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**Complementary research at transnational level
in the frame of
young people with intellectual disability work inclusion**

TIME@Net

**Transnational Network promoting Innovative Models
in
Education, learning and work inclusion**

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-  IVAS from Valencia, Spain
-  RIC from Novo Mesto, Slovenia
-  APCC from Coimbra, Portugal
-  AAarhus Social and Health Care College, Denmark
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Partner 4
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Part C Transnational report

- A. Overall evaluation of the data collected;
- B. Comparative evaluation of the documentary research (common aspects and main differences among the countries);
- C. Comparative evaluation of the surveys (comparison between data produced by interviews with professionals and representatives of the companies).

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Ad A. Overall evaluation of the data collected

1. Quality of data

1.1 Quality of data collected in the national documentary research

The various national contributions are generally very thorough. They all answer the tasks described in the template except the contribution from APCC in Portugal where some descriptions lack. In general, there are some differences in what has been brought into focus in the contributions. Some contributions have a large focus on legislation and descriptions on how the legislation translates into reality, while others have focused more on the current paths in the lives of persons with intellectual disabilities. This can be seen as a weakness for the findings in this report, but in fact it is also an advantage to the report. It shows the diversity in efforts across countries and gives a multitude of inputs to the further work in the work packages of the project. As the countries are different, so are the legislation and the strategies. This means that it is difficult to compare the situation in various countries, but the trends and the strategies and methods can give valuable insights and inspire new ways to work with work insertion.

1.2. Quality of data collected through the surveys

RIC Novo Mesto from Slovenia decided to interview young people with intellectual disabilities instead of businesses. This has given an interesting insight, valuable to the further progress of the project.

Generally, when the respondent in an interview has chosen two or more choices because he/she could not prioritise between the options, all replies have been included.

In Spain, Instituto Valenciano de Acción Social included an extra question in their survey with businesses. In Bulgaria, the New Bulgarian University in Sofia added 3 extra questions to the survey for professionals.

In sum, the amount of replies and the interviews give an opportunity to identify some important differences and common points across borders as well as between professionals and businesses.

Ad B. Comparative evaluation of the documentary research

2. Definitions and general approach towards intellectual disabilities

2.1 Definitions and general approach towards intellectual disabilities

2.1.1 The view of society and media

Spain

In Spain, there is a general view that intellectually disabled are worth as much as everybody else is. Most of the Spanish citizens understand the concept of people with disability in a positive way. Just a few groups do not understand the positive concept of disability, the concept of integration or diversity. The distinction between disability (positive concept) and handicap (barriers) is still not well known in the Spanish society.

In effect, this means that Spanish people think that mentally disabled should be included at workplaces and the children should attend regular school classes. There is also a perception in Spanish society that disabled people should be fully integrated and covered by the Spanish Health System.

Slovenia

The attitude towards persons with intellectual disabilities is changing in Slovenia. They are no longer hidden from the public eye, and they are more often appearing in the media. There is a general focus on integrating the group in society and life as much as possible. The process of de-institutionalization is one of the major steps towards active citizenship of people with intellectual disabilities. There are more and more educational, cultural and humanitarian events for people with intellectual disabilities, where all citizens generally are included. In general, there is compassion and willingness to help people with intellectual disability. However, there are still signs of discrimination against people with intellectual disabilities and their families.

Denmark

The term "mentally disabled" is most common in public life in Denmark. "Mentally retarded" is also used by some, and the old designation "åndssvage" (feeble minded/moron) may still be heard, but it is getting more and more rare. Since there is a covariance between several types of autism spectrum disorders (ASD) and mental retardation, ASD is often part of the public debate concerning intellectually disabled people. There is a big debate about the degree of inclusion in day care and public schools. There is a political trend to seek to include as many as possible within ordinary day care and school, but on the other hand, there are parents, pedagogues and teachers who express scepticism about whether they can fit into ordinary settings. When the group is mentioned in the Danish media, it is often through positive feel-good stories, where people with intellectual disabilities are included in somewhat ordinary jobs. All municipalities in Denmark are obliged to have "Handicap councils", where the interests of people with handicaps can be brought into the municipal systems. Furthermore, there are some very strong nongovernmental organisations. Altogether, this means that the group has a strong voice in the public debate. Furthermore, a big annual festival for disabled raises awareness of the right to a normal life for disabled people. Finally, documentaries about the life of mentally disabled people are common. Especially a documentary called "Am I totally mad...mom?" raised awareness of the right to a normal life for members of the group in the early 1990s. The establishment of a TV media, made by mentally disabled through TV Glad and SMIL TV, has also made a positive contribution to the public debate as well as to the welfare of mentally disabled.

Italy

In Italian public life, intellectual disability used to be considered as a health or social care issue, and therefore it was seen as a part of welfare policies. The changes in legislation and professional definitions have led to changes. But even though a new language and new words have come to use at the level of the mass media (disability, differently abled, etc.), persons with disabilities are often represented as needing care or as persons with special qualities. These images reinforce the stereotype of a pathological condition or an individual problem of the disabled. Among ordinary people, disability is perceived essentially as restriction of movement, while in fact intellectual disabilities are more common.

Bulgaria

In Bulgaria, it is most common to talk about intellectually disabled as people with mental disabilities or intellectually disabled people. Some people still use definitions as: oligophrenic, mad persons, and people with psychiatric problems. There are still prejudices in society against intellectually disabled people and there is not enough knowledge about and understanding of the ICF definition. The group is mostly represented in the media during holidays or in advertisements for Euro projects. There are also thematic programs on some TV media, showing the problems of people with mental illnesses, but they are too general and affect common social problems, but not the specific problems of young people with intellectual disabilities and the opportunities/problems related to their labour integration.

2.1.2. Definitions in legislation and the use by professionals

Bulgaria

In Bulgaria, there is no clear understanding of the definition of intellectually disabled people, and the ICF definition is mostly used in scientific conferences, internal meetings and discussions. In recent years, a change in the official terminology of the mentally disabled persons with intellectual disability has taken place, although some professionals and the society in general still use the old concepts.

Quite a lot of legislation concerning people with disabilities has been adopted. This includes; anti-discriminative measures, vocational training, subsidies for employment of persons with disabilities, a general law on integration of persons with disabilities, legislation that obliges larger businesses to employ persons with disabilities, and finally, legislation that obliges public sector branches and businesses with more than 300 employed to establish workshops for persons with permanent disabilities.

The above-mentioned laws are hardly known and are not applied by employers. The disabled persons themselves do not know the available, although minimum, legislative frameworks that support their social inclusion.

The core of the legislation seems to be built mostly on the older medical concept of disabilities with a focus on limitations, and it is not fully adapted to the focus on capacities that lies within the ICF.

Denmark

In Denmark, different definitions are applied. Newer legislation uses the ICF definition while older legislation uses the ICD-10 definitions. The broad “Law on Social Service” uses the broader term: “people with reduced mental functional capacity” which refers to the ICF-system. The term is used around 75 times in the law, where it defines standards and rights of the group. On the other hand, somewhat older legislation has not been adapted to the newer definitions but is mainly based on the ICD-10 system.

The ICD-10 system is primarily used among professionals in the field of intellectual disability in Denmark, but ICF is starting to be used more frequently. Even though the older medical definitions are widely used, there is a strong awareness of the importance of the aspects from the ICF definitions that take a broader holistic perspective. Furthermore, some psychologists and psychiatrics in Denmark use the American diagnosis system DSM-III.

Consequently, there is no single definition of intellectually disabled at a professional and legislative level in Denmark.

Slovenia

The same set of definitions is used in Slovenia, although it seems that there might be a stronger focus on social and developmental aspects in practice than in Denmark.

In Slovenian legislation, people with intellectual disabilities are defined as “people with disorder in mental development”. To achieve greater transparency, the term “people with intellectual disability” will be used onwards. People with intellectual disabilities are seen as part of the group of disabled people. The criteria for being defined as disabled are: a lasting disease, or lasting physical or mental impairments; difficulties that affect employment; and integration problems in the mental environment. Some of the groups that fall within this definition are: blind and visually impaired persons; deaf and partially deaf persons; physically handicapped persons; and persons with intellectual disabilities.

Professionals in Slovenia rely on the main emphases from later definitions. Especially the UN Convention on the Rights of Persons with Disabilities (2010): “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with

others.¹” This definition resonates well with the ICF framework from the WHO, where the focus is on the capacities of the individual in relation to the surroundings.

The definitions from the American Association of Intellectual and Developmental Disorders (2013) are also used. They include disorders that affect intellectual functioning and adaptive behaviour. These usually occur before the age of 18 and are reflected in learning ability, decision-making, understanding, and problem solving. Difficulties in adaptive behaviour can be observed in daily routines, such as communication, interaction with others and especially self-care.

These frameworks and definitions are reflected in changes among professionals. There has been a change from a medical model, which favoured health care for people with intellectual disabilities, forgetting a holistic development, to a social model. The so-called social model, which has replaced the medical, represents a new paradigm in the treatment and care of people with intellectual disabilities. This paradigm includes a perspective on learning as lifelong learning. The new paradigm also implies identifying individual strengths and remaining abilities that need to be developed. The individual is no longer the one who should adapt to the environment, and the environment must see individuals with all their different needs, and treat them as equal members of the community. Recently, it has become an established opinion that it is necessary for people with intellectual disabilities to be encouraged to enter into an active role in their lives, so-called empowerment.

Intellectual disabilities are currently not seen as a final status of the individual, but as a state that depends on the interaction of the intellectually disabled individuals with their peers and the environment in which they live.

The consequence of this view of the target group is a different approach that does not focus on the intellectual development of the individual, but on the level of aid they need in one or more adaptive areas.

Spain

Spain is a frontrunner in the adaption to the ICF. In Spain, all relevant legislation has been adjusted to the ICF concept and among professionals in the field of disability, it is common to use the ICF definition as a standard. The Constitution states that public authorities are obliged to try to integrate people with any kind of disability. The Convention has explicitly recognized that people with

¹ UN Convention on the Rights of Persons with Disabilities (2010), article 1.

disabilities have the same rights as others, and that the authorities are obliged to guarantee the full exercise of these rights. Therefore, new Spanish law has a new concept of "care". The concept of disabled people have moved forward from "the need of thorough social protection" to "the holders of free civil rights", and the objective is to increase citizen participation in decision processes. Furthermore, anti-discriminative and supportive measures have been taken in legislation. One example of this is that, according to their possibilities, children with disabilities have the same curricula in ordinary schools as the rest of the children. Another example is that the schools must adapt the programme of every disabled child to guarantee the achievement of the best objectives according to his/her possibilities.

In Spain, there is a lot of legislation related to persons with intellectual disabilities, and generally, a lot of the Spanish legislation is adapted to the thinking within the ICF framework.

Professionals within the field of disability are developing a model of attention focused on the person, on his/her capacities, limitations, and needs of support, and they use this to evaluate the quality of life by means of validated scales. Among other professionals, the concept mostly used is still "people with disability", but most professionals generally understand and use language referring to disability as a positive concept. There is also an awareness among professionals that the target group of this project (people with intellectual disabilities) can be integrated into the labour market.

Italy

ICF is the standard in Italy and has led to a shift from a medical/individual model, which viewed people with disabilities as "sick and handicapped" and in need of social protection and care, towards a bio-psycho-social model, in which the conditions for persons with disabilities are based on respect for human rights. The adoption of the new rights-based approach in concordance with ICF, and the adoption of the Convention on the Rights of Persons with Disabilities, CRPD, have not had a full impact on the wide range of policies and practices that regard disability. However, there is a lot of legislation concerning for instance assistance and supporting measures that focus on inclusion. This includes developing competences and getting the best match with work places.

Among professionals, the use of the term "intellectual disabilities" has recently replaced the use of "mental retardation". The term "mental retardation" was replaced because it is stigmatizing and tends to take on negative connotations; "intellectual disabilities" was considered more appropriate and specific in relation to intellectual functioning, and it seems more suited to highlight the diversity of the different forms in which disabilities manifest themselves, including intelligence. The cultural



innovations introduced by ICF and the CRPD still encounter obstacles because of the survival of the medical model.



2.2 Common features and main differences in definitions, and general approaches to intellectual disabilities

There is a common trend towards an increasingly more positive view on people with intellectual disabilities. People with intellectual disabilities are generally seen as resourceful and as part of society. Not surprisingly, it seems that there is a positive connection between the development of the professional definitions, the adaption of definitions in legislation, the extent of media coverage, and the general attitude of the population.

The main differences are the extent to which there is a positive view on people with intellectual disabilities, and the extent of the inclusion of the ICF definition into legislation and the work of professionals. The definitions used by professionals still vary a lot in each country, although there are some frontrunners in this area as well. To reach a goal of creating more pathways into employment, it could be useful to create greater awareness of the ICF definition and methods. This effort should primarily be directed at professionals, but obtaining greater political awareness in legislation could help reach the goal. The ICF definition is used in all the partner countries but to various extents. Some countries have incorporated the definition into all relevant legislation, others only incorporate it into new legislation, and in some cases, the definition is not applied at all in legislation.

3. Number of young people with intellectual disabilities

There is some difference in the number of estimated or registered young people with intellectual disabilities. The interesting number for this project is the number of intellectually disabled young people who are in between the age where you finish compulsory school and 25 years. It has not been possible to obtain perfectly comparable data. The range is from a share of 0,5% of the population to 2,4% of the population. All data are collected from the national reports.

Figure: Young intellectually disabled people in the age group between compulsory school and 25 years

	Spain	Slovenia	Italy	Denmark	Bulgaria	Portugal
Share	No info	2,4% ¹	0,7% ²	1-2% ³	0,5% ⁴	No info

¹ 4,987 out of a population of 205,375 young people from 15-24 years.

² Share of young people from 15-24 years.

³ In Denmark there is no statistics concerning the number of people with intellectual disabilities. Registration of intellectual disabilities stopped in Denmark in 1980. Since then, there has only been made estimations based on various factors. It is generally estimated that 1-2% of the population are intellectually disabled. It is estimated that around 85% of the intellectually disabled (that is an IQ below 70), have an IQ between 50 and 69.

⁴ The number is the share of intellectually disabled people in the general population.

The numbers depend on the various uses of definitions in the countries, and there may be differences in the methods of data collection. Most important though is the fact that intellectually disabled people in fact make up a significant proportion of the population and of the potential work force. It is important to secure the proper tools to enhance their live quality, as well as it is an important economic issue to lessen their dependence on public welfare and subsidies.

4. Legislation

4.1. Education policy

All of the countries have specific provisions in legislation concerning education for people with disabilities. The systems are presented below.

