



Transferability Guideline
How to Implement the Project Compilation
in each Partner Country

Summary

Table of content

1. European Situation	3
The employment situation of persons with disabilities in Europe	3
2. National Situations of Partner Countries	4
3. Legal Framework in the Partner Countries for Vocational Training and Integration into the Open Labour Market	6
4. Differences in Vocational Training for People with Disabilities in the Partner Countries	10
5. Barriers for People with Disabilities in Obtaining Training and Employment	11
6. Needs, Challenges and Focus in each Partner Country regarding the Integration of People with Disabilities in Non-Traditional Lines of Work and the Implementation of Non-Traditional Vocational Trainings	12
Catalogue of Demands on a National Level	15
Transfer of the IBB2 Support Model in other Sectors	16
7. Reference list	18

1. European Situation

The employment situation of persons with disabilities in Europe

Article 27 of UN Convention on the Rights of Persons with Disabilities on work and employment states that all persons with disabilities have the right to work on an equal basis with others; this 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. Article 27 also declares that state parties shall guarantee and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation¹.

In Europe there are over 50 million European citizens with disabilities representing about 15% of the population of the European Union. While about 68% of people without disabilities have a job, only about 20% of citizens with disabilities are employed. These figures show that employment of persons with disabilities in the open labour market has not improved a lot in the last 10 years².

People with learning or intellectual disabilities have even less chances to get a paid job than people with physical disabilities. The current situation, blighted by the economic and financial crisis, has worsened the employment prospects of citizens with disabilities, who are pushed out of the labour market.

The European situation has to improve and undertake certain activities, in order to increase the employment rate of people with learning disabilities. Internationally, certain policy trends can be identified with regard to the employment of persons with disabilities. The ultimate aim is to offer tailor-made solutions as more attention is paid to the individual wishes of persons with disabilities.

The health and social care sector is a “dynamic sub-sector” which contributed to the creation of 3.3 million new jobs between 2000 and 2007, i.e. one sixth of the jobs created in the services sector as a whole³.

In a nutshell, during the last 15 years, health and social care services have been one of the biggest contributors to the creation of jobs across the 27 EU Member States.

¹ United Nations, Convention on the Rights of Persons with Disabilities, Article 27 (1), 2006, p. 19-20

² EASPD, Thessaloniki declaration, Position Paper on Employment for Persons with Disabilities, November 2009, p. 2

³ European Commission, Biennial report on social services of general interest, 2008, p.19

Consequently, to open the health and social sector for the employment of people with intellectual disabilities is very important, since this sector generates many jobs. There is a huge potential in this sector and it is worth to open it for people with learning disabilities as it has been done within the IBB2 project. This being said, the transfer of the IBB2 project results (support model) to other European countries should be enforced.

2. National Situations of Partner Countries

In all partner countries, we detect a low employment rate of people with disabilities. This corresponds to and confirms the European statistics. Another issue which all partner countries have in common is that people with intellectual disabilities are less likely to find a job than people with physical disabilities.

According to research data by the Polish research company Maison (December 2009), titled "The perception of persons with intellectual disabilities by the Polish society," the general problem in Poland is a very low employment rate of persons with moderate or considerable intellectual disability.

Besides this fact, there are still many stereotypes in Polish society. According to the III wave, "66% of Poles think that people with disabilities wouldn't be able to cope with their work and that their employers would have trouble with them. Society hardly accepts people with intellectual disabilities at work."⁴.

In 2010 the State Foundation for the Rehabilitation of People with Disabilities (PFRON) in cooperation with Institute of Social Sciences and Humanities in Warsaw (SWPS) conducted a research poll entitled "Nationwide Research on the Situation, Needs and Possibilities of Persons with Disabilities in Poland". The data shows that 95% of respondents with intellectual disabilities are not active in the labour market. In this specific group, age is not a differentiating factor – difference in employment in accordance with the age is not more than 1.3%. The will to work is not high among people with disabilities – less than 50% of them would like to go to work. This data clearly shows that it is **necessary to undertake activities which increase the motivation of people with disabilities to work.**

⁴ "Poland 2030. The Third Wave of Modernity. Long-time Strategy of Development"; The Chancellery of the Prime Minister, 2011

As suggested by Austrian partners, in order to encourage people with disabilities, working with role models could be helpful. It might be useful to ask people with disabilities who already work to talk with others who have concerns about their experiences.

