

Results LEARNERS

Workshop concerning the topic of...

“Barriers Which Inhibit the Transition from School to Employment for persons with disabilities”

Participating Countries¹: France, Greece, Malta, Bulgaria, Netherlands, Austria, Ireland, Italy, Croatia

Organisations: NASO, NFEPD, Middin, Maria Regina College, Centre de la Gabrielle, BBRZ, Institute for Community Rehabilitation, COPE Foundation, Scuola Viva, CmB, University of Zagreb/UPIM

¹ The EASPD in Brussels is responsible for dissemination of the results! They do not have any learners either, therefore they didn't participate within the learner workshop.

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This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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(1) Interviewees

Following you can find the demographic data of the interviewees in total and split into participating countries.

a) IN TOTAL

In total more than 170 persons with disabilities (pwd) (exclusive the amount of participants of France) participated within a workshop concerning the topic of “barriers which inhibit the transition from school to employment for pwd.

AGE: *

The range of participants was 16 – 60 years old.

GENDER: *

56 of the participants were male and 68 female.

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)? *

101 answered to live within their close family and 23 of the participants live within other structures, e.g. supported living houses,...

AT THIS TIME YOU ARE ATTENDING:...*

40	A high school
25	B. School with special education program
54	C. Vocational Training
26	D. Vocational Education
13	E. Work
4	F. Other: _____

* Inclusive multi and/or non responses

b) Netherlands - Middin

AGE:

16, 20, 45, 49, 54, 55

GENDER:

2 male

4 female

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)?

3* Yes

3 No, living independent with support from a service provider

* married and living with his family, having his own company
living with her parents

married, having a regular job
married and living with her family

AT THIS TIME YOU ARE ATTENDING:...

	A high school
	B. School with special education program
	C. Vocational Training
	D. Vocational Education
2	E. Work
4	F. Other: Student at university (1), unemployed (2), having his own company (1)

c) Bulgaria – NASO & NFEPD

AGE:
18-60

GENDER:
22 male
18 female

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)?
27 Yes
13 No

AT THIS TIME YOU ARE ATTENDING:...

38	A high school
9	B. School with special education program
31	C. Vocational Training
	D. Vocational Education
11	E. Work
	F. Other:

d) Malta - Maria Regina College

AGE:
16 – 25 (range)

GENDER:
17 male
22 female

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)?
37 Yes

2 No, live in homes since a Court order was issued to safeguard the young adults in question. It seems that their immediate families were not providing them with a safe environment

AT THIS TIME YOU ARE ATTENDING:...

	A high school
16	B. School with special education program
5	C. Vocational Training
18	D. Vocational Education
	E. Work
	F. Other:

e) France - Centre de la Gabrielle

The questionnaire was realized with the pupils of the IME (Medical Educational Institute) of the Center of Gabrielle. The IME (Medical Educational Institute) is a medical and social center constituted by several classes. They are approved to dispense an education and one special education for children and teenagers with disability. IME (Medical Educational Institute) are specialized to welcome the children from 6 to 14 years old and the IMPRO (Medical and professional Institutes) receive the teenagers up to the age of 20 years.

The mode of accommodation is generally the boarding school but in the center of Gabrielle the pupils are external.

These institutes are financed by the National Help Service. A committee called CDAPH, suggested children to go in a special school. The objective of the IME (Medical Educational Institute) is to assure the self-fulfillment of the children and the teenagers with disability, to integrate them in a most complete possible way into an ordinary frame or protected, of life and work.

The pupils were questioned in group in their class, we presented them the project and explained the purpose of the questionnaire then we read together all the questions. The mean age is of 17 years, these pupils were not beyond the secondary education. 62,5 % of the questioned are boys and 37,5 % of the girls. They follow a special education for pupils with mental disability. All the pupils are external that is they live at their parent's and are accompanied every day at school.

f) Austria – BBRZ

AGE:
2x21, 18

GENDER:
1 male
2 female

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)?

*2 Yes
1 No

* with his mother
with her brother

AT THIS TIME YOU ARE ATTENDING:...

	A high school
	B. School with special education program
3	C. Vocational Training
	D. Vocational Education
	E. Work
	F. Other: _____

g) Greece - Institute for Community Rehabilitation

AGE:

27, 27, 32, 33, 38, 29, 30, 35, 36, 37, 53

GENDER:

6 male

5 female

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)?

10 Yes

1 No,

AT THIS TIME YOU ARE ATTENDING:...

	A high school
	B. School with special education program
	C. Vocational Training
	D. Vocational Education
	E. Work
	F. Other: _____

h) Ireland – COPE Foundation

All in all 38 pwd were asked about their opinion when it comes to barriers in transition form school to employment.

COPE Centre Mallow: (Sheltered Workshop & Rehabilitative Training Centre in a rural setting for persons with moderate to severe ID)

This focus group included 10 people with a disability.

All these went through the special education system in secondary school.

7 are in work in the community.

These jobs were sourced by job coaches at the centre and service users had no work experience in the community at school level.
3 of those interviewed left the school system 2012.

COPE Centre Ard Dara: (Sheltered occupational centre for persons with severe to profound ID)
Focus group included 4 clients

COPE Secondary School Scoil Bernadette: (Special school, city based for persons with mild to moderate ID)
This focus group included 8 students

COPE Centre QDS (Quality Developmental Services – Sheltered Workshop & Rehabilitative training, City Based for persons with moderate to severe ID)
This survey was conducted with six clients participating in a workshop setting. There were four female participants and two males all in the age bracket of forty to fifty years of age.
The clients interviewed had varying degrees of experience in the field of work. Some of them had been gainfully employed on more than one occasion and some clients had yet to be placed in employment.