Bulgaria

Bulgaria has a “Law on Vocational Education and Training”. The law establishes the framework for vocational education and training for pupils with special educational needs and/or chronic diseases, as well as for students from homes for raising and education of children, students who have been deprived of parental care, and students with deviant behaviour. The law assures that students with special educational needs can receive professional education and training according to the specifics of their disability. The students with intellectual disabilities are entitled to professional education and training so they can accomplish the first grade of a professional qualification.

Denmark

Denmark has a very dense educational system, with a lot of different opportunities for young people with intellectual disabilities. There is no typical way through primary education (0.-9. Grade) for mentally disabled. Many will attend segregated schools, but it is becoming more normal that some of the better functioning attend ordinary public schools. In Denmark, it is a general goal that 95% should complete secondary school (youth education), and everybody has the right to attend a youth education. After primary school, there are basically three paths to further education for young people with intellectual disabilities.

As it is the case with all other youth educational programs in Denmark, the educations mentioned below are free of charge. Moreover, it is a general rule that pupils with special needs have the right to special education or assistance according to the rules that apply for each educational activity they attend.

The “Law on youth education for young people with special needs” sets the framework for the specially designed education program (STU). STU is an education that is potentially open for young

people with ordinary intelligence, but with other difficulties that reduce their mental capabilities. This could be some young people within the autism spectrum. The aim of STU is that young intellectually disabled people and other young people with special needs can attain personal, social and professional skills in order to obtain an independent and active participation in adult life, and possibly achieve further education and employment. The education is for young people who cannot complete other educational programs. The municipalities are responsible for delivering information about STU to young people in their municipalities, and employees at the municipal level will decide whether a young person is entitled to enter STU, or should enter another youth education. The young person has to be under 25 years of age when he/she starts the program. STU is individually tailored and may consist of education from a broad range of schools and institutions as well as practical training and business internships. Depending on the content of the education and the resources of the young person, employment or further education may be possible afterwards. The law is widely used and for some of the young people, the individual education opens up opportunities for a life where they can attain the skills that enable them to lead a more independent life and become active participators in adult life. It seems that a growing number of the young people achieve the necessary skills to enter employment after they have finished the education.

Some better functioning young people with intellectual disabilities can choose other educational paths than STU, especially basic vocational education (EGU), established in the “Law on basic vocational education”, which is focused on practice in a work place. The aim of EGU is that the young people attain personal, social and professional skills that give them access to further vocational education and a basis for future employment. EGU is for young people under 30 years who are not ready to enter another vocational education. An EGU takes 2 years and the school part is between 20 and 40 weeks in total. It can consist of elements from various schools. After finishing EGU, it is possible to continue with another vocational education with the opportunity of credit transfer.

The final path to a youth education for better functioning young people with intellectual disabilities is production schools, established in the “Law on Production Schools”. The aim of the production schools is to provide education courses that focus on practical work and production - the theoretical education should be integrated in the practical work as far as possible. The courses should strengthen the personal development of the pupils and improve their opportunities in the education system and the ordinary labour market, including employment under special conditions (with a wage subsidiary). It is an important part of the courses that the pupils attain qualifications that may lead to the acquirement of a vocational education. The production school courses are for young people under 25 years and have a maximum length of 1 year.

Slovenia

In Slovenia, the “Law on the Organisation and Financing of Education” regulates the educational system. One of the overall goals of the educational system in Slovenia is, according to the law, to “Provide the optimal development of individuals, irrespective of gender, social background or cultural identity, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or invalidity”. More specifically, the law states that education of children and young people with special needs only can be provided as a public service. This law furthermore regulates the overall contents of the various educational programmes, e.g. name, objective and principles, ways of progression and completion, forms of work, duration, etc.

The “Law on the Placement of Children with Special Needs” regulates the educational placement of children, adolescents and adults with special educational needs and determine the ways and forms of education. The law applies to a broad range of disabilities, including persons with intellectual disabilities who need adjusted education programs, special education programs, or additional professional help with special implementation of education programs.

The provisions of this law also apply to the education of some adults over 21 years and up to 26 years of age. This applies to those who have been continuously trained in personalized programs of vocational and technical education with equivalent educational standard and/or a special rehabilitation program. Furthermore, it also applies to those who are included in the program of education and training for adults, and have been part of a special program for children with moderate, heavy and profound intellectual disabilities.

The law also defines the objectives and principles of education for children with special needs. Children with mental disabilities cannot be included in the regular program in the elementary school. If the child is assessed as a child with mild, moderate, heavy or profound intellectual disabilities, the child cannot be directed into the program of a regular elementary school, not even if the school has access to additional professional help.

Spain

In Spain, the right to education is a part of the “General Law of rights of persons with disabilities and their social inclusion” (the ratification of the International Convention on the Rights of Persons with Disabilities). This law includes the right to equal opportunity and treatment, and the real and

effective exercise of rights by persons with disabilities on an equal footing with the rest of the citizens through the promotion of personal autonomy, universal accessibility, access to employment, community inclusion, independent living, and eradication of all forms of discrimination. In article 36, named “Equal treatment”, it is stated that “Equal treatment means no direct or indirect discrimination on grounds of disability in employment, vocational training and promotion, and working conditions.”

In Spain, families can get scholarship aids, and free admission to secondary schools and vocational training. Specific psycho-pedagogical services are provided in secondary school, and there are centres with special classes of inclusion. Most of the children with disabilities in Spain attend ordinary schools with specific support (44%), and 30% attend ordinary centres with no support. On the other hand, only few attend special education centres (18%). 33% of the disabled people under 16 years do not complete the educational process. 10% of them are illiterate and just 20% of them achieve a professional education after compulsory school.

Italy

In Italy, the right to education of pupils with disabilities is achieved through school integration. The school integration includes that the State is obliged to provide adequate supporting measures with the contribution of local entities and the National Health Service. Therefore, school communities and local entities are in charge of taking care of education and overall growth of the person with disability, from the earliest years of life. This collective commitment has a definite goal: to create the conditions for full participation of people with disabilities in social life by eliminating all possible physical and cultural obstacles, and barriers between social participation and the life of people with disabilities.

At the end of the compulsory school, young people with disabilities have to choose whether they want to continue high school (until they are 18 years old) or attend a vocational training course. In Italy, vocational education falls under the regions. Therefore, the choice that the disabled has to make is connected with the opportunities that the different territories offer. Generally, young people with disabilities continue high school and then attend vocational training paths or, in the case of those with more difficulties, caring paths (day centres, etc.).

Vocational education includes different solutions. There are training courses oriented to a specific profession; training courses directed at learning work abilities to perform in various work contexts

(i.e. based on communication, relations, etc.); and ESF courses that are usually aimed at promoting work inclusion.

Usually, all these educational opportunities switch between school and work places. People with disabilities have the right to participate actively in university life and each institute is in charge of the exploitation of the students with intellectual disabilities. The universities provide special interventions for young people with disabilities: concessions, scholarships, etc. Each university has to afford a specific teacher with the task of accommodating disabled students, and tutors that offer support in overcoming difficulties with organizing and learning.

Portugal

In Portugal, there is legislation that provides specialized support in preschool, and basic and secondary education, and in the public, private and cooperative sectors. The intention of the legislation is to give children and young people with special educational needs access to education in an inclusive context.

The legislation defines the support in preschool, and basic and secondary education, and in the public, private and cooperative sectors. The support is aimed at enabling the mainstream educational process to cater for the special educational needs of students with significant limitations in terms of activity and participation in one or more domains of life. The legislation has led to a program on specialised educational support, which aims at ensuring the inclusion of students with special needs in general dynamics of teaching. For this purpose, specialized support is provided that may involve adaptation of strategies, resources, content, processes, procedures, and instruments, as well as the use of assistive technologies.

It is possible for pupils up to 24 years of age, who attend special schools, to receive a special subsidy. The subsidy has been created to compensate for the costs of attendance at special education schools or similar.

There is a general focus on lifelong learning in Portugal. This is also a topic that concerns people with intellectual disabilities. One of the programmes tries to secure academic and professional qualification through the certification of competencies already developed, or by attending education/training courses. Another program initiated by law, the “Programme of employment and qualification support of people with disabilities”, deals specifically with people with disabilities. The aims of the programme are to support people with disabilities in the (re)construction of their

professional project, and develop academic and professional competencies, and professional (re)integration.

4.2 Employment policy

Spain

In Spain, the right to education is a part of the “General Law of rights of persons with disabilities and their social inclusion” (the ratification of the International Convention on the Rights of Persons with Disabilities). This law includes the right to equal opportunity and treatment, and the real and effective exercise of rights by persons with disabilities on an equal footing with the rest of the citizens through the promotion of personal autonomy, universal accessibility, access to employment, community inclusion, independent living, and eradication of all forms of discrimination.

The legislation includes several provisions that affect the employment of young people with intellectual disabilities. Article 17 assures that people with disabilities in the working age are entitled to benefit from vocational and professional rehabilitation, job retention, and return to work. Article 35 guarantees that people with disabilities have the right to work in conditions that ensure the application of the principles of equal treatment and non-discrimination. Equal treatment is defined in article 36 as no direct or indirect discrimination on grounds of disability in employment, vocational training and promotion, and working conditions. In article 37, the types of employment for people with disabilities are described as: a) Ordinary employment in companies and public administrations, including supported employment services; b) Protected employment in special employment centres and labour enclaves and c) Self Employment.

The law enacts different types of supportive measures. These include grants or loans for recruitment, adaption of jobs, removal of barriers, etc. The law also places a responsibility within the public employment sector to help with guidance and placement of workers with disabilities, as well as a duty to register workers with disabilities. A part of the law is also a quota regarding jobs in the public sector to be filled by people with disabilities. Furthermore, it provides for the establishment of

Special Employment Centres for the labour inclusion of people with disabilities. The centres produce goods or services, participate regularly in market operations, and are aimed at securing remunerated jobs for people with disabilities.

Slovenia

In Slovenia, the legislation concerning employment of young people with intellectual disabilities is mainly regulated through “The Law on Occupational Rehabilitation and Employment of Persons with Disabilities”. The law generally regulates the right to vocational rehabilitation and some of the issues concerning employment of disabled, and it determines other forms, actions, and encouragements for their employment, and the methods of financing. The purpose of the law is to increase the employability of people with disabilities and create conditions for their equal participation in the labour market by removing barriers and creating equal opportunities. The law also includes anti-discriminative measures as well as a description of who is defined as disabled, and thus affected by the law.

Persons with disabilities who are given the right to vocational rehabilitation are entitled to financial benefits depending on the nature, extent and duration of services; this includes free public transportation, partly payment of costs for accommodation, and financial benefits during the vocational rehabilitation in the amount of 30% of the minimum monthly wage.

The law also defines that people with disabilities can be employed in normal working environments, in sheltered workshops, and in supported and sheltered jobs that match their skills. Employers must take into account the International Labour Organization Code of conducting with disabilities at the workplace to provide equal opportunities for people with disabilities, including their recruitment and the retention of their employment. Part of the law is also the establishment of a quota system. Employers who employ at least 20 employees are obliged to employ people with disabilities in the context of a specified proportion of the total number of employees. The quota may vary depending on the employer's activity, but it cannot be less than 2% and not more than 6% of the total number of employees.

Additionally, the legislation sets forth financial incentives for the companies when they employ people with disabilities. Among other things, these include: wage subsidies; pay of the costs of adapting job; exemption from payment of contributions to pension and disability insurance for

employees with disabilities; bonuses for exceeding quotas; and annual awards to employers for good practice in the employment of people with disabilities.

In Slovenia there is also a “Law of Organizations for Disabled”. What is particularly relevant to this report, regarding the law, is the fact that disability organizations can set up social enterprises, establishments or institutions.

Denmark

In Denmark, the measures for employment of young persons with intellectual disabilities are regulated in various laws. The “Law on Social Service” provides financial support for buying a car and for work related aids. Both parts are related to the specific situation and the degree of reduction in functional capacity. Finally, the law established the legal framework for the creation of sheltered employment for people with a considerably reduced physical or mental functional capacity, who cannot enter the labour market under ordinary conditions and cannot use the offers in other legislation.

The “Law on active employment measures” primarily deals with various pathways into employment. In relation to intellectually disabled, there are relevant provisions. These include the right to engage in traineeships for at least 13 weeks, and the right to employment with a wage subsidy. There are various models for employment with wage subsidies according to the specific situation. People on early retirement pensions may enter “light jobs” while others may enter flex jobs. Flex jobs are jobs for persons with a lasting significantly reduced work capability, who cannot attain or keep employment on ordinary conditions in the labour market. The work capability is clarified by the job centre and they make a rehabilitation plan in cooperation with the citizen. A rehabilitation team then decides whether a flex job can be granted. A flex job is a job, where the reduced work capability is taken into account. The work is organized on the basis of the citizens needs, and the job centre assesses the work capability, i.e. the number of working hours and the work intensity. Flex jobs are granted for up to 5 years at a time. After a period with a flex job, it is possible to be granted a permanent flex job. The wage is calculated on the basis of the work that is actually provided. The municipalities pay a wage subsidiary on top of the wage. The subsidiary is calculated using a specific (but complex) method.

The “Law on ban on discrimination in the labour market” includes anti-discriminative measures, but it also includes an obligation to adapt to employees with disabilities.

The “Law on compensation for disabled persons in employment, etc.” gives people with disabilities preferred access to vacant public jobs. This means that they are obliged to give a disabled person a job interview. Furthermore, some public licenses are preferably given to people with disabilities. The law also enables disabled to receive personal assistance, if the disabled person needs special personal assistance to cope with a job because of a permanent and substantial physical or mental disability. There may also be provided assistance during educational training. Up to 20 hours of assistance can be granted pr. week on average. A person who has more than one disability, or a substantial functional impairment, can, in accordance with a specific assessment, be granted up to 37 hours per week, and in certain cases even beyond that.

Italy

In Italy, the legal framework considering employment is related to two laws; “Right to employment of disabled people” and “Assistance, social integration and rights of disabled people”, and subsequent laws related to “Assistance, social integration and rights of disabled people”.

The law “Right to employment of disabled people” aims to promote the inclusion and the integration of disabled people into work through support services and targeted employment. The law protects the rights of workers with disabilities and prohibits discrimination against them in the workplace. Besides promoting access to work for disabled people, through a compulsory employment quota system, the law states that the same standards of legislative and collectively agreed treatment must apply to disabled workers as to other workers. The key and innovative aspect of the law concerns the development of a targeted service of placement. This service includes a series of technical tools and support to enable a proper assessment of disabled people in their work abilities, and put them in the right place on the basis of an analysis of jobs, forms of support, positive actions, and solutions to problems related to the environments, tools, and interpersonal relationships in everyday places of work.