Particularly in Poland it has become obvious that there is **a need of awareness raising activities in society**. This has been the case **with the diversity workshops and mentoring trainings**. The Polish project partner also highlighted the need of decreasing stereotypes in their society.

Such stereotypes can only be decreased by talking with people and raising their awareness in workshops and to invite them to see and test the usefulness of the contribution of people with intellectual disabilities in the labour market.

Further research in the partner countries demonstrated that there is **a clear lack of adequate further instructions for people with intellectual disabilities**. Research about influence of the kind and level of education on the work of people with disabilities highlighted that people with intellectual disabilities are the least active group in comparison to people with other types of disability, at work as well as in school and training. In Poland, only 3% of them take part in trainings or courses.⁵

In **Germany**, the labour market statistics show that the employment situation for people with disabilities is very difficult. The labour force participation rate was app. 34% in 2005 (compared with approximately 74% to all employable persons). With 18.1%, the unemployment rate in 2005 was twice as high as in the total population. People with complex support needs and/or severe disabilities rarely have a chance to find employment on the regular labour market. They are excluded from earning a living as being "unemployable" or are unable to access a new job, although employment of people with disabilities is an obligation of the employers⁶.

In Germany there exists the policy to enhance integration. The vocational regulations and legislations clearly promote the integration of people with disabilities into regular VET (Vocational Educational and Training) as far as possible. But often reality indicates the opposite. It is still a vivid discussion in Germany, whether sheltered employment and VET are part of integration or whether they are part of segregation.

Integration on the labour market is still not reality – despite the money that an employer has to pay if there is an insufficient ratio of people with disabilities (the 'Ausgleichsabgabe' in

⁵ Report by Pentor Research International, 2009

⁶ ANED, 2009a

2003 was more than 400 million Euro). In the case of VET it is even more drastic: the number of people with severe disabilities in VET is less than 5 in one thousand. Consequently, **people with complex support needs are disadvantaged in systems of social security and health care as a result of the missing labour market mechanisms**⁷.

In **Austria**, the situation is similar to the other partner countries. As mentioned in a report from the Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection, disability is often seen in opposition to the idea of achievement and success. This negative conception does not do justice to a large number of people with disabilities. Various concerns on the entrepreneurs' part keep negatively influencing many people's chances of participation⁸.

Consequently, there is a need for awareness raising activities in Austrian society as well, in order to increase the willingness of employers to hire people with intellectual disabilities. Like in Germany, also Austrian employers have to pay in case of an insufficient ratio of people with disabilities. However, this measurement has not caused an increase of the employment rate of people with disabilities.

In **Spain**, the financial restrictions of the economy make it even more difficult for people with intellectual disabilities to find a job. Often, people with disabilities only find jobs with the support of job place assistants. As in the other partner countries, the work of people with intellectual disabilities in the social and care sector has not had a long tradition so far.

3. Legal Framework in the Partner Countries for Vocational Training and Integration into the Open Labour Market

The Polish system supports people with disabilities when entering to the labour market. The Act "The labor and social rehabilitation of people with disabilities by way of employment" was enacted on 29 October 2010 (including amendments and adaptations)⁹.

The support system concerns:

- The daily and weekly time of work depends on level of disability: 8/7 hours per day; 40/35 hours per week

⁷ DEUTSCHLAND.de, 2012

⁸ BMASK, 2003, p.7

⁹ Articles 40, 41

- Permanent funding from national sources for those employers who employ people with disabilities
- The Act describes forms of employment of people with disabilities:
 1. **Supported Labour Institution:** 30-40% of employed people with disabilities. Employer receives tax reduction, governmental donation and funds from National Foundation for the Rehabilitation of People with Disabilities (PFRON). The institution should generate profit.
 2. **Vocational Activity Institution:** established by local authorities or NGO, financed by statute funds. Employees receive medical, social and vocational rehabilitation. The transitional form: after vocational rehabilitation an employee should go to an open labor market (practically very rare).
 3. **Workshop of Therapeutic Activities for participants with intellectual disabilities:** It is not a form of employment but a way of preparation to the open labor market (practically impossible). Financed by PFRON.
 4. **Social Cooperative:** cooperatives created by NGOs. They can apply for special privileges, for instance tax reduction or possibility to employ voluntary workers.
 5. **Social Integration Center:** created and financed by local authorities
 6. **Social Enterprise:** institution with some economic activity. Profit is used for community purposes. (rather unpopular in Poland)

As Barbara Szostak states, **the system of donations and funds for employers is rather complicated and not coherent in Poland.** However, it is possible to use; **more and more employers take advantage of it**¹⁰.