COPE Centre BTC/DORAS (Rehabilitative Training/Employment Development Programmes for persons with mild to moderate ID)
This focus group included 5 service users

COPE Centre Clonakilty: (Sheltered Workshop & Rehabilitative Training Centre in a rural setting for persons with moderate to severe ID)
This focus group included 5 service users

i) Italy – Scuola Viva

All in all 2 pwd were asked about their opinion when it comes to barriers in transition from school to employment.

j) Austria - CmB

AGE:
1x15, 2x 16, 3x17, 1x18, 3x19, 5x20

GENDER:
5 male
10 female

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)?
14 Yes

1 No, within a living community

AT THIS TIME YOU ARE ATTENDING:...

	A high school
	B. School with special education program
15	C. Vocational Training
	D. Vocational Education
	E. Work
	F. Other: youth project aiming at stabilization before entering the labour market

k) Croatia – University of Zagreb/UPIM

AGE:-2 student are at the age of 17 and 8 of them are at the age of 18 (final grade)

GENDER:

3 male

7 female

DO YOU LIVE WITH A MEMBER OF YOUR IMMEDIATE FAMILY (MOTHER, FATHER ...)?

8* Yes

2 No

* Living only with their mother (2 students)

4 of them lives in the city and 6 in rural areas

AT THIS TIME YOU ARE ATTENDING:...

2	A high school
	B. School with special education program
	C. Vocational Training
8	D. Vocational Education
	E. Work
	F. Other: _____

(2) Barriers

Each organisation tried to summarize the results of barriers and split them into following categories of barriers.

a) Attitudes / perception / Awareness

Stereotyping/Labelling/not informed about disability (“What people think/know/understand about disability”)

Netherlands - Middin

- A lot of youngsters with disabilities don't feel good about themselves, have no self-confidence and a low self-esteem. They are often teased at school and sometimes also at work. They don't know or don't trust their abilities. They are not assertive enough.
- Some youngsters miss people who believe in them, who give guidance and confidence. That restricts development.
- Some job coaches and teachers don't have knowledge of or give attention to disabilities and are not used to empowering.

Bulgaria – NASO & NFEPD

- "Stereotyping/Labelling/not informed about disability(“What people think/know/understand about disability”
- The opinion of our society is negative for people with disabilities.
- Although that it started talking more and more about persons with disabilities, society does not accept them well, yet.
- Requests of persons with disabilities remain unheard.
- Some persons with disability stop to go out in the public because they are rejected and unappreciated.
- Passing by people rarely respond the persons with disabilities and often just ignore them.
- Some children with disabilities remain isolated among their peers
- Inadequate public awareness about the needs and abilities of persons with disabilities
- The attitude of society towards persons with disabilities is negative.
- The employers do not want to hire persons with disabilities.
- Some persons with disabilities feel that they can not have normal social environment and feel good just one kind.
- Some persons with disabilities are offended and ignored.

Malta - Maria Regina College

- Compulsory schooling is obligatory for all until the age of 16 is attained or else they have completed the fifth year of secondary school
- In the case of 39 respondents choice of school was made by parents
- The majority of learners had difficulty in understanding the concept of life after school

- Parents are very keen to see their sons/daughters continue with their education. One reason for this is that learners receive a stipend when they do so. The only exception to this are those accessing Wardija
- Parental resistance to internships. Apprehension that their sons/daughters might harm themselves at work or otherwise are “abused”
- Apprehension about using the public transport system.
- Not applicable
- Persons with intellectual disabilities have greatly reduced opportunities for their professional future
- Parents need to become less apprehensive regarding the “dangers” that their sons/daughters might be exposed to at the workplace
- Parents view employment as a means of fulfilling the development of their sons/daughters. There are both financial and socialisation advantages
- 38 respondents live with their parents
- All participants can access the services of Learning Support Assistants.

France - Centre de la Gabrielle

- Learners are in special school for people with disabilities
- The rhythm of work (working-hours...)
- Not ready to go to work in company
- Relational difficult with certain colleagues
- Stereotypes
- Aren't able to live alone, lack of autonomy (socially and professionally)

When pupils are in the CLIS / ULIS (in ordinary structures), they feel judged by the other pupils. The look is rather badly accepted by the young people with disability. During their training, all pupils are aware that they have no level to work in ordinary environment; they do not feel ready and need to acquire more skills. 50 % of the pupils think that by changing the look of people, they could better evolve.

According to 50 % of learners, their circle of acquaintances (family and professionals) thinks that they are not ready to live only in an apartment and cannot reach at once an employment because they are lacking autonomy. The only means to familiarize them with environment stays the internship.

95 % of parents and 95 % of the professionals think that the work experience is very important in the training of the learners, it is the reason why they are urged to make it as much as possible. According to them, the internship(training course) allows to discover a job(business), to be made an idea of the work in ordinary environment, to know well the company and the required level, can practise its future job, to learn the job, know if the pupils are ready to work in ordinary environment (working rhythm...).

Austria – BBRZ

- Employers (and the social environment in general) lack understanding when it comes to employ/ train young people
- Less chances for girls to get an atypical job

Greece - Institute for Community Rehabilitation

- People usually are really friendly with them but they have no lots of information about what disability is and sometimes not real information.

