



HANDBOOK

DEVELOPING COMPETENCES OF ADULT EDUCATORS TO SUPPORT THE
EMPLOYMENT OF PERSONS WITH MENTAL DISABILITIES

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**Co-funded by
the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2019-1-IT02-KA204-063364



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INTRODUCTION

AIM AND METHODOLOGY

The WorkABLE Handbook is a result of research and analysis conducted during the project in the field of Job Coaching and Individual Placement and Support (IPS) for Persons with Mental Disabilities (PMD). It is based on the four partner countries (Italy, Cyprus, Slovenia, Romania) findings after research, and shapes national contexts of PMD job coaching, methodologies and case studies.

The objective of the Handbook is to offer a comprehensive study comprising of a legislative framework analysis, including national and European, supporting mechanisms for the employment of PMD, job coaching processes and methodologies, competences required by a job coach in each partner country and at EU level, case studies of organisations and/or workshops involving PMD work, and a guide to implement an IPS.

The methodology used comprises mainly data collection through secondary research/desk research, and uses existing data via material published in research reports, academic essays, government reports and material available on the internet websites, EU and international websites and more. The reason for choosing this method is mostly because of the cost-effectiveness of desk research.

Additionally, the primary research was used to a limited extent by the partners, on the framework of the case studies. In this context, the partners obtained and used raw data to produce the summary analysis of each case study.

LEGISLATIVE FRAMEWORK

1.1. The UN Convention on the Rights of Persons with Disabilities (UNCRPD)

According to WHO, over one billion people, which is about 15% of the world's population, lives with some form of disability, of whom 2-4% experience significant difficulties in functioning. Rates of disability are increasing due to the aging population and increases in chronic health conditions.

People with disabilities are often deprived of their right to live independently, as set out in Article 19 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD), as are frequently placed in institutions.

Disability rights are human rights. Thus, the EU and all its Member States are party to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The UNCRPD served as the basis of the European disability strategy 2010-2020. The UNCRPD was adopted on December 13, 2006 at the UN Headquarters in New York, and entered into force on May 3, 2008.

The UNCRPD challenges people worldwide to understand disability as a human rights issue, as it many areas where obstacles can arise, such as physical access to buildings, roads and transportation, and access to information through written and electronic communications. The UNCRPD also aims to reduce stigma and discrimination, which are often reasons why people with disability are excluded from education, employment and health and other services.

The UNCRPD, applies established human rights principles from the Universal Declaration of Human Rights and the International Covenants on Human Rights and upholds rights and freedoms for all individuals without distinction of any kind, ensures for the rights of persons with disabilities, and promotes respect for their inherent dignity.

States which have ratified the UNCRPD commit themselves to delivering civil and political rights to people with disabilities, and to progressive realisation of social and economic rights.

The UNCRPD does not explicitly define disability. The preamble states that "disability is an evolving concept, and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others".

Article 3 of the UNCRPD provides for the following General Principles:

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- Equality of opportunity

- Accessibility
- Equality between men and women
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

The rights provided in UNCRPD are:

- Article 5: Equality before the law without discrimination
- Articles 10 and 14: Right to life, liberty and security of the person
- Article 12: Equal recognition before the law and legal capacity
- Article 15: Freedom from torture
- Article 16: Freedom from exploitation, violence and abuse
- Article 17: Right to respect physical and mental integrity
- Article 18: Freedom of movement and nationality
- Article 19: Right to live in the community
- Article 21: Freedom of expression and opinion
- Article 22: Respect for privacy
- Article 23: Respect for home and the family
- Article 24: Right to education
- Article 25: Right to health
- Article 27: Right to work
- Article 28: Right to adequate standard of living
- Article 29: Right to participate in political and public life
- Article 30: Right to participation in cultural life

Article 19 provides that people with disabilities can choose their place of residence and where and with whom they live with, and are not obligated to live in a particular living arrangement. Many of these human rights abuses are a combination of lacking community and nationally-based services, but also mechanisms to ensure those rights; and opportunities for people with disabilities to thrive.

Article 25 recognises the right of persons with disability of enjoyment of the highest attainable standard of health without discrimination on the basis of disability.

Article 27, reinforces the right of persons with disabilities to work on an equal basis with others, which includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.

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1.2. ILO Convention no.159 on Vocational Rehabilitation and Employment 1983

The ILO Convention on vocational rehabilitation and employment was ratified by 84 countries, and entered into force on June 20, 1985.

Article 1 of the Convention, defines the term “disabled person” as an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognised physical or mental impairment.

Article 2, provides that each Member shall, in accordance with national conditions, practice and possibilities, formulate, implement and periodically review a national policy on vocational rehabilitation and employment of disabled persons. The above is to be made available to all categories of disabled persons, and at promoting employment opportunities for disabled persons in the open labour market (Article 3).

Interestingly, the principle of equal treatment is protected in ILO recommendation No. 99 (1955) paragraph 29 (a), according to which, persons with disabilities “should be afforded an equal opportunity with the non-disabled to perform work for which they are qualified,” and ILO recommendation 168 (1983), paragraph 8, which provides for gender equality in the employment of persons with disabilities.

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1.3. European Union

Responding to the economic and social impact of mental illness, the EU is taking actions to prevent and treat mental illness. One of the priorities of the EU and its Member States is to address the social and economic situation of people with disabilities. Accordingly, a number of treaties, conventions, and strategies are in place:

- The Charter of Fundamental Rights of the EU: Articles 21 and 26 of the Charter state the need to respect and protect human dignity, ensure the integration of people with disabilities in the community and prohibit discrimination on the basis of disability.
- The Treaty on the Functioning of the EU: Articles 10 and 19 of the Treaty provide that the EU will fight discrimination based on disability when drafting and implementing policies and adopting legislation.

The EU and all its Member States are parties to the CRPD, which for the EU entered into force in January 2011. All EU Member States have signed and ratified the CRPD. The CRPD is the basis for the European disability strategy 2010-2020, and reflects its main elements.

THE EUROPEAN DISABILITY STRATEGY 2010 – 2020

The European Disability Strategy aims to promote a barrier-free Europe and to empower people with disabilities so that they can enjoy their rights and participate fully in society and economy. It describes the actions and objectives of the disability policies, and supports EU Member States to implement the CRPD.

Focuses on eliminating barriers for people with disabilities in eight action areas:

- Accessibility
- Participation
- Equality
- Employment
- Education and training
- Social protection
- Health
- External action (i.e. actions outside of the EU).

Entrepreneurship is indirectly supported by this strategy through the reduction of barriers under the 'Participation' and 'Employment' themes

The Disability Strategy has led to initiatives such as:

- The EU directive 2019/882 - European Accessibility Act-, which sets accessibility requirements for products and services

The Regulations on the Rights of Passengers with reduced mobility:

- EU Regulation on the rights of disabled persons and persons with reduced mobility when travelling by air
- EU Regulation on bus and coach passenger rights
- EU Regulation on passenger rights when travelling by sea or inland waterway
- EU Regulation on rail passenger rights

The EU Directive 2016/2102 on web accessibility, which will make public websites accessible to all.

- The EU disability card project, which makes it easier for people with disabilities to travel across these Member States. It has been piloted in eight Member States and is now under evaluation before continuation.
- Provisions in the Erasmus+ programme to allow better mobility for students with disabilities
- The EU Parking card

The EU Directive 2000/78/EC established a general framework for equal treatment in employment and occupation. The Employment Equality Directive - 2000/78/EC - prohibits discrimination in employment and occupation on the grounds of religion or belief, disability, age and sexual orientation, covering:

- Employment & occupation
- Vocational training
- Membership of employer and employee organisations
- Although there is no definition of disability in the Directive, the Court of Justice (CJEU) established that it also includes disabilities arising from “psychological impairments”, and people experiencing mental health problems.
- The cross-border healthcare directive
- Educational initiatives for disabled people, including the European Agency for Special Needs and Inclusive Education as well as a specific study group on disability and lifelong learning
- External action activities, such as funding for at least more than 400 disability-specific projects in over 100 countries, mainly in partnership with civil society, as well as in support of partner governments’ efforts to implement and monitor the CRPD
- An accompanying action plan containing 100 actions in all the eight areas covered by the strategy

MENTAL HEALTH IN THE EU

In the EU, although mental health policies fall in the responsibility of individual EU Member States, mental health is included in the priorities of the public health agenda.

The European Framework for Action on Mental Health and Wellbeing supports the EU Member States to review their policies and share experiences in order to improve policy efficiency and effectiveness, aiming to:

- Develop mental health promotion and prevention and early intervention programme
- Ensure the transition to comprehensive mental health treatment and quality care
- Strengthen knowledge, evidence and best practice sharing in mental health.
- Also, the EU-Compass for action on mental health and well-being's online platform assisted with the collection, exchange, and analysis of information on action in mental health.
- The Compass monitored mental health and wellbeing policies and activities of EU Member States, and NGOs through:
 - The identification and dissemination of European good practices in mental health
 - The collection of data on stakeholders' and national activities in mental health
 - The organisation of three annual reports and forum events
 - Holding mental health workshops across the EU, and in Iceland and Norway.

Cyprus has adopted different laws and regulations deriving from international and EU standards, that are protecting people with disabilities, and more specifically their employability, and the prevention of discrimination at work.

1. The Persons with Disabilities Law of 2000 covers basic rights of people with disabilities, including the equal treatment and prohibition of discrimination in the employment sector. According to the law, “disability” means any kind of insufficiency or impairment which cause permanent or long lasting bodily or intellectual or mental restriction to the person [...].

Also, “employment” means the provision of work or services for wages or salary, under individual contract or labour relation or apprenticeship or other individual contract or relation, governed either by the private or public law, including the Public Service, the Judicial Service, the Public Educational Service, the Local Authorities, the legal entities and organisations of public or private law, the Armed Forces and Security Forces.

“Discrimination” means the indirect or direct discrimination including harassment and order to apply discriminatory treatment;

Article 5 of the law, provides for the principle of equal treatment to employment, prohibiting discrimination against a person with disabilities regarding to:

(a) conditions for access to employment, self-employment and occupation, including selection criteria and recruitment conditions, whatever the sector or branch of activity and at all levels of the professional hierarchy, including promotion;

(b) access to all types and to all levels, of vocational guidance, vocational training, advanced vocational training and retraining, including practical work experience;

(c) employment and working conditions, including dismissals and pay;

(d) membership of and involvement in an organisation of workers or employers, or any other organisation whose members carry on a particular profession, including the benefits provided for by such organisations.

2. The Recruitment of persons with Disabilities in the Wider Public Sector Law 146(1)/2009 provides for the right of persons with disabilities to work, and regulates their recruitment employment positions in the wider public sector at a quota of 10% of the number of vacancies. The law also covers the obligations of states to fulfill the right to work, as specified in the UNCRPD, the ILO Convention no 159 on Vocational Rehabilitation and Employment of Persons with Disabilities, and the EU Directive 2000/78/EC. According to the law, "a person with disability" means the person who, according to the assessment by a special multidisciplinary committee, experiences any kind of impairment which cause permanent or long-term physical or intellectual or mental restriction substantially reducing or excluding the possibility to find and maintain an appropriate employment.

3. Non-governmental organizations which represent or offer services to persons with physical, mental, intellectual or sensory disability and are active in designing and implementing programs, including training ones for their staff and/or persons with disabilities, may benefit from the Scheme for the subsidisation of Organisations for Vocational Training Programmes for Persons with Disabilities. Accordingly, each programme can be sponsored up to EUR 5,000, except for programmes being co-funded by EU funds, which may be sponsored up to EUR 10,000.

4. Non-governmental organisations who represent or offer services to persons with physical, mental, intellectual or sensory disability and are active in designing and implementing programs, including training ones for their staff and/or persons with disabilities can also benefit from the

Scheme for the subsidization of Organisations for Vocational Training Programmes for disability professionals. The programme has a limitation of sponsorship for up to EUR 3000, except for programmes being co-funded by EU funds, which may be sponsored up to EUR 5,000.

5. Persons with disabilities can benefit directly from the Scheme for the Vocational Training of Persons with Disabilities. This specific scheme is granted despite the level of education of the person, and can be up to EUR 1,708.

6. Persons with physical, sensory, mental or other disabilities, which cause them severe reduction of their possibility of employment in the open labour market and allow only the choice between a restricted circle of bread winning professions, may benefit from the Scheme for the Creation and Operation of Small Units for Self-Employment Purposes of Persons with Disabilities, with an amount up to EUR 8,543.

7. The Scheme for Supported Employment may benefit non-governmental organizations that offer services of supported employment via the employment of a job coach, to persons with physical, mental, intellectual, or sensory disability. The maximum amount offered may be EUR 13,500 per

year for each programme.