In **Germany**, the main income support for people with disabilities is a 'pension for reduced earnings.' This is a contributory insurance benefit. Social assistance is also available to people with disabilities but the tests for social assistance revolve around care and mobility needs rather than work incapacity.

It is important to note that the extended employment services are entirely concerned with preparation for work (training, rehabilitation etc.) and do not include assistance in the workplace.

Improving accessibility to the open labour market is the task of the employment office and the integration offices, which cooperate with enterprises and special services.

¹⁰ The Act of the Labor and Social Rehabilitation and the Way of Getting a Job by Disabled Persons, 2010

People with intellectual and developmental disabilities have the right to attend a Workshop for Persons with Disabilities if they can produce a record of a minimum of economically viable work. An occupation in a 'Workshop for People with Disabilities' does not justify regular conditions of employment. It is a programme for social integration financed by the welfare administration. The number of the available places in such workshops increases continuously. An important goal in a Workshop for Persons with Disabilities (vocational training and training on the job) is to improve the possibility of finding a job on the open job market. The successful crossover rate, however, is only approximately 0.3% per year. People with complex support needs who do not fulfill the criteria for working in a Workshop often go to a day center¹¹.

Although the instruments for labour market integration substantially improved and became more flexible in the past years, people with complex support needs and/or severe disabilities do not profit from these efforts.

In Germany, the rehabilitation legislation was re consolidated and further developed in the new Social Code IX for all branches of rehabilitation institutions. It lets organisations synchronize rehabilitation practices and disability policy through coordination and cooperation. New vocational training and rehabilitation programmes have been put into practice, supported by different funds and subsidies¹².

In **Spain**, there are different possibilities for companies to get financial support when they hire a person with disability. Financial support is meant to be provided when

- employing a person with disability and giving her/him a permanent contract
- hiring a person with disability and giving him/her a temporary contract
- adaptations at the work place

The region of Catalonia, for instance, often applies the concept of supported employment in order to help people with disabilities to find an adequate job. The Spanish legislation for Supported Employment has been in existence since 2007. Supported employment is a strategy for supporting and integrating people with special difficulties when it comes to find employment.

Unlike Poland, Spain and the other partner countries acknowledge job placement assistance as a job profile. Job placement assistants offer orientation, assessment and accompaniment

¹¹ Country Reports Research, 2009

¹² EACEA: 2010

for the person with disability, elaborating for each worker and individualised plan. They also provide guidance for employer and colleagues.

Like in the other partner countries, people with disabilities can access either a day center, a workshop or the open labour market.

In Austria, the 2008/2009 federal labour market programme for people with disabilities lists the following subsidies for the integration of people with disabilities into the labour market¹³. The Social Welfare Office (Bundessozialamt) coordinates a series of subsidy programmes for projects which aim to integrate people with disabilities into the labour market.

For future inclusive care workers (people with learning/intellectual disabilities) and their employers, job placement assistance as well as job coaching are particularly relevant. Therefore, we pay special attention to support options such as those below. The list of options provided here is not exhaustive.

Job placement assistance

Job placement assistance aims to support people with disabilities in getting an occupation or avoiding the loss of an employment and to inform them about subsidy programs for vocational inclusion. The term “job placement assistance” refers to the Austrian context. In the other partner countries, there are different terms for the profession and there is often a mixture between the two job profiles of Job Coaching and job placement assistance. These job placement assistance services are provided for people with disabilities as well as the businesses in which they work. This measure primarily aims to determine the skill sets and interests of the prospective employees, to support them in the application process, to stay in contact with the respective businesses and future employers, and to intervene in case of crisis. Doing internships often helps people find a job that is right for them. Clients can use job placement assistance for an entire year, free of charge and on a voluntary basis. Job placement assistants will inform clients and businesses about financial aid and other support measures.

Job Coaching

Job Coaching in the Austrian context is an immediate and intensive support and instructional system at the workplace directly after the job placement. This service can be used by employers, people with learning difficulties, hearing impairments, and multiple disabilities for six months.

