by a target group (people with mental/intellectual or psychic disabilities, as well as different types of disabilities, people with disabilities belonging to a certain profession (musicians, culture and art workers, etc.);
- by a formal or informal character of practices;
- by impact (how many people involved, applicability, etc.).

Below, the overview of best practices is given by country.

Spain

An overview of the selected practices for Spain is presented in Table 1. As it can be seen, the selected practices target mostly people with a different level (from mild to severe) of psychic disability or mental/intellectual disorder. It is interesting that the providers who undertake responsibilities for the people with these types of disabilities are private, mostly charities. It explains the informal character of these practices and, in general, the small size of their clients they work with.

The selection criteria in most cases include innovativeness of a practice, which can be understood in different ways (See Table 2). For example, the *Radio program: “Ens patina l’embrague”* (Drissa Foundation) presents a new type of an inclusion practice when people with mental disorder can “voice” themselves through a regular radio broadcasting and, thus, create opportunities for their employment.

Box 1: Radio program: “Ens patina l’embrague”

This includes broadcasting of a life weekly radio program from the public local radio station of Salt, Ràdio Salt, near Girona. The program is then broadcasted in two other public local radio stations: Ràdio Vilamalla and Ràdio Sarrià. It is a radio magazine with different sections and contents include all kind of information, where mental disability is always present in the background. One of the sections is a call centre, where interested people interested can give their opinions, which helps other people with mental disorder, express themselves. Every 2-3 weeks there is a section called “voices” where the participation of people from the psychiatric hospital is granted.

The aims of this practice are:

- Helping avoiding people stereotypes towards people suffering from Psychosis or Severe Personality Disorder.
- Improve teamwork values as solidarity, effort, collaboration, respect and social abilities, in general.

This activity is a part of an employment inclusion service. The effectiveness of this activity is about 32 % of broadcasters’ inclusion in a Work Special Centre, which is a remarkable figure taking into account the type of disability. Some of these people then can enter the labour market, although it is not very usual.

The level of dissemination through local radio channels in several regions can explain this practice's effectiveness and a level of satisfaction as reported by a provider.

Another example demonstrates the innovativeness of a practice as an application of new, non-traditional approach when working with mental or psychic disabilities.

Box 2: FUNDACIÓ ASTRES

A group of people is created (open group, other people interested can participate) with a guidance of a labour inclusion technician who is in charge to lead a session. It is usually an hour session where different problems of seeking for a job can be shared, discussed by job seekers themselves.

The normal practice dealing with people with disabilities finding a job, is at an individual level, not in a group. It has been a new practice introduced with people with mental or psychic disabilities.

To do so, we develop the following activities:

- Help active hearing.
- Improve punctuality, follow a schedule, have activities in the daily life.
- Mutual helping
- Create an attachment or binding and the sense of belonging to a group of people (socialization)
- To create a sense of responsibility of their own situation, making them participate.
- Reinforce self-esteem, motivation and positivism when realizing the job finding.
- Tips are offered as well for helping at the job finding.

The level of satisfaction reported by the providers of the most practices may be explained by a highly individualized approach to the target groups' inclusion into training or the labor market. This individualized approach is not only demonstrated when working with a disable person, but of also when addressing a potential employer. For example, *Plataforma Educativa (Raising awareness for the companies to employ people with disabilities)* undertakes an analysis of the working process of the company, provides an adaptation of the employee profile (considering the level of disabilities) and ensures monitoring before, during and after the inclusion to the new work place. This creates a high level of satisfaction of both employers and employees since the requirements and opportunities of a company are maximally matched with a employee's abilities, and, in the provider's opinion, is the best solution for the companies who are willing to contract people with disabilities.

Since most described in Tables 1 and 2 initiatives are rather new (one-two years), it is difficult to conclude about their effectiveness. However, altogether they demonstrate an interesting, innovative approach to inclusion of people with such types of disabilities (i.e. serious personality disorders, severe mental disorders) that traditionally were not so much addressed through formal, state supported types of practices of inclusion.