8. The Department for social Inclusion of persons with disabilities also offers additional services and social benefits to people with disabilities, which includes mental disabilities. For example, the Disability Parking Card Scheme (Blue Card), the Financial Assistance for Organisations of Persons with Disabilities. The last scheme, benefits organisations of people with disabilities or organizations of their parents, in cases that they are not in a position to represent themselves, and includes funding of operating expenses of the organization and of the expenses of programmes for the social inclusion of persons with disabilities. Also, the Financial Assistance to the Organisations of Persons with Disabilities for Hiring Social Assistants for their Members, may benefit organizations for People with Disabilities that will be responsible to coordinate and allocate the necessary attendant services to people with disabilities, according to their needs. The offered sponsorship may be up to EUR 10,000 per year, to a maximum of 70% of salary costs for a Social Assistant.

The first National Disability Strategy 2018-2028 and the Second National Action Plan for Disability 2018-2020 were prepared by the Department for Social Inclusion of People with Disabilities, together with the government services responsible for disability issues, and are based on the principles of the Strategic Planning Guide of the Ministry of Finance. They are correlated with the recommendations made to the Republic of Cyprus by the UN Convention on the Rights of Persons with Disabilities Committee, the European Disability Strategy 2010-2020 and the Council of Europe's Disability Strategy 2017-2023.

The main aim of the National Disability Strategy is to outline the vision, values, strategic goals and objectives of the Republic of Cyprus for the rights of persons with disabilities. This is done by providing for directions to state actors.

The Second National Disability Action Plan aims to promote:

- a) Independent living, social inclusion, mobility and social protection of people with disabilities
- b) Employment and vocational training
- c) Education
- d) The accessibility of persons with disabilities to the natural and built environment, transport and information.
- e) Provision of health and rehabilitation services
- f) Information and awareness raising on disability issues.

The Republic of Slovenia has adopted several regulations relating to different areas of life and work of persons with disabilities. Slovenia was among the first countries in the world to ratify the United Nations Convention on the Rights of Persons with Disabilities and adopted an action program for its implementation. The main legislative documents addressing the field of disability ¹:

- “Zakon o usmerjanju otrok s posebnimi potrebami” - The Law on the guidance of children with special needs is regulating special guidance for children with special needs who, in order to successfully participate in the education process, need appropriate education programs and provide various ways and forms of assistance ².
- Zakon o pokojninskem in invalidskem zavarovanju - Pension and Disability Insurance Act whereby the pension and disability insurance in the Republic of Slovenia is compulsory and uniform for all who meet the statutory conditions for insurance ³.
- Zakon o zaposlitveni rehabilitaciji in zaposlovanju invalidov - Law on Employment Rehabilitation and Employment of Disabled People which regulates the right to vocational rehabilitation and certain employment issues of persons with disabilities and sets out other forms, measures and incentives for their employment and the way in which they are financed.
- Zakon o uporabi slovenskega znakovnega jezika - Law on the Use of the Slovene Sign Language that regulates the right of deaf persons to use the Slovene sign language and the right of deaf persons to be informed in the techniques adapted to them, equal inclusion of deaf persons in the living and working environment, etc.
- Zakon o izenačevanju možnosti invalidov - Law on Equal Opportunities for Persons with Disabilities with the main aim of preventing and eliminating discrimination based on disability and to create equal opportunities for persons with disabilities in all areas of life.
- Zakon o socialnem vključevanju invalidov - The Social Inclusion of Disabled Persons Act that regulates the rights and procedure for obtaining the status of disabled persons with permanent congenital or acquired disabilities who cannot socially integrate into the community without provided social inclusion services and cannot act and function independently perform in most or all of life activities.

For this handbook, the most important practical aspects that derive from the regulations are:

- Quota system and incentives for employing people with disabilities

The quota system is set out in the Vocational Rehabilitation and Employment Act, effective since January 2006, laying down an obligation on employers who have at least 20 employees, to employ a certain percentage of people with disabilities. The percentage of the mandatory proportion of disabled employees is determined by the Decree on designation employment quotas for the disabled and ranges from 2 – 6 per cent depending on the type of major activity for which the company is registered. The obligation within the quota system can be fulfilled either by:

¹ Pravno informacijski sistem Republike Slovenije (2020). Retrieved from: <http://www.pisrs.si/Pis.web/#>

² Zavod Republike Slovenije za šolstvo. (2020). Retrieved from: <https://www.zrss.si/o-nas/usmerjanje-otrok-s-pp>

³ Zavod za pokojninsko in invalidsko zavarovanje Slovenije. (2020). Retrieved from: <https://www.zpiz.si/cms/?ids=content2019&inf=1192>

⁴ Brumnič – Smrekar, T. et al. (2009). Kaj mora o zaposlovanju invalidov vedeti vsak delodajalec? : od davčnih olajšav za delodajalce do smernic po zakonodaji Evropske unije. Retrieved from: http://www.ir-rs.si/f/docs/RR/smernece_vlozni_listi.pdf

- a) Employing persons with disabilities;
- b) Taking care of substitute fulfilment of the quota (replacement quota), i.e., concluding a contract on business cooperation with the employment centre, respectively a disability enterprise;
- c) Payment of a contribution to promote the employment of persons with disabilities into a special national disability fund.

Regarding the aspect of promoting equal employment opportunities, the system is rewarding employers who exceed the quota, and these incentives include i.e., financing job position adjustments costs.

- Employment Rehabilitation

The Employment Rehabilitation and Employment of Disabled Persons Employment Act defines rehabilitation as a right of the disabled. It represents a set of services with which the employability of the disabled person is increased by having the opportunity in training for work, to be employed, retain the current job position or to modify or pursue (a new) professional career. Persons with Disabilities (PWD) are eligible for vocational rehabilitation in cases where under other regulations, they are not entitled to the same rehabilitation services and if they meet the statutory criteria. A PWD, as service user of occupational rehabilitation, is treated as an equal (team/employee) member in the process of vocational rehabilitation thus developing the sense of belonging, participation and co-responsibility in the rehabilitation process. Employment rehabilitation is performed as a public service.

Employment rehabilitation has more specified options for PWD; it includes special and tailor-made approaches for training/retraining and possible upskilling. Employment rehabilitation services already include counselling, empowerment, and motivation towards taking an active role in life; supporting and advising in manageable vocational goals and orientation, development of social skills, professional support in retraining and education ⁵.

- Supportive employment

Supportive employment as such is a special concept of employing people with disabilities in an integrative working environment within ordinary/regular employers and is based on assurance and providing professional support to the disabled, working environment and employer. It is defined in the Employment Rehabilitation and Employment of Disabled Persons Act. Special support is foreseen within this mode, whereby both employer and the work environment are entitled to professional support (information and counselling). Also there are some special conditions for such a model: it includes only disabled person for whom the Employment Service of Slovenia

5 Zakon o zaposlitveni rehabilitaciji in zaposlovanju invalidov. (2014). Retrieved from: <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO3841>

issued a decision on employability in supportive employment (obtained disability status), decision on employability in supportive employment, completed process of employment rehabilitation, elaborated individualised plan of support for the disabled person and the willingness of employer for cooperation and adaptation of the working environment and work position prepared within mentioned individualised plan), the disabled person is qualified to perform work in a specific job, is motivated, an individualized support plan for the disabled person and the employer is drawn up, employer is ready to work together and adapt the work environment and the workplace with an individualized support plan.

- Protective or sheltered employment

Protective employment is the employment of a disabled person in the workplace and in a working environment adapted to the work ability and needs of the disabled person who is not employable in a normal workplace (protected workplace). This type of employment is very much connected to special type of economic entities operating as Employment Centres; they are a legal entity established for the sole purpose of employing persons with disabilities in sheltered workplaces and must fulfil specific measure in staffing, organisational, technical, and other conditions prescribed by the Minister responsible for disability protection and a fore prepared business plan. Municipalities are responsible for promoting the establishment and operation of employment centres in their area.

The legislative process regarding the right to work of disabled people found impetus in Italy in the sixties starting with the Law 482/1968 “General discipline of compulsory hiring in public administrations and private companies”, also known as the “law on mandatory placement”. A key feature of the legislation was an approach of passive dependence on welfare: public bodies and (some) private companies were obliged to hire a certain number of people with disabilities. Little attention was paid in the same law to the enhancement of the skills and abilities of the disabled, for whom work was unlikely to become an opportunity for personal fulfilment.

Article 5 of the old Law 482/1968 (repealed by Law 68/99) did not include mentally disabled persons among the recipients of the law on mandatory placement. The Constitutional Court with sentence no. 50 of February 2, 1990 had declared its constitutional illegitimacy.

An evolution in this sense occurs with the framework Law on Handicap 104/1992, which extended the application of the rules on compulsory employment to people with mental disabilities with a working capacity that allows them to be used in compatible tasks and jobs and which introduces the principle of evaluating the working and relational abilities of the disabled person and not only the physical or mental impairment in relation to the characteristics of the workplace. Article 19 of the Law 104/92 also provides that work capacity is ascertained by the commissions responsible for assessing the handicap, supplemented by a specialist in neurological, psychiatric, or psychological disciplines.

This is the first step towards a significant evolution of the legislation that is fulfilled with Law 68/1999, “Rules for the right to work of the disabled”, which extends the concept of targeted placement introduced in many Italian regions to the whole national territory following the initiative “Employment” promoted by the European Commission.

This concept is defined as that series of technical and support tools that allow people with disabilities to be adequately assessed in their working skills and to place them in the right place, through job analysis, forms of support, positive actions and solutions of problems connected with the environments, tools and interpersonal relationships in the daily work.

The law starts from the assumption that there cannot be an a priori exclusion from the labour market because a particular type or degree of disability does not necessarily correspond to a decrease or absence of working capacity.

Article 1 of the Law 68/99 provides that the rules on the placement of people with disabilities apply to people with mental and intellectual disabilities and defines the necessary requirements to be able to use them, making express reference (Article 9, paragraph 4) to people with mental disability providing that disabled people of working age with a degree of disability over 45% enrol in a list kept by the provincial commission for labour policies, the territorially competent employment centre

(Employment Centre - Centro per l'impiego - CPI), which notes in a special form their work skills, competences and inclinations, as well as the nature and degree of the impairment and analyses the characteristics of the posts to be assigned, promoting the matching of job supply and demand. A necessary condition for registration in the targeted placement lists is possession of the functional diagnosis, a form prepared by a special medical commission. The functional diagnosis is transmitted to the provincial labour commission accompanied by guidelines for the individualised employment project to be implemented and the characteristics of the most suitable jobs for the individual.

The employment of the worker with disabilities involves different timing and methods depending on the personal situation and the context in which it must be inserted. With this methodology, positive and successful experiences have been achieved that have benefited from the cooperation and commitment of all the actors involved.

The targeted placement can be implemented with flexible tools aimed at considering both the needs of businesses and those of people with disabilities. The legislation (Law no. 68/1999) provides, for companies with more than 15 employees, the obligation to have a certain number of disabled people and disadvantaged categories on the staff ("reserve quota"). Companies can cover the reserve quota with staff already in the workforce or proceed with recruitment from scratch by requesting names from the Employment Centres or by entering into special agreements with public bodies or social cooperatives. Companies can choose the subjects to be hired based on the names present in the lists drawn up by the Employment Centres, which report the disabled in a state of unemployment with the characteristics and professional background required by the company itself.

With the name request, the company indicates to the employment agencies the name of the worker whose job start-up is requested. The request may be preceded by the request to the competent offices to proceed with a pre-selection of the persons with disabilities registered in the compulsory placement lists.

The hiring of disabled people can also take place with the stipulation of specific agreements with public bodies, such as for example the framework agreements that promote the inclusion of disabled people within social cooperatives. Law 247/2007 insists on this objective by introducing article 12bis, subsequently taken up by the Legislative Decree 276/2003, aimed at facilitating the recruitment of people with disabilities through agreements between companies and "type B social cooperatives"⁶. In this case the cooperative hires the worker in place of a profit company, which in exchange assigns work orders to the cooperative proportionate to the cost of the personnel hired.

With regard to companies, the legislation alongside the obligation to hire disabled workers leads to the cancellation of the tax bureaucratic system linked to the previous legislation and introduces

⁶ Specific category of company that carries out productive activities aimed at the job insertion of people with physical or mental disadvantages and other disadvantaged groups, otherwise excluded from the labour market, like single mothers, ex-prisoners, ex-drug addicts

incentive measures. The National Fund and the Regional Funds for the right to work of people with disabilities go in this direction. The first, set up at the Ministry of Welfare, serves to finance the agreements between employers and competent offices for the employment of people with disabilities, eg. partial reimbursements for expenses incurred for the adaptation of the workplace. The second, fed by the sanctions for companies that do not comply with the hiring obligations provided for by law 68/99, is used for the implementation of specific active policies in the local area.