The quota system introduced in the law is seen as a good incentive tool in favour of hiring workers with disabilities. Even though the economic crisis led to a growing number of companies that requested the exemption or temporary suspension from the obligation of employment, there are still 22% of the jobs reserved for people with disabilities, which are uncovered.

The “Law on assistance, social integration and rights of disabled people” identifies the educational process as a preliminary tool to be improved, in order to ensure adequate employment

opportunities, as well as in accordance with the structural changes of the economic system. Article 17 of the law foresees the inclusion of disabled persons in the regular vocational training offered by public and private centres, providing specific activities for those students with disabilities, who are unable to make use of ordinary learning methods to achieve a qualification. A subsequent law, n.196/1997, adds to the professional training the task of integrating the basic preparation and job placement, in order to increase expertise in terms of quality and competitiveness in relation to the labour market. The framework law represented an essential innovation for disabled people in Italy because of the focus on social policies, thereby creating the premises and conditions for full affirmation of civil rights and participation in social life. The law, n.196/1997, has been addressed to facilitate the match of supply and demand for labour through means such as apprenticeships, work training contracts, internships, and enhancement of educational content and school-work relations, in order to promote knowledge of the world of work, and to favour the career choices of young people.

Bulgaria

In Bulgaria, the legislation concerning employment for young people with disabilities is spread over various laws.

The “Law for Employment Promotion” establishes programmes and measures that provide equal opportunities through socio-economic integration of disadvantaged groups in the labour market.

The Labour Code has provisions for the special protection of certain categories of workers including people with disabilities. Part of the Labour Code is also that employers with more than 50 employees are obliged to annually determine jobs that are suitable for readjustment to persons with disabilities. The Labour Code also establishes the framework for specialized enterprises and workshops for persons with permanent disabilities. The ministers, the heads of other departments, and the municipal councils are required to establish specialized state (municipal) enterprises. Employers with more than 300 employees are obliged to establish workshops and other units for persons with permanent disabilities.

The “Law for the integration of persons with disabilities” has as one of its aims to create equal opportunities for people with disabilities. Another goal is to integrate people with disabilities in a work environment.

The “Law for encouragement to employment” aims to establish regulations and conditions to stimulate employment and tackle unemployment. Part of this law secures subsidies for employers that hire persons with disabilities.

Portugal

Portugal has ratified the UN Convention on the Rights of People with Disabilities. Furthermore a “Law on Prevention, Rehabilitation and Participation of Persons with Disabilities” has been adopted. The law promotes the integration of people with disabilities in all areas of society and active life. People with disabilities are entitled to access all goods and services in society, and they have the right and duty to play an active role in the development of society. They cannot be discriminated against, directly or indirectly, by act or omission, on the basis of disability.

A “Programme of Employment and Qualification Support to People with Disabilities” has been adopted as law. The intention of the law is to support the (re)integration into the labour market and to promote qualification levels. The law includes the following measures: qualification support; support for integration, retention and reintegration into the labour market; supported employment; and Merit Prize for employers.

4.3 Social policy

The most relevant social policy topics for this report are mentioned above in the sections regarding education and employment. Some additional relevant information from Slovenia and Portugal is added in this section.

Slovenia

The “Law on Social Care for Mentally and Physically Handicapped Persons” is the basic social law for disabled people. It regulates the forms of social security for people with moderate, heavy, profound, and hardest mental handicaps, who are unable to live and work independently, and where it is confirmed that the disability occurred in childhood or youth (until the age of 18 or during the regular school, but no later than the age of 26).

The law sets the framework for social protection in the forms of day care, occasional accommodation and care in an institution, or permanent accommodation and care in an institution.

The law also gives people with disabilities the right to disability allowances when they are 18 years old. The allowance is 36% of average monthly personal income per employee in the Republic of Slovenia in the past year. Disabled persons who need constant help from others are entitled to an allowance for foreign care and assistance.

The financial allowance is low and the procedures for decision-making, concerning the relevant institutions, housing units, and social care centres, where persons with mental disabilities will train, work, or be taken care of, are slow.

The “Law on Marriage and Family Relations” enables an extension of parental rights after the young person turns 18, if the child is not able to take care of him-/herself because of a physical or mental disability. The Centre for Social Work can, alone or in agreement with the parents of the child, place the child in an institution. A child who has reached 18 years of age can only stay in the institution if he/she agrees.

Portugal

In Portugal, there is legislation that secures social protection of people with disabilities and their families. Furthermore, there is legislation that ensures income for people with disabilities; this includes supplementary allowance for children and young people with disabilities, special education allowance, supplemental severe invalidity pension, and non-contributory social pension. The following types of protection are part of the legislation: Disability Bonus to the Family Allowance; Special Schooling Subsidy; Complementary Payment for Assistance by a Third Person; Monthly Lifelong Subsidy; Social Disability Pension; and Disability Pension.

4.4 Trends in legislation

In the educational legislation, all of the participating countries have legislated to create an educational system, which tries to take the individual situation into account, when dealing with children and young people with disabilities. Furthermore, there is a strong tendency to focus the

educational systems on opportunities for future employment. There is also legislation in all of the countries that deals with possibilities for education after leaving compulsory school.

In the compulsory education, there is a strong focus across the countries on trying to include as many as possible in the ordinary educational setting. There is a difference among the countries regarding the specific settings of the educational possibilities after compulsory school. In some countries, these efforts typically take place in specialised centres (Denmark, Italy), in others it is more mixed (Spain, Slovenia), and in one country it is within the ordinary system with support (Bulgaria).

In the employment legislation there are some strong common trends, but also variation in the choice of methods. All of the countries have legislation that is meant to secure equal treatment and non-discrimination. Most of the countries have expanded this into specific legislation that regulates how work places shall adapt to people with disabilities and/or remove barriers (Spain, Slovenia and Denmark). Denmark has many different rules in regard to adaptation. The same group of countries has rules for wage subsidies for disabled people. Denmark has many different rules on this topic as well. On the other hand, Denmark is the only country in this study, along with Portugal, that does not have a quota system for employment of people with disabilities. In two countries there is a legal framework for targeted employment services for disabled. Spain has Special Employment Centres, while Italy has a system with targeted service of employment.

4.5 Possibilities for policy learning

Clearly, there are some relevant questions to explore in detail in the further development of the project. It is relevant to explore how the various legal frameworks underpin the efforts to secure pathways to employment for young people with intellectual disabilities.

It is interesting to explore the positive connections between education policy and employment policy in the different countries, and it might be meaningful to go into detail with the question of how individual differences are handled in the countries – to what degree are the pathways to employment individual paths, and to what degree are they collective paths? Regarding this question, it is also important to look at job retention as well as social inclusion in the work places, and at the impact of the size of the work place on successful employment of persons with intellectual disabilities. Furthermore, it is interesting to examine the effects of the quota systems that are established in most of the countries.

5. Strategies and policies

In the following section, the most important strategies and policies, besides the ones described in legislation, are presented.

Spain

Spain has adopted a national Disability Strategy 2014-2020. The strategy is divided into five axis of action: equality, employment, education, accessibility, and boosting the economy.

The employment axis concentrates 95% of the resources spent according to the strategy. The objective of this axis is *“to promote the employment rights of people with disabilities, under conditions which ensure the application of the principles of equal treatment and non-discrimination”*.

Individual and personalized itineraries will be developed in the employment program, as well as reports of capabilities. Furthermore, information campaigns aimed specifically at SMEs will highlight the value that employment of persons with disabilities can add to the production process.

The strategy seems successful. There is huge cooperation between all administrations, entrepreneurship, universities, and the third sector, and the results have been positive so far. The employment of people with disability has increased with 19,98% in 2014 compared to 2013. In the case of Special Employment Centres, the difference reaches 22,20%.

Spain has also adopted a Strategy for Entrepreneurship and Youth Employment 2013-2016. The strategy has a general aim to reduce youth unemployment and it only has a very limited focus on persons with disabilities (they are given longer time frames within the program).

In the Region of Valencia, the regional government adopted an Inclusion and Prevention Plan for Social Exclusion covering 2011-2013. The plan had a general focus on inclusion/exclusion and it had some efforts related to the aim of generating pathways to employment for young people with intellectual disabilities.

A part of the plan was to facilitate continuity between the educational contents of the final years of compulsory education and professional training, in order to develop lifelong learning that will facilitate access to the labour market. Part of this focus was to enhance career guidance services to enable personalized insertion itineraries, and another part was to establish bigger and better connections between training agents, the business sector, and the public administration.

Another aim of the plan was to facilitate active inclusion of people with difficulties accessing the labour market. The actions concerning this aim included various training actions, free courses in tele-administration, and financial aid for employers who hired young persons with disabilities.

Finally, a goal of the plan was to improve employability and reduce unemployment in groups at risk of exclusion. This included building better bridges between the already existing training programs, the labour market, and the job placement programs that facilitate the transition from training to labour insertion.

The regional government in Valencia also has a program that is co-sponsored by The European Social Fund concerning supported employment plans for unemployed persons with disabilities.

The beneficiaries of this program are persons with accredited mental disabilities or mental illness at a degree of at least 33% disability, or persons with physical or sensory disability at a degree of at least 65% disability.

Municipalities, third sector entities, and public bodies are part of this program. Each program is funded with 60,000€. On the average, 22 projects are approved every year in the Valencian Region. Each plan is developed in 8 months with 60 unemployed disabled participants. The entities must achieve the goal of putting 10 participants into the labour market (employment contracts must be of a minimum of 3 months). Otherwise, the entity will lose a percentage of the funds received. The actions that must be performed by the participating entities include (among other things): specific and individual working path itineraries for every person; vocational guidance for employment; motivation and personal development aspects needed for employment; active job search; and support for working environment adaptation and overcoming personal barriers.

Slovenia

In Slovenia, the Programme of Action for the Disabled (2014–2021) has been adopted. The purpose of this action program is to promote, protect, and ensure the full and equal enjoyment of human

rights of persons with disabilities, and to promote respect for their inherent dignity. The program includes three core objectives with a total of 91 actions.

The objectives of the Programme of Action for the Disabled (2014-2021) have a broad scope and, among other things, they include the following topics: raising awareness and informing; accessibility; education; employment; financial and social security; health and health care; cultural activities; self-organization of people with disabilities; and aging with a disability.

In South-East Slovenia, a Regional Development Programme for the period 2014-2020 has been adopted. This programme has focus on integration of persons with disabilities into society, establishment of occupational activity centres, and programmes for training and employment of persons with disabilities.

Denmark

In Denmark, there are some examples from various projects. Project KLAP (KLAP is an abbreviation of Creative Long-term Work Planning) was started in 2007, and since then it has ran in 2 project phases and is currently in the third phase called KLAP III. The project is run by LEV, which is a nationwide organisation for disabled and relatives. The project is financed by the Danish state. KLAP creates jobs for people with cognitive difficulties who receive early retirement pension, that is, jobs for people who have, for example, learning disabilities, autism, spasticity, epilepsy, muscular dystrophy, acquired brain damage, or another type of cognitive deficit. Employees from KLAP develop descriptions of the relevant jobs for people with cognitive difficulties together with the HR departments in the cooperating businesses. The HR departments support the local departments in realizing the job offers together with consultants from KLAP. The consultants from KLAP also have the task of coordinating the cooperation between business, citizen, relatives, contact person and job centre. Before starting a job, the candidate with a disability has an internship for one month. If the internship progresses satisfactorily, the company offers employment on contractual terms with an hourly wage, which is determined in cooperation between the business, the candidate, and the relevant trade union. Generally, the hourly wage is 1/3 of the standard wage in the area. The cooperating businesses include 10 large private nationwide companies, and the public sector is represented by the Region of Central Jutland.

In the second largest city of Denmark, Aarhus, the Department of Social Conditions and Employment runs various programs. Some of these concern the use of the OCN method in the specially designed

youth education (STU). OCN stands for Open College Network, and the purpose of the method is to provide documentation of the learning that the pupils get from e.g. taking the bus by themselves. The OCN method involves documenting learning in small steps. In the end, the student receives a learning certificate, which brings together the proven skills and competences. The goal of the OCN is to give the student a valid documentation of his/her abilities and skills, which can be used later when looking for work or other training. During the STU program, it is possible to get vocational or education oriented training practice in different workplaces, colleges, or institutions. The purposes of practical training include providing knowledge of working and collaboration in the workplace. There is a particular focus on identifying the student's skills in relation to future business and education. STU has its own job counsellor.

STU was also part of a project in the large Danish cities called STAFF that ran from 2011-2013. The project was financed by the Danish state budget. The goal was that more young people, who have completed the STU training, get jobs in ordinary companies, instead of being employed in sheltered workshops. Most of the citizens involved were not on early retirement pension, but on a low assistance payment. A little more than a quarter of the citizens involved nationwide (117 of 538) had a job at the end of the project period. Most of them had jobs with a wage subsidiary, slightly fewer had flex jobs, and a few had ordinary jobs with compensating support. The STAFF project in Aarhus mainly focused on getting more disabled people on early retirement in employment.

The strategy has been based on direct contact with public offices and private businesses trying to convince them that it is possible to hire disabled. Contacts with supermarkets have been particularly successful. The program starts with 13 weeks of training, and if there is a match, the disabled can get a job. In the beginning, pedagogues from the sheltered work places were closely connected with the work places, but in time, their presence has scaled down. A year after, more than 40 were employed due to the program. Two years after, more than 100 disabled were in a job thanks to the strategy. Most of them are employed in "light jobs" and receive an early retirement pension on top of the wage.

Italy

The strategies that are included from Italy come from the Region of Tuscany and consist of three different laws.

Tuscany Region's Law in the field of education, guidance, vocational training, and employment sets the rules for actions aimed at promoting education, guidance, vocational training, and employment in order to construct an integrated pattern at the regional level. This pattern should be coherent with the EU strategy addressed to the full development of human resources, individual freedom, and social inclusion, and the right to lifelong learning as an essential basis for study and work. The law favours policies against social exclusion, protects the right to education for disabled, and promotes the right and access of disabled to employment. In particular, it mentions special agreements for work inclusion of disabled people. Those agreements are set together with the most representative unions of employers and workers at the regional level. Furthermore, the law establishes a specific fund for the employment of disabled people, aimed at supporting the initiatives of their inclusion at work.

Tuscany also has a law on "Integrated system of interventions and services for the protection of the rights of social citizenship". This law aims at promoting and guaranteeing the rights of social citizenship, quality of life, individual autonomy, equality, non-discrimination, social cohesion, and the elimination and reduction of unrest and exclusion. It defines policies for people with disabilities in the form of interventions and services to promote their integration in the family, at school, at work, and in society.