¹³ BMASK 2008; p. 18ff

Job Coaches aim to secure employment for people with disabilities on a long-term basis. They structure, e.g., work instructions and make job duties more easily understandable. Job Coaches inform people with disabilities and their employers about all relevant work-related and social matters.

4. Differences in Vocational Training for People with Disabilities in the Partner Countries

The Polish Ministry of National Education in 2005 commissioned a research project about long-term education. In the school year 2004/2005, there were 140.367 participants, only 0,9% of whom were people with special educational needs. People with minor intellectual disability made up 7.1% of this group¹⁴.

People with moderate and considerable intellectual disability were not represented at all. This shows that in spite of legal mandate, **people with intellectual disability practically don't have many possibilities to participate in vocational trainings and courses** – as Monika Zakrzewska (an expert in the field of supported employment) states.

In **Germany**, for instance, the integration of people with disabilities in jobs with social insurance contributions is possible, provided that these people have been adequately prepared. Acquiring key qualifications was important in the training process: An educational report by the Hamburg Job Placement Assistance¹⁵ clearly demonstrates that not only professional competences, but also key qualifications, are required,.

Also in Spain and Austria, there were several initiatives for increasing the number of people with intellectual disabilities attending further training.

In **Austria**, for instance, the following initiatives aim to support people with intellectual disabilities at job entry. Their participation in the job market is enforced by training them, e.g., social skills .

Clearing is a service which facilitates the transition from school to job for adolescents with disabilities and helps the target group enter the job market. In the past school year, Clearing Teams and representatives of the target group developed a package of vocational inclusion measures such as creating a disposition and qualification profile and carrying out a

¹⁴ "Persistent Education 2005. Report about condition of persistent education in Poland in 2005"; Ministry of National Education, Warsaw 2005, p. 92

¹⁵ HAA Hamburger Arbeitsassistentz, 2011

strengths/weaknesses analysis, which, in turn, is the basis of the creation of a career/development plan¹⁶.

Inclusive Vocational Training is another measure/service in Austria which was ratified by law in 2003 and targets adolescents with special needs for whom a regular apprenticeship is not possible. Individual needs of adolescents are taken into close consideration. Therefore, an apprenticeship may be enhanced by a prolonged training period of up to two years, or the apprentice may only learn certain parts of a profession as part of a partial qualification programme. Inclusive vocational training is supported and accompanied by vocational training assistants in order to guarantee a successful training.

There is also a number of **Qualification Projects** which often provide solutions to labour market problems in Austria. They provide tailor-made vocational training measures as well as basic apprenticeships for certain job branches. This is a reaction to current labour market demands.

5. Barriers for People with Disabilities in Obtaining Training and Employment

Unfortunately, as figures demonstrate, people with intellectual disabilities still have to face many obstacles when it comes to obtaining trainings and employment in our partner countries.

For instance, our partner countries found the following reasons for the marginalisation and exclusion of people with intellectual disabilities:

- First, the number of **expert counseling centers is very low**.
- Second, there is **a lack of efficient systems and poor access to life-long education**. Access to further education and trainings is very restricted for people with intellectual disabilities. Lecture notes in easy-to-read are often available and there is no personal capacity to provide a second teacher for support, this often leads to an exclusion/segregation of people with intellectual disabilities from education. A poor

¹⁶ Stubenrauch 2009, p.29f

education strongly influences the chances to get a job and to live a self-determined and autonomous life.

- Third, **there are still strong stereotypes in society**, according to which people with intellectual disabilities are “less useful”, dependent, without any skills, potential and ambitions. These stereotypes are also shared by potential employers and they create an additional barrier for people with intellectual disabilities looking for employment.
- Fourth, people with disabilities often **risk losing their right to social insurance** when they start working. This is a problem in all partner countries and it clearly contributes to a lower motivation of people with disabilities to apply for a job.
- Fifth, many institutions **do not have enough funding** – and there is little economic stability. As a result of the **economic crisis** in the partner countries, it has become even more difficult to find a job for people with disabilities.
- Sixth, so far, the social field has not been a traditional professional resource for people with learning disabilities. Therefore, it is necessary to **raise awareness with social employers** about employing people with disabilities.