Among the opportunities offered by Law 68/1999 there is also the possibility of using the internship aimed at recruitment as a form of insertion into work, with possibility of a longer duration than is normally expected, i.e. 24 months (including extensions). The disabled person is employed in an organisational context that is more sensitive to their needs, while the company has an opportunity for growth.

The legislative decree n. 151/2015 issued in implementation of Law 183/2014 extended the nominative call to all the hires that employers must make regardless of the number of employees.

In Romania, the Law 448/2006 on the protection and promotion of the rights of persons with disabilities is the special law for persons with disabilities affirming their status as full citizens and emphasising the role of society in ensuring social protection measures to enable the exercise of this status.

There are other laws which are regulating generally the employment conditions, pensions mechanisms, continuous professional training of adults, etc. which are having impact on the status or opportunities of the persons with disabilities.

Among these, are:

- Law no. 76/2002 on the unemployment insurance system and employment stimulation
- Law no. 53/2003, Labor Code
- Ordinance no. 129/2000 (republished) regarding the professional training of adults
- Law no. 263/2010 on the unitary public pension system
- Law no. 219/2015 on the social economy
- Laws 98, 99 and 100/2016 on public procurements, sectorial procurements, works concessions and service concessions
- Law no. 346/2004 on stimulating the establishment and development of small and medium enterprises
- Order on the approval of the technical regulation “Norm on the adaptation of civil buildings and urban space to the individual needs of persons with disabilities, indicative NP 051-2012 - Revision NP 051/2000”

Free access to assessment and career guidance for PMD

Chapter no. V of the Law no. 448/2006 focuses on the Orientation, vocational training and employment of people with disabilities. A first provision of the Law is that anyone with a disability who wishes to integrate or reintegrate into work has free access to assessment and career guidance, regardless of age, type and degree of disability. The evaluation and professional orientation of adults with disabilities is performed by the evaluation commission of adults with disabilities and based on the issued certificate of employment in the degree of disability, they can be employed according to their professional training and work capacity.

Employment opportunities and career advancement

In 2017, the obligation for the public institutions to organise employment competitions exclusively for disabled persons has been introduced. This measure does not exclude the

possibility for persons with disabilities to participate in all other employment competitions organised by the public institution.

The employment of the disabled persons can be done on the free labour market, at home or in protected units (which can be a protected place of work or authorized protected unit). Disabled persons employed at home benefit from the employer from the transport to and from home of the raw materials needed in the activity, as well as of the finished products made.

Protected units may be established by any natural or legal person, public or private, who employs persons with disabilities and can have legal personality or not, being established in the form of sections, workshops or other structures inside of legal persons. Authorized protected units are exempted from the payment of authorization fees or of profit tax, provided that at least 75% of the fund obtained through the exemption is reinvested for restructuring or for the purchase of technological equipment, machines, machinery, work installations and / or the arrangement of protected jobs, under the conditions provided by the fiscal law (Law no. 227/2015). In Romania there are two major types of protected work: authorized protected units and social insertion enterprises. Authorised protected units (UPAs) are those entities under public or private law, under their own management, which employ at least 3 people with a degree of disability, which represents at least 30% of the total number of employees, and working time their total represents at least 50% of the total working time of all employees. UPAs are methodologically coordinated by the National Authority for the Rights of Persons with Disabilities, Children and Adoptions. Social insertion enterprises (ISI) are social enterprises that employ people from vulnerable groups, including people with disabilities, in a proportion of at least 30% of the staff, and their cumulative working time represents at least 30% of the total working time of all employees; in addition, it must also fulfill the condition of having as its aim the fight against exclusion, discrimination and unemployment through the socio-professional insertion of disadvantaged people. ISIs are methodologically coordinated by the National Employment Agency.

Employment support services for PD

The persons with disabilities who are looking for a job or are employed have the following rights:

- Professional training courses;
- Reasonable adaptation to the workplace;
- Counseling in the period prior to employment and during employment, as well as during the probationary period, from a counselor specialized in labor mediation;
- A paid probationary period of employment of at least 45 working days;
- A paid notice, of at least 30 working days, granted upon termination of the individual employment contract at the initiative of the employer for reasons not attributable to him;
- The possibility to work less than 8 hours a day, in accordance with the law, if they benefit from

the recommendation of the evaluation commission in this respect (Law 448/2006).

Stimulation of employers through the quota system

Another legal provision meant to support the employment of persons with disabilities is that any public or private legal entities, which have at least 50 employees, have the obligation to employ people with disabilities in a percentage of at least 4 percent of the total number of employees. Those which do not employ persons with disabilities under the above mentioned conditions, should pay monthly to the state budget an amount representing the minimum gross basic salary per country multiplied by the number of jobs in which they did not employ people with disabilities.

Subsidy scheme for employers

Employers can receive a monthly subsidy for 12 months for the permanent employment of people with disabilities and 18 months for the employment of graduates with disabilities, if they maintain their employment for 18 months (Law 76/2002).

Other facilities for the employers of PD

- Deduction, when calculating the taxable profit, of the amounts related to the adaptation of the protected jobs and the acquisition of the machinery and equipment used in the production process by the disabled person.
- Deduction, when calculating the taxable profit, of the expenses for the transport of disabled persons from home to work, as well as for the expenses for the transport of raw materials and finished products to and from the home of the disabled person employed for work at home.
- The settlement from the unemployment insurance budget of the specific expenses for training, training and professional orientation and for the employment of the disabled persons.
- A subsidy from the state, under the conditions provided by Law no. 76/2002 on the unemployment insurance system and employment stimulation.
-

Reserved public procurement

Public contracting authorities may reserve procurement for authorized protected establishments or social insertion enterprises, but in practice this is not the case yet. Romanian legislation in the field of procurement has transposed the European directive in the field in several articles of Laws no. 98, 99 and 100/2016, which essentially state that, in certain situations, "the contracting authority may reserve the right to participate in the award procedure only to protected units authorized according to Law 448/2006 and the social insertion enterprises provided by Law no. 219/2015". These provisions did not lead to the achievement of a consistent number of

reserved contracts and to the development of the social economy sector, due to the lack of regulation, and the poor awareness of the potential social impact of using this type of contract.

Adaptations of workspace, access, travel routes and other facilities in the building

Although there are norms on the adaptation of civil buildings and urban space to the individual needs of persons with disabilities, adaptation of buildings is clearly a major problem in Romania, the data of the last inspection conducted by the National Agency for Payments and Social Inspection indicating that virtually none of the 1,445 buildings inspected in 2020 does not meet all adaptation criteria⁷.

National Strategies

In the period 2016-2020, there were strategies for the employment of people with disabilities, but with modest results. Among these there are:

- The National Strategy “A society without barriers for people with disabilities for 2016 - 2020”, approved by GD no. 655/2016. The strategy aims to promote, protect and ensure the full and equal exercise of all fundamental human rights and freedoms by all persons with disabilities, as well as to promote respect for their intrinsic dignity;
- National Strategy on Social Inclusion and Combating Poverty 2015-2020;
- National Employment Strategy 2015-2020;
- National Lifelong Learning Strategy 2015 -2020.

The National Strategy “A society without barriers for people with disabilities for 2016 - 2020” proposed the achievement of objectives regarding access to an open, inclusive and accessible work environment and the promotion of the valuable contributions that people with disabilities can bring to the community, through employment.⁸ However, of the 24 measures approved, only one was considered by the responsible institutions to be fulfilled, nineteen being in the process of implementation and three not being implemented at all (no information was collected about one). This is measure “Development of support measures (of any kind: fiscal, economic, knowledge, etc.) for employers, so that they can make available to people with disabilities assistive technologies adapted to the workplace / accessibility of the workplace work / adaptation of equipment / technological lines to the needs of people with disabilities”. In the National Employment Strategy 2015-2020, people with disabilities are mentioned several times, but without additional arguments or explanations, as being at higher risk of not working, and specific objectives for this vulnerable group are not set. As such, currently the employment rate of people with disabilities in Romania is much lower than that of people without disabilities, and well below the average of other European Union countries⁹. In Romania, if 74% of people between 20 and 64 years old without limitations are employed, the

⁷ *Diagnosis of the situation of people with disabilities in Romania, Ministry of Labour and Social Protection and The World Bank, December 2020*

⁸ *World Bank (2020), Report evaluating the content and stage of implementation of the SNPD 2016-2020*

percentage is only 51% for people with some limitations and decreases dramatically for people with severe limitations (only 12% of them are employed) (Figure 1). Romania has the lowest employment rate compared to other European Union countries for people with severe limitations (with a difference of over three times higher between Romania and the best placed countries) ¹⁰.

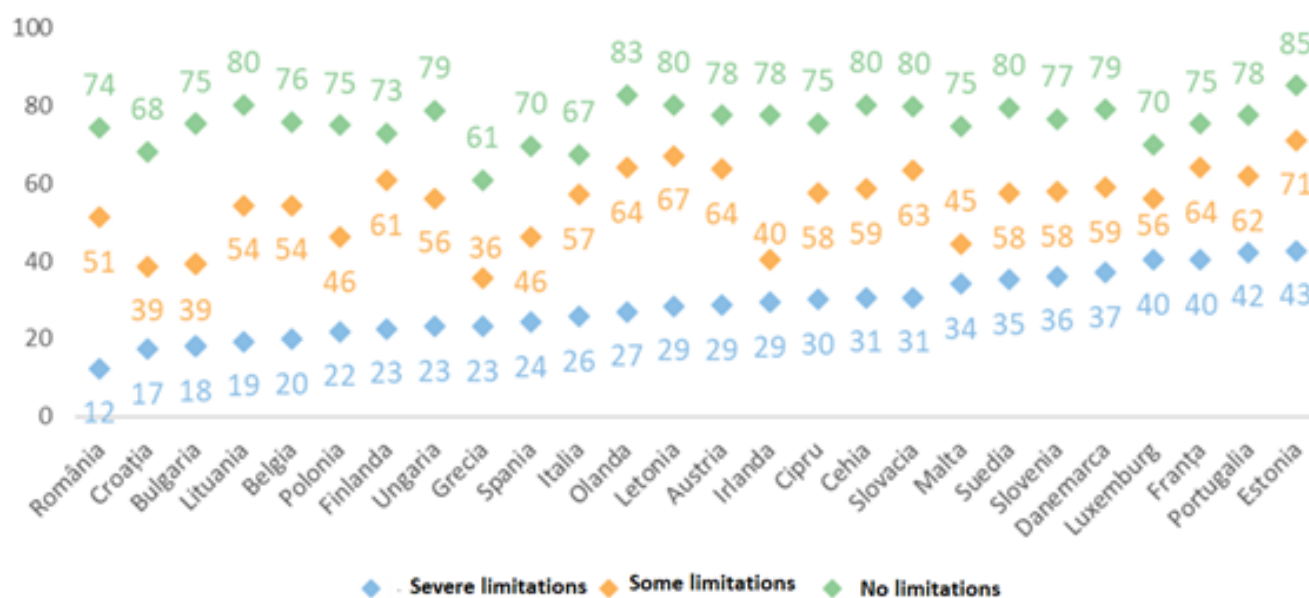


Figure 1: Employment rate, subject to limitations, for European Union countries, 2018, (percentage)¹¹

⁹ The employment rate is defined as the proportion of the population aged 20-64 who have carried out an economic or social activity producing goods or services for at least one hour during the reference period (one week).

¹⁰ Diagnosis of the situation of people with disabilities in Romania, Ministry of Labour and Social Protection and The World Bank, December 2020

¹¹ Source: Calculations made by the World Bank using EU-SILC 2018 data for European Union countries except Germany.

The Scheme for Supported Employment (Scheme for the Sponsorship of Organizations for the Implementation of Supported Employment Programmes) may benefit non-governmental organizations that offer services of supported employment via the employment of a job coach, to persons with physical, mental, intellectual, or sensory disability. The maximum amount offered may be EUR 13,500 per year for each programme. The amount given is used to cover the expenses for the employment of a job coach.

The aim of the Scheme is to support the employment of persons with disabilities in the labour market, through guidance by a job coach. The goal is to safeguard the social, economic and vocational inclusion of persons with disabilities.

Accordingly, the job coach scheme must fulfil certain conditions:

1. He/she must occupy at least five persons with disabilities in their programme
2. The persons enrolled in the programmes must maintain paid employment in the labour market
3. The supported employment services need to be provided by a professionally trained job coach, based on the individual and his/her needs. The period of the support may last as long as it is required for the inclusion of the person in the working environment and society.
4. The job coach needs to have the necessary qualifications to fully respond to the tasks of the position.
5. Each organisation can operate more than one programme.
6. The organisation allows relevant institutions to train the job coach, if necessary.