- Some people told one of them that is useless to send CV's because he will not be chosen.
- Some of them say that is getting better if you look back but there is still some social discrimination.

Ireland – COPE Foundation

- Common Assumption that some PWD would automatically enter sheltered employment/workshops. No future planning/career guidance given in most cases.
- Mild ID associated with low self esteem. Challenging behaviour. Poor social/coping skills. Family socio economic status.
- "Some employers are impatient as they don't understand our disabilities". (Lack of employer education and awareness) "We have low expectations of ourselves and think 'Sure I will never get a job". (Low Self esteem). "Some people label us as 'special' and that makes us seem different".(Negative labelling/Stereotyping)
- Clients said that "they lost their confidence since they lost their jobs. They said that since returning to the workshop that their self esteem was very low. Due to this fact they found it very difficult to seek employment. They were worried that if a job was offered to them that would have concerns about whether or not they could go out and be successful at it". "employers' attitudes were a major barrier in their ability to gain employment. They felt that employers' attitudes had changed in recent times and that they were no longer interested in employing people with disabilities because they were more time-consuming than other employees. Employers now desire staff that can work any hours of the day or night and could work without supervision or extra support from staff and management. "the attitude of a few staff members out in the work force had been particularly negative toward them. Some staff members were reluctant to offer support to the client as oftentimes they were "too busy".
- "Employers often see only the disability and not the person behind it!"
- "Employers don't see the full picture or qualities of clients. Difficult to get work because of sometimes negative perception". "The perception of people that people with disabilities need more support and training to do their job"

Italy – Scuola Viva

Austria - CmB

- Problems within the internship: impatience, MOBBING
- Don't know what they really want to do, what their "wished-job" should look like
- All pwd can go to work but it depends on the disability
- A doctor said that for the one pwd aiming a teaching profession is not realistic – the young person is not sure about its job future anymore
- pwd: the father choose the VET program for them
- Parents think that pwd do not find a job.
- Pwd said that their parents and companies think that pwd are not able to work.
- One pwd parents want him to stay at home and work on the farm.
- Experiences within internships:
work was very hard

- lots of stress
- working in the evening/night is very hard
- problems with the boss
- pwd was too slow at work
- pwd do not know what their “wished-VET” looks like.
- One big problem at schools: MOBBING
- pwd had NO chance to choose a different VET
- Choose his/her VET with the help of parents, but there was no other opportunity either.
- 3 pwd think that they have to be happy if they get ANY job. They do not have a choice but they WANT TO HAVE CHOICE.
- Pwd are not sure if they can have the job they want to have.
- 1 pwd thinks that he/she can have a job-career if she/he is good. 2 pwd think they can not have a job-career. 1 pwd is not sure about having a job-career.
- Mobbing in home village by supporting the community by doing some work – lived 1-2 months in the streets
- Mother decided the VET program for her/him – was not happy about it first but now he/she likes it.
- Wanted to join a different VET program but parents and trainers told her/him to join the current want. He/she thinks that maybe it will have advantages. There were no other opportunities.
- Wanted to not to join the current VET but there were no opportunities.

Croatia – University of Zagreb/UPIM

- No because I do not know what will I find in the open labour market No, I am aware that life outside the Centre is something entirely else.
- It was not my choice but I accepted what was offered.
- I had no other choice regard to my situation and the economic crisis.
- Understanding of the people around me for my disabilities.
- Legal employment opportunities appropriate to my abilities (1/2 working hours, etc.), the possibility of coming to work (transportation) and adaptation of a workplace, appropriate training for my work that I do, acceptance by colleagues at work, and the availability of other factors in the system (availability of orthopaedic equipment and easy way to purchase medical rehabilitation, health care, not having to submit the documents on disability to specific services every year...
- All respondents say that they are studying for their future professions and want to get the opportunity to experience it. The first prerequisites are good job qualifications, but it is also important for them to meet the above conditions. The State should create conditions that will encourage employers to hire people with disabilities (not employers to be blackmailed by the State, but to be profitable, because all of them want profit).
- It needs more:
 - Open working position appropriate to my profession.
 - Understanding of the employer.
 - Regular income.
 - It depends on my motivation to work.
 - Employer who is reasonable and well-minded.

- My performance at work and decent employer who appreciates it.
- There are prejudice about people with disabilities, but the situation is slightly changing.
I feel the changes in recent few years, but some insurmountable barriers still exist and some prejudices are very obstinate.

b) Structural / administrative

"Policy making, Legislation, Entitlements etc".

Netherlands - Middin

Bulgaria – NASO & NFEPD

- "Policy making, Legislation, Entitlements etc".
- The laws of healthcare are not respected.
- Some people with disabilities are victims of fraud because of their disability.
- The rights of persons with disabilities are often violated
- Persons with disabilities are not respected and honoured in connection with structured public administration.
- Legislation prevents unemployed mother who cares for your child with a disability to become his personal assistant.
- The state is unable to disburse funds to treat persons with disabilities abroad.
- Medicines that disabled people are paying much more expensive than the amount that the Ministry of Health grants them.

Malta: Maria Regina College

- The Education authorities in Malta are presently encouraging those finishing compulsory schooling to continue with their education.
- A structure must be established where trainers/educationalists work much more closely with employers in establishing programmes by which employers are satisfied that the required skills of the industry are being imparted to the learners.
- Motivation to succeed.