Table 1 General overview of the selected practices by the target group and provider- Spain

Country	Title of the activity	Target groups				Provider			Formal/informal character	
		Adults with mild or moderate psychic disability	Adults psychosis or severe personality disorder	People with intellectual /mental disability	Different types of disabilities	Charity	Private	Governmental	Formal	Informal
Spain										
	<i>Leisure and training space</i>	✓				✓				✓
	<i>Radio program: "Ens patina l'embrague"</i>		✓				✓			✓
	<i>Art Therapy¹</i>			✓		✓				✓
	<i>Support group to help people in job seeking activities</i>	✓		✓		✓				✓
	<i>Raising awareness for the companies to employ people with disabilities</i>				✓	✓				✓
	<i>Sport as a tool²</i>		✓					✓		✓

¹ This is an example of practice which is not directly connected with training and employment opportunities

² This is an example of practice which is not directly connected with training and employment opportunities

Table 2 Selection of the best practices by the criteria: Spain

Criteria	Innovativeness	Effectiveness	Information & dissemination	Satisfaction	Applicability
Spain					
<i>Leisure and training space</i>	✓				
<i>Radio program: "Ens patina l'embrague"</i>	✓	✓	✓	✓	
<i>Art Therapy</i>	✓				
<i>Support group to help people in job seeking activities</i>	✓			✓	
<i>Raising awareness for the companies to employ people with disabilities</i>	✓			✓	✓
<i>Sport as a tool</i>	✓			✓	

The United Kingdom

An overview of the selected practices by the target group and provider is presented in Table 3. It can be seen that these practices target people with all types of disabilities without differentiating them into special groups. The training and employment services are provided by private and governmental agencies and may have formal and informal character.

Table 3 General overview of the selected practices by the target group and provider- UK

Country	Title of the activity	Target groups				Provider			Formal/informal character	
		Adults with mild or moderate psychic disability	Adults psychosis or severe personality disorder	People with intellectual /mental disability	Different types of disabilities	Charity	Private	Governmental	Formal	Informal
UK										
	<i>Young Disabled People's Employment Project</i>				✓		✓			✓
	<i>The Disabled Entrepreneurs' Network</i>				✓		✓		✓	
	<i>Idea to Business - The Reality of Working for Yourself</i>				✓			✓	✓	
	<i>Online leadership development programme SYNC</i>				✓			✓	✓	
	<i>Leadership Development Days</i>				✓		✓			✓
	<i>The Drake Music Project</i>				✓	✓				✓
	<i>Remploy</i>				✓			✓		✓

Table 4 presents the distribution of best practices by the selection criteria. For some exceptions, the most of these practices may be characterized by their level of dissemination and higher level of applicability, since these services or activities are offered nation or region wide, or even internationally wide. For example, *The Disabled Entrepreneurs' Network* is also a part of an international disabled entrepreneurs' network. It is interesting that the selected practices demonstrate not a

typical way of people with disabilities inclusion into labour market as employees, but also as entrepreneurs and leaders. Mentioned previously *The Disabled Entrepreneurs' Network* apart from providing networking opportunities, through Regional Groups, acts as a signpost service for accessible and appropriate training and development to disabled entrepreneurs and assists in looking at strategic issues around disability, small business management and self-employment.

Box 3: Sync & Sync 100-disability leadership development

“Do disabled people need a bespoke leadership development programme? In some ways, they don't; all of the Cultural Leadership Programme's opportunities are open to disabled people. But even if you put aside questions of access, there are some aspects of leadership that, for many disabled people, bear further exploration.”

The programme is created by disabled people for disabled people and gives people access to online community support as well as accessible information on key leadership theory. It is an online leadership development programme for disabled people working in the creative and cultural industries (libraries, web design, arts, museums, sports etc), with funding from the Cultural Leadership Programme.