The Department for Social Inclusion of persons with Disabilities is responsible for the management of the Scheme. Accordingly, it offers technical guidance to the organisations involved and their Job Coaches (if that is deemed necessary) and supervises the quality of the programmes. An authorised representative of the Department must participate in the procedure of selecting a job coach, in order to ensure that all rules and provisions are followed.

The information for this question/section is observed specifically from the point of view of employment and vocational rehabilitation process performed under the already mentioned regulatory act¹².

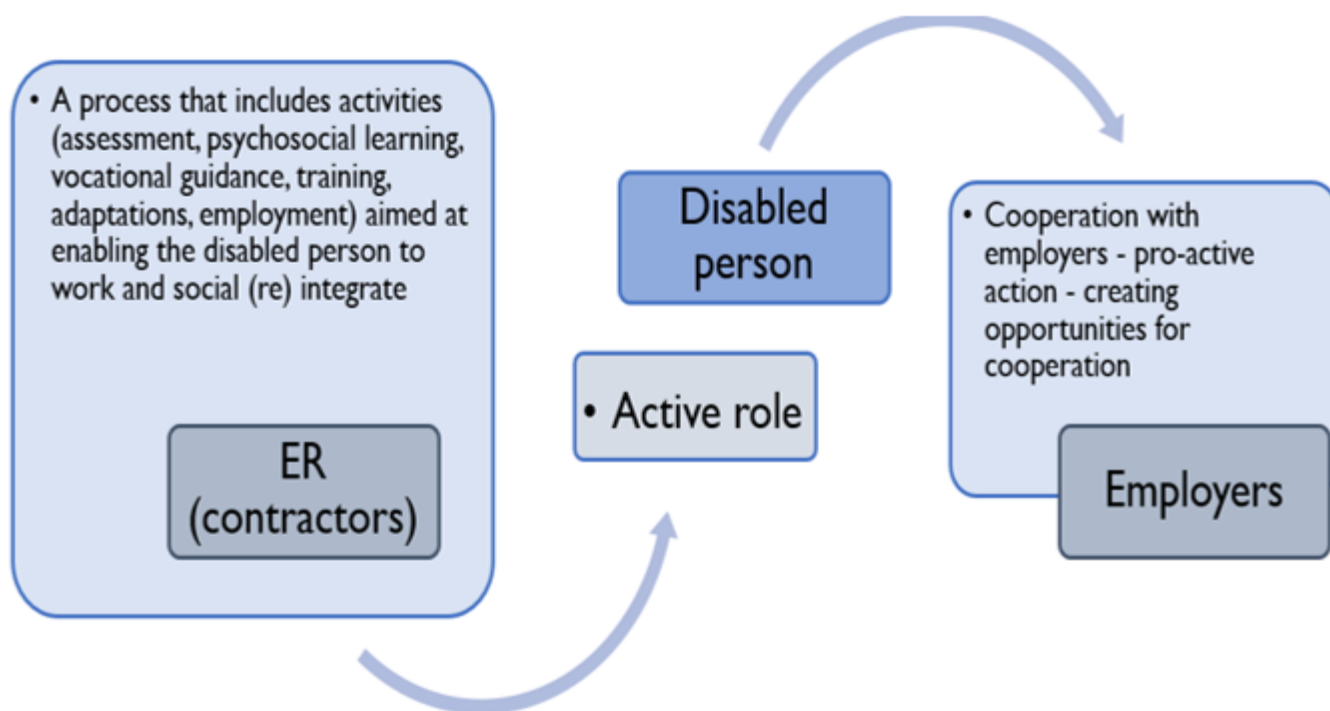
When using the terminology of coaching in connection to the project's objective (adult education staff that will benefit from it), national wise we can speak about a well developed and thought legislative support (standards and procedures, professions, national networks and organisations setting professional standards) when it comes down to training. Yet, national wise we are speaking mostly about service connected to highly standardized procedures all taking part under already mentioned main legislative background meaning, the training (processes and methodologies) and all supportive services to PWD including PMD are formalized and standardised. For the adult education sector this is left to knowledge, will power and supporting mechanisms (mostly of financial nature – public and private financing). Taking a close look at English version of "Action Programme for Persons with Disabilities 2014–2021" for the Republic of Slovenia, the term coaching cannot be located. It can be observed through action plan (i.e.OBJECTIVES: Work and employment), stating the following measures to reach the objective (only some topic connected examples stated)¹³ :

- Ensuring the earliest possible inclusion of unemployed disabled persons in one of the active forms of addressing the issues (life-long career orientation, active employment policy programmes, vocational rehabilitation services, provision of support to young persons with disabilities in their transition from education to employment, incentive cash benefits for all included persons with disabilities irrespective of their status).
- Ensuring a network of professional support for the provision of vocational rehabilitation services: improving the ratio between unemployed persons with disabilities and the number of rehabilitation advisers in regional services of the Employment Service; ensuring a network of vocational rehabilitation service providers; reducing waiting periods for inclusion in the services; encouraging the development of employers' network for providing training, additional education and training of all professional workers; the inclusion of non-governmental and/or disabled people's organisations in the system of support services within the framework of supported employment.
- Setting up a system to provide for the transition of a person with disabilities from a status of a social rights beneficiary to the status of a job seeker or employed person and back (provide persons with disabilities with a suspension of their status rights obtained under the Act Concerning Social Care of Mentally and Physically Handicapped Persons).

Within the rehabilitation process, the process and methodological approach can be seen as already described in Module 3 through several aspects that reveal the process and methodology (ppt. slide 11):

¹² Zakon o zaposlitveni rehabilitaciji in zaposlovanju invalidov - Law on Employment Rehabilitation and Employment of Disabled People

¹³ Ministrstvo za delo, družino, socialne zadeve in enake možnosti (2014) Action Programme for Persons with Disabilities 2014–2021. Retrieved from: https://www.legislationline.org/download/id/7083/file/Slovenia_Action_Programme_Persons_with_Disabilities_2014_2021_en.pdf



Also, when exploring existing PMD Job Coaching trainings: processes, methodologies – there is a differentiation whether we speak about service offered to PWD/PMD or the requirements of a “future job coaching training” understanding it as a professional background for a professional/ adult educator, needed to provide job coaching trainings to PWD/PMD in the adult sector.

Within the first, the processes and methodologies are described thoroughly in Module 3. The legislation on employment rehabilitation also includes information about what can be connected to understanding of job coaching methodology elements and requirements within this type of employment (section for supported employment). Within the special type of employment, supported employment includes professional and technical support to the disabled person, the employer and the work environment. In the introduction to work, at the workplace and in integration into the work environment, a disabled person may be provided with professional support through information, counselling and training, personal assistance, monitoring at work, development of personal work methods and evaluation of his work performance. The following conditions, connected to element of coaching and methodologies, must be met for the employment of a disabled person (employable only in support employment due to his disability):

- Individualised plan of support for the disabled person
- The willingness of the employer to cooperate and adapt the work environment and the workplace in accordance with the plan referred to in the previous section.

The second part is more complex as we are dealing with a different sector, with separate relevance backgrounds. The most important sectoral or interest organisation in Slovenia is the “Andragogical society Slovenia” (Andragoško društvo Slovenije, ADS, later referred to as ASS). The association operates as an independent non-profit professional association. ADS members are employed in organisations that provide adult education: People’s Universities (LU), private adult education companies, adult education units in secondary schools, special education centres and other services that provide adult education, voluntary, non-governmental organisations and various local and regional initiatives¹⁴.

Within the yearly event, held by this association, it is clear that more input should be needed in terms of career guidance and career development for people with special needs. One article specifically deals with “Approaches to counselling for career development for people with special needs”¹⁵. The author suggests moving from the medicine/disability model (diagnosis, illness, injury, followed by treatment rehabilitation and training into employment) to a model of preferential competencies (the emphasis is on defining best personal competencies, empowerment of personal abilities, quick and flexible acceptance of changes in the labour market).

Therefore, under this section we remain at the resources provided for Module 3 (especially from PPT slide 220 onwards).

For the adult education sector, a more in-depth understanding would be needed to underpin national situation(s) in the countries. In 2013, ASS organised a consultation on the role and position of the andragogic professional and the special and rehabilitation pedagogue, or special and rehabilitation andragogic (teacher) in the learning and education of adults with special needs. The biggest problem is that the area is not systematically regulated at all; what that means in practice was clearly illuminated as follows: if the position of adult education according to the systemic order in Slovenian education system lies at the very end, the position of adult education in special needs lies at the end of this end. The elements for career orientation are therefore vital¹⁶.

¹⁴ Andragoško društvo Slovenije (n.d.): <https://www.andragosko-drustvo.si/o-drustvu/>

¹⁵ Drobnič, J. (2016). *Pristopi pri svetovanju za razvoj kariere za osebe s posebnimi potrebami* (p.60 – 73 *ANDRAGOG pri učenju in izobraževanju odraslih s posebnimi potrebami* [Elektronski vir] : strokovni posvet, 17. januar 2013 : [prispevki s posveta] / [uredila Maja Povše in Zoran Jelenc ; povzetke prevedla Dušana Findeisen]. - El. knjiga. - Ljubljana : Andragoško društvo Slovenije, 2016

¹⁶ *Andragog pri izvajanju učenja in izobraževanja odraslih s posebnimi potrebami – poročilo o posvetu, sklepne ugotovitve in priporočila* https://arhiv.acs.si/clanki/Golob_Jelenc-ADS-posvet.pdf

The regulatory framework within which the support and training interventions of people with mental disabilities are implemented is the one previously described and, in particular, the Targeted Placement. Through the TP, forms of support, including economic ones, can be activated to remove obstacles related to the workplace or the establishment of working relationships. The TP mediation action aimed at businesses also provides for the possibility of entering into agreements to facilitate compliance with hiring obligations. The organization and management of these tools is entrusted to “competent offices” at the local level. The Regions then finance regional job placement programs and training through the Regional Fund for the Employment of the Disabled, to be allocated to the financing of the related services, with priority for the disabled with greater difficulties in entering work. For the implementation of the interventions, the CPI have at their disposal a toolbox to be activated in a personalized way: tutored internships, training courses and individual aids to support the person in the internship phase, alongside specific actions of job placement for more complex disabilities. Finally, there are actions aimed at the social and labour integration of disabled people promoted by social actors operating in the various territories (associations, foundations, cooperatives, schools, etc.) in agreement with the employment centres. In this case the Province can support these initiatives through specific grants or funding mechanisms.

This diversification on a territorial basis involves a series of criticalities, first of all the inhomogeneous functioning of the essential and necessary public services of Law 68/99 (art.6) in the various Provinces, due to the lack of territorial employment services that should be implemented by various bodies through specific teams competent in supporting the labour inclusion of workers with disabilities within the open market.

In this framework it is important to notice that some active labour market actions and policies that reflect the so-called “Supported Employment” approach (Drake et al., 1996) have been tested and implemented on regional basis with the support of funds from private foundations and other private/public stakeholders and donors, with evidence of positive impact on the beneficiaries. This approach was born in the United States, where it was accompanied by a massive effort to prove its superiority over traditional service offering. Individual Placement and Support (IPS) is a coded version of Supported Employment and it takes the form of a short preparation course, supervised by a job coach, who has the goal of inserting the person directly into an ordinary work experience (aligned with the skills and preferences of the worker) and then provide, in conjunction with the employer, the necessary support for adaptation and managing any critical issues in the first period. In this context, recourse to internships is not excluded, which must at most represent an experience useful to acclimatise and learn some skills to spend later. Among the most relevant Italian projects on this track, we can quote the Lavoro & Psiche (2008-2013) project in the Lombardy region; TSUNAMI (2016-2019) project, in the Piedmont region.

On a national basis, Legislative Decree 151/2015 amends Law 68/1999 with the aim of supporting

socio-labour inclusion introduced a simplification of existing procedures, in particular, the law provides for the adoption of new guidelines on the targeted placement of people with disabilities, which integrate the various subjects involved and comprehensively evaluate all aspects relating to the placement.

In detail, the principles that inspire the guidelines are:

- The promotion of an integrated network with the social, health, educational and training services of the area, as well as with INAIL (National Institute for Insurance against Accidents at Work), to facilitate the accompaniment and support of the persons with disabilities during their insertion process;
- The promotion of territorial agreements involving the various relevant stakeholders, labour unions and employers' associations, social cooperatives, associations of people with disabilities and their families, third sector organizations operating in the field;
- The identification of methods for the bio-psychosocial assessment of disability, together with the definition of the criteria for the preparation of work placement projects and guidelines for the evaluation and planning of work placement by the competent offices;
- The analysis of the characteristics of the workplaces and indications on how to adapt them;
- The establishment of a job placement manager in the workplace who will be responsible for preparing customised projects for people with disabilities and solving problems related to the working conditions of employees with disabilities;
- The identification of good practices of employment inclusion of people with disabilities.