Finally, Tuscany has established a regional fund for long-term care. The fund pursues the aim of improving the quality, quantity, and appropriateness of solutions in favour of welfare dependents, and it aims to foster care pathways that realize independent living and home care.

Within the Tuscan regional system, the provinces are responsible in the field of vocational training and employment. In particular, provinces manage employment centres and targeted employment, and therefore they make the matching between demand and supply of labour. In education, the provinces invest the ESF funds, specifically addressed to social inclusion, in implementation of projects and interventions for people with disabilities. The municipalities are in charge of providing tools and support during the compulsory school period.

The assessment from the Astir Consortium is that the system of regional laws offers opportunities for disabled to experience training pathways as well as internships, although there is still a gap between the paths of training and internships, and the actual insertion in the work place. Another relevant opportunity consists in incentive for start-up of social cooperatives that employs persons with disabilities. The creation of new cooperatives employing disabled people often find difficulties in a long-term perspective and do not last long.

Bulgaria

In Bulgaria, the strategy is defined in national legislation, and there are no regional or local strategies. However, there are some projects and initiatives on local level implemented by municipalities and NGOs.

Portugal

In Portugal, the strategies are linked closely to the national legislation. A national program, called Operational Programme Social Inclusion (integrated in the Structural Funds), and a regional program, named Centro 2020, include diverse actions and measures towards disabled people and inclusion.

5.1 Trends in strategies and policies

In some countries, the strategies have focused on contact with small companies trying to tell about the value that employment of young people with disabilities adds to the work places. In other countries, the strategies have focused on larger businesses and corporate social responsibility. There is a focus in all strategies on keeping a close relation to the employers, and supporting them and the pupils before and during the work insertion. In the general strategies, there is a holistic approach to work insertion, this means that focus is not solely on finding the jobs, but on the individual situations. In a few countries, there are efforts to document the competences and skills that the young people have acquired, in order to open pathways to employment and to bolster their confidence.

In general, it seems that there is not enough focus on strategies aimed at intellectually disabled people, and that it may be worthwhile to make more strategies and programs aimed more specifically at the target group, instead of seeing people with disabilities as a whole.

6. Current paths of young people with intellectual disabilities

In the following section, some of the main opportunities and challenges that intellectually disabled people face will be presented. The presentation will briefly touch the various relevant time spans in the different partner countries from birth to the age of 25 years.

Spain

When a child is diagnosed with a disability in Spain, support plans are offered to the families: information services; orientation; training (formative programmes for care families); in-home help service; day centres; and technical helps. Some of these resources are being carried out by third sector entities funded by Regional funds or supported economically by parents. Until the child turns 18, families are entitled to financial aids in the form of a grant, tax reductions, and technical aids.

Throughout the compulsory school phase, disabled children attend ordinary schools and get support from a psycho-pedagogical service. Nowadays, a person with disability can attend school until 18-20 years, e.g. attending workshops or/and specific courses. Families can get scholarship aids, free fees in secondary schools, and vocational training. Until children with disability become adults (18 years old), families with lower income get tax reductions.

When a young person leaves compulsory school, the social services of the municipalities are responsible for supporting the families onwards. They give information and advice to the families on the different available resources. When the young people turn 18 years, a lot of the support to the families disappear, and there is no control or follow-up of these people or their needs.

Furthermore, people over the age of 18 with a degree of disability higher than 65% can apply for a pension.

Slovenia

When a child is diagnosed with intellectual disability, families receive assistance in the development clinics and in kindergartens (children get additional professional assistance). Many parents also find help in various associations. Parents receive childcare allowance and some other benefits in accordance with different laws. According to the Slovenian Law on the Placement of Children with Special Needs, children in the preschool period are already directed to the appropriate programs (in accordance with the level of their disorder). In Slovenia, all children with intellectual disabilities have the opportunity of integration in kindergartens (regular kindergarten groups with additional professional help or inclusion in development departments for children with disabilities). Some

intellectual disabilities (primarily mild intellectual disabilities) are often discovered later, so children are not included in the relevant preschool programs. Therefore, these children lack technical assistance in the preschool period. Some disorders are discovered early on by medical professionals, and others are discovered by kindergarten teachers and parents themselves.

When entering compulsory school, children get additional professional assistance in the school (or institutions where children live), and their parents receive assistance as well. Some parents are cooperating very well in the learning processes, and some are not responding and not active in the decision-making in the education process. They do not care about the development of their own child. In their opinion, the institution should take care of them.

After compulsory school, children still receive additional professional assistance in the school, if they are attending the extended training until the age of 26, or in the institutions where children live (care training centres). Furthermore, it is possible to receive help in an adult education organization (People University), where they can attend special non-formal programs (like the 120 hours program First step, where they learn basic skills), and counselling help. Finally, they can also receive help from the employment centres.

Denmark

Denmark has an extensive system that helps preschool children. Not all children attend day care, and the intellectual disability of some children might first be discovered in compulsory school. Within 3 months after a disability is discovered, the municipality must offer counselling with a family advisor. Afterwards, a case manager will be given the task of helping the family with their needs. A family may also get psychological support if needed. Parents can get reimbursement for necessary added costs due to their child's disability. The family can apply for financial aid to buy a car and to various other work related aids.

Most children with intellectual disabilities are included in the ordinary schools. However, some may attend special classes or even special schools due to the severity of their disability. The school and the relevant municipal department share a responsibility to work together with the pupils and the families.

After compulsory school, many young people with intellectual disabilities enter into further education. Most often the STU (as described above). Young people with a disability can get supplementary financial education support. Young people with disabilities can also get Special

Educational Assistance - to ensure that they can educate themselves on equal terms with others. This may consist of IT backpack, support hours, practical help, or special equipment. After finishing school, some are able to get a job.

The municipalities offer housing assistance, where they help young people enter adult life and live on their own. The municipality is also responsible for preparing a plan of action for when the child turns 18 years old.

Italy

According to the current regulations, the right to education of the pupils with disabilities is achieved through school integration. The state has an obligation to provide adequate supporting measures with the contribution of local entities and the National Health Service. Therefore, school communities and local entities are in charge of taking care of education and overall growth of the person with a disability from the earliest years of life. The national law establishes that local authorities and public health units have to organise nursery school to meet the needs of children with disabilities, and provide them with specialised personnel for rehabilitation and socialization. A current two-year national action program, for the promotion of the rights and the integration of people with disabilities, fosters conditions and tools aimed to assure the school integration of children with disabilities and their access to kindergarten. It promotes specific actions to improve the efficacy of health interventions and the realization of closer connections between school, specialist service for childhood, local authorities, and the third sector, with a special attention to the assessment of the child's abilities and needs (drafted according to the ICF model). Social policies focus on the family as the place of relational solidarity between spouses and between generations. Some interventions are assigned to the person as subject of law (e.g. day nursery, homecare assistance, etc.). Others require the existence of wedlock (i.e. they base taxation on total family income, or rather, they grant benefits based on total household income).

When entering compulsory school, there is a large focus on individual educational plans addressed to each pupil with disabilities. To be effective, the plans need to be shared with the family of the pupil. The involvement of the family can assure that the plan continues even outside the school. Most of the families meet the teachers at the meetings of the Working Groups on Disabilities, and besides these meetings, they meet about once a month. The meetings between family and supporting teachers are more frequent. During the school period, public services address the promotion of the parents' educational capacity and work for an inclusive education. The integration of pupils with

disabilities is important in the Italian school system. To gain access to supportive measures, it is required that the pupil has a certification of disability, provided by a corporate body inside the National Health Service. The above-mentioned plan for each pupil is based on an individual assessment of the typology and severity of the disability (functional diagnosis), followed by the identification of the development stages achieved and the ones to be achieved (functional dynamic profile), and finally, the staff involved describes the actions needed in order to guarantee the individual right to education. To achieve full inclusion, it is necessary to complete the individual plan with socialization opportunities and the participation of pupils with disabilities in all school activities as well as after-school activities. The teacher responsible for supporting activities is a specialized teacher assigned to the classroom of the student with disabilities to facilitate the integration process. He/she does not represent the teacher of the pupil with a disability, but is a professional resource assigned to the class to respond to special educational needs. The rules for the use of this important resource for integration apply to all involved (school, services, family), and are defined in the Individualized Education Plan. The supporting teacher is provided by the Regional School Office, based on a request from the head teacher. The time earmarked for each pupil is based on functional diagnosis, dynamic profile, and individual plan. In addition, assistance in school is assured thanks to two other professionals: A) the school employee who is responsible for basic care, including accompaniment/moving inside the school; B) The specialized assistant, provided by local entities (province, municipality), who is in charge of the promotion of the autonomy of the person, the connection between educational activities and relationships, and the communication development. Municipalities have to provide specific materials and teaching aids, suitable construction and school equipment, affordable transports, school messes, after-school activities, and specific recreational centres.

At the end of compulsory school, young people with disabilities have to choose whether to continue high school (until they turn 18), or attend a vocational training course. In Italy, the vocational education is a competency of the regions; therefore, the choice of the disabled is connected with the opportunities that are offered by the different territories. Generally, young people with disabilities continue high school and then attend vocational training paths or, in the case of those with more difficulties, caring paths (day centres, etc.). Vocational education includes different solutions: A) Training courses oriented to a specific profession; B) Training courses directed at learning work abilities to perform in various work contexts (e.g. based on communication, relations etc.); C) ESF courses, usually aimed at promoting work inclusion. Usually, all these educational opportunities are realized turning over school and work places. People with disabilities have the right to participate

actively in university life, and each faculty is in charge of promoting their exploitation. Universities provide special interventions for young people with disabilities: concessions, scholarship, etc. Each University has to afford a specific teacher with the task of accommodating disabled students, and tutors to offer support in overcoming difficulties with organizing and learning. When a disabled person becomes an adult, the support offered to families by institutions is reduced and focuses on economic measures. There are, however, still services that keep families of disabled people informed and offer them support. Other supporting measures concern: home care services (aimed at assistance to development of autonomy or rehabilitation); day centres and training workshop; the promotion of innovative projects that help realize independent life solutions; and autonomous homes or accommodation communities (addressed to persons with severe disabilities, who do not have parental support). 18 year-olds with physical, mental, sensorial, or intellectual disabilities can enter into “targeted employment” (described above) when their work capacity is reduced with more than 45% (verified by a special Health Commission).

Bulgaria

After birth, the parents have the possibility of medical and psychological support from experts, but there is not enough help, and none at all in the sparsely populated towns and villages. During the preschool years, the families receive financial support from the country – around 25 Euro per month. Some families also receive financial support from foundations, non-profit organizations. National campaigns are conducted to raise money for the intellectually disabled children.

When the children start compulsory school, the general situation is that there is not a lot of help for the families. There is no general model for social-psychological help to the families. In most schools, there are no specialists who work with intellectually disabled children and young people. However, there is support from the governmental institutions in the educational and social area. There are also regional inspectorates for education, where specialists work with taking care of the educational integration of the intellectually disabled people. In the Bulgarian educational system, there are two kinds of education for disabled children: 1) Resource Schools (children with intellectual disabilities study with children with similar problems in a special educational program); 2) Regular Schools (the children follow regular classes with other students and have the same educational program, but they also get support from resource teachers and have individual education programs). Resource teachers are only available in the big cities in some of the biggest schools. There are commissions that assess the children’s readiness for integration in a regular school, and a commission that hires resource

teachers. The children with diagnoses have the possibility of being educated in a regular school with the support of a recourse teacher, but their diploma is without school marks. The parents decide if they will give the child a commission assessment or not. During the compulsory school years, families receive around 30 euro monthly in financial support for education.

After compulsory school, the young people have the opportunity to continue on an educational path or enter a path of employment. This age is seen as the most difficult for young people with intellectual disabilities, because after finishing their compulsory education, they have to integrate into the society. A large part of the support to the young people comes from the families, but there is no official system for support to the parents in order to help the integration of their children. In the higher education, additional places are given to young people with intellectual disabilities. For young people with intellectual disabilities, there are laws that enable professional education for partly profession or gaining first stage of a professional qualification. At the moment, a system of career counselling to school students is being developed, but these centres are not prepared for special work with disabled young people.

The Social Ministry has programs to stimulate employers' workload and support them in employing young people with intellectual disabilities. There are no specific measures for support of these young people. The specialists in the labour agencies are not prepared for supporting them. There is no support or special education for employers in work integration of intellectually disabled people. There are only a few companies that offer work to disabled people, and not to intellectually disabled in particular. The recourse centres in the municipalities offer possibilities for work activities to young people with intellectual disabilities. However, it is not a real workload, because the municipalities have no right to sell the production and to pay salaries to the working young people. The work of the young people in these centres is used only with a therapeutic aim. After the young person reaches 18 years, the family has no right to get financial support. The young people themselves can get social financial support – around 150 Euro monthly. It is a possibility in some EU programmes to get a social assistant. The social assistant takes care of the child and thus supports the family. In most cases, the social assistant is a member of the family.

6.1 Trends in paths across nations

In general, there is a focus on support throughout the childhood and youth, although there is quite some variation. In some countries, individual plans are tailored in cooperation between families and relevant authorities, and in some countries there is an extensive effort in preschool years if the child is diagnosed in that period of time.

It is most regular for intellectually disabled children to attend regular school, and in most countries, appropriate supportive measures are included in the classroom settings.

It is also common to have supportive financial measures in the form of grants or aids for technical assistance.

It seems a general difficulty to assess the competences of young intellectually disabled people in relation to their skills and readiness for work in ordinary settings. It is also the impression that the cooperation between the educational system, the employers, and the employment system generally is weak.

6.2 Inputs on challenges

During the documentary research, the project partners have contributed with inputs on challenges and proposals for improvements. The most relevant inputs for the project are summarised below.

In some of the contributions, there is a view that families need more support, especially in the early childhood years, and some also point to the need for more information to families.

Some report that the view on intellectually disabled is still too negative, although it seems like it is becoming more positive in all countries. In some countries, the negative view is also widespread among employers. To create a more positive view, some point to the need for more statistics and data as this will raise political awareness. Others point to the need for information campaigns directed at society in general or at businesses. Furthermore, it is noted that it is necessary to have supportive measures for employers. One report also points to the need for more positive discrimination.

A large problem, which many point to, is the transition into new phases. Many point to the period after compulsory school, where a path has to be chosen, and especially the change in situation when the young people turn 18 years, where resources for the families wither away and the young people

themselves receive more responsibility. Some point to the need for more support for integration into society in these years, and propose a larger focus on social, civic, and relational competences.

Some address the need for systems that can help discover and diagnose intellectual disabilities earlier, in order to be able to start support earlier in the important preschool years.