France - Centre de la Gabrielle

- Parents aren't involved (search of internship...)
- None prospect
- Forced to make internships(training courses) which do not correspond to their wish
- Difficulties to find an internship
- Accommodation in family thus not acquired autonomy

In IME (Medical Educational Institute), the professional internships are compulsory. Consequently, professionals' team accompany the young people in their project. However, according to the answers of the pupils, more than half of them (70 %) found an internship thanks to their loaded insertion, families do not participate in the search for internship (8 % only) a lot. 40 % declare that there is no outlet after an internship and that they want to make another job, near half thus have a negative vision of the internship. On the other hand the 60%, like in their internship which corresponds to what they want to make later. The internships allow them to target their difficulties and to learn to improve.

Austria – BBRZ

- The learners have the feeling, that most of the time they don't even get the chance to start the right training or the right job
- Demands of employment might be too high (e.g. working fast, concentration, politeness...)
- Employers (and the social environment in general) lack understanding when it comes to employ/ train young people
- Less chances for girls to get an atypical job

Greece - Institute for Community Rehabilitation

- There are no concrete laws to integrate people with disabilities in normal jobs.
- There are some laws in the papers but nothing in the reality.
- Laws are not useful.

Ireland – COPE Foundation

- Social benefits payments system can be a disincentive to work.
- "Having the disability allowance can lead to a lack of motivation to get a job". If you get a full time job you can lose your disability allowance and so you might think it is not worth it". (Benefits trap)
- "Cutbacks mean less support for PWD in mainstream education
- "Clients would prefer to work full time but would lose too many entitlements e.g. travel pass"

Italy – Scuola Viva

- Work has to be enjoyable without stress, but the expectations of the employers may be quite higher and demanding.
- During school the learners do not seem to have the right training for a future job.
- It is easier to work in a cooperative than in the open labour market.
- The learners do not get the right information on their opportunities to work after school.
- During their work experiences there is not the legal salary nor regular contract for PWD.

Austria - CmB

- People were not able to choose the type of school on their own – they were obligated to go to a specific school.
- It is difficult for pwd to get an apprenticeship place after finishing school. They think it would be easier if there had the chance to go for internships within school.
- 2 pwd: the father choose the VET program for them
- Experiences within internships:
 - work was very hard
 - lots of stress
 - working in the evening/night is very hard
 - problems with the boss
 - pwd was too slow at work
- Pwd are wishing more information about internship, about what internships look like, what experiences they will make,...

- pwd had NO chance to choose a different VET
Choose his/her VET with the help of parents, but there was no other opportunity either.
- Had to wait for one year for getting into a VET program after school
- Mother decided the VET program for her/him – was not happy about it first but now he/she likes it.
- Wanted to join a different VET program but parents and trainers told her/him to join the current want. He/she thinks that maybe it will have advantages. There were no other opportunities.
- Wanted to not to join the current VET but there were no opportunities.
Internships are very important for getting experiences and get to know the required skills in a job

Croatia – University of Zagreb/UPIM

- Internship is implemented in school practice and carried out in school for graphic technicians; economists do not have organized practice, and administrative clerks are referred to the practice by school, but they organize it themselves alone, more or less successfully. They sometimes just get a confirmation that they did it even though they haven't seen the office,
- and sometimes during the practice, they do not receive any task and just obtain confirmation. SCHOOL DOES NOT MANAGE OR CONTROL THE IMPLEMENTATION OF PRACTICE. Practice in the school is carried out incorrectly - for example, if a student finishes a task earlier, he/her can leave the class, which certainly at Praxis in a company would not exist.
- Understanding of the people around me for my disabilities.
- Legal employment opportunities appropriate to my abilities (1/2 working hours, etc.), the possibility of coming to work (transportation) and adaptation of a workplace, appropriate training for my work that I do, acceptance by colleagues at work, and the availability of other factors in the system (availability of orthopedic equipment and easy way to purchase medical rehabilitation, health care, not having to submit the documents on disability to specific services every year...
- All respondents say that they are studying for their future professions and want to get the opportunity to experience it. The first prerequisites are good job qualifications, but it is also important for them to meet the above conditions. The State should create conditions that will encourage employers to hire people with disabilities (not employers to be blackmailed by the State, but to be profitable, because all of them want profit).

c) Environmental / physical / Accessibility

“Access/egress to school/training/employment/transport/workplace adaptation”

Netherlands - Middin

- Public transport isn't accesable for everyone (learners and employees).
Budget for special transport is cut back.

Bulgaria – NASO & NFEPD

- “Access/egress to school/training/employment/transport/workplace adaptation”
- Free tickets for the bus ride out of town were stopped by 2010
- Cars parked on sidewalks. People in wheelchairs have nowhere to run ..
- The infrastructure of most buildings and roads is inappropriate and unadaptable for persons with disabilities
- Persons with disabilities should detail their route considering how and if they can get to any place.
- Most places are inaccessible and persons with disabilities are restricted in many places they can visit (shops, cafes, cultural events, etc.).
- Measures have been taken for accessibility are very few and only the main streets and some buses.
- Done so far for the availability of schools and gardens is not enough.
- Infrastructure of cities is not appropriate for persons with disabilities.