The instruments of targeted placement for the disabled provided by Law 68/99:

- Functional diagnosis, social-work profile and final report are the documents that the health commission produces to define different abilities and skills: cognitive, sensory and perceptive; motor, postural and functional; socio-relational; any incompatibility of the impairments with particular environments, activities, conditions of work; knowledge and skills developed in school and training or rehabilitation; work potential and the most appropriate paths to develop them;
- Personal card that reports the information received from the health commission, to have a detailed knowledge of the disabled person's working potential. These data allow the agency's operators to offer the disabled person an orientation, training, qualification, and specialization path or, where possible, to initiate him / her in a work functional to her abilities.
- Job analysis, (structure and functional organization, organization of the production cycle, analysis of job positions and job skills required) in order to establish the required skills to be placed in the company;
- Agreements: Companies can stipulate an agreement with the provincial offices for the placement of disabled people in order to agree on the times and methods of hiring the disabled.

The agreements provide for:

- Recruitment by name;
- Selection measures;
- Tax breaks, incentives and reimbursements;
- Accompanying measures by employment mediation services;
- Training programs both inside and outside the company;
- Scheduling of hiring times;
- Trial times longer than contractual ones, incentives, and concessions for the company.
- Targeted work placement. When the worker and the company show a high degree of compatibility from the beginning, it is not necessary to resort to some form of accompaniment and the worker can be placed in the company without mediation measures.
- Training and orientation internship supported by adequate forms of psycho-socio-educational counselling, such as tutoring, monitoring, accompaniment, supervision.

In Romania, labour market mediation services involve specialists who are generally trained to serve a wide range of beneficiaries, as there are currently no professionals specialising in segments of the population (e.g., job coaches for people with disabilities). Over time, through continuing education courses, they learn specific notions, the legislative framework, facilities, the economic and social network interested in the target group they represent in the work mediation process. In the Romanian legal framework, the specialist who deals with the socio-professional integration of people with intellectual disabilities can be the vocational counsellor.

The vocational counsellor is the specialist who provides social services for vocational assessment, professional guidance and motivational support in order to develop personal autonomy. Vocational counselling is a long-term, continuous process during which vocational assessment, career guidance, job identification, employment, post-employment support are milestones in the development of independent living skills, autonomy and socio-professional development, in the sense of fulfilling the “personal vocation” (According to the Occupational Standard developed and approved by the National Authority for Qualifications in March 2011).

According to the legal framework, persons who have a degree in socio-human sciences, social assistance, education sciences, psychology, psycho pedagogy or law and / or people with a master’s degree in socio-human sciences who wish to specialize can obtain the qualification of vocational counsellor in vocational counselling.

The competencies specific to the occupation of vocational counsellor are formed and developed through continuous professional training programs organised by structures (centres / departments / organizations) authorized by the Ministry of Labour and Social Protection and / or the Ministry of Education and Research and the National Authority for Qualifications.

The vocational counsellor carries out his activity individually, as an authorized expert or within public or private institutions (e.g., General Directorates of Social Assistance and Child Protection, Employment Agencies, etc.), as well as within the organisations that offer training courses in the occupation of vocational counselling.

Each provider of professional training in the profession of vocational counselling has its own theme that respects the Occupational Standard. Therefore, in terms of training topics, we mention the following:

- Vocational counselling: history, concept, benefits and differences between vocational counselling and other related professions;
- Vocational counsellor: Description, status, role; Factors involved in career counselling and guidance; Career development theories;
- Communication with beneficiaries: Communication skills in the counselling process; Stages of the counselling process;
- Vocational evaluation: Steps of the evaluation process; Evaluation errors; Types of evaluation; Evaluation tools; Communication of evaluation results;
- Planning activities and professionalism: Proactive attitude vs. reactive attitude; Time management; Assertiveness;
- Teamwork: Stages in group development; Elements of performing groups; the multidisciplinary team of the vocational counsellor;
- Testing: application / scoring / interpretation of one of the most frequently used vocational tests, the difference between standardized and non-standardized tests, "Evaluation Report" model;
- The skills necessary for the vocational counsellor: their identification and understanding;
- The framework for carrying out the counselling process: the work environment and the organization of the work space;
- First meeting: contracting, creating the relationship between counsellor and client, initial interview;
- Working methods in vocational counselling: exercises and other practical methods;
- Job research strategies: recruitment channels, portfolio and job interview;
- Principles of ethics in vocational counselling;
- Practical role-play session counsellor - client, with feedback for each student, from colleagues and the trainer.

The duration of such a course can be 60 hours (theoretical and practical training), and at the end, students take a practical and theoretical exam, after which they receive a graduation certificate.

An example of a specialisation training is the one organised by the National Association for Children and Adults with AUTISM in Romania (ANCAR) focused on the beneficiaries with Autism Spectrum Disorder, their socio-professional integration being of maximum necessity.

Participants in this course will acquire skills in:

- Knowledge and development of the communication system specific to the autism spectrum beneficiary;
- Creating and maintaining a relationship with the beneficiary in the spectrum;
- Planning the activities that will be carried out together with the beneficiary from the spectrum;
- Specific vocational assessment techniques, methods and activities.
- Notions, techniques and specific career guidance activities.
- Providing the necessary support to the person with ASD to succeed in building a relationship with a potential employer in the labour market.
- Counselling the person with TSA after employment.
- Elements of ethics and deontology regarding the profession of counsellor. The moral framework for exercising the profession of counsellor (norms and rules).

JOB COACHING: COMPETENCES (NATIONAL AND EU LEVELS)

4.1. CYPRUS

The required qualifications of a job coach in Cyprus are the following:

- Secondary School Diploma
- Driver's License
- Basic computer knowledge
- Very good knowledge of the Greek language.
- Knowledge of the English language is considered an advantage.
- Integrity, confidentiality, accountability, initiative
- Organisational capacity
- Very good knowledge of the labour market
- Communication and coaching/training skills, understanding of disability issues
- Job analysis, description, education at work, negotiation and incitement to work skills
- Diploma of higher education relevant to the duties of the position and/or previous working experience in matters relating to people with disabilities is considered an advantage.

The Duties and Responsibilities of a job coach in Cyprus are the following:

- Conducting research of the open market to find suitable employers and job posts for persons with disabilities
- Conducting research to find the most appropriate working position for each participant according to the person's own interests, choices, abilities and skills.
- On/Off Job support before, during and after acquiring a job.
- Coordinating and cooperating with the employer and staff to develop the working environment. The Job Coach is in charge of guiding and supporting the employer and employees on:
 - Ways to cope with challenging behaviour that the person might demonstrate
 - Ways to make the working place accessible
- Acceptable accommodation for the person to fully perform their working duties
- Job training
- Coordinating and cooperating with the families of the persons.
- Transportation services, if needed.

Within this question we remain at the level of the national system of rehabilitation and its legally binding requirements for professionals in this field.

Requirements for staff working in the field are following:

- Professional workers in the field of vocational rehabilitation and employment of the disabled are workers with university, higher or higher professional education in medical, pedagogical, psychological, sociological, social or other relevant orientations and knowledge in the field of rehabilitation, employment or disability care acquired through specialization, further education or training.
- Professionals providing occupational rehabilitation services, professional workers in companies for the disabled and employment centres and members of rehabilitation commissions each year receive professional education and acquire new knowledge in the field of occupational rehabilitation. Participation in professional training is mandatory for all professional workers who provide vocational rehabilitation services and for members of rehabilitation commissions at least twice a year.
- Support services for disabled persons in rehabilitation and employment may also be provided by persons who do not meet the conditions referred to in the first paragraph of this Article but have a certificate of professional qualification or other relevant evidence of competence to perform such work (professional associates).

There is no specific training for the profession of the Job Coach in Italy. The closest professionalism in terms of skills and work methodology is the Professional Educator on Social-Health Field - EPSS, governed by art. 1 Law 833/1978 (establishing the National Health System - SSN) and subject to the award of the corresponding three-year University degree. The Ministerial Decree of the Ministry of Health 8th of October 1998 n. 520 and subsequent inter-ministerial decree of 2nd of April 2001, attributes social importance to the qualification of EPSS, establishing that its scope of exercise also includes functions aimed at protecting the constitutional right to assistance of citizens and disabled workers, establishing (since 2001) within the class of rehabilitation professions the training course for the health profession of professional education.

This professional figure organises and manages educational and rehabilitative projects and services within health services or within socio-educational services, intended for people in difficulty: minors, drug addicts, alcoholics, prisoners, disabled, psychiatric patients and the elderly. He works in multidisciplinary teams, stimulates groups and individuals to pursue the goal of social reintegration by defining educational, welfare and health interventions that respond to individual needs through the development of autonomy, individual potential and social relationships with the external environment.

The recent establishment of the degree course (previously the courses were more diversified both at regional level and in terms of course of study) moves in the direction of recognizing that working with people in the health sector requires a specific training based on an interdisciplinary method integrated by many hours of on-the-job training. The knowledge to be acquired is diversified and ranges from contents in the health, pedagogical, psychological, sociological, juridical, anthropological areas. It is a path aimed at preparing professionals able to work with all age groups in a competent and safe way and in contexts of important and growing fragility: mental health, addictions in various forms, physical / mental / sensorineural disabilities, frail elderly people (senile dementia), etc.

Graduates must, therefore, be able to:

- Analyse the medical records and perform the functional evaluation of the patient;
- Identify the methodology of intervention on the disability of psychiatric patients;
- Prepare the rehabilitation plan;
- Take care of the patient's reintegration into the social context through the implementation of specific educational and rehabilitation projects, as part of a therapeutic project developed by a multidisciplinary team, aimed at a balanced development of the personality with educational / relational objectives in a context of participation and recovery in daily life and / or in the positive psycho-social insertion or reintegration of people in difficult;
- Plan, manage and verify educational interventions aimed at recovering and developing the potential of those in difficulty to achieve increasingly advanced levels of autonomy;
- Perform secondary prevention interventions;

- Work on the families and the social context of patients, in order to favour reintegration into the community;
- Contribute to promoting and organizing social and health structures and resources, in order to implement the integrated educational project.

The main requirements of the training are:

- Compulsory attendance, which facilitates active participation in the learning process;
- Compulsory internship for at least 1,500 hours over the three years, carried out to learn how to deal with the complex problems of educational work in the concrete operational contexts;
- Training work on educational methods and techniques, supported by the supervision of expert tutors;
- Qualifying tests scheduled at the end of the course certifies the skills achieved.
- The degree courses in Professional Education are also carried out with reference to programmed numbers defined on the basis of regional and national needs.

The accomplishment of work tasks supposes theoretical and practical knowledge of orientation and counselling, communication, fundamental notions of psychology, social assistance, labor legislation, as well as social skills of interrelation, teamwork, and collaboration. Exercising this occupation requires a good capacity for analysis and synthesis, exigency and rigor, emotional balance and a good ability to decode the message and provide feedback.

In his work, the vocational counsellor needs the following essential skills:

- Effective communication skills with beneficiaries:
 - Nonverbal: eye contact, posture and body position, face and facial expressions, gestures, physical distance, touch and warmth
 - Verbal: active listening, coordination, reflection, provocation, summary
 - Para verbal: pause, voice (volume, tone, rhythm, diction)
- Social and civic skills
- Planning activities skills
- Vocational assessment skills
- Evocative orientation skills
- IT skills
- Ability to work in a team.

Also, the following positive characteristics are important to be used by the vocational counsellor:

- Interpersonal, relationship and communication skills
- Objectivity, pragmatism
- Flexibility and empathy
- Opening, availability
- Goodwill and respect
- Tolerance (acceptance of others without making value judgments)
- Self-esteem, self-confidence, understanding and awareness of one's own value
- Sensitivity to issues related to cultural diversity and understanding of these issues
- Sense of humour.

Based on his / her competencies, the vocational counsellor can perform the following tasks:

- Identifies the skills, interests, competencies of the beneficiaries and evaluates the level of vocational development through specific methodological procedures according to the aptitude inventories, tests and specific tools;
- Elaborates the vocational profile based on skills, competencies, interests, psycho-physical characteristics, performances and failures prior to the results obtained in the applied tests;
- Identifies the route of vocational development, taking into account skills, motivation, school level, sphere of interests, short, medium and long term objectives of the beneficiary, but also the psycho-physical characteristics and socio-cultural context;
- Elaborates the professional insertion plan and revises it whenever necessary together with the beneficiary, taking into account the acquired skills, psycho-physical abilities, offer and options regarding placement on the labour market and the personal objectives of the beneficiary in the short, medium and medium term / or long;
- Supports the beneficiary in order to obtain a job taking into account the level of training and psycho-physical characteristics of the beneficiary;
- Collaborates with employers to identify vacancies and establish general and specific conditions of the job, using the appropriate transmission channel (phone, email, visits to the company headquarters);
- Identifies vacancies taking into account the type of employer, the requirements and requests of the beneficiaries and the working environment;
- Intervenes in the management of conflicts between beneficiary and employer, beneficiary and co-workers and / or beneficiary and family, taking into account the general context, the object of conflicts, the types of problems, through a constructive approach;
- Provides motivational support to the beneficiary, by offering alternatives in order to decide autonomously the vocational route;
- Provides post-employment counselling by managing the relationship between beneficiary and employer in order to accommodate and adapt the beneficiary to the workplace and customize the job to the possibilities of the beneficiary, in order to form a positive relationship between employer and beneficiary and avoid conflicts.