Concerning the educational system and the transition to employment, there are also many relevant topics. Many point to a too low coherence and a lack of common methods in the work in different institutions and organisations, and to the need for more cooperation. In general, there are no or too few efforts directed specifically at intellectually disabled people. Many mention the lack of individual support for the intellectually disabled. The number of specialists, and resources and qualifications of the relevant staff, is often too low. Finally, it is proposed by one contributor to have on-the-job vocational training instead of in class rooms.

7. Experiences to be taken into account in the creation of the surveys

7.1. Important questions

The overall focus of the survey is to gain more information on how businesses on one side and professionals on the other side view the current situation concerning work insertion. Focus should be on the limits, obstacles and goodwill concerning employment of young people below the age of 25 years with intellectual disabilities. In the following, some of the central insights from the documentary research with relevance for the survey will be presented.

A main point seems to be that most countries try to have a focus on creating individual paths to employment, but the efforts and the experiences seem to vary a lot. It seems that there is some difference of opinion as to what the most important issues are, when trying to secure employment for all young people with intellectual disabilities. On that account, the surveys should have open questions concerning what the respondent finds most important.

Another issue, which has been raised, is the efforts to improve and evaluate the competences and the skills of young persons with intellectual disabilities, as this might lead to better possibilities for employment. The surveys should be open for insights on how the current situation is viewed in the countries.

It has been an important point for some that the coherence and cooperation between the different actors/institutions, like training agencies, public and private services, companies etc., is too weak. The surveys should consider this. Businesses should also be asked if they have received adequate help from the public sector in the process of hiring young persons with intellectual disabilities.

In some of the countries, the documentary research has showed that there seems to be negative attitudes from the companies towards employing persons with intellectual disabilities. It is interesting to know what efforts the businesses put into the work – are they involved or do they not try hard enough? Furthermore, it is interesting to learn more about the incentives that companies have to employ young persons with intellectual disabilities. Since the attitude towards employing persons with intellectual disabilities is negative in some countries, and since there is a general reluctance to employ them. It may be interesting to know if the experiences of the countries show that it is not as difficult as expected. Another good indicator of how the businesses, that currently employ young persons with intellectual disabilities, see the present situation is to look at how they see the future employment of persons with disabilities in their business.

This report has tried to give an insight into attitudes, legislation, and institutional settings in the various countries. However, it is difficult to pinpoint exactly where the main barriers to more employment of young persons with intellectual disabilities lie. It has been noted in the documentary research that, in general, there is a shift towards a more positive view on people with intellectual disabilities, but there may still be a barrier. The views from the different actors are interesting concerning attitudes, legislation, and settings. It will be relevant to see if the perceptions of the problems are alike or different according to various roles. On the other hand, it is important to get a view on possibilities as well as barriers. It has been showed that the educational systems in general try to consider the individual's situation, but has this been properly adapted into practices, or do we still need more programs that support the competences and skills of the young people? The trends in the paths across the nations show general difficulties in assessing the competences and skills. For this project, it is especially important to learn more about what the different actors see as the best way to move forward in order to enhance the efforts to employ more young people with intellectual disabilities. Do they agree that the work on competences and skills need improvement? Are the attitudes still a problem? And is the cooperation between the educational system, the employers, and the employment system too poor?

Many countries have quotas concerning the employment of persons with disabilities. This raises the question of the effect of these jobs, and whether it could be a valuable path for the rest of the

countries to follow. It is important to learn why, and why not, the respondents see this as an opportunity.

In some countries, there is focus on a holistic view of individual, which also includes life outside the educational system and employment. In general, there is a goal in the countries to enable young persons to be active citizens. It may be interesting to know what the different respondents view as the most important factors to enable active citizenship.

Finally, the respondents should have the opportunity to express ideas for new efforts, for instance legislation or programs.

Ad C. Comparative evaluation of the surveys

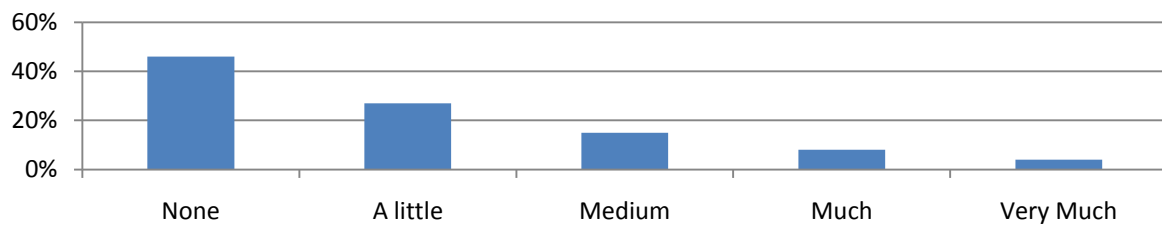
In total 55 businesses have participated in the survey. It has generally been difficult to get in contact with businesses that wanted to participate in the survey. More businesses were contacted in all partner countries than the 55 companies willing to answer/participate.

- 36 of 55 these businesses have intellectually disabled people employed, while 19 do not.

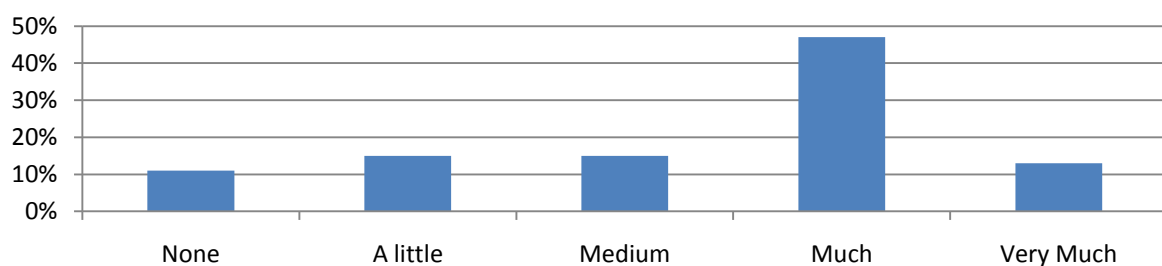
8.1 Reasons for hiring – ethics and knowledge

In general, it is a clear tendency that businesses hire young persons with intellectual disabilities out of ethical considerations, and because the business executives personally know people who are intellectually disabled. On the other hand, it has a little effect that they can be a cheaper work force. This is reflected in the distribution of replies in the figures below, as well as in the average scores further below.

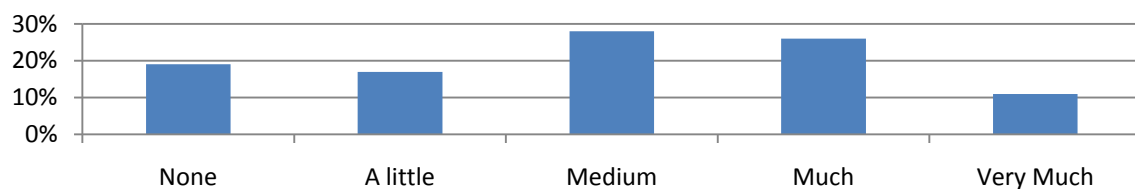
As part of the branding of the business



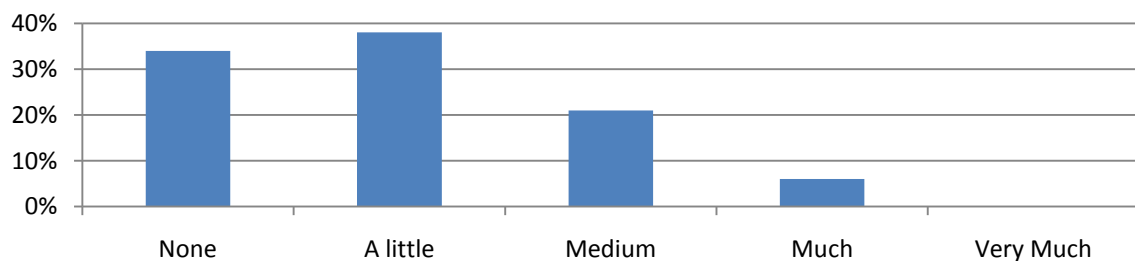
Out of ethical considerations/ altruism



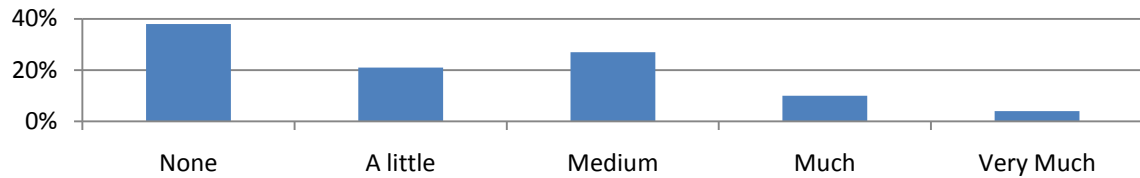
Because I personally know people with intellectual disabilities



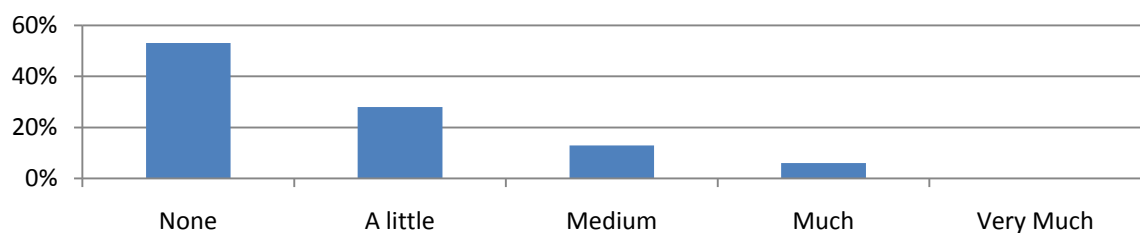
To improve the chemistry of the work place



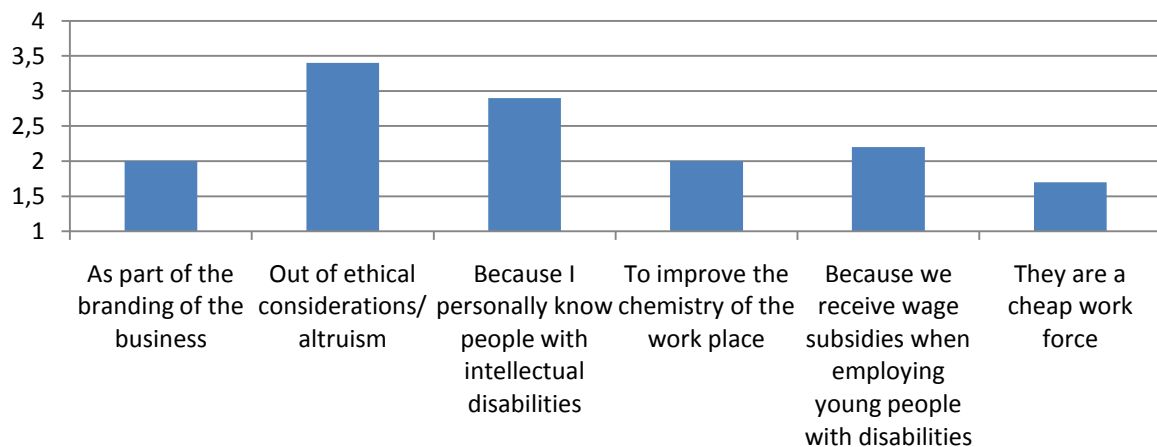
Because we receive wage subsidies when employing young people with disabilities



They are a cheap work force

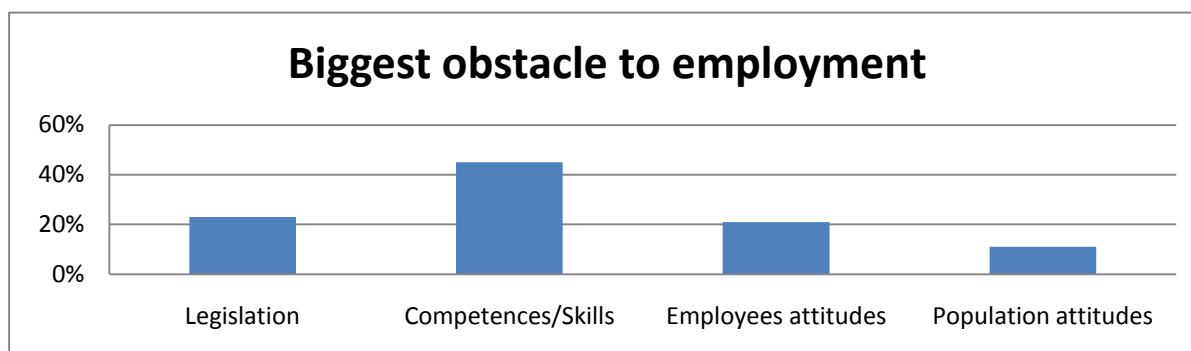


Reasons for hiring (1=none; 5=Very much)

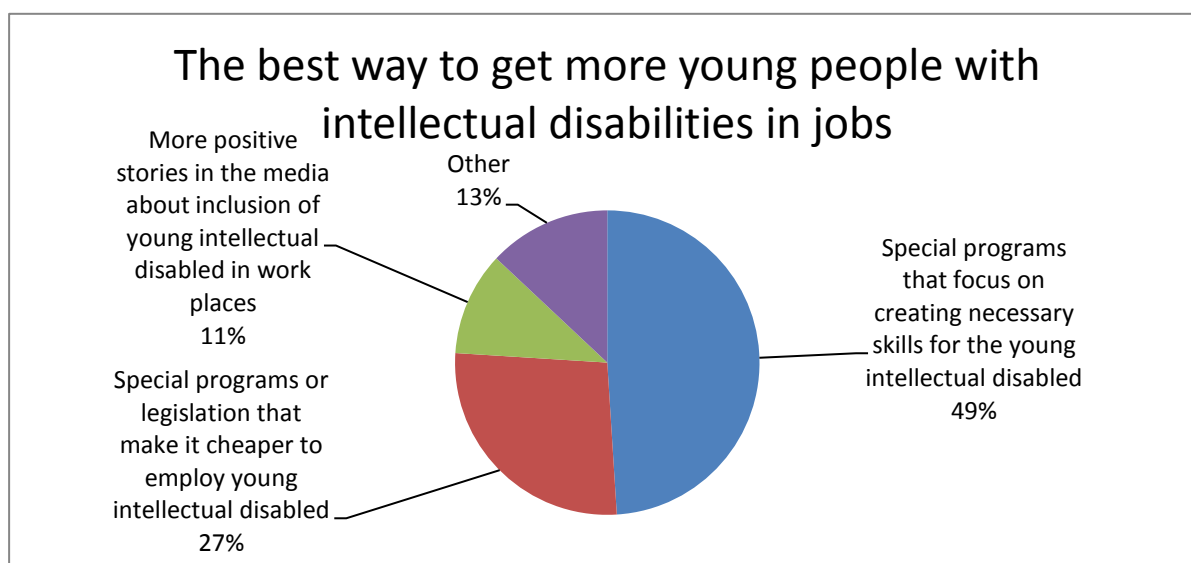


8.2 Obstacles, possibilities and the future

The biggest obstacles to further employment of young people with intellectual disabilities are competences and skills, according to the businesses, with more than 40% pointing in that direction. On the other hand, legislation, the attitudes of employees, and the attitudes in the population in general, also seem to play a part in the replies from businesses.