Malta: Maria Regina College

- Work practices and technology which ensure that persons with a disability can give their fair share of “production”
- Educational institutions consider employment as the vindication of their programmes therefore justifying the allocation of resources to them

France - Centre de la Gabrielle

- Schedules difficult to follow, give rhythm too fast, difficult relations with colleague, to difficulties in the complex tasks
- Lack of support

Pupils seem to meet more difficulties during their vocational training which has the school. Indeed, even if 80 % of them assert having learnt many things during an internship, even if they moved forward and even if there was rather a good atmosphere, 60 % met many difficulties.

Some people wanted a "real work" (with a salary), some people were lacking speed and had difficulty in following the pace. The fact of getting up very early in the morning, returns them little effective (for the bakery).

Some pupils did not get on with the hierarchy, the contact seems to be difficult. In sight of the answers, we can notice that the "simple" tasks are more estimated by the pupils, on the other hand, they have difficulty when it is necessary to mobilize specific knowledges (regulations of machines etc.).

Generally, there is rather a good atmosphere and the team accompanies them every day during the internship but the 40 % of the pupils demand all the same more support to reach this type by training and better arrest the complex tasks.

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Austria – BBRZ

- Demands of employment might be too high (e.g. working fast, concentration, politeness...)

Greece - Institute for Community Rehabilitation

Ireland – COPE Foundation

- Lack of support in the area of transport to and from the workplace
- "It can be hard if you live in the countryside and you have to travel into the city to get training. There should be more community based training available". (Centralisation of training opportunities). "It can be hard if you are not used to using public transport to have to use it all on your own". (Lack of independent/living travel training)
- "a lack of support at home and in the workplace was a significant barrier for them. Some of the clients lived independently and found that making decisions alone was very difficult for them. A lack of support in the workplace was also an issue that emerged as a barrier. Many clients found it difficult to work on their own initiative and so found that without a support network in place in a work situation that they found it difficult to know what to do next when working independently.
- "Less availability of transport for service users in rural areas" "Parents not always able to accommodate"
- "Living in rural area. Can only get transport Monday - Friday".

Italy – Scuola Viva

- Work has to be enjoyable without stress, but the expectations of the employers may be quite higher and demanding.

Austria - CmB

- it would be good to get to VET by public transports and more internship would be good

Croatia – University of Zagreb/UPIM

- Understanding of the people around me for my disabilities.
- Legal employment opportunities appropriate to my abilities (1/2 working hours, etc.), the possibility of coming to work (transportation) and adaptation of a workplace, appropriate training for my work that I do, acceptance by colleagues at work, and the availability of other factors in the system (availability of orthopedic equipment and easy way to purchase medical rehabilitation, health care, not having to submit the documents on disability to specific services every year...

d) Education / training /including informal learning

Regular vocational education & training including 'Informal learning' such as advertisements/media/other

Netherlands - Middin

- Special schools are not focused on participation and the transition to work
- Some teachers only want to learn a youngster knowledge instead of also asking what a youngster wants and needs to be able to work
- The switch between secondary school to vocational education isn't prepared at all or not well enough at secondary school.
- There's less support from school at vocational education in comparison with special education. The transition is quite difficult because of the lack of support.
- The screening of students isn't effective enough. It has to be suitable, give opportunities for working, not just fun.
- Pupils don't learn enough about their capacities considering work.
- There are not enough possibilities for persons with disabilities to study, to get diplomas and certificates. Especially when you have an intellectual disability.

Bulgaria – NASO & NFEPD

- Regular vocational education & training including 'Informal learning' such as advertisements/media/other/
- Persons with disabilities have no chance to continue their studies at university due to lack of finances.
- Some people with disabilities have never attended school.
- Education, that is offered persons with disabilities in special schools is outdated and inapplicable free on labor markets.
- Some people are sent in most unpopular schools, because their disability and thus have no access to competition, stimulate and develop learning environment.
- Opportunities for additional qualification and education are always paid.

Malta: Maria Regina College

- In one case it was the SENCO who apparently made the decision regarding choice of post-secondary learning
- All the organisations attended by the learners organise information sessions for parents/carers
- The students attending Mcast are expected to do an internship
- The educational centres attended by the learners are doing their utmost to provide adequate “employability” skills. However these skills are as perceived by the “educationalists”. There is no input by industry itself. It is as if the worlds of “work” and “education” have different agendas.
- In the case of the MCAST learners they are expected to go the workplace on their own. In reality it is their parents who take them to work
- Two respondents live in homes as there have been

France - Centre de la Gabrielle

- Obligated to join a special school for PWD (no choice)
- Insufficient skills to work in ordinary environment
- Not enough link between the school and the company
- The classrooms are overcrowded
- Lack of knowledge and experience
- Not enough intership
- The education not adapted to the intellectual handicap

Learners with disability are grouped by type of handicap in specialized structures and receive an adapted education. They are very rarely in "ordinary" school .100 % of the pupils assert that their skills are insufficient to study then work in ordinary environment but they are satisfied by their current education even if the staff is rather important.

Pupils think that to mitigate the lack of skill and to be better prepared for the ordinary world, would be needed more internship to practice because contrary to the pupils without handicap, they need more time and experience. The " plan personalized by compensation " planned in the law of 2005 makes compulsory the support and the coverage of a child by the professionals of the medical and social establishments, that is why the pupils feel accompanied well.

The objectives of learning rest on the current courses of study and the "common base of knowledge and skills ". The base defines what the pupils must have acquired at the end of the compulsory education; it is exactly here that they have most difficulties. Generally, the school is taken away enough from the word of work.