JOB COACHING: COMPETENCES (NATIONAL AND EU LEVELS)

4.5. EUROPEAN UNION

Supported Employment is defined as a scheme that supports people with disabilities in acquiring paid employment in the open labour market¹⁷. The scheme is used as a proactive policy in accordance with the United Nations Convention on the Rights of People with Disabilities, and includes assistance to the person before, during, and after obtaining a job as well as support to the employer.

Although a Job Coach for a person with disabilities is not an established profession in the EU, there is common understanding that their main professional task of a job coach is to provide personal assistance in finding and maintaining employment for persons with disabilities.

Accordingly, the goal of the job coach is to provide for job coaching to persons with disabilities in the wider work context. In other words, the job coach profession, aims to “providing support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market ¹⁸”.

¹⁷ Cowi (2012). *Supported Employment for People with Disabilities in the EU and EFTA-EEA: Good practices and recommendations in support of a flexicurity approach*.

¹⁸ European Union of Supported Employment. *Information Booklet and Quality Standards*, EUSE 2005, p.13

Best practice is a process or methodology that has been shown to be effective thus far. In this framework, partners identified social enterprises in their area (locally, regionally, nationally) that meet the criteria to be considered as good practice (case) of social enterprise for PMD.

Organisations defined as social enterprises are increasingly playing an important role in the entrepreneurship and societal EU and national spheres. However, social enterprises in the national spheres are described differently by national legislations and policies in the EU Member States.

According to the European Commission, social enterprises combine societal goals with an entrepreneurial spirit.

The EU definition of a Social Enterprise is the following:

“A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.”

The Commission uses the term ‘social enterprise’ to cover the following types of ‘businesses’:

- Those for which the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation,
- Those where profits are mainly reinvested with a view to achieving this social objective,
- The method of organization or ownership system reflects their mission using democratic or participatory principles or focusing on social justice⁹.

Therefore, the criteria considered in the case studies of IO2 are the following: Country; name of social enterprise; level of action; year of establishment; areas of action/vision; objectives/focus; key activities; challenges; social impact or potential impact on PMDs; support policies or approaches to promote PMD social enterprises; support or involvement in public/private or profit/not-for-profit partnerships enabling PMD social enterprises; and financial resources.

¹⁹ European Union, Social Enterprises, https://ec.europa.eu/growth/sectors/social-economy/enterprises_en

5

CASE STUDIES AND BEST PRACTICES

5.1. CYPRUS

COUNTRY	CYPRUS
Name of Social Enterprise	Alternative Employment Workshops
Size/Members	-
Level of action	Local, Regional, National
Year of establishment	-
Areas of action/vision	Support employment of persons with mental disabilities
Objectives/focus	Employment of a person with mental health difficulties
Key activities	Help educate and train, and provide continuous support, for the employment of a person with mental health difficulties
Challenges	-
Social impact or potential impact on PMD	Social Impact/ Fosters creation of social enterprises
Support policies, structures or approaches to promote PMD social enterprises	-
Support or be involved in public/private or profit/not-for-profit partnerships enabling PMD social enterprises	-
Financial resources	Public funding (government budget)
Sources	https://www.moh.gov.cy/moh/moh.nsf/page17_en/page17_en?OpenDocument

SUMMARY: ALTERNATIVE EMPLOYMENT WORKSHOPS

The Mental Health Services of the Ministry of Health runs two Vocational Rehabilitation Units (one in Nicosia and one in Limassol). The funding for these Units is exclusively derived from the governmental budget for Mental Health Services. One of the main goals of the Vocational Rehabilitation Units is to help educate and train, and provide continuous support, for the employment of a person with mental health difficulties. One form of support is the alternative employment programmes for people with mental health difficulties. These workshops are planned as social enterprises by the Mental Health Services and the Association for the Protection of Mental Health.

COUNTRY	CYPRUS
Name of Social Enterprise	"Canteen" at Athalassa Mental Health Hospital
Size/Members	5 employees
Level of action	Local, Regional, National
Year of establishment	-
Areas of action/vision	Support employment of persons with mental disabilities
Objectives/focus	Employment of persons with mental health difficulties
Key activities	Running the canteen
Challenges	This form of employment has helped the people working there to avoid serious relapses, improve their communication and social skills and they helped their families financially.
Social impact or potential impact on PMD	This form of employment has helped the people working there to avoid serious relapses, improve their communication and social skills and they helped their families financially.
Support policies, structures or approaches to promote PMD social enterprises	-
Support or be involved in public/private or profit/not-for-profit partnerships enabling PMD social enterprises	-
Financial resources	Public funding (government budget)
Sources	https://www.shso.org.cy/en/mental-health-services-directorate/nicosia-mental-health-centers/#1554880294590-4-5

SUMMARY: “CANTEEN” AT ATHALASSA MENTAL HEALTH HOSPITAL

The Canteen operates at the premises of the Athalassa Hospital by the Association for the Protection of Mental Health. The Mental Health Services of the Ministry of Health provide the infrastructure and the Association runs the canteen.

There are five people with chronic mental health difficulties working part-time at the canteen. The working hours are 8:00am - 12:00 pm and there are usually three people working from 8:00 – 10:30am and then one person working from 10:00am to 12:00pm. The Association pays the employees, and they also have insurance coverage (social security).

The staff of five is supported by the work coaches daily and other members of the multidisciplinary team. The occupational therapist visits them every week or every other week, the latest and a small number of the staff has regular meetings with the clinical psychologist as well.

They never faced a serious relapse, although relapses have occurred in two of the employees, but no hospitalization was needed because of the support they had from the Unit and from the community mental health services.

This form of employment has helped the people working there - all with chronic mental health difficulties - avoid serious relapses, improve their communication and social skills and they helped their families financially.

The financial statement of the “Canteen” is usually balanced and sometimes a small profit is made and is invested back into it or it is used to pay for the practice placement (trial period at the labour market) of one of the people who cooperate with the Vocational Rehabilitation Unit.

When we talk about “social entrepreneurship” the word “social” means that these companies create a certain “social good/benefit”. The latter meaning that products and or services respond to certain social problems and are therefore socially beneficial, or to employ persons which, because of some of their specificities, makes it more difficult to access employment, or both. Within the term “social economy”, we are talking about something else in the sense of scope and in the substantive sense.

In terms of scale, there is a difference that social economy includes other entities in addition to social enterprises (cooperatives, disability enterprises and employment centres, NGOs, mutual societies, etc.). More importantly, the word “social” in the terminology of “social economy”, means a different “social organisation”, it is connected to the community’s efforts to respond in a different way to the need to provide fundamental goods for people’s lives and the functioning of the community. The “social economy” therefore means not only the sum of certain groups of entities developing and selling socially beneficial products, but is much more than that, it is fundamentally a different community that seeks to organise the production and division of basic goods for life differently than that organised in the capitalist economic system of the last two to three centuries, thus that through community forms of production, distribution and consumption, the community is becoming more and more able to take care of itself and change itself with the aim of achieving social justice, a decent life and equality and inclusion of all individuals²⁰.

20 APLIKATIVNA ANALIZA STANJA NA PODROČJU SOCIALNE EKONOMIJE V REPUBLIKI SLOVENIJI. Retrieved from: http://socialnaekonomija.si/wp-content/uploads/Analiza_stanja_na_podroczju_socialne_ekonomije_v_Sloveniji.pdf

COUNTRY	SLOVENIA
Name of Social Enterprise	PUPILLAM društvo za razvoj potencialov, socialno podjetje
Size/Members	N.D. (min 2 employees and interested public, willing to take action on the field – no data about membership available)
Level of action	Local, Regional, National
Year of establishment	2012
Areas of action/vision	Sustainability aims, environmental sustainability
Objectives/focus	Environment, sustainability, social inclusion
Key activities	A social enterprise operating in the environmental field, offering simple environmentally friendly solutions for a healthier and more sustainable lifestyle, providing support in the form of services, products and training
Challenges	Products/services on the market but with contribution to society
Social impact or potential impact on PMD	Solutions for social and environmental issues
Support policies, structures or approaches to promote PMD social enterprises	1st zero waste store in the city
Support or be involved in public/private or profit/not-for-profit partnerships enabling PMD social enterprises	-
Financial resources	Market oriented/Public financing
Sources	http://socialnaekonomija.si/prva-trgovina-kupujem-odgovorno-zelena-japka-je-odprta/

SUMMARY: PUPILLAM DRUŠTVO ZA RAZVOJ POTENCIALOV, SOCIALNO PODJETJE

This is a success story of an association, developing and opening the 1st zero waste store, organized as a social enterprise.

As social enterprises they follow the idea of offering products and services, however the SE also must create profit to survive in the marketplace – but there is the difference (contribution to society). The SE can be seen as a way to employ vulnerable populations; however, the same problems arise in employment – no benefits are foreseen for such employment.

- The needs of SE in the country in terms of special training for PWD employment, etc.
- The basis for gathering data about best practice examples – SE are not primarily established for employment of PMD, neither is the data about percentage of included PMD (employment) available national wise and is hard to make an estimation.

COUNTRY	SLOVENIA
Name of Social Enterprise	KORENIKA Zavod za usposabljanje in zaposlovanje invalidnih oseb, Šalovci
Size/Members	20 – 49 employees
Level of action	Local, Regional, National
Year of establishment	2007
Areas of action/vision	Disability companies, Employment as main vision and following areas covered: work training and employment of the disabled and other vulnerable groups, reconstruction of the abandoned farm and connected educational and work activities.
Objectives/focus	Eco friendly and eco social farming, environment, sustainability, social inclusion, employment
Key activities	A social enterprise operating in Eco friendly and eco social farming, environment, sustainability, social inclusion, employment. The mission of Korenika is to cultivate dignity, respect and self-esteem, both among employees and other fellow human beings. They employ people with disabilities, people from other vulnerable social groups and provide protective employment.
Challenges	Products/services on the market but with contribution to society

COUNTRY	SLOVENIA
Social impact or potential impact on PMD	<p>Enhancement of work-based inclusion / social inclusion, mainly protective employment</p> <p>SUCCESS STORIES: In 2012, the business unit of the disability company Pribinovina joined the circle of legal entities operating within the Korenika eco-social farm. It moved from the technology park in M. Sobota and began introducing higher quality standards in organic production and work organization in Korenika. With high investments in 2013 and 2014, they completely renovated Korenika and created the conditions for a new qualitative leap in their operations.</p>
Support policies, structures or approaches to promote PMD social enterprises	-
Support or be involved in public/private or profit/not-for-profit partnerships enabling PMD social enterprises	N/A
Financial resources	Market oriented/Public financing
Sources	https://www.korenika.si/o-koreniki

SUMMARY: KORENIKA ZAVOD ZA USPOSABLJANJE IN ZAPOSLOVANJE INVALIDNIH OSEB, ŠALOVCI

After only a few years of operation, Korenika has become recognizable in the wider geographical area and is, by the professional public, a recognized example of good practice in the field of social entrepreneurship, employment of people with disabilities and other vulnerable groups and protective employment.

Main areas of activity within ecological farming:

- Restoration of an old farm and continuing activities on it with ecological note
- Work with respect to people, nature, culture and animals, social entrepreneurship with a sense of responsibility for society and people.
- Creating new jobs for vulnerable groups of people and performing socially beneficial activities.
- Strengthen solidarity in society.