6. Needs, Challenges and Focus in each Partner Country regarding the Integration of People with Disabilities in Non-Traditional Lines of Work and the Implementation of Non-Traditional Vocational Trainings

There is a long-term governmental strategy for improving the situation of people with disabilities in Poland. The Office of the Prime Minister published on November 17th, 2011, a project entitled “The Third Wave of Modernity. A long-term development strategy – Poland 2030”. The proposed changes show the necessity of rebuilding the support system for people with disabilities. Employing these people should be treated as an instrument of real social integration.

The main thesis of the strategy: **better education and a higher proportion of employed people with disabilities will cause liquidation of supported labour market**, most people with disabilities will be employed in an open market¹⁷.

Today NGOs employing job trainers conduct many trainings, schoolings and workshops. They follow American, German and Irish patterns and create their own rules. They try to make job placement assistance an accepted profession.

¹⁷ “The Third Wave of Modernity”, p. 52.

In Poland, the project partners aim to transfer the IBB2 support model with the mentoring approach. The support model is very flexible and should be easy to adapt to the Polish situation. The experiences gathered during the test phase will allow the Polish partner to implement this support system in other sectors. The Polish project partners are not able at the present moment to define these sectors, but the full spectrum of the social sector will definitely be involved. In particular, work in a residence for elderly people and in a kindergarten/school have been tested and yielded good results. The mentoring concept and the diversity workshop were also tested in this field of work. The participants provided good feedback about the IBB2 support model.

In addition, it will be necessary to put pressure on public authorities in order to get funds for financing the mentoring system. The Polish partners are raising awareness for the IBB2 support model and are involved in several dissemination activities. They also work on similar projects and build up networks in order to disseminate the project results. For instance, they are familiar with the project "Time Start – from supported practices to supported employment". The third edition of 3-year project started in March 2012. The project is financed by the governmental agency PFRON. The mentoring system is implemented in the project.

In addition, on May 8th 2012, the Polish partners organised a debate summing up the main findings of the IBB2 project in Poland. There were four groups of participants: employers, professionals introducing mentees into the labour market, representatives of NGOs working in the field of intellectual disability, other interested people, including representatives of local authorities. The debate was very fruitful and many participants were surprised by the findings of the IBB2 project. This clearly shows how important it is to keep disseminating the project results, since the social awareness is still rather low in Poland.

The Polish partner handed in a project application for a project named "The Helpful Hand. Verification of the Mentoring Programme as a Means of Enabling People with Disabilities to Start a Job in the Polish Labour Market". It is now at the verification stage (all the content-related evaluation is positive). The project is financed by the European Union Social Funds, and the Polish partner will coordinate the project for the University of Warsaw.

In Germany, the following trends have been identified, in order to raise the participation of people with disabilities in the labour market:

The demographic trends and analysis of the labour force underline the importance of shifting from a passive compensation system to an active integration programme for people with disabilities. Some measures are:

- Improve national and regional vocational training strategies
- Modernize social protection systems
- Attract and retain more people with disabilities into employment
- Improve the matching process between employer and employee according to only to the market needs, but also to the individual needs
- Improve the adaptability of workers with disabilities by including the mentoring approach
- Mobilize local communities to make known the diversity approach and its advantages for organizations particularly from the care sector and individuals (cf. Diversity and Inclusion, 2009).

In Spain the following challenges and needs for the implementation of the IBB2 support model have been detected:

- One main challenge is to continue promoting the integration of people with learning disabilities into the open labour market.
- In particular, it will be necessary to raise the awareness of social employers in Spain. This sector has not been used to employ people with disabilities as staff members so far. Thus, it will be necessary to disseminate the projects results in particular, in this field.
- One additional aim is to help people with learning disabilities to find the right job (adequate for their needs) and to help them keeping the job over time.
- Raise the awareness of people that the maximum personal independence of people should be the norm. Thus, support should be provided only when required.

Also in Austria, the path toward the labour market integration of people with learning difficulties/ intellectual disabilities in the social sector is still marked by various barriers.

These barriers occur on the following levels:

• **Access to vocational training**

In most European countries, people with learning difficulties are rejected from schools and vocational training.

- **Information for people with learning difficulties**

People with learning difficulties often have no access to material and information about trainings, the labour market, and assistance and financial aid. If such material exists, it is often not available in an understandable form.

- **Attitude of businesses toward hiring people with disabilities**

Positive experiences open doors. Many businesses do not have much experience in integrating people with learning difficulties into the labour market and feel ill-informed by the responsible departments about the possibilities of assistance and aid.