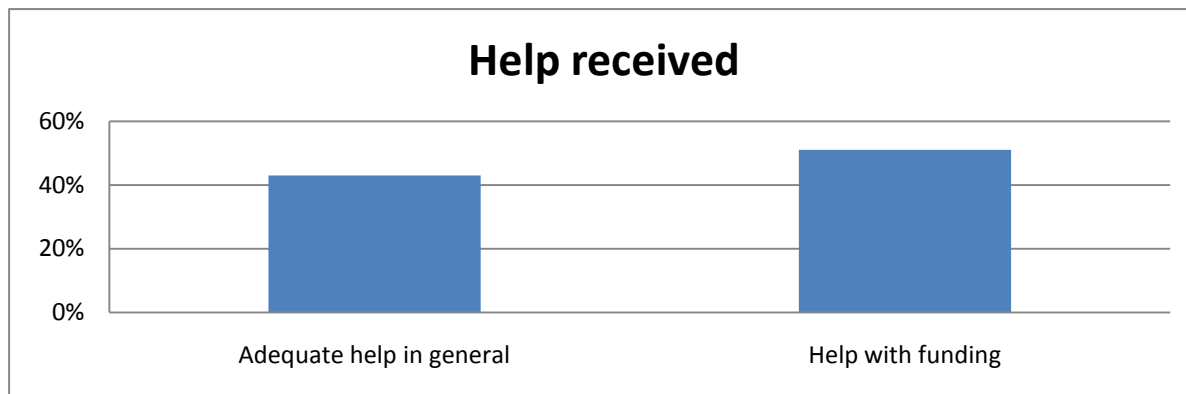


When asking about what needs to be done to create more jobs, the result is somewhat clearer. Here, almost half of the respondents point to the need for special programs that focus on creating the necessary skills for the young intellectually disabled. Making it cheaper to employ persons from the group, and telling more positive stories in the media, is not seen as equally important. In the category “other”, all the replies come from Spanish businesses, who have been asked separately about training at work places. If that question had been asked across countries, it is very possible that it would have received an even larger share.



The businesses were also asked about the difficulties in the process of hiring young persons with intellectual disabilities. Almost a third (30%) reported that it was a big step and very difficult to hire young persons with intellectual disabilities, and 52% stated that it was more difficult than hiring ordinary employees. In sum, 82% found it more difficult and only 18% found it comparable to hiring ordinary staff. Combined with the numbers concerning help received, it indicates a need for better services to businesses. As the figure below shows, a bit more than half of the businesses feel that

they have not received adequate help from the public sector and/or interest organisations. More than 40% express that they have not received enough help concerning funding or other supporting opportunities.



There is some national variation in the answers to the question. In Spain, 69% have reported that they received adequate help from the public sector and/or interest organisations, and 77% have reported that they have received help with funding. Nonetheless, even in Spain a fairly high share feel that they have not received enough help.

Businesses were also asked to share their view on quotas, and they were fairly split on the topic. 46% were in favour and 54% against. It must be added that some of the responding businesses are public and already have a requirement to employ people with disabilities.

8.3 Important national results

In this section, the most important national results from the survey are presented.

Spain

The comments delivered as part of the survey indicate some important points of focus. In general, the impression is that the legislation on disability is correct, but it should be better known by companies. It also seems that lacking compliance with the law is a problem (in Spain, big companies with more than 50 workers must have at least 2% disabled workers). Special employment centres have shown concern about the need to fine the companies that do not act according to the law.

Another problem raised concerns the difficulties in finding a match between a job profile and the competences of young persons with intellectual disabilities. Furthermore, it seems that when disabled people get a job, bosses and colleagues find it hard to know how much they can expect from them, so they end up doing less than they could do.

IVAS included a specific question about “on the job training”. Most of the companies answered in a positive way. According to these answers (and several group discussions developed by IVAS professionals), one of the specific programs could be “on the job vocational training”. The impression is that traditional vocational training courses (in classrooms) do not fit the needs or competences of people with intellectual disabilities. It is also seen as necessary to foster supported employment (a tutor accompanying them in the job position as long as it is needed).

Some hold the view that the big companies, because they have more resources and less risk, should be an example of integration for medium and small companies.

Bulgaria

The conclusions from the Bulgarian survey showed a picture that is somewhat different from the other countries. In general, there is no culture and attitude from the employers to give opportunities to disabled young people.

Another point is that the governmental policies do not function properly at local and regional level. The biggest obstacle to employment of more young intellectually disabled people is, in the opinion of employers, by far the legislation. This is in clear contrast to the results from the other countries. One problem connected with legislation is that there are no competences in the employment agency administration to inform and stimulate employers, and to support unemployed young people with disabilities. It is the assessment, that the general high level of youth unemployment in the country, and difficult economic status of more of the companies, are other reasons for this sad situation. This view is underpinned by the fact that the results from the Bulgarian survey show that there is more focus on making it cheaper to employ persons with intellectual disabilities, than to strengthen their skills and competences. It is also expressed that the competences of intellectually disabled young people are too low, and that there is a lack of educational resources related to the real practice. This translates into a low efficiency of employees with mental disability.

Concerning the economics related to hiring, the view is that financial support is low, and the administrative procedures are complicated. There ought to be more funding and subsidies, or lower taxes for employees to cover low productivity.

An interesting idea, which was raised in an interview, is to organise job fairs with special focus on intellectually disabled youth. In the replies to supplementary questions, it was shown that all participating businesses feel that they do not have enough knowledge to work with intellectually disabled persons, and that they need education and information on the topic.

Italy

The Italian businesses in the survey have a large focus on the assessment of skills, with 70% pointing to this as the most important obstacle, and 100% pointing to special programs, with focus on creating necessary skills for the young intellectually disabled, as the best way to get more young people with intellectual disabilities in employment. It is also in connection with this aspect that the most important insights from the interviews arise. The results from the interviews point to the fact that persons with intellectual disabilities have difficulties in carrying out even easy tasks independently. Some point to the fact that it is necessary to have a tutor that constantly addresses the young worker, which delays the normal activities. Others point to the need for a specific training and a gradual working process. One business has had positive experiences with the employment of professionals that evaluate the acquired skills before and during the working path, so the person can be employed in a way that gives benefits to all the in the working group. Another business finds it necessary to finance training courses for people with intellectual disabilities before the beginning of the working activity, to give them the possibility of finding a good working opportunity.

Denmark

The Danish businesses in the survey point to a general lack of knowledge in business life as one of the mayor obstacles for employing more young people with intellectual disabilities. Furthermore, knowledge is central in the businesses that already employ young persons with intellectual disabilities. The leaders in particular need knowledge, but also the co-workers, so they can understand the way the young persons may act. The attitudes from other employees and the skills of the young persons with intellectual disabilities are by far the largest barriers. It is considered important to enable the co-workers to be mentors, so they also need to have knowledge about the

situation and challenges of the individual with intellectual disabilities. It is the assessment that the new roles as mentors, working alongside the persons with intellectual disabilities, give value to the ordinary workers, and thus create a better workplace environment.

It is also seen as important that the surroundings adapt to the young persons with intellectual disabilities. It is a wrong premise to expect the person with intellectual disabilities to change.

The belief is that 90% of the times, chemistry is improved at the workplace. On the other hand, it would be more efficient and cheaper if there were no employees with intellectual disabilities. They point to the fact that skills are important, but they also mention that it would be more economically sound if wages were lower.

The businesses think that the legislation is good, but that the administration of the legislation is sometimes problematic. For instance, it is too difficult for some to be approved for special job types.

They have very good cooperation with the educational institutions concerning educational levels and competence/skill diploma. One company had an employee from the educational system visit, as a help in the beginning of a project. The young person has a mentor associated, why not the business, one might ask. It is also mentioned that there is a good cooperation with the case managers in the municipal system concerning expectations from the workplace and from the young person.

One business tells that it takes a lot of energy to employ persons from the group, but that it is worth the effort to see how the young people grow with their job. They try to make demands and give the young people responsibilities, so they see themselves as a gain rather than a burden. One leader gave an example of a young woman who was introverted and became more open due to having a work. The same respondent points to the fact that "this is the only opportunity these young people have". For some young people with intellectual disabilities, rewards are only real if they are physical, so when the employees get a bonus, the young people with intellectual disabilities receive a check instead of an amount in their bank account. Furthermore, they point to the OCN-method as something that adds value and confidence to the group.

A way forward is to tell other businesses that it is not so hard to employ young people with intellectual disabilities, and most importantly, that they make a difference in their lives. It should be cool to employ them, and give "street credit" as one business leader explains it – instead of this, many ask, "How expensive is it?"

Slovenia

The conclusions from the Slovenian survey show that the biggest obstacle to the employment of more young intellectually disabled people is the general attitude in society, and that the least serious obstacle is the assessment and lack of skills and competences. Most of the companies think that the best way to employ more people with mental disabilities is to develop special programs that focus on creating the necessary skills, or legislation that makes it cheaper to employ the young intellectually disabled.

One of the business representatives comments that people with intellectual disabilities need more time to acquire certain knowledge, and that it is difficult to engage them in the work process because of their competences (which deviate from the other employees' competences). One proposes that the quota for intellectual disabled should be separate from the general quota of disabled (because people with mental disabilities are marginalized within the group of people with disabilities). Another business representative points out that people with intellectual disabilities are able to perform simple routine work, but due to the progress of technology there is a lack of this kind of jobs.

The businesses generally evaluate the effectiveness of the legislation as low. Some point out that the legislation lacks concrete solutions to create employment opportunities for people with intellectual disabilities. Others mention that more incentives are required and that the law in this area is rigid.

8.4 Attitudes towards quota systems

The opinions of the businesses differ on this question, with 46% in favour and 54% against. There is some variation across the countries, with more than 70% in favour in Spain and Bulgaria. When interpreting these numbers, it is important to remember that most of the businesses involved in the survey have people with disabilities employed, and most of these have people with intellectual disabilities employed. This probably makes them take a more positive view on a quota system. Some businesses have commented that there should be stronger financial incentives, and that the businesses that live up to a quota could receive stronger economic benefits. Some point to the fact that economic benefits must not stand alone, and knowledge and information should be spread to businesses.

Some of the businesses that are against a quota system, point to the need for free will and genuine care if work insertion is to be successful. Some say they might be positive, if funds for coaching were

included. Others point to the fact that it is already complicated for businesses. A point raised by some is the fact that the job match would be poor, and the jobs would not be adequate.

8.5 Ideas for legislation or programmes

Some of the main ideas that were brought up in the survey are:

- Better vocational education and key competency training for intellectually disabled people;
- Career and psychological consulting for intellectually disabled young people;
- Better coordination between educational institutions (schools), employment agencies, parents and potential employers;
- Subsidies or low taxes for the employers;
- Fighting against discrimination at the workplace and providing equal opportunities;
- Special education of the staff working with mentally disabled young people;
- Providing training of managers and staff working with intellectually disabled young people;
- National register of intellectually disabled people;
- Organizing job fairs with special focus on intellectually disabled youth;
- Young people with intellectual disabilities should have the opportunity to get vocational training, no matter their level of gained academic knowledge;
- Financing of training courses for people with intellectual disabilities before the beginning of the working activity, to give them the opportunity to find the good working opportunity;
- Resources could be used in a more effective way through dialogue between the key players;
- Big companies should be an example of integration for medium and small companies, because they have more resources and less risk;
- Agreements between companies and third sector or public entities could help improve the employment situation of young people with disability;
- Media attention towards the positive stories show other businesses that it is possible;
- Important to give room for civil servants/case managers, so they can find the best solutions.

8.6 Central insights from the national surveys

According to themselves, the businesses primarily hire young people with intellectual disabilities due to ethical considerations and because business executives personally know people with intellectual disabilities. The businesses point to lack of competences and skills as the most important obstacle to the hiring of more people with intellectual disabilities, while problems with legislation and the attitude of employees also play a significant role. When asked to point to the best way to get more young people with intellectual disabilities in jobs, more than half of the businesses point to the need for creating skills. The businesses in general feel that it is more difficult to hire young persons with intellectual disabilities than ordinary employees. Almost a third stated that it was a very big step, and additionally 52% stated that it was more difficult. Almost half of businesses report that they have not received adequate help from the public sector, and more than a third say that they have not received help with funding.

There are some differences between the countries. Especially the results from Bulgaria show different tendencies than the rest of the countries, with a focus on legislative problems and cheaper employment.

The survey also shows that companies focus on getting proper job matches. Furthermore, many businesses point to the idea of different forms of financial support for businesses that employ young persons with intellectual disabilities. Another point raised by many, is the need for support for the inclusion, either through mentors or through spreading of knowledge to the businesses. Some also point to the need for assessment of skills, to give the young people with intellectual disabilities confidence and responsibilities. A majority of businesses are in support of a quota system, but many feel that it should be supported by financial aids.

Some of the more innovative ideas for programmes or legislations include specific job fairs; that big businesses should have special responsibilities; and that voluntary agreements can be made between the different actors.

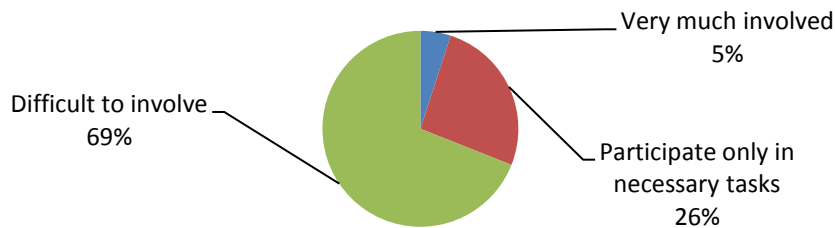
9. The survey for professionals

In total 115 professionals have participated in the survey. 59 of these are primarily related to the educational system, 30 primarily work in relation to employment, and 26 persons work with both aspects.

9.1 Involvement and cooperation

There is a broad view that it is difficult to get businesses involved in the processes, when they employ young people with intellectual disabilities. Only 5% find that businesses are very much involved, while 69% find it difficult to involve businesses.