5

CASE STUDIES AND BEST PRACTICES

5.3. ITALY

COUNTRY	ITALY
Name of Social Enterprise	Comunità Capodarco di Roma - Pasta di Capezzaia
Size/Members	10 employees
Level of action	Regional
Year of establishment	2008
Areas of action/vision	Vocational training and accompaniment to autonomy
Objectives/focus	Social inclusion
Key activities	<ul style="list-style-type: none"> - Learning opportunities for people with mental disabilities; - Development of local networks and partnerships to foster social and work integration opportunities for disadvantaged people. - Promotion of work as tool of empowerment;
Challenges	Dependence on public/private funding; competitiveness of the sector

COUNTRY	ITALY
Social impact or potential impact on PMD	<ul style="list-style-type: none"> - PMD participating in the pasta workshops held by Comunità di Capodarco Roma acquire professional skills as well as soft skills that prepare them for the world of work. Over the time, it has been proved that attending the workshop (4 hours a day) had a positive impact on the rehabilitation and social inclusion of the workshop participants. - PMD hired in the pasta factory acquire greater autonomy, relational skills and self-esteem through the work and the relationship with their colleagues. Additionally, the great visibility and positive feedback received by the local community to the project, has a positive impact on their social inclusion, both in terms of sense of belonging and in tangible integration and autonomy. - This activity has at the same a time generalized positive impact in the medium long term on the local community: ranging from PMD's colleagues to the different stakeholders involved (e.g. the Unicoop Tirreno shareholders, a system of Italian consumers' cooperatives which operates the largest supermarket chain in Italy) which are sensitized and, at various levels involved in the project development and promotion. The interaction with PMD and their working activity lead to a greater awareness on the issue of PMD employment and on the importance of supporting their social integration, as well as to a deeper understanding of the values underlying the project. <p>Around 70 PMD aged between 20 and 50 are trained in the pasta workshop and at the moment 3 of them are employed in the Pasta factory.</p>

COUNTRY	ITALY
Success stories/factors	<p>A success factor was represented by the attitude of the Comunita di Capodarco Roma to build a local network with a variety of actors from different backgrounds: institutions, private sector, third sector.</p> <p>This allowed to overcome, at least at an early stage, the problems connected with the lack of funding: the launch of the activity was supported by public funding and then the Unicoop Tirreno supported the start-up involving its associated clients (the so called "shareholders Unicoop"), in collecting donations, in particular, through the mechanism of "shopping points".</p> <p>A support to the advertising and sale of the products was also given by the Unicoop Tirreno: in addition to the marketing of the products in their sale points, in several occasions they actively promoted the brand through the involvement of their clients: most recently from 20 to 22 of December 2019 the shareholders organised in 4 sale points in the Lazio Region promotional stands to support the sale of the products.</p>
Support policies, structures or approaches to promote PMD social enterprises	<p>Regional laws, in implementation of articles 3 and 4 of the Italian Constitution, which establish funds in support of social cooperatives: this allows the Comunità di Capodarco to obtain a subsidy and at a later time to award a regional grant</p> <ul style="list-style-type: none"> - Private funds from Unicoop Tirreno: a fundraising promotion among its clients to support the activities of the pasta laboratory raised around 160,000 euros. By buying in the supermarkets of the Unicoop Tirreno chain, the clients collect shopping points that they could choose to donate to the Capodarco Community. <p>The approach followed was to promote cooperation and partnership with local actors: public administration, private sector, third sector</p>

COUNTRY	ITALY
Support or be involved in public/private or profit/not-for-profit partnerships enabling PMD social enterprises	<p>Regional Public funding</p> <p>Partnership with Unicoop Tirreno which</p> <ul style="list-style-type: none"> i) supported the pasta workshops ii) purchase the products by selling them in their 21 supermarkets in all the Lazio region iii) mobilised Unicoop shareholders, promoting the product outside the super-market iv) promoted a fundraising among the Unicoop associates
Financial resources	See below
Sources	<p>https://www.redattoresociale.it/article/notiziario/pasta_di_capezzaia_giovani_disabili_controllano_la_filiera_produttiva;</p> <p>https://www.superabile.it/cs/superabile/pasta-di-capezzaia-da-laboratorio-sociale-a-progetto-dimpresa.html;</p> <p>http://www.vita.it/it/article/2008/04/01/novita-in-commercio-la-pasta-fresca-capezzaia/74838/;</p> <p>https://www.superabile.it/cs/superabile/pasta-di-capezzaia-si-progetta-il-rilancio-nuovi-prodotti-e-.html;</p>

SUMMARY: COMUNITÀ CAPODARCO DI ROMA - PASTA DI CAPEZZAIA

The “Pasta di Capezzaia” is a project of social enterprise launched in 2008 in Italy, in the Lazio Region and started thanks to a regional subsidy, followed by a grant awarded by the Comunità di Capodarco Roma by applying to a Regional call for proposals and a donation of 160 thousand euros from Coop associates (funded through shopping points collection). The aim is introducing people with disabilities to work. The “Capezzaia” is the unused margin of the fields, the uncultivated part of the land: a metaphor to describe those who are not visible in the society but can become a key resource.

The social enterprise is connected and originated from an initial project called “Social Workshops of the Comunità of Capodarco”, which involves around 70 PMD in social rehabilitation paths through the use of productive activities as a factor of empowerment. Starting from that experience and thanks to the mentioned public/private funds, it was possible to activate a fresh pasta production plant in S. Palomba (Rome). The products are currently sold in over 21 Unicoop supermarkets and hypermarkets all over the Lazio Region.

The particularity of “Pasta di Capezzaia” therefore goes beyond the specific experience, spreading a model of person-centered social enterprise, focused on PMD working ability and built on the cooperation between different local stakeholders. This example of social enterprise is also characterised by the capitalisation of the experience of its promoter: the Comunità di Capodarco Roma which over the past 40 years has been working in the city of Rome implementing a network of social services dedicated to physical and mental disabilities, minors in a state of abandonment, juvenile distress, drug addiction, families at risk, immigration.

The “La Pasta di Capezzaia” laboratory produces quality fresh pasta by employing people with mental disabilities, supporting the employment and the empowerment of a part of society that would be at risk of social exclusion.

CASE STUDIES AND BEST PRACTICES

5.4. ROMANIA

COUNTRY	ROMANIA
Name of Social Enterprise	Nazarcea Group (sheltered workshop managed by a public institution, the General Directorate for Social Assistance and Child Protection of the district no. 1 of Bucharest)
Size/Members	65 Employees
Level of action	Local, Regional, National
Year of establishment	2011
Areas of action/vision	Educational and social aims
Objectives/focus	Enhance the professional and social inclusion of people with disabilities by supporting sustainable development.
Key activities	<p>It includes seven workshops like car wash, bakery, laundry, tailoring, typography, decorative ceramics and neutralization and disposal of infectious waste.</p> <p>Besides the protected jobs, the workshops intend to function as a platform, securing the formal learning environment and preparation needed to enter the labour market.</p> <p>People with disabilities working in the unit receive education and training to efficiently use the resources necessary for their activity.</p>

COUNTRY	ROMANIA
Challenges	<p>The products and services are partially used for the social sector and partially sold on the free market, so the unit can cover almost half of its operational costs.</p> <p>Public contracting authorities may reserve procurement from Nazarcea Group, according to the provisions of the laws on public procurements, but in practice this is not the case yet, therefore the unit cannot be financially independent, part of the costs being still covered by the public institution under which it functions).</p>
Social impact or potential impact on PMD	Chances for new destinies – support the social inclusion of the PD
Success stories/factors	118 persons with disabilities have been supported since the opening of the Nazarcea unit, to have and keep a job, to learn an occupation, to become socially and professionally integrated.

COUNTRY	ROMANIA
Support policies, structures or approaches to promote PMD social enterprises	<p>Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities, Law no. 219/2015 on the social economy and Law no. 227/2015 – the fiscal law.</p> <p>Authorized protected units are exempted from the payment of authorization fees or of profit tax, provided that at least 75% of the fund obtained through the exemption is reinvested for restructuring or for the purchase of technological equipment, machines, machinery, work installations and / or the arrangement of protected jobs, under the conditions provided by the fiscal law (Law no. 227/2015).</p>
Support or be involved in public/private or profit/not-for-profit partnerships enabling PMD social enterprises	Nazarcea Group is one of the two sheltered workshops in Romania initiated and managed by a local authority. Former institutionalized PDs in the residential institutions of the same local authority have been supported to leave the specialised care system and build their own lives.
Financial resources	Public funding and from the sale of products.
Sources	Lambru M., Petrescu C., Social enterprises and their ecosystem in Europe, Country report Romania, 2019 www.nazarceagrup.ro

SUMMARY: NAZARCEA GROUP

Nazarcea Group is a social enterprise developed already back in 2011 by the General Directorate for Social Assistance and Child Protection from District 1 of Bucharest. It aims to enhance the professional and social inclusion of people with disabilities by supporting sustainable development. It includes seven workshops like car wash, bakery, laundry, tailoring, typography, decorative ceramics and neutralization and disposal of infectious waste. Besides the protected jobs, the workshops intend to function as a platform, securing the formal learning environment and preparation needed to enter the labour market. There are 65 people with disabilities working in Nazarcea and the products and services are partially used for the social sector, and partially sold on the free market, so that Nazarcea can cover almost half of its operational costs, including the exemption of paying the disability tax. The rest of the budget is covered by public funds allocated from the district 1 public authority. Besides the production, people with disabilities working here receive education and training.

INDIVIDUAL PLACEMENT AND SUPPORT GUIDE

6.1. WHAT IS IPS?

AIM

The aim of the IPS integrated guide is to provide guidance and support to people with mental disabilities and mental health problems to find a job that suits them, and to be guided through it, trained, and be able to develop and grow through work.

The IPS program integrates employment and vocational services with clinical mental health and non-vocational support, and focuses on the individual needs of people with mental illness and problems, who are seeking to enter, or remain in, education and/or employment.

INDIVIDUAL PLACEMENT AND SUPPORT

Individual Placement and Support (IPS) is an employment methodology targeting people with severe mental health problems and a widely recognised evidence-based practice (EBP) to increase work frequency to those people. The IPS approach was developed in the 1980s and was inspired by the supported employment model. Employment embodies recovery for people with severe mental illness. Conceiving disability in the context of person-environment interaction not only improves the general understanding of it, but also changes the approach of diagnosing, classifying, evaluating and planning individualised support.

Nowadays, IPS expands steadily, spreading to new clinical populations and more mental health settings in the US and worldwide. Several large-scale IPS trials in other populations are in progress, including three for people with substance use disorders. Following pilot work, large IPS trials are planned or underway for people with autism spectrum disorder, borderline personality disorder, and chronic pain²¹.

According to the findings of a 2019 study, IPS, often with modifications, may be used as a promising employment intervention for populations other than people with serious mental illnesses. Research was done also in other populations, including people with anxiety, depression, substance use disorder, musculoskeletal or neurological conditions, or pain syndromes, needs development, amplification, and replication²².

IPS also helps young adults negotiate the pathway to meaningful adult roles in employment and education, e.g., as a standard component of early intervention programs for clients with a first episode of psychosis. Other subgroups of the young adult population also appear to benefit from IPS²³.

Consequently, in the framework of WorkABLE, the term IPS expands its limits to be used as an intervention to cover people with mental disabilities (PMD). This way, the positive outcomes of IPS will benefit PMDs.

21 Gary R. Bond, Robert E. Drake, Deborah R. Becker *World Psychiatry*. 2020 Oct; 19(3): 390–391. Published online 2020 Sep 15. doi: 10.1002/wps.20784 PMID: PMC7491619

22 Gary R. Bond, Ph.D., Robert E. Drake, M.D., Ph.D., Jacqueline A. Pogue, M.A., *Expanding Individual Placement and Support to Populations With Conditions and Disorders Other Than Serious Mental Illness*

23 Gary R. Bond, Robert E. Drake, Deborah R. Becker *World Psychiatry*. 2020 Oct; 19(3): 390–391. Published online 2020 Sep 15. doi: 10.1002/wps.20784 PMID: PMC7491619 *Psychiatric Services*, June 01, 2019, Pages 488–498

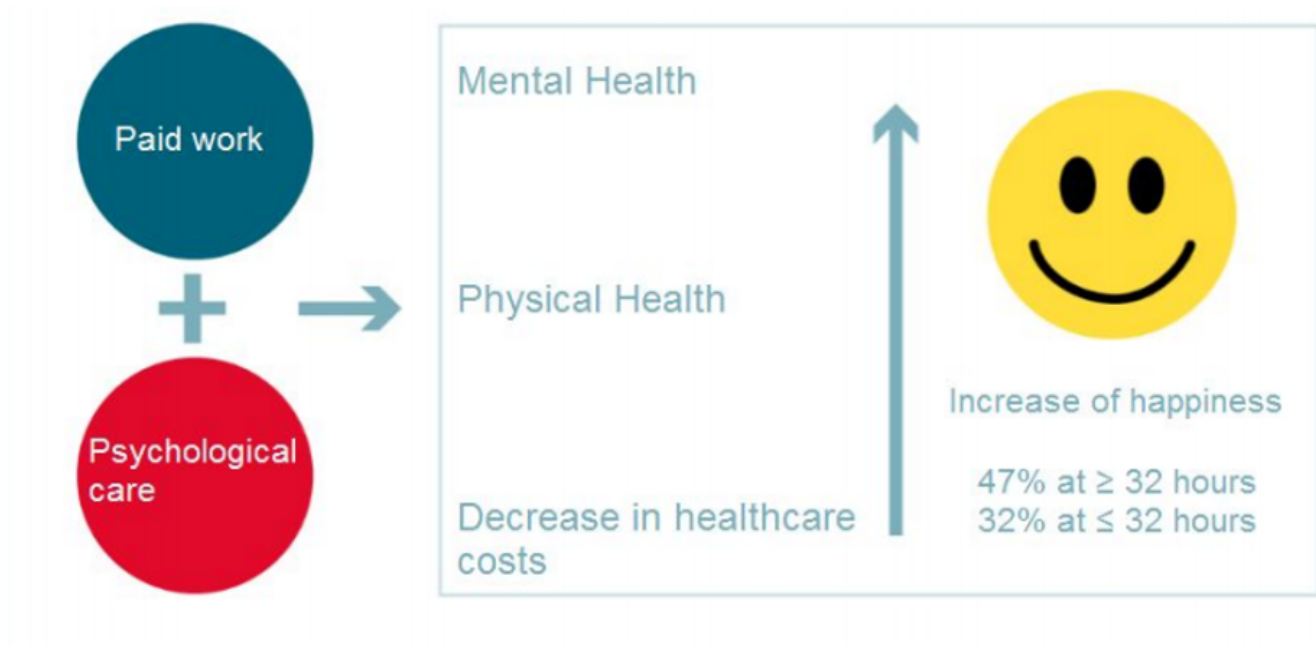
INDIVIDUAL PLACEMENT AND SUPPORT GUIDE

6.2. WHY IPS?

Many people with mental health problems want to work but need assistance to find a work that suits them. IPS is proven to be the best method of support for people with mental health problems and other long-term conditions, to find work. IPS provides a practical and patient-centered approach consistent with the theory of adult learning, especially in the post-COVID-19 era, where mental health has come forward.