Catalogue of Demands on a National Level

Provided that all EU member states are requested to define measures in national action plans to attain the goals set out in the strategy, the German government, for instance, defined more than 200 large-scale and smaller-scale measures to eliminate barriers for people with disabilities in their national action plans of June, 2011.

The subsequent demands are of relevance for the guaranteeing a successful implementation of the IBB2 support model (mentoring and diversity approach) in the partner countries:

Demands to policy-makers

- The implementation of **inclusive education** in all areas of daily life.
- **Information and awareness-raising campaigns** about the subject of labour market integration of people with learning difficulties.
- Access to **employment with social insurance** for people with learning difficulties.
- Create **legal basis** for the profession of inclusive care worker in Austria (collective agreement and region-specific regulations).
- People with disabilities should not have to fear for their **benefits** when they try to enter the labour market.
- Create **financial aid opportunities**, such as wage subsidies, and financial aid to adapt workspace in businesses.
- Promotion of **best practice examples**.

Demands to social institutions and future employers

- The human resources department should take into account the integration of inclusive care workers into multi-professional teams when devising **staff plans**.

Measures to promote diversity in-house have to be set out in organisation regulations.

- **Mentoring programmes** to support the successful job entry of new colleagues should become part of human resources management.
- Institutions should use **platforms to discuss experiences** in employing people with learning disabilities and best practice examples.
- **Cooperation with vocational training facilities** and other support systems such as, e.g., job placement assistance, in order to guarantee the best possible exchange of information and to promote networking opportunities.

Demands to educational institutions

- Open schools to implement **inclusive education**.
- **Education and further education of teachers** for inclusive education
- Make **necessary resources** available.
- **Inclusive further education** for people with learning difficulties as part of the lifelong learning philosophy
- Promote cooperation between **vocational field and vocational schools**.

Putting these demands into practice is the basis for a path toward the integration of people with learning difficulties into the labour market.

Transfer of the IBB2 Support Model in other Sectors

The support model was developed and implemented to facilitate the inclusive care worker training in the disability sector. As outlined above, it was also tested in other social institutions (e.g., children's homes and hospitals).

Safeguarding the transfer of the IBB2 support model to other economic sectors requires a number of adaptations. The diversity coach was chosen from a small target group of experts from the area of labour market integration of people with learning difficulties and adult education.

When other people want to obtain the qualification to be a diversity coach, these additional learning contents have to be included in their training. Various factors influence businesses in their readiness to employ people with learning difficulties. Particularly the previous experiences businesses have had with employing people with learning difficulties is crucial in their decision to offer such positions. If there were no such experiences, businesses tend to predict the performances in a much more negative light and are much less willing to employ people with learning difficulties. Additionally, a lack of information also makes businesses

less willing to employ people with learning difficulties (cf. Leichsenring, Strümpel, 1997, p. 10f).

According to these findings, diversity team workshops have to feature more practical examples. There also has to be room for questions about disability and the cooperation with people with learning difficulties.

Additionally, human resources have to be notified about financial aid opportunities. Mentoring programmes are well-established in many enterprises.

In addition to the programmes already in place, mentor trainings for the assistance of people with learning difficulties can be offered as well. The aim of such training is to obtain basic knowledge about people with learning difficulties and to acquire methods for the mentoring process of people with learning difficulties.

The IBB2 support model can be seen as best practice model, since it takes into consideration the requirements of all parties involved in the job entry process (such as employers, employees and the disability care worker). It is unique because for the first time people with learning disabilities have got the chance to work as qualified colleagues in the social field. They have the chance to attend an inclusive vocational training and to work in the social field which offers a lot of work.

The social field can also learn from the disability care workers, since they are often more sensitive to the needs of people with disabilities. They know about everyday barriers for people with disabilities and they detect discrimination earlier than their other colleagues. To work in an inclusive team also brings advantages for the whole team and the employers as well, since everybody can learn from the other. An inclusive team means lived diversity at the workplace.

For all these reasons, the project partners are convinced of the relevance of the IBB2 project results. All of them plan to continue disseminating the IBB2 project results on National level and consequently they will work on attracting the interest of relevant stakeholders (e.g. politicians, employers of the social field, VET providers and people with intellectual disabilities) for the IBB2 project.

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