Involvement from businesses that employ young people with intellectual disabilities?

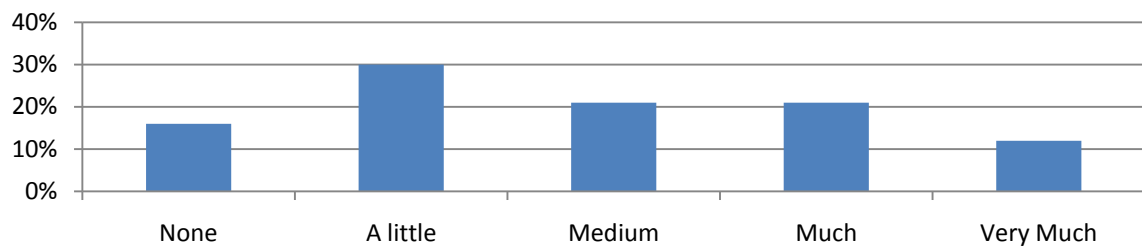


Another question in the survey showed that only 42% believe that the different actors/institutions in the field generally are aware of their own and each other's tasks. This means that more than half believe that the actors are not aware of the tasks in the field. This is a surprisingly high number and it may explain some of the variation in responses between businesses and professionals.

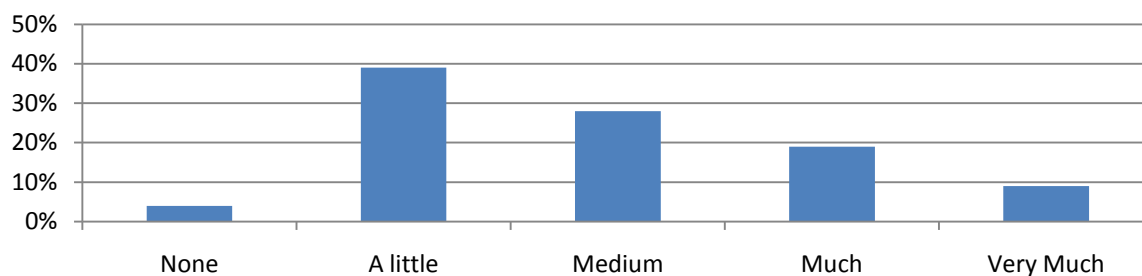
9.2 Why businesses hire – view of the professionals

The main view of the professionals is that wage subsidy is the most important reason for hiring young people with intellectual disabilities. Around 2/3 answered "much" or "very much" to the question: *"To what extent do you think, that wage subsidies have played a role when a business decides to employ young people with intellectual disabilities?"* The average score to the question is just below 4 (= much). The other factors have quite an even influence in the assessments from the professionals, except one question. There is a low belief that they hire young disabled people to improve chemistry at the workplace. 84% state that the influence of improving chemistry is either "none" or "a little".

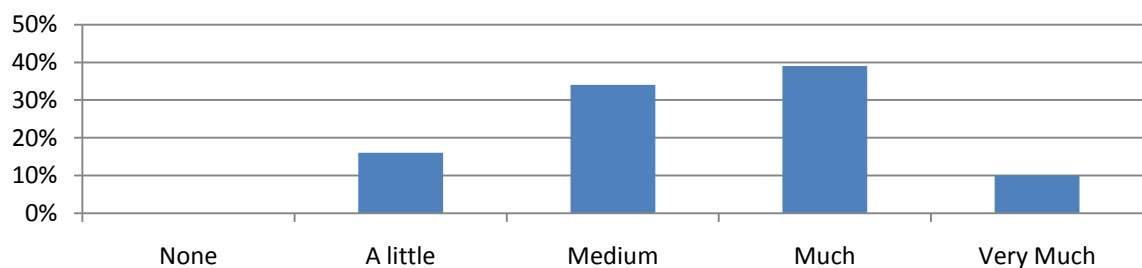
As part of the branding of the business



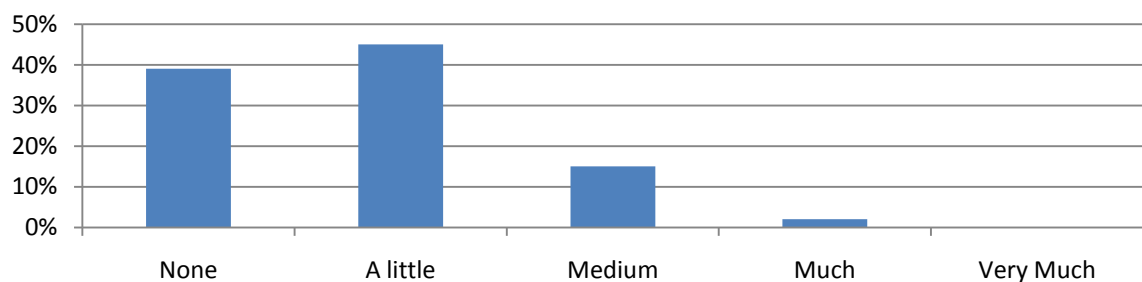
Out of ethical considerations/ altruism



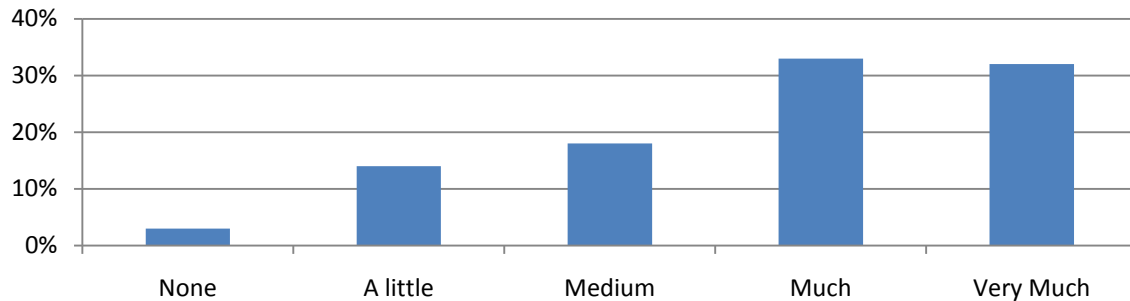
Because the ones that hire personally know people with intellectual disabilities



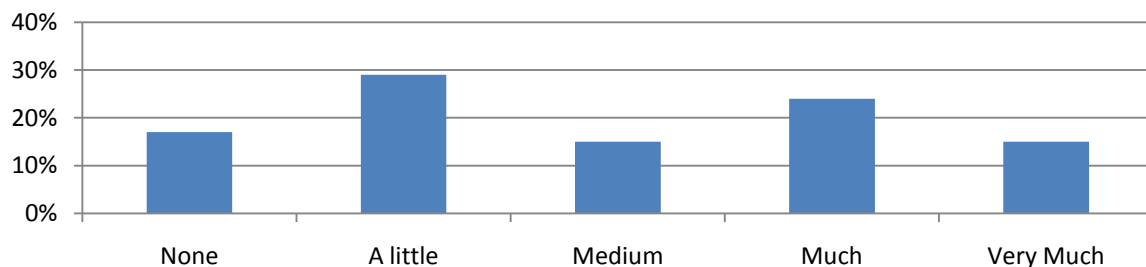
To improve the chemistry of the work place



Because they receive wage subsidies when employing young people with disabilities



They are a cheap work force

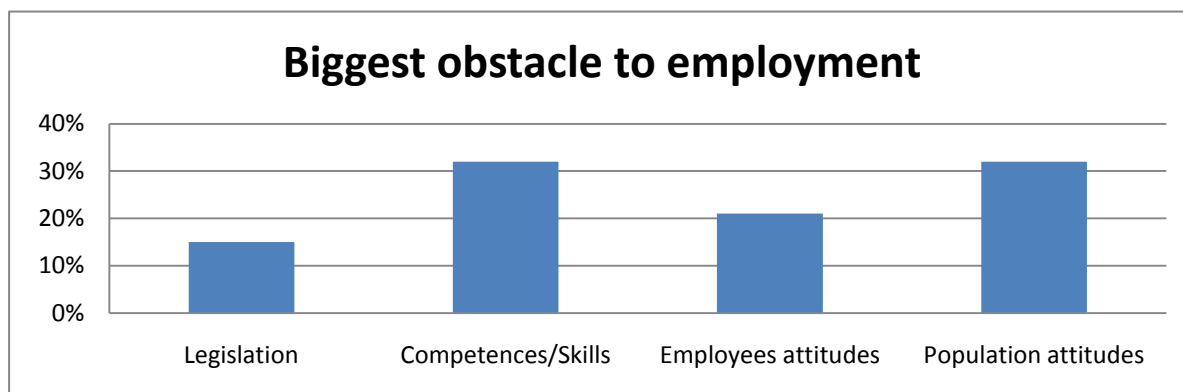


Reasons for hiring (1=none; 5=Very much)

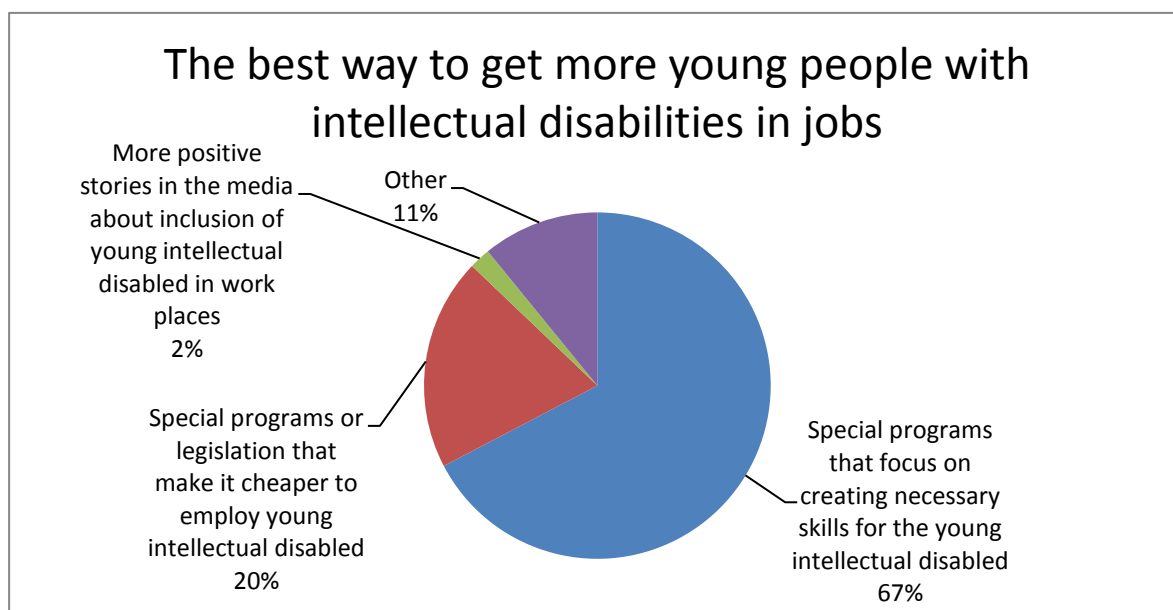


9.3 Obstacles and possibilities

The biggest obstacles, according to the professionals, to further employment of young people with intellectual disabilities are competences and skills on one hand and the attitude in the population on the other, with more than 30% pointing in each of those directions. The attitudes of the employees play a lesser part in the replies from the professionals with 21%. Only around 15% believe that legislation is the biggest obstacle.



When asking about what needs to be done to create more jobs, the result is somewhat clearer. Here, 2/3 of the professionals point to the need for special programs that focus on creating the necessary skills for the young intellectual disabled. Making it cheaper to employ persons from the group, and telling more positive stories in the media, is not seen as equally important. In the category “other”, many of the replies come from Spanish professionals, who have been asked separately about training at workplaces. If that question had been asked across countries, it is very possible that it would have received an even larger share. The rest of the “other”-replies concern replies about inclusion into society and appropriate employment.



9.4 Individual paths to employment across countries

The survey included the following open question to the professionals: *“When dealing with a young person with intellectual disabilities, what do you most often find to be the 3 most important issues, when trying to create an individual path to employment in ordinary businesses?”* In this section, the answers are presented, and in the end, some general conclusions are drawn.

Spain

Professionals working with the employment of people with disabilities have stated that the following integration obstacles limit the pathways in Spain:

1. Low qualification and education: it implies lack of social and cognitive skills, and lack of basic labour competences. Compulsory education is nowadays not providing the basic skills needed to get a job.
2. Wrong attitudes: lack of motivation, low self-esteem, and primarily, wrong expectations (high inconsistency between their capacities and the job they want).
3. Difficult social and family contexts: it is normal to find family overprotection.
4. Complete labour inexperience.

5. There are no specific training resources for young intellectually disabled people.

Bulgaria

In Bulgaria, the professionals focused on the following in their replies:

1. Social skills and cognitive capacity. There is a general lack of skills, including: skills for independent life; different abilities and habits for self-service; communication skills; team work; skills for studying; abilities for learning and getting new information, in order to improve knowledge and skills; social adaptability; concentration and steadiness of the attention; activity and self-control in the involvement in different activities; taking responsibility; tolerance; intellectual and physical capacities; interests; features of the character; potential; art skills; goal setting; and initiation.
2. Motivation for work: low willingness to work and be active.
3. Attitudes of the employers: feelings such as ignorance, fear, and hostility towards the people with intellectual disabilities.
4. Vocational training and vocational guidance: gaining knowledge and skills for the concrete job; work habits and skills; practice; theoretical preparation; competence; physical abilities and skills; connection between individual interests and professional development; stable interest in a concrete area; knowledge and information about the obligations and responsibilities of workers; development and mastering of some pre-professional skills; contributing to the successful mastering of the job; concentration; and development of personal potential.
5. Outer reality: possibilities of realization in the municipality; chance of adequate social realization; appropriate job; and unemployment in the region.

Italy

The inputs from Italy can be grouped in the following way:

1. Understanding the work place: organization of working hours; foster relation with other colleagues; mutual understanding of expectations; and establish networks.
2. Skills to handle tasks: identification of specific tasks that can be handled, and learn specific manual abilities.

3. The right match between business and employee: working tasks that are adequate to the persons' abilities and desire to realize the activities, and commitments to realize the working path.
4. Motivation and responsibility: the autonomy of the person and his/her motivations; awareness of responsibility and sense of responsibility; clearly identify the objectives of the working path to make them reachable, e.g. a step-by-step working path; identify resources and potentialities, not only difficulties; and understand the expectations/needs of the person.
5. Skills of professionals: to have a feasible idea of the economic sector that can employ the person with intellectual disabilities; knowledge of the company that takes charge of the person; to evaluate the autonomy level of the person; and to evaluate his/her relational abilities.