It should be mentioned that most selected practices present a case when disabled people get help, assistance, advice or training from disabled people. For example, *Young Disabled People's Employment Project* offers a 24-hour answer phone service where disabled people can seek advice and support from another disabled person. This is very important, as it was noticed, disabled people have a particular, specific, and real need to receive information from other disabled people about issues relating to education, employment and training.

The use of modern technologies for people with various types of disabilities training and employment is another characteristic of most selected practices; however, it seems interesting to explore the opportunities of technologies as not only the means of access to many training and employment opportunities but also as a tool for creativity and self-expression.

Box 4: The Drake Music Project

Developments in technology have brought improved access to music for many disabled people, but The Drake Music Project also investigates and develops specialist technology to fulfil the needs of disabled musicians who cannot access existing systems. In particular Drake Music's own ['E-Scape'](#) software enables anyone to compose or perform unaided, including with a single switch.

“Drake Music is a national music and technology organisation. We provide disabled musicians of all ages with progression pathways into music and the cultural sector in general. We work primarily with people who have severe physical impairments, using assistive technology to explore, create and perform music. However, increasingly, we are collaborating with a much wider range of musicians, including people with cognitive and sensory impairments”.

Table 4 Selection of the best practices by the criteria: UK

Criteria	Innovativeness	Effectiveness	Information & dissemination	Satisfaction	Applicability
UK					
<i>Young Disabled People's Employment Project</i>			✓		✓
<i>The Disabled Entrepreneurs' Network</i>	✓		✓		✓
<i>Idea to Business - The Reality of Working for Yourself</i>			✓		✓
<i>Online leadership development programme SYNC</i>	✓	✓		✓	
<i>Leadership Development Days</i>				✓	
<i>The Drake Music Project</i>	✓	✓			
<i>Remploy</i>		✓		✓	✓

Latvia

Presented in Table 5 selected practices demonstrate, in most cases, services available by governmental or municipal agencies that explains also the formal character of trainings and job placement services. In this sense, *SIVA (State social integration agency)* presents a good tradition of such services offering people with different disabilities free access to secondary, vocational or higher education, as well as rehabilitation services. They also offer professional orientation and job placement trial programmes that also are covered from the state budget. However, these programmes are not accessible for people with all types of disabilities since it requires learning and living on the premises of the rehabilitation center.

Table 5 General overview of the selected practices by the target group and provider- Latvia

Country	Title of the activity	Target groups				Provider			Formal/informal character	
		Adults with mild or moderate psychic disability	Adults psychosis or severe Personality disorder	People with intellectual /mental disability	Different types of disabilities	Charity	Private	Governmental or municipal	Formal	Informal
Latvia										
	<i>Apeirons BIF</i>				✓		✓			✓
	<i>Apeirons Varcentrs.lv</i>				✓		✓			✓
	<i>Cesis Municipality “Social services and assistance agency”</i>				✓			✓	✓	
	<i>Liepaja University</i>				✓			✓	✓	
	<i>SIVA (State social integration agency)</i>				✓			✓	✓	
	<i>„Rotaļa”³</i>				✓			✓	✓	
	<i>„Sprīdītis”⁴</i>				✓			✓	✓	

There are not so many non-governmental and private service providers in Latvia that offer training and job placement services for people with disabilities in Latvia. Thus, it will be interesting to look at the experience of *Apeirons*, which is a non –

³The target audience of „Rotaļa” are children with disabilities

⁴ The target audience of “Sprīdītis” are children with disabilities

governmental organization that promotes integration of people with disabilities in the society, as well as works to create more accepting attitude towards them from the general public.

Box 5: Apeirons BIF

Business opportunities fund (BIF) provides an opportunity for people with disabilities and their support people to start their own business, to ensure resources, enabling conditions and sustainable support.

The strategy of BIF includes:

1. Raising awareness about starting a business (workshops, success stories, etc.)
2. Attracting financial resources and also knowledge (The Partners' Council gives advice, offer services, make contacts, disseminate information);
3. Building internal capacity to ensure sustainability of support to people with disabilities to start business (Ideas Partners' Fund ensures monitoring, BIF participants receive training and advise, and in their turn become consultants to new members;
4. Ensuring financial sustainability of BIF.