Austria – BBRZ

Greece - Institute for Community Rehabilitation

Ireland – COPE Foundation

- Lack of career guidance options and information in respect of access to courses and college places.
- "Students worry that when they leave school to go to training centres that there will not be enough support for them there". (Lack of career Guidance and planning). "Many students have a fear of the change/ transition that is ahead of them". (Insufficient learner advocacy Programs).
- Disability may hinder participation in mainstream education
- "Low self belief and awareness of what is available to clients"

Italy – Scuola Viva

- The learners do not get the right information on their opportunities to work after school.

Austria - CmB

- They got to less information at school concerning the life after school. Pwd think
- it would be good to have more information about the labour market situation

- that somebody should tell pwd that it is harder to find a job if you joined a school for people with special needs
- it would be great to know WHAT they should know about getting a job and which abilities they need for getting a job.
- Wants to have more information in school about work
- Got no/less information about job future in school – wanted to have more information and opportunities
- 1 pwd told us that he/she didn't learned enough in school (she/he is in Austria since 4 years). He/she wants to have better knowledge about the language German and Maths because he/she thinks it is important to get a job.
- pwd wanted to learn more within school but he/she has problems in learning.
- pwd has problems in learning theoretical stuff.
- you have to be good at school for getting a job and practical experiences. For some jobs you will need higher education.
- Needs more support in theoretical learning

Croatia – University of Zagreb/UPIM

- Understanding of the people around me for my disabilities.
- Legal employment opportunities appropriate to my abilities (1/2 working hours, etc.), the possibility of coming to work (transportation) and adaptation of a workplace, appropriate training for my work that I do, acceptance by colleagues at work, and the availability of other factors in the system (availability of orthopaedic equipment and easy way to purchase medical rehabilitation, health care, not having to submit the documents on disability to specific services every year...
- All respondents say that they are studying for their future professions and want to get the opportunity to experience it. The first prerequisites are good job qualifications, but it is also important for them to meet the above conditions. The State should create conditions that will encourage employers to hire people with disabilities (not employers to be blackmailed by the State, but to be profitable, because all of them want profit).
- It needs more:
 - Open working position appropriate to my profession.
 - Understanding of the employer.
 - Regular income.
- Some unnecessary details should be left out, and life skills learning added instead.
- More practical courses outside the centre.
- Internship is implemented in school practice and carried out in school for graphic technicians; economists do not have organized practice, and administrative clerks are referred to the practice by school, but they organize it themselves alone, more or less successfully. They sometimes just get a confirmation that they did it even though they haven't seen the office, and sometimes during the practice, they do not receive any task and just obtain confirmation. **SCHOOL DOES NOT MANAGE OR CONTROL THE IMPLEMENTATION OF PRACTICE.** Practice in the school is carried out incorrectly - for example, if a student finishes a task earlier, he/her can leave the class, which certainly at Praxis in a company would not exist.

e) Resources / Opportunities

“access to funding/work experience/information”

Netherlands - Middin

- There aren't enough possibilities to try different sorts of work, traineeships. Youngsters can't discover what they are able of and what kind of work they want to do.
- Schools don't give (enough) information about life after school. You have to find it yourself.

Bulgaria – NASO & NFEPD

- “access to funding/work experience/information”
- The only chance is from Labour Bureau, where the possibility for persons with disability is annually and are lucky enough to fall into a number of the group of people who received some employment.
- The state does not provide enough resources for education and qualifications.
- Some disabled people have never been offered assistance access to training or work experience opportunity.
- The state does not provide enough opportunities for additional training.

Malta: Maria Regina College

- Mentors at workplace.

France - Centre de la Gabrielle

- Little diversified sectors (not other choices)
- The pupils cannot find the information alone
- Lack of individual accompaniment
- Difficult to find internships(training courses) adapted well to their skills and to acquire a real work experience not sufficient(self-important) internship(training course))
- Lacking information about other opportunities

The investigation with the pupils shows us that they are framed well by professionals when they need information on what waits for them after the school. 95 % of the pupils declare not to know the existence of the other sectors adapted to their handicap. Furthermore, they are only little diversified and they have no other choices. In the question, " who gave you the information concerning the life after the school? ", 35 % of the pupils were informed by the in charge of insertion, 25 % by the professors, 25 % by the parents and 15 % by the educators. We can notice the important role of the in charge of insertion which facilitates the access to the internships.

85 % of the pupils feel informed well about their career after the IME (Medical Educational Institute) but we notice all the same that this percentage falls considerably when the pupils have to look for only the prospects of their training. We can thus underline the important role of the professionals who accompany and direct

the pupils in their project that is why the majority of them are optimistic at the idea of finding easily an internship later. 100 % of the pupils think of finding an internship easily of course with the help of their professors and charged with insertion.

In the IME (Medical Educational Institute) of the Center of Gabrielle, the pupils are for the greater part polyvalent because they were able to experiment several jobs before choosing the one who suits them. Consequently, they had the choice between several jobs but they want all the same more diversification.

Concerning the house, the pupils are not enough informed about the means to live alone and on the other existing trainings.

Austria – BBRZ

- They don't get enough information about different basic questions/ opportunities after school (e.g. sickness absence, possibilities at the jobcentre...)
- No or too little opportunities for apprenticeships while still at school

Greece - Institute for Community Rehabilitation

- The most of them are going to special schools.
- Some of them say that the employers prefer people without disabilities.
- Some people looked at them while they were working as if they were obstacles for the good results on the work.
- Advertisements of awareness about disabilities are only emitted on holidays, like something extraordinary.