Slovenia

In Slovenia, the professionals mainly pointed to the following issues when trying to create successful pathways:

1. Skills of mentally disabled people concerning work and finding a job: their understanding of working tasks is low; lack of competences for work; lower ability - physical and mental; cognitive barriers; difficulty concentrating; hyperactivity; lack of knowledge about their rights and related rights enforcement; unawareness of their own competences; unclear expectations of oneself and the employer; lack of competence to find a job; lack of knowledge about the labour market; ignorance of procedures; so-called functional illiteracy in finding a job; communication and the ability to communicate; reduced competitiveness; social skills; independence; lack of confidence in their independence; lack of competitiveness in comparison with other "disabled" (e.g. the physically disabled).
2. Attitude of employers: negative attitude to employment of those persons; lack of knowledge about the specifics of persons with intellectual disabilities; discrimination; the companies are not patient with the different; stereotypes and prejudices among employers and potential employees; and underestimation of their abilities.

3. Attitude of environment: acceptance and attitudes towards persons with disability; prejudices; intolerance; stigma; low awareness of the group in society; and possibility of employment due to their lower ability.
4. Other reasons:
 - Lack of knowledge among professionals: not enough trained personnel, who can take into account the specificities of persons with disability.
 - Successful completion of educational course for young people.

Denmark

The responses from Denmark point to the following:

1. Job match: getting a match between skills and job.
2. The workplace: necessary to feel secure at the job; important with colleagues that comprehend their situation; the work situation must be predictable.
3. Life quality: most want to live as ordinary a life as possible; it is often their dream, and the dream of the parents, that they enter the labour market; they need to learn to be more independent (earlier it was normal to clear the path and remove obstacles, now the professionals try to walk beside the young people with intellectual disabilities).
4. Support: important to remember that they still need help, when they are in a more ordinary workplace; education is also active citizenship, clothes, hygiene, and tone.

Summary of most important points

Not surprisingly, professionals emphasize vocational training and development of work competences. These competences include a fairly broad range of social skills, especially related to co-workers and the ability to engage in new networks.

Job match seems very important. In this respect, the skills of the professionals are important to prepare the young people for all the required competences and to get the right match. It is equally important to support the young people and keep them motivated, while still keeping a balance where they grow more independent and acquire responsibilities.

Another important point is that it is vital to have positive attitudes from the co-workers and getting them along. A lot of effort should be put into informing them, and using them as resources to increase the chance of a successful work insertion.

9.5 Assessment and evaluation of competences

The survey included the following open question to the professionals: *“How do you work to assess and evaluate the competences of a young person with intellectual disabilities?”*

Spain

In Spain, it is most common to evaluate the job competences through a job interview. The information received in this interview is included in a specific database for disabled people, which is used to match the best candidate to a concrete job offer.

Just a few entities have developed (or are using) specific scales for people with disability. It has been declared that the reason for this is lack of time (too many persons demanding help to find a job), or that the standard scales are expensive.

Bulgaria

In Bulgaria, professionals evaluate the competences of young people with intellectual disabilities in many different ways:

- Different methods to assess the level of cognitive abilities and intellectual development: concentration; steadiness; attention; memorizing; reproducing (optical and auditory memory); skills for using the gained knowledge in the practice; general knowledge; emotional-willingness actions; self-independence habits; skills for self-control and self-estimation; level of education. Assessment of communicational skills: verbal and non-verbal. Assessment of psychological steadiness through mental workload with different frequency.
- Tests assessing the pre-vocational skills: assessment of the visual-motoric coordination through work with visual images; assessment of the precision motoric; assessment of the general motoric development and physical activity, through exercises for dexterity; physical steadiness.
- Interviews
- Individual conversations
- Research of the documents

- Observations (long-term observations of the individual abilities)
- Tests for vocational adaptability
- Evaluation of competencies and practical skills, with an emphasis on key competences using a variety of tools
- Work in a small group, educational situations, role-play games
- Visits to companies and institutions that the young person with intellectual disabilities are interested in, or where there is a possibility of realization.

The professionals emphasise the need for individual approaches and methods. A common aim of the professionals is to make the young people with intellectual disabilities take the initiative and accept their professional realization as their own engagement, to increase their self-estimation and believe in their abilities, in order to be prepared to react adequately in the changing surroundings.

Italy

In Italy, there are also many different methods used by professionals:

Most methods are individual, and many use observations and individual meetings as well as meetings with the team that works with the young person (social assistant, doctor, healthcare assistant), to secure an integrated management of the working path.

It is normal to try to analyse the needs and desires, competences and motivations of the young people with intellectual disabilities. Furthermore, it is also common to have meetings to understand the favourite working areas, previous experiences, and motivations.

It is mentioned that it is important to find the right task and the suitable working place to create a positive cycle, in order to increase the self-esteem of the young worker. It is also important to be careful when choosing reachable objectives.

Some work together with the disabled person and teach him/her different tasks. Afterwards they choose which task is most suitable for him/her.

A couple of respondents even evaluate the development of abilities on a daily basis.

Slovenia

Professionals in Slovenia evaluate competences of young people with intellectual disabilities in many different ways:

- Individual treatment, individual conversation, interview, semi structured, selection interview
- to create the most realistic picture of the skills that a disabled person has. It is seen as important to take the time and get to know them through conversation.
- Questionnaires.
- Process of vocational rehabilitation (which includes training in different jobs). A rehabilitation team (a doctor of medicine, a traffic and sports medical, a specialist in psychiatry, a psychologist, an occupational therapist, and a social worker) assesses the young people. Based on the findings, the young people are included in the services and they are helped to find a job.
- Education plans and monitoring (goal setting).
- Psycho-diagnostic tools and tests.
- Counselling treatment.
- Observations of behaviour, behavioural image.
- Review of existing documentation.
- Contact with the social environment.
- Portfolio.
- Evaluation of competencies, with an emphasis on key competences, using a variety of tools.

Denmark

In Denmark, the professionals make individual educational plans based on the wishes of the young person and the family. Often these plans focus on acquiring academic skills and getting ready to move away from the parents. Twice a year, an individual teaching plan is made in the educational system (STU) where the educational plan is put into practise.

There is in general a large focus on developing competences. When the pupils finish STU, they receive a certificate of competences. The OCN-method is used more often, enabling the pupils to receive various learning certificates. These can be certificates like “ready-for-work”, “meeting in time”, “conversation with co-workers”, “personal hygiene”, etc.

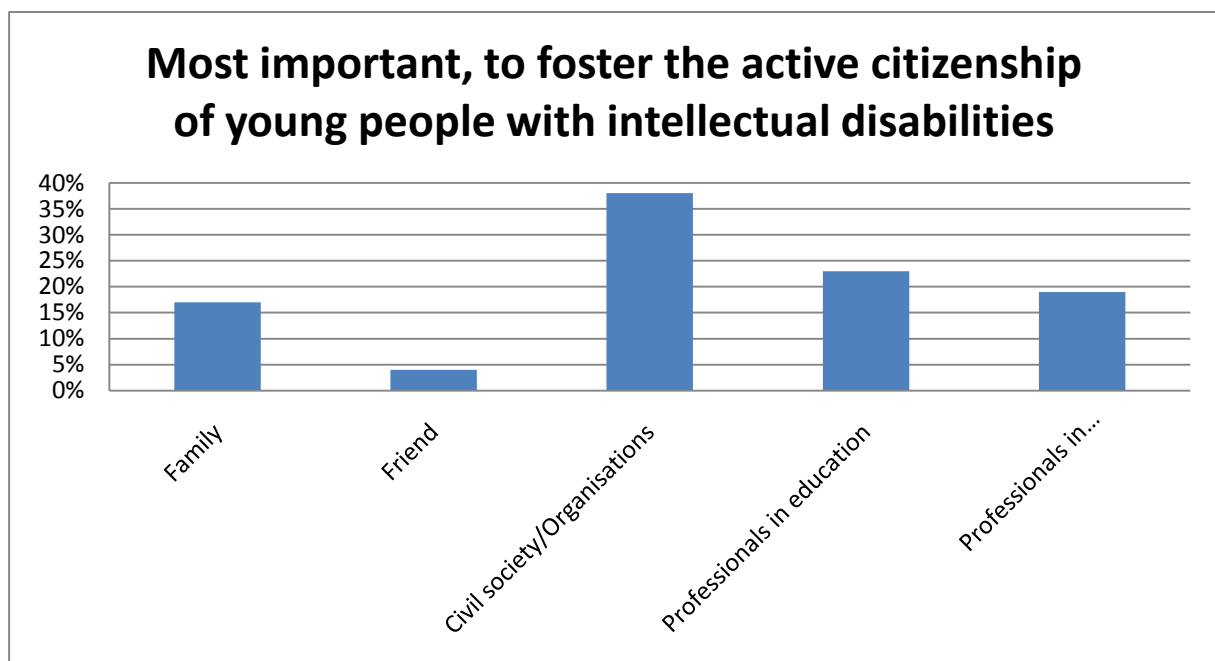
In general, the educational system is targeted at competences instead of specific jobs.

Other methods are used for weaker and non-verbal pupils.

One respondent works a lot with relations and tries not to focus on records and plans of action. He tries to see them as humans instead of diagnoses.

9.6 Active citizenship

The professionals received a question about which type of resource they consider to be most important, to foster the active citizenship of young people with intellectual disabilities. The result shows a clear weight on civil society and organisations on one hand, and professionals in either education or employment on the other hand. Quite surprisingly, family and friends were only at 17% and 4% respectively.



9.7 Attitudes towards a quota system

Among professionals, 64% are in favour of a quota system. The main argument is that everyone has to contribute to create the necessary workplaces. Some point to the need for the public sector to take responsibility, others to a need for a quota system for large companies.

The arguments against primarily deal with the problems with job match, and that the possibility of a good result is best, when there is a good match. Furthermore, it does not make sense without adequate financial support. Companies that follow this kind of "humanitarian" initiatives should be rewarded (reduces taxes for the state).

9.8 Ideas for legislation or programs

The main ideas that have a broad interest and were brought up in the survey for professionals are presented below:

- Tutors have to be well informed of how to organize the activities and face the difficulties related to work inclusion.
- The status of people with intellectual disabilities has to be adjusted with regard to financial support and inclusion, in respect of their individual needs.
- More emphasis is needed on ways of achieving skills that are transferable to different areas, and thus increase employability.
- The creation of more tailored work centres where people can be trained, gaining experiences for the transition to the labour market.
- Strong and meaningful involvement of experts and people with practice and experience from working with people with intellectual disabilities - they should be involved in developing programs.
- Increase the number of specific programs and include a tutor for young intellectually disabled people.
- Try to involve the companies in the integration process from the beginning.
- The public sector should be far more open to employ people with intellectual disabilities.
- A wider focus on inclusion – including civil society, culture, and leisure.
- Development of educational materials and methods for training young people with intellectual disabilities. Development of a special programmes for school students, aimed at development of their skills, interactions, social adaptation, and vocational consultation.

- Establishment of organisations that work with evaluation of levels of intellectual deficiency, assessment of competences, and the young peoples' mental, social, and professional adaptability.
- Program for parental support. These people are usually exhausted, but they are the main recourse for their children. If they felt more supported and understood, they would be able to require better quality and attitude from the institutions.
- Establishment of special classes in order to prepare the pupils with intellectual disabilities to be more independent, and to be able to handle most of the everyday tasks after school graduation.
- The companies willing to hire young people with intellectual disabilities should receive financial benefit like lower taxes, additional financial support through providing projects, etc.
- Financial support to training of professionals.
- Participation in temporary or permanent employment depending on the abilities of the young people with intellectual disabilities, including programs for qualifications and pre-qualifications.

9.9 Central insights from the survey

The professionals believe that it is difficult to involve companies in processes of work insertion (almost 3/4 that find it difficult to involve them). The survey also shows coordination problems (almost 2/3 believe that the actors are not aware of their own and each other's tasks). The professionals are also more sceptical about the motivations of companies to hire young people with intellectual disabilities. Most professionals believe that wage subsidy is the most important reason for hiring. The professionals believe that lacking competences and skills are the most important obstacles to employment. This view is strengthened when asked about the best way to create more jobs for young people with intellectual disabilities (2/3 point to the improvement of skills).

When asked about individual paths, professionals emphasize vocational training and development of work competences. These competences include a fairly broad range of social skills, especially related to co-workers and the ability to engage in new networks. Job match is also seen as important. In this respect, the skills of the professionals are important, because they have to be able to provide the

young people with all the required competences, and get the right match. Another important point is that it is vital to have positive attitudes from the co-workers and getting them along.

The assessment of competences varies within and across the countries. There is variation concerning the degree of focus on diagnoses and tests. In general, there is a focus on assessment of competences, although it does not seem to be methodical and systematic. It is also common to try to involve a team perspective when assessing competences, and to involve the young people in most assessment processes.

When working with active citizenship, most professionals believe that the civil society and the organisations play the most important role in fostering active citizenship - quite surprisingly, families and friends do not play an equally important role. The professionals are much in favour of quota systems, the main view being that it is a necessity.

10. Comparison of the general results from the surveys

10.1 Differences of opinion

There are some differences between the general views among the businesses and the professionals.

There is a difference of opinion regarding the motivations of businesses to hire. According to themselves, the businesses primarily hire young people with intellectual disabilities due to ethical considerations, and because business executives personally know people with intellectual disabilities. The professionals have a different opinion, which is more sceptical of the motivations of companies. Most professionals believe that wage subsidies are the most important reason for hiring.

The surveys show other points of interest in relation to the cooperation between businesses and professionals. From the perspective of professionals, businesses do not involve themselves enough when employing young persons with disabilities. On the other hand, businesses in general criticise the educational system and the employment system, when pointing to the lack of skills and the lack of help.

In sum, it seems that some of the points made about better cooperation between actors, and need for greater awareness of each other's tasks, are important in order to improve future cooperation and the possible pathways for young people with intellectual disabilities.

10.2 Common points

Businesses as well as professionals view the lack of skills and competences as the largest obstacle to creating more jobs, and both groups believe that the way forward is a larger focus on these topics.

Both groups also have a focus on job matches, and on the need for focus on financial support for businesses that employ young people with intellectual disabilities.

The two groups also agree that there is a need for support for the inclusion, either through mentors or through spreading of knowledge to the businesses. Both professionals and businesses point to the need for assessment of skills, in order to give the young people with intellectual disabilities confidence and responsibility. The majority of both groups are in support of quota systems, but many feel that it should be supported by financial aids.

In general, there are a lot of common points and agreement on the way forward with regard to the obstacles and possibilities for work insertion.