Although BIF has been active only for one year, so far 13 business ideas have been considered and the programme received positive feedback from the beneficiaries.

In general, training and employment programmes that integrate an individualized approach to people with disabilities and potential employers seem to be most effective in ensuring sustainable jobs for the target groups and achieving higher level of satisfaction of both employers and employees. In this sense, an interesting example of such individualized approach demonstrates Apeirons IT (Information technology) programme.

Box 6: Apeirons IT

As a part of a training programme for disable people who want enter or re-enter labour market, they are offered to create a video presentation of themselves, their knowledge and skills, which is placed later on the website www.varcentrs.lv and becomes a part of a database which is made available for potential employers.

The programme proved to be very effective during the first year. Out of 50 participants of this motivation programmes 90% got a job during half of a year time. The participants admit that overcoming their fright of a video camera helped them to develop a higher level of self-confidence and stimulate to use their gained during the training knowledge and skills.

As it can be seen from Table 6, the formal, provided by the government, practices seem to be at the moment most effective since they ensure the whole of package of services from training to employment; however, as it was mentioned before, these services are not available for many people with different types of disabilities since they are provided only in one place, which requires a certain mobility for people with disabilities and their families, also they do not really employ inclusion strategy. At the same time, developing small and medium regionally spread service providers may be seen as a solution to ensure more individualized approach to people with disabilities' specific needs for training and employment without isolating them within special institutions.

Table 6 Selection of the best practices by the criteria: Latvia

Criteria	Innovativeness	Effectiveness	Information & dissemination	Satisfaction	Applicability
Latvia					
<i>Apeirons BIF</i>	✓		✓	✓	
<i>Apeirons Varcentrs.lv</i>	✓		✓		
<i>Cesis Municipality “Social services and assistance agency”</i>					✓
<i>Liepāja University</i>					✓
<i>SIVA (State social integration agency)</i>		✓		✓	
<i>‘Rotaļa’⁵</i>		✓		✓	✓
<i>„Sprīdītis”⁶</i>		✓		✓	✓

⁵The target audience of „Rotaļa” are children with disabilities and their families

⁶ The target audience of “Sprīdītis” are children with disabilities and their families

Resources

EU policies

EUROPA: Activities: Social Policy

http://europa.eu/pol/socio/index_en.htm

European Commission: DG Employment and Social Policy

http://ec.europa.eu/employment_social/index_en.html

European Commission: Disability issues

http://ec.europa.eu/employment_social/disability/index_en.html

European Foundation for the Improvement of Living and Working Conditions

<http://www.eurofound.europa.eu/>

European Agency for Safety and Health at Work - OSHA

<http://osha.europa.eu/OSHA>

European Parliament: Employment and Social Affairs Committee

<http://www.europarl.europa.eu/activities/expert/committees/presentation.do;jsessionid=B6AC830363521A37229AD0CC9033489E.node1?committee=1238&language=EN>

European Disability Forum:

<http://www.edf-feph.org/en/welcome.htm>

Inclusion Europe:

<http://www.inclusion-europe.org/>

Latvia

<http://www.lm.gov.lv/text/54> *The information available about/for people with disabilities on the Latvia Ministry of Welfare (in Latvian)*

Spain

<http://www.idescat.net/en/> *Official Catalan Statistics Webpage (English)*

http://www.gencat.cat/index_eng.htm *Catalan Government Official Webpage*

<http://www.gencat.cat/temes/eng/serveis.htm#seccio7> *About People with disability (English)*

<http://sid.usal.es/default.aspx> *Information Service about Disability (Spanish)*

<http://www.mtas.es/index-en.htm> *Labour and Immigration Department Webpage*

<http://www.mtas.es/inicioas/igualdad.htm> *Information only available in Spanish*