Ireland – COPE Foundation

- Lack of work experience opportunities/ practical training courses etc.
- Students feel that there are limited options available to them for example Doras or the BTC (VET Training Programs), and there is an assumption that they will not want to go anywhere else after school. (Lack of PRE-VET induction/Awareness Programs)
- "Lack of work experience placements due to economic climate"
- "Lack of opportunities due to downturn in economy".

Italy – Scuola Viva

- Work experiences are quite often brief (six months to one year).

Austria - CmB

- Pwd are sure about not finding a job in their home-village, they have to go to Linz if they want to so.
- Will need more support in searching for apprenticeship openings

Croatia – University of Zagreb/UPIM

- No because I do not know what will I find in the open labour market No, I am aware that life outside the Centre is something entirely else.
- It was not my choice but I accepted what was offered.
- I had no other choice regard to my situation and the economic crisis.

- I do not know where I could possibly obtain information about such thing. The only constant is uncertainty.
- Understanding of the people around me for my disabilities.
- Legal employment opportunities appropriate to my abilities (1/2 working hours, etc.), the possibility of coming to work (transportation) and adaptation of a workplace, appropriate training for my work that I do, acceptance by colleagues at work, and the availability of other factors in the system (availability of orthopedic equipment and easy way to purchase medical rehabilitation, health care, not having to submit the documents on disability to specific services every year...
- It will need more:
 - Open working position appropriate to my profession.
 - Understanding of the employer.
 - Regular income.
 - It depends on my motivation to work.
 - Employer who is reasonable and well-minded.
 - My performance at work and decent employer who appreciates it.

f) accessibility

“in general/equality”

Netherlands - Middin

- At school and at work there isn't done enough to prevent and end teasing.

Bulgaria – NASO & NFEPD

- “in general/equality”
- Problems of persons with disabilities are "invisible" to the society.
- Accessibility for people with disabilities is lacking.
- Persons with disabilities face barriers everywhere and every day.
- Persons with disabilities do not feel worthy citizen in their country due to lack of accessibility.
- There is no equality between healthy people and persons with disabilities in accessibility
- Persons with disability can not attend school and go to work because of inaccessible architecture.

Malta: Maria Regina College

- At Wardija Resource Centre transport is provided. In the other courses learners have to go on their own
- Better Transport
- Transport – being punctual.
- Employers feel that the system of providing assistance to learner during their training should be extended to the place of work as well

France - Centre de la Gabrielle

- Schools too much far from the place of residence
- Easier to find an internship in big cities, not accessible towns
- More logistic means towards towns
- Do not know the existence of adapted apartments

Since the law of February 11th, 2005 relative to the equality of the rights and the chances, the participation and the citizenship of the disabled people, disability is envisaged in its social dimension that is by taking into account the situation of the young person in its environment.

Two principles ensue from this law: accessibility (access to everything for all) and the compensation (individual measures restoring the equality of the rights and the chances). An accessible school is:

- The registration in the school of sector, which we call "reference school";
- The access to the knowledge thanks to the individual or collective educational adaptations;
- The access to all the premises and the necessary materials for their schooling, as possible;

- The putting in the standards of the school buildings and the cultural and sportive facilities.

An accessible school is also a disabled persons' card and the right for the transport. The pupils benefit from a logistic support because 95 % of them live far from their school, they find all that this support is sufficient to go to the school but the logistics is insufficient when it is necessary to go to internship. Indeed, the pupils learning the bakery for example and living in towns have difficulty in finding buses to go very early to bakery. According to our pupils, big cities are well enough served but not towns especially if they make their internship in moved schedules.

Furthermore, the pupils have difficulty in finding internships in towns (near them), they are forced to take transport to go to the big cities where there are more offers. Often, when they find an internship near them, it does not correspond completely to their project. They agree to make it only because it is situated near them.

Austria – BBRZ

- No or too little opportunities for apprenticeships while still at school

Greece - Institute for Community Rehabilitation

- In normal schools there are some difficulties for them to pass the exams.
- he normal school has no ramps or accesible toilet.
- From schools they are not preparing them enough to the working life.
- The most of the flats are not adaptated for people with disabilities.

Ireland – COPE Foundation

- Employers lack of awareness/education in the area of supported employment
- Students feel that they might be at a disadvantage in a job interview because of their disability and because they went to a special school

Italy – Scuola Viva

- Crisis hits against work opportunities for PWD.

Austria - CmB

- Wants to have more opportunities for internship to get to know occupational images
- Wants to live in a living community, wants to leave home.
- Had VET and job opportunities but for the 2nd the required skills were too high.
- Less opportunities for work in home village
- Had no information about VET opportunities
- Wanted to have more information about work/internship....
- Mother decided the VET program for her/him – was not happy about it first but now he/she likes it.
- Wanted to have more information about internships and work within POs.
- It's hard to find work in the home village.
- pwd had NO chance to choose a different VET
- Choose his/her VET with the help of parents, but there was no other opportunity either.

- Pwd are wishing more information about internship, about what internships look like, what experiences they will make,...
- People were not able to choose the type of school on their own – they were obligated to go to a specific school.
- It is difficult for pwd to get an apprenticeship place after finishing school. They think it would be easier if there had the chance to go for internships within school.