According to Mental Health Europe , evidence based Supported Employment leads to:

- Symptome reduction
- Less admissions
- Better quality of life



Mental health Europe ²⁴

INDIVIDUAL PLACEMENT AND SUPPORT GUIDE

6.3. IPS PRINCIPLES

A central principle in IPS is the integration of mental health and employment services. Other core principles of the IPS are the following:

- Focus on Competitive Employment
- Eligibility Based on Client Choice
- Integration of Rehabilitation and Mental Health Services
- Attention to Client Preferences
- Personalised Benefits Counselling
- Rapid Job Search
- Systematic Job Development
- Time-Unlimited and Individualised Support

IPS is individually planned and covers the following areas:

- Individual monitoring and consulting
- Methodical development of basic work skills and competencies
- Learning work procedures and methods used in the job
- Obtaining experience and knowledge in a specific professional area
- Learning the principles of effective planning, organisation and implementation of work
- Developing the quality of work
- Learning to use work tools and equipment
- Learning the working materials, if any
- Introducing measures for safe work
- Learning to use protective equipment and developing work habits.

INDIVIDUAL PLACEMENT AND SUPPORT GUIDE

6.4. PRE-EMPLOYMENT SUPPORT

Generally, in society there are structural and attitudinal barriers to the employment of persons with mental/intellectual disabilities (PMD). However, PMD might face with a range of cognitive difficulties like not knowing to read, write, spell or do basic mathematics or might face difficulties in telling which is the right or left, doing the right thing at the right moment, explaining their thinking or wishes, solving day to day problems, understanding or talking with people they do not know.

That is why, the job coach in this phase of pre-employment should focus on knowing and evaluating the PMD very well including the person's characteristics such as: poor attendance, unsafe work behaviours, and inappropriate social interactions. Biersdorff (2002) expands on the concept of "inappropriate social interactions" and elaborates it into (1) aggressive (e.g. interpersonal violence, destruction of property), (2) socially disruptive (e.g. "non-compliance, loud or lewd speech or actions that are inappropriate to the social context), and (3) internally maladaptive (e.g. self-injury, self-stimulation such as hand flapping or rocking) behaviours. The problematic behaviours can be analysed by putting the person in various situations and seeing whether the challenging behaviour increases or decreases in frequency or severity. When the job coach knows why and how the person behaves in different contexts, the job coach has even more information about a potential type of job or a place of work for the PMD.

Job coaches intend on helping the PMD to match an individual's abilities and interests to the job with the employer's needs and the specificities of the job and working environment.

Workplaces more likely to obtain positive outcomes for PMD "are characterised by multiple context relationships that are not focused solely on work tasks, opportunities for informal social interaction among co-workers, management that takes personal interest in their employees and who foster teamwork, and interdependent job designs" (Community Living Research Project based at the School of Social Work and Family Studies, University of British Columbia). Finding such workplaces requires a lot of skills of the job coach to facilitate, mediate, advocate etc, but also engage in problem solving with employers, facilitating communication, addressing myths and stereotypes about disability with coworkers and helping people with intellectual disabilities find their own 'voice' and confidence in the workplace.

The most common support for PMD to find a job is:

- At the interview stage, it is indicated to allow the presence of the trusted person (relative, assistant or caregiver);
- More time is needed to explain the requirement or task, but should follow with respect to the person's reaction, not to conclude ideas in advance, such as the thesis "will not accept him/her any case";
- In most cases the PMD will need to give more time to perform certain tasks / responsibilities, therefore is indicated to structure tasks on simple and repetitive components;
- Picture instructions or easy to read instructions should be used at work or weekly meetings (where problems can be solved before they become too serious);

- Identify in the work team an employee who can become to the PMD a possible “friend” at work. This employee should be required to encourage, supervise or correct actions related to the work of a PMD;
- The job coach or the employer might introduce an incentives or simple reward system to motivate the PMD;
- The job coach should keep in touch and communicate with the person’s caregiver and doctor to identify and avoid individual stressors at work;
- The job coach should instruct the employer and co-workers to use simple and directive language with the PMD and to avoid jargon and to provide more intensive training if necessary. PMD, with careful training and prior assessment, can successfully perform service tasks that require a long routine.

INDIVIDUAL PLACEMENT AND SUPPORT GUIDE

6.5. PMD SUPPORT IN WORK

With IPS, PMD will carry out on-the-job training, which actually means they will learn while doing. The following guide comprises a series of measures that IPS covers and are to be followed to help PMD find and/or increase and/or maintain work.

Measure 1: Individualise the cases that need IPS and guidance

Each person has his/her own preferences with regards to job searching, job finding, job retention and career development. Therefore, each type of support will be different. Each programme needs to take into account each person's work or education background, strengths, and current symptoms, to support the development of an individualised strategy.

Measure 2: Individual monitoring and consulting

Each person needs to be individually monitored and have a delegated consultant during his/her placement. The allocated programme for each person needs to be able to identify strengths and weaknesses, possible gaps in the management, and to ensure it runs smoothly. Therefore, the programme should set clear, measurable performance goals.

Measure 3: Methodical development of basic work skills and competencies

The methodological development of basic work skills and competences depends on the type of work the person is dealing with. It can range from learning about emerging technologies, or learning how to handle a filling system. It can also involve skills development so that employees can go for promotions or increase their responsibilities.

Measure 4: Learning work procedures and methods used in the job

To learn work procedure and methods used in the job, the following methods may be used:

- Coaching and mentoring: It represents the most used method to train the employees while on their jobs. Coaching includes the development of a link between the employees and managers, in the form of a one-to-one relationship, and it can be used to ensure that the employee is given constant guidance and feedback about their tasks. Mentoring is a form of coaching which involves one-to-one coaching for an extended period.
- Job rotation: It involves moving employees from one task to another, so that they can understand different functions and processes of the job.
- Special project assignments: Employees are assigned a project related to their jobs. These special project assignments help the employees see the problems from different perspectives.

Measure 5: Learning the principles of effective planning, organisation and implementation of work

Organising and planning are two important functions of any job. Planning allows the employee to achieve goals and get results. Therefore, it is vital that the employees are explained the principles of effective planning, organisation and implementation of work.

Measure 6: Developing the quality of work

Quality of work means constantly achieving goals and expectations while having a positive, ethical working environment. It is important that the employee knows this, within the programme.

Measure 7: Learning to use work tools and equipment

It is important that PMDs learn how to use work tools and equipment at an early stage, in order to make the process easier and more efficient. It is crucial to have a core understanding of how to use basic tools, whether they care screwdriver, or machines.

Measure 8: Introducing measures for safe work

Safety in a work environment is a prerequisite. PMDs need to be introduced into safe work. The safety measures should be consistent with the work policies, and to be specific for the work/job, and appropriate according to its size and activities. Also, they should be relevant to national laws and regulations, be realistic and achievable; and periodically be evaluated and updated.

Measure 9: Learning to use protective equipment and developing work habits

Hazards and risks to employers' safety and health should be identified and assessed on an ongoing basis. Therefore, learning to use any protective equipment like gloves, masks and gowns during the work is essential in some cases. Also, it is important to encourage employees to ask questions, if they are uncertain of how and/or when/if something works.

Rehabilitation and employment support services for a disabled person, employer or working environment of a disabled person may be provided by professionals and associates, employees of employers, occupational rehabilitation providers, employment centres or companies for the disabled, or other natural persons, who meet the conditions for the provision of these services in accordance with the regulations. Support services shall be paid at prices determined by the minister responsible for disability protection. They can be financed from the budget of the Republic of Slovenia, the Fund (Public Scholarship, Development, Disability and Maintenance Fund of RS) or other sources.

National wise and connected to the logic of IPS, is the tool Individual plan of support. This institute is used within supported employment and includes professional and technical support to both the disabled person, the employer and the work environment. In the introduction to work, at the workplace and in integration into the work environment, a disabled person may be provided with professional support through information, counselling and training, personal assistance, monitoring at work, development of personal work methods and evaluation of his work performance. The suggested elements are to be included in the IPS national wise (included elements only for the disabled person).

Range/type of professional support (categories include information/counselling, accompanying at work, development of personal methods of work, evaluation of work success, personal assistance, technical assistance, etc.)

Each type of professional support includes a description of the planned support services with included data on estimated funds of monthly hours dedicated to it, definition of assigned person to perform these services (either employment rehabilitation service performer, or employers/mentor/ other person).

INDIVIDUAL PLACEMENT AND SUPPORT GUIDE

6.6. IPS EFFECTIVENESS

In order to investigate the IPS efficiency and effectiveness in a specific job for a PMD, the employer may use a series of questions to assess the progress of a specific employee/PMD during their job and/or training.

The following table is used to measure the process, effectiveness, and success rate of the IPS work. The marks will be measured with 1 being the lowest (low performance is indicated task) and 5 being the highest (outstanding performance in indicated task).

This is an indicative means that may be used by employers to gauge the abilities of current employees. This test is designed to assess whether individuals have the skills necessary to perform various and essential aspects of a job.

TABLE OF EFFECTIVENESS

1. Comes to work on time	1	2	3	4	5
2. Knows how to use the learned content	1	2	3	4	5
3. Practical instructions quickly understood	1	2	3	4	5
4. Theoretical (written) instructions quickly understood	1	2	3	4	5
5. The importance of links is well understood	1	2	3	4	5
6. Is capable of concentration in the execution of tasks	1	2	3	4	5
7. Work assignments are well planned	1	2	3	4	5
8. Wants to work and is well motivated	1	2	3	4	5
9. Uses consistent approaches during work	1	2	3	4	5
10. Changes during work are quickly adjusted	1	2	3	4	5
11. Fine hand skill is satisfactory (if applicable)	1	2	3	4	5
12. Coarse manual skill is satisfactory (if applicable)	1	2	3	4	5
13. The quality of work is fully consistent with the standards	1	2	3	4	5
14. Efficiency in the normified work is satisfactory	1	2	3	4	5
15. Efficiency in the non-normified work is satisfactory	1	2	3	4	5
16. Working results are improving over time	1	2	3	4	5

17. At work the employee is able to keep up for a long time	1	2	3	4	5
18. Proactive	1	2	3	4	5
19. Work is carried out independently	1	2	3	4	5
20. Is capable of independent decision-making	1	2	3	4	5
21. Work carried out safely and reliably (comply with regulations)	1	2	3	4	5
22. Is emotionally mastered, always responding appropriately	1	2	3	4	5
23. Is behavioural mastered is always responding appropriately	1	2	3	4	5
24. Comes to work tidy	1	2	3	4	5
25. Leadership is well received	1	2	3	4	5
26. Appropriate contacts with colleagues, knows how to cooperate	1	2	3	4	5
27. Asserts themselves in the group in an appropriate way	1	2	3	4	5

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



HANDBOOK

DEVELOPING COMPETENCES OF ADULT EDUCATORS
TO SUPPORT THE EMPLOYMENT OF
PERSONS WITH MENTAL DISABILITIES



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Project No. : 2019-1-IT02-KA204-063364