UK

http://www.uk-legislation.hmso.gov.uk/acts/acts2005/ukpga_20050013_en_1

<http://www.campaign-for-learning.org.uk>

<http://www.jobcentreplus.gov.uk>

<http://www.nuffield14-19review.org.uk>

www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation

http://www.direct.gov.uk/en/DisabledPeople/EmploymentSupport/WorkSchemesAndProgrammes/DG_4001963

<http://www.dwp.gov.uk/welfarereform/pathways.asp>

Appendices

Appendix 1 – Country profile template

Appendix 2 – Best practice selection template

Appendix 1 Country profile template

Country name		
Part 1	Description of relevant legislation and policies	
<i>General information</i>	Please attach any national and/or regional level statistical data available that you may think is relevant to the topic of the study (<i>i.e. number of people with different disabilities, number of people with different disabilities enrolled into formal, nonformal education, employment data by target group, etc.</i>)	
<i>Legislation</i>	National level (if available)	<i>(Shortly list latest legal acts and summarize the most relevant to the topic of study information; attach legal acts if available to the country profile)</i>
	Regional, district, municipal level (if available)	<i>(Shortly list legal acts and summarize the most relevant to the topic of study information; attach legal documents, if available)</i> 1. 2.

<i>Policies in place</i>	National level	<i>(List the major national policies, also priorities (2007-2013) relevant to the topic of the study; provide a short description of policies; aims, target groups, expected results, etc.; attach national policy documents, strategic papers, if available)</i>
	Regional, district, municipal level (if available)	<i>(List the major policies or priorities relevant to the topic of the study; provide a short description of policies: objectives, target groups, expected results, etc.; attach policy documents)</i> 1.
<i>National and regional level actions, PR campaigns, other activities</i>		<i>(List some recent major actions or activities (2005-2007) related to the topic of the study, provide a short description (aims, target groups, major activities, results, etc.)</i> 1.
<i>Policy development</i>		<i>List current policy developments that were not formally accepted yet (under development, discussion, submitted to the parliament), if any.</i> 1.
<i>Policy evaluation</i>		<i>Please provide information if the situation analysis or policy evaluation have been undertaken in your country . If yes, shortly summarize the results (you may attach any studies or policy papers that provide the most recent evaluation of the current situation: achievements, problems, etc. In case, there is a relevant evaluation system established in your country (development indicators, regular evaluation procedures, results publishing, etc.), please, provide a short description.</i>
<i>Barriers, problems</i>		<i>List major current problems or barriers that prevent , in your opinion, people with disabilities better integration into labour market:</i> 1. For example, employers resistance to provide jobs or training to

	disabled people;
<i>Useful links</i>	<i>Please provide links to the main national online resources (websites) relevant to the topic of the study, for example, official statistics, databases, main organizations involved, etc.</i>

Appendix 2 Best practice selection template

Title:	<i>(In case this practice does not have a title, try to give a short title that summarizes the main info- target groups involved, training or employment opportunity provided, etc.)</i>
Target group/groups involved:	
Location (regions covered by the activity) :	
Provider:	<p>Name of organization:</p> <p>Contact information (address, phone, e-mail, website) :</p> <p>Type of organization:</p> <p><input type="checkbox"/> Governmental <input type="checkbox"/> NGO <input type="checkbox"/> Private</p> <p><input type="checkbox"/> Charity <input type="checkbox"/> Other (explain)</p>
Short description:	<i>Please describe what kind of educational and employment opportunities are offered:</i>
Selection criteria (complete only what applies) :	Innovativeness (<i>shortly describe how this practice is different from traditional/typical ways of integration</i>) :
	Nonformal /Informal:
	Effectiveness (<i>insert available statistics that this practice work, describe how sustainability is ensured, etc.</i>)
	Information & dissemination (<i>list major communication/dissemination activities; or describe the ways the information is made available to the target groups and wider society, etc.</i>) :

	Satisfaction (<i>provide any evidence of the target group level of satisfaction, i.e. results of surveys, testimonials (if available online, just provide a link to the website) :</i>
	Applicability (<i>explain how this practice is being /has been transferred/implemented on different levels by different parties) :</i>