Croatia – University of Zagreb/UPIM

- It was not my choice but I accepted what was offered.
- I had no other choice regard to my situation and the economic crisis.
- I do not know where I could possibly obtain information about such thing. The only constant is uncertainty.
- Understanding of the people around me for my disabilities.
- Legal employment opportunities appropriate to my abilities (1/2 working hours, etc.), the possibility of coming to work (transportation) and adaptation of a workplace, appropriate training for my work that I do, acceptance by colleagues at work, and the availability of other factors in the system (availability of orthopedic equipment and easy way to purchase medical rehabilitation, health care, not having to submit the documents on disability to specific services every year...
- There are prejudice against people with disabilities, but the situation is slightly changing.

I feel the changes in recent few years, but some insurmountable barriers still exist and some prejudices are very obstinate.

g) State of the Economy

“Austerity measures/cutbacks in funding /services/ losing a job or lack of work”
(Unemployment due to the economic situation)

Netherlands - Middin

Bulgaria – NASO & NFEPD

- “Austerity measures/cutbacks in funding /services/ losing a job or lack of work” (Unemployment due to the economic situation)
- Persons with disabilities remain permanently unemployed, still no adequate support from the government and employers.
- People lose their job after obtaining the injury..
- After some employers find out about disability of an employee, they are fired..
- Persons with disabilities are not provided opportunities to gain initial work experience.
- For people with disabilities are available only low paid and does not require skilled jobs
- It is difficult access to educational establishments and jobs.
- There are major difficulties in searching and finding a job

Malta: Maria Regina College

- Employers keep emphasising that employability is closely related to level of education
- Employers find it unreasonable for a member of their staff to be assigned duties in relation to mentoring learners
- Most of the participants showed a strong determination to find employment. However, considering the needs of employers it is difficult to expect that many of the learners will find work
- Employers are reluctant to employ persons with disabilities since this might involve them in production quality and standards problems. Moreover in certain cases there is the danger of litigation from the part of clients who have not been offered what they expect
- Employers must be reassured that the employment of persons with disabilities will not in any way harm their interests.
- Employers must be convinced that support by the state will continue to be provided

France - Centre de la Gabrielle

- It's expensive to live on his own
- Job they will occupy will not allow to meet their needs

The schooling of the pupils in IME (Medical Educational Institute) is taken care by the National Help Service, consequently, families do not pay it. They contribute nevertheless to the transport and to the accommodation (if the pupil is in the boarding school).

According to the pupils, the main brake for the life only would be the cost of living which would prevent them from it from settling down for the moment. The current

economic situation would not allow finding an employment easily; the pupils know that they will have no opportunities.

Austria – BBRZ

Greece - Institute for Community Rehabilitation

- There is no place in the open market for them.

Ireland – COPE Foundation

- Economic situation causing scarcity of jobs and job losses.
- The disability allowance has been cut to many families. It is harder to get work experience in this climate as there is not enough work for those already employed. There have been cutbacks to the funding of courses and staff such as SNA's which students feel will impact them negatively.
- learners felt that "the state the current state of the economy was to blame for their inability to get a job. They felt that because of the amount of people currently searching for employment that they were willing to take any type of position and even multi-task in the workplace to maintain their position. The clients I interviewed felt this fact excluded them from consideration as they were limited in their ability and skill set2
- "Lack of work experience placements due to economic climate"
- "It reduces the number of opportunities to access work".

Italy – Scuola Viva

- Crisis hits against work opportunities for PWD.

Austria - CmB

Croatia – University of Zagreb/UPIM

- There are less
 - Open working position appropriate to my profession.
 - Understanding of the employer.
 - Regular income.
- All respondents say that they are studying for their future professions and want to get the opportunity to experience it. The first prerequisites are good job qualifications, but it is also important for them to meet the above conditions. The State should create conditions that will encourage employers to hire people with disabilities (not employers to be blackmailed by the State, but to be profitable, because all of them want profit).
- It was not my choice but I accepted what was offered.
- I had no other choice regard to my situation and the economic crisis.

h) Statements/Comments in general

Netherlands - Middin

What helped me? People who believed in me, who saw my qualities, who helped me. Family that is proud of me. Friends and family who are supportive.

What is important in my work? That I have a coach. That my employer understands and respects I can be ill often. That I need coaching about how I'm doing.

Austria - CmB

What do you think is important for you to **find a job**?

II	vocational education or training
II	support from parents, teachers, companies,...
IIII II	further information
	personal assistance

What do you think is important for you to **get a job**?

	vocational education or training
IIII II	support from parents, teachers, companies,...
II	further information
	personal assistance
IIII	good marks at school
IIII	my personal appearance and character
IIII II	Good connections to an organisation, company,...

What do you think is important for you to **keep a job**?

	vocational education or training
	support from parents, teachers, companies,...
	further information
	personal assistance
IIII II	further vocational education and training
II	special technical requirements as adapted computers, special computer programs, wheelchair accessibility,...
	vocational education or training
IIII	working on my personality and skills
IIII	hardworking
IIII	Support after VET project – that I can ask someone if I have questions / problems

Suggestions for a better chance for pwd at the labour market:

- that companies are OBLIGATED to employ pwd
- better education at school
- for people with physical disabilities – better transport systems
- companies should not have prejudice about pwd
- they want projects like the BO of CmB within media, so that everyone get to know about their work and possibilities for